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School Plan

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HURRICANE CREEK ELEMENTARY

Arkansas Comprehensive School Improvement Plan

2013-2014

Achieving Excellence....One Student at a Time.

Grade Span: K-5

Title I: Title I Schoolwide

School Improvement: A

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Priority 1: Literacy

Goal: At the end of the 2013-14 school year, we will meet the AMO for all students of 94.26% in Literacy. At the end of the 2012-13 school year, 94.57% of all students were proficient in literacy. Annually, we will show an increase of 0.4% in order to reach our 2017 AMO which is 96.17%. At the end of 2013-14, we will meet the AMO for TAGG students of 89.19% proficient in Literacy. At the end of 2012-13, 90.0% of TAGG students were proficient. We will show an increase of 0.8% in order to meet AMO for the TAGG group.

Priority 2: Mathematics

Goal: At the end of the 2013-14 school year, we will meet the AMO for all students of 96.55%. At the end of the 2012-13 school year, 90.50% of all students tested were proficient in mathematics. We will need to show increase in performance in order to reach our 2017 AMO goal of 97.7%

Priority 3: Wellness

Goal: Promote student wellness through nutrition and health education, comprehensive health services, physical activity and parental involvement.

Priority 4: TITLE III/ELL

Goal: Provide Improvement in the Reading and Content Skills for Identified ELL students.

Goal: Provide Improvement in the Reading and Content Skills for Identified ELL students.

Priority 5: Needs Improvement in Math

Goal: To close the achievement gap between the general population and the tagg population in open-response Number and Operations and Geometry.

Priority 1: All students will improve literacy skills in the following areas of Reading: Open-Response Practical Reading and Content Writing.

1. In April 2011, 95% of our 97 fifth graders tested scored proficient or above on the State Benchmark exam. Test results indicate that the following subgroups of students scored proficient or above with the lowest identified areas being Reading multiple choice: Content and Literary Open-Response, and Writing open response: Content and Style. *100% of our 12 African American students, *60% of our 5 Hispanic students *96% of our 79 Caucasian students *91% of our 34 Socio Eco. Deprived students *0% of our 2 ELL Student *83% of our 6 Students with Disabilities. In April 2012, 96% of our 94 fifth graders tested scored proficient or advanced on the state Benchmark exam. Test results indicate that the following TAG students scored proficient or advanced with the lowest areas identified as Content open response: *91% of our 41 Economically disadvantaged *0% of our 0 ELL *89% of our 8 Students with Disabilities In 2013, 95% of the 69 students scored proficient/advanced on the Benchmark. 100% of 3 ELL students scored proficient and advanced. 88% of 26 Economically disadvantaged students scored proficient and advanced. 60% of 5 Students with Disabilities scored proficient and advanced. The three year trend analysis shows the lowest identified areas of weakness are Literary Reading open-response and Content writing.
2. In April 2011, 61% of our 97 5th graders that tested scored at or above the 50th percentile rank in reading comprehension on the ITBS. In April 2013, 53% of 69 5th graders scored at or above the 50th percentile rank in reading comprehension on the ITBS. Test results showed the

following area of weakness: Reading Comprehension

Supporting Data:

3. In April 2011, 94% of our 108 fourth graders tested scored proficient or above on the State Benchmark exam. Test results indicate that the following subgroups of students scored proficient or above with the lowest identified areas being Reading open response: Content; Reading multiple choice: Practical; and Writing: Content and Style. *95% of our 22 African American students, *100% of our 1 Hispanic student *94% of our 82 Caucasian students *92% of our 41 Socio Eco. Deprived students *0% of our 0 ELL Students *89% of our 9 Students with Disabilities. In April 2012, 94% of our 91 fourth grade students scored proficient or advanced on the state Benchmark exam. Test results indicate the following TAG students scored proficient or advanced with the lowest identified areas as Practical Reading open-response and Content and Style Writing: *90% of our 35 Economically Disadvantaged *80% of our 4 ELL students *75% of our 9 Students with Disabilities In April 2013, 92% of our 82 4th graders scored proficient and advanced on the Benchmark. 67% of 6 students with disabilities scored proficient and advanced. 100% of 2 ELL students, and 86% of 36 economically disadvantaged students scored proficient and advanced. Three year trend analysis shows the lowest identified areas of weakness are Practical Reading open-response and Content writing.
4. In April 2011, 74% of the 108 4th graders who tested scored at/above the National Percentile Rank of 50% in reading comprehension on the ITBS. In April 2013, 59% of 82 fourth graders scored at or above the 50th percentile rank in reading comprehension on the ITBS. Test results showed the following area of weakness: Reading Comprehension
5. In April 2011, 84% of our 88 third graders tested scored proficient or above on the State Benchmark exam. Test results indicate that the following subgroups of students scored proficient or above with the lowest identified areas being Reading multiple choice and practical open response. *86% of our 14 African American students, *67% of our 6 Hispanic student *86% of our 68 Caucasian students *74% of our 31 Socio Eco. Deprived students *60% of our 5 ELL Students *54% of our 11 Students with Disabilities. In April 2012, 94% of our 88 third grade students tested scored proficient or advanced on the state Benchmark exam. Test results indicate that the following subgroups of students scored proficient or advanced with the lowest identified areas being Practical Reading open response and Content and Style writing: *88% of our 30 Economically Disadvantaged *0% of our 1 ELL *60% of our 6 Students with Disabilities In April 2013, 92% of our 95 third graders scored proficient and advanced on the Benchmark. Three year trend analysis shows the lowest identified areas of weakness are Content Writing and Practical Reading.
6. In April 2011, 66% of our 88 3rd graders tested scored at or above the National Percentile Rank of 50% in reading on the ITBS. In 2013, 58% of 95 third graders scored at or above the 50th percentile rank in reading on the ITBS. Test results showed the following area of weakness: Reading Comprehension In April 2011, 74% of our 98 2nd graders tested scored at/above the National Percentile Rank of 50% in reading on the ITBS. Test results showed the following area of weakness: Reading Vocabulary In April 2011, 77% of our 99 1st graders tested scored at/above the National Percentile Rank of 50% in reading on the ITBS. Test results showed the following area of weakness: Reading Vocabulary
7. In April 2011, 94% of our 100 Kindergarten students tested scored at/above the National Percentile Rank of 50% in reading on the ITBS. Test results showed the following areas of weakness: Reading Vocabulary Kindergarten students did not take a standardized test in the school year 2012 nor 2013 school year.
8. In 2010-2011, our attendance rate was 95%. In 2011-2012, our attendance rate was 97%. In school year 2012-13, the attendance rate was 95%

Goal At the end of the 2013-14 school year, we will meet the AMO for all students of 94.26% in Literacy. At the end of the 2012-13 school year, 94.57% of all students were proficient in literacy. Annually, we will show an increase of 0.4% in order to reach our 2017 AMO which is 96.17%. At the end of 2013-14, we will meet the AMO for TAGG students of 89.19% proficient in Literacy. At the end of 2012-13, 90.0% of TAGG students were proficient. We will show an increase of 0.8% in order to meet AMO for the TAGG group.

Benchmark At the end of the 2010-2011 school year, 92.3% of our combined population of 3rd, 4th, and 5th grade students scored proficient in Literacy on the Benchmark Exam. At the end of the 2011-2012 school year, 94.6% of our 3rd, 4th, and 5th grade students scored proficient or advanced in Literacy. At the end of the 2012-13 school year, 92% of 3rd graders scored proficient/advanced on the the Benchmark. 92% of our 4th graders scored proficient/advanced and 95% of the fifth graders scored proficient or advanced on the Literacy section of the Benchmark.

Intervention: Implement State Initiated Balanced Literacy Approach to Improve Student Achievement.				
Scientific Based Research: Dorn, L.J., & Soffos C. (2012). Interventions that work, a comprehensive intervention model for preventing reading failure in grades k-3. Boston:Pearson. Nell K Duke, Samantha Caughlan, Mary Juzwik, Nicole Martin , (2011) Writing Genre with Purpose in K-8 Classrooms				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Refer to the campus' RTI committee those students who demonstrate an educational	Jason Hay, Assistant Principal	Start: 07/01/2013 End:	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$

<p>need in literacy or when a student's behavior consistently prevents academic achievement in the regular classroom. The RTI process is a collaborative effort to provide interventions to meet the student's unique needs. Action Type: AIP/IRI Action Type: Collaboration Action Type: Title I Schoolwide</p>		<p>06/30/2014</p>	<ul style="list-style-type: none"> • Central Office • District Staff • Teachers 	
<p>All teachers, including Special Education teachers and staff will continue to review, research and implement the instructional strategies listed below. These strategies will help reduce disparities between student subgroups and are aligned to the Common Core State Standards. Differentiated Instruction, Small Group Guided Reading, Novel Studies, use the Pacing Guide in Instructional Planning, Double-Blocking, Reader's Theater, Lucy Calkins Writing Program, Student Response System, Linda Hoyt Explorations in Nonfiction Writing, Barton, and Handwriting without Tears. Literacy specialist will be utilized to model best practices in the classrooms. Action Type: Alignment Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Tammie Reitenger, Principal, Jason Hay, Assistant Principal, Shelia Benson Specialist</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • District Staff • School Library • Teachers 	<p>ACTION BUDGET: \$</p>
<p>The effectiveness of this comprehensive literacy program will be determined by formative assessments (Classroom Walkthroughs , DRA scores, Interim Assessments, Electronic Assessment Database, and summative assessments (Benchmark and NRT results). Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Jason Hay, Assistant Principal and Tammie Reitenger, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Conduct collegial curriculum planning through weekly PLC meetings . Action Type: Alignment Action Type: Collaboration</p>	<p>Sheila Benson, Specialist</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Refer students who are suspected of having a disability in literacy for appropriate evaluation with parental approval. If eligible, an IEP,</p>	<p>Kelli Dockery, Counselor</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff 	<p>ACTION BUDGET: \$</p>

<p>designed to provide a free and appropriate public education will be developed and implemented for each student in their least restrictive setting. A full continuum of service settings will be maintained to meet diverse student needs. Students will participate in activities with non-disabled peers unless their IEP indicates otherwise. Action Type: Equity Action Type: Parental Engagement Action Type: Special Education</p>			<ul style="list-style-type: none"> • Performance Assessments • Teachers 	
<p>National School Lunch Act (NSLA) restricted state categorical funding will be used to pay for supplemental classroom materials and supplies for RTI and PARCC, provide a Before/After School Tutoring Program and hire a .058 School Social Worker (Lisa McNeely). Included in this budget will be salaries, benefits, materials and supplies, (aligned to the AR Frameworks), captial outlay (laptop computer), registration, travel, and other necessary materials to implement successful programs in these areas to help reduce the achievement disparities among student subgroups. NLSA funds will be used to create model technology integrated classrooms. Units consisting of interactive whiteboards, projectors, laptops, student response systems, and software. Teachers receiving said technology will receive professional development in order to incorporate its use into lesson plans. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Tammie Reitenger, Principal and Lisa McNeely, Social Worker</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • District Staff • Teachers 	<p>NSLA (State-281) - Capital Outlay: \$3000.00 NSLA (State-281) - Purchased Services: \$29.00 NSLA (State-281) - Materials & Supplies: \$1279.00 NSLA (State-281) - Employee Benefits: \$2321.00 NSLA (State-281) - Employee Salaries: \$10194.00 <hr/> ACTION BUDGET: \$16823</p>
<p>All teachers, including Special Education teachers and staff will continue to be trained in the instructional strategies listed in this plan. These trainings will help reduce disparities between students subgroups and are aligned to the Common Core State Standards. Ella in K-1, Effective Literacy 2-3, Developmental Spelling Analysis (DSA), Developmental Reading</p>	<p>Sheila Benson, Specialist and Angie Shelton, Speech Teacher</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>

<p>Assessment (DRA), Writing Workshop (K-5), Computer-assisted Instruction (Compass), Updating the Electronic Literacy Database, DIBELS, Barton Reading, Handwriting Without Tears, Linda Mood-Bell Training, STAR training, and Earobics. Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>				
<p>All teachers, including Special Education teachers, parent, and staff will continue to review, research, and implement the following evaluations to assess the instructional strategies stated in the plan. These evaluations will help reduce disparities between student subgroups and are aligned to the Common Core State Frameworks. Developmental Spelling Analysis (DSA), Developmental Reading Assessment (DRA), Interim Assessments (TLI), Data Analysis, Formative Assessments and DIBELS. Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>Tammie Reitenger, Principal, Jason Hay, Assistant Principal, Shelia Benson, Specialist</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>
<p>All teachers, including Special Education Teachers, will implement the technology listed below to promote Common Core State Standards and provide RTI strategies: Compass, Renaissance, ActiveInspire software, Chrome books, iPods, iPads, Interactive Projectors, Apple TV, Promethean Boards, and student response systems. Action Type: Technology Inclusion</p>	<p>Tammie Reitenger, Principal, Jason Hay Assistant Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>
<p>Title I funds will be used to hire a .25 fte Literacy Instructional Facilitator (Sheila Benson) to provide professional development and areas to help reduce the achievement disparities among student subgroups. Included for this position is salaries and benefits. Action Type: Collaboration Action Type: Equity Action Type: Professional Development</p>	<p>Pam Kenney, Director of Instruction</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Teachers 	<p>Title I - Employee \$3615.00 Benefits: Title I - Employee \$13885.00 Salaries: ACTION BUDGET: \$17500</p>
<p>Title I funds will be used to hire a .126 Parent Center Coordinator (Katie Brooks). This position, which is in addition to required district parental coordinator positions will provide services at building level to encourage parental involvement in their child's education. The required</p>	<p>Pam Kenney, Director of Instruction</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Teachers 	<p>Title I - Materials & Supplies: \$252.00 Title I - Employee \$2649.00 Salaries: Title I - Employee \$829.00</p>

<p>1% Title I allocation for parental involvement will include salaries, benefits, materials, and supplies, for the welfare of all students in the district. In addition, the Parental Involvement Coordinator will provide parent communication through e-mails, flyers, newsletters, and help us create instructional materials for parents to use with their children. The Parental Involvement Coordinator will also research ideas for parental involvement and act as a resource for parents. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>				<p>Benefits: <hr/> ACTION BUDGET: \$3730</p>
<p>Title IIA funds will be used to hire a .25 fte Math Instructional Facilitator (Sheila Benson), to conduct professional development activities on effective instructional strategies, which are aligned to Common Core State Standards, for all teachers, including Special Education Teachers, to help reduce the achievement disparities among student subgroups. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation</p>	<p>Dr. Debbie Bruick-Jones, Assistant Superintendent for Curriculum and Instruction</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>Title II-A - Employee \$14380.00 Salaries: Title II-A - Employee \$4155.68 Benefits: <hr/> ACTION BUDGET: \$18535.68</p>
<p>Total Budget:</p>				<p>\$56588.68</p>

Intervention: Implement Academic Improvement Plans (AIP)/ Individual Reading Intervention (IRI) to address students' weaknesses in Literacy.

Scientific Based Research: Owocki, G. (2013). The common core writing book, k-5, lessons for a range of tasks, purposes, and audiences. Heinemann Educational Books. Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction (5th Edition) (Words Their Way Series) Donald R. Bear, Marcia A. Invernizzi, Shane R. Templeton, Francine Johnston (2011)

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Administer Dibels Assessment in grades K-5, Interim Assessments, Developmental Spelling Analysis (DSA), District Writing Assessment, and Developmental Reading Assessment (DRA) to assess and monitor students' growth in Literacy and to reduce the achievement disparities between student subgroups. Action Type: AIP/IRI Action Type: Equity Action Type: Title I Schoolwide</p>	<p>Sheila Benson, Specialist</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Obtain feedback from teachers on the effectiveness of the interventions in assisting students and special education students develop stronger literacy skills. The effectiveness of these interventions</p>	<p>Kelli Dockery, Counselor</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff 	<p>ACTION BUDGET: \$</p>

shall be determined by formative assessments (Classroom Walkthroughs, Interim Assessments, DRA, DSA, DIBELS), Electronic Assessment Database, and summative assessments (Benchmark and NRT results). Conduct on-going staff evaluation of the comprehensive literacy program. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide			<ul style="list-style-type: none"> Teachers 	
Teachers and staff will identify students scoring below proficient on the state Benchmark exam and/or NRT and create and implement an Academic Improvement Plan (AIP) and/or Individual Reading Intervention (IRI) to help reduce the achievement disparities among Tag students. DIBELS(K-5), NRT(K-2), State Benchmark Exam(3-5) and QUALLS. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide	Tammie Reitenger Principal, Jason Hay Assistant Principal, and Shelia Benson Specialist	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET: \$
Utilize RTI to remediate AIP/IRI identified students through differentiated strategies, extended day tutoring, small group reteaching, cooperative learning, double blocking, Compass pathways, 95% Group, point in time remediation, and parent involvement in student progress to reduce the achievement disparities between the student subgroups. Action Type: AIP/IRI Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide	Jason Hay, Assistant Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Performance Assessments Teachers 	ACTION BUDGET: \$
During monthly grade-level Literacy meetings and bi-weekly Roundtable meetings, all teachers, including special education teachers, will continue to refine intervention strategies. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Sheila Benson, Specialist	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Title I funds will be used to purchase materials and supplies Student Chromebooks, Promethean Boards, Student Response Systems to help reduce the achievement disparities among student subgroups. Action Type: AIP/IRI Action Type: Equity Action Type: Technology Inclusion Action Type: Title I Schoolwide	Tammie Reitenger, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers Teachers 	Title I - Materials & Supplies: \$7001.01 ACTION BUDGET: \$7001.01
Total Budget:				\$7001.01

Priority 2: All students will improve math skills in the areas of Open-Response Data Analysis and Probability and Geometry on the Benchmark exam.

1. In April 2011, 91% of our 97 fifth graders tested scored proficient or above on the State

Benchmark test. Test results indicate that the following subgroups of students scored proficient or above with the lowest identified areas in math being multiple choice Algebra, and open response Geometry, and Measurement open response. *83% of our 12 African American students *60% of our 5 Hispanic Students *94% of our 79 Causasian students *85% of our 34 Socio Eco. Deprived students *50% of our 2 ELL Student *100% of our 6 Students with Disabilities. In April 2012, 85% of our 85 fifth grade students scored proficient or advanced on the Benchmark exam. Test results indicate that the following TAG students scored proficient or advanced with the lowest identified areas in math being open response numbers and operation and open response geometry. *78% of our 35 Economically Disadvantaged students *0% of our 1 ELL *44% of our 4 students with disabilities In April 2013, 79% of the fifth graders scored proficient and advanced on the Benchmark. 60% of 5 students with disabilities, 67% of 3 ELL, and 69% of 26 Economically Disadvantaged students scored proficient and advanced. A three year analysis of data showed the lowest areas of Geometry and Data Analysis and Probability open-response.

2. In April 2009, 68% of our 94 fifth grade students tested scored at/above the National Percentile Rank of 50% in math on the SAT 10 exam. The National Percentile Rank of Mean NCE in math was 66.5. Test results showed the following area of weakness: Math Problem Solving. In April 2011, 74% of our 97 fifth graders tested scored at/above the National Percentile Rank of 50% in math on the ITBS. In April 2013, 62% of our 69 fifth graders scored at the 50th percentile rank on the mathematics tests on the ITBS. Test results showed the following area of weakness: Math Problem Solving
3. In April 2011, 96% of our 108 fourth graders tested scored proficient or above on the State Benchmark test. Test results indicate that the following subgroups of students scored proficient or above with the lowest identified areas in math being open response Geometry: multiple choice Measurement: Data Analysis and Probability multiple choice: Numbers and Operations open response. *91% of our 22 African American students *100% of our 1 Hispanic Students *97% of our 82 Causasian students *95% of our 41 Socio Eco. Deprived students *0% of our 0 ELL Students 89% of our 9 Students with Disabilities In April 2012, 92% of our 89 fourth grade students scored proficient or advanced on the state Benchmark exam. Test results indicate that the following TAG students scored proficient or above: *87% of our 34 Economically Disadvantaged students *100% of our 5 ELL students *58% of our 7 students with disabilities In 2013, 91% of our students scored proficient and advanced on the Benchmark. 67% of 6 students with disabilities, 80% of economically disadvantaged students, and 100% of 2 ELLs scored proficient and advanced on the Benchmark Three year trend analysis shows the lowest identified areas of weakness are Geometry and Number and Operations open response.
4. In April 2011, 80% of our 108 fourth graders tested scored at/above the National Percentile Rank of 50% in math on the ITBS. In April 2013, 63% of 82 fourth graders tested scored at the 50th percentile in math on the ITBS. Test results showed the following area of weakness: Math Problem Solving
5. In April 2011, 94% of our 88 third graders tested scored proficient or above on the State Benchmark test. Test results indicate that the following subgroups of students scored proficient or above with the lowest identified areas in math being open response in the areas of Algebra, Geometry, and Data Analysis and Probability: multiple choice Measurement. *93% of our 14 African American students *100% of our 6 Hispanic Students *94% of our 68 Causasian students *90% of our 31 Socio Eco. Deprived students *100% of our 5 ELL Student *63% of our 11 Students with Disabilities. In April 2012, 94% of our 88 3rd grade students scored proficient or advanced on the state Benchmark exam. Test results indicate that the following TAG students scored proficient or advanced: *95% of our 32 Economically disadvantaged students *100 % of our 1 ELL students *80% of our 8 Students with Disabilities In 2013, 90% of third graders tested scored proficient or advanced on the benchmark. 66% of 9 students with disabilities, 100% of 2 ELLs, and 85% of 42 students with disabilities scored proficient or advanced on the benchmark. Three year trend analysis shows the lowest identified areas of weakness are Geometry and Data Analysis open response.
6. In April 2011, 66% of our 88 third grade students tested scored at/above the National Percentile Rank of 50% in math on the ITBS. In April 2013, 65% of 95 third graders tested scored at or above the 50th percentile rank on math on the ITBS. Test results showed the following area of weakness: Math Problem Solving
7. In April 2011, 76% of our 98 second graders tested scored at/above the National Percentile Rank of 50% in math on the ITBS. Test results showed the following area of weakness: Math Problem Solving In April 2011, 75% of our 99 first grade students tested scored at/above the National Percentile Rank of 50% on the ITBS. Test results showed the following area of weakness: Math Concepts In April 2011, 82% of our 100 Kindergarten students tested scored at/above the National Percentile Rank of 50% on the ITBS. Test results showed the following area of weakness: Math Problem Solving Kindergarten students did not take a standardized test in 2012 nor 2013.
8. In 2010-2011, our attendance rate was 95%. The attendance rate was 97% in 2011-2012. The attendance rate was 95% in 2012-2013.

Supporting
Data:

Goal At the end of the 2013-14 school year, we will meet the AMO for all students of 96.55%. At the end of the 2012-13 school year, 90.50% of all students tested were proficient in mathematics. We will need to

show increase in performance in order to reach our 2017 AMO goal of 97.7%

At the end of the 2010-2011 school year, 95.4% of the combined population of 3rd, 4th, and 5th grade students scored proficient or above in Math on the Benchmark Exam. At the end of the 2011-2012 school year, 91.3% of our 3rd, 4th, and 5th grade students scored proficient or advanced in Benchmark Math on the Benchmark exam. At the end of the 2012-13 school year, 90% of our 3rd graders scored proficient/advanced in Mathematics. 91% of our 4th graders scored proficient/advanced in Math, and 79% of our 5th graders scored proficient/advanced on the Mathematics section of the Benchmark Exam.

Intervention: Implement State Initiated Balanced Mathematics Approach to Improve Student Achievement.				
Scientific Based Research: Lannin, J.K., Ellis, A.B., & Elliott, R. (2011). Developing essential understanding of mathematical reasoning for teaching mathematics in prekindergarten-grade 8. National Council of Teachers of English. Elementary and Middle School Mathematics: Teaching Developmentally (8th Edition) (Teaching Student-Centered Mathematics Series) John M. Van de Walle, Karen S. Karp, Jennifer M. Bay-William(2011)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Refer to the campus' RTI committee students who demonstrate an educational need in math or when a student's behavior consistently prevents academic achievement in the regular classroom. The RTI process is a collaborative effort to provide interventions to meet the student's unique needs. Action Type: AIP/IRI Action Type: Collaboration Action Type: Parental Engagement	Jason Hay, Assistant Principal and Sheila Benson, Specialist	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Refer students who are suspected of having a disability in math for appropriate evaluation with parental approval. If eligible, an IEP, designed to provide a free and appropriate public education will be developed and implemented for each student in his/her least restrictive setting. A full continuum of service settings will be maintained to meet diverse student needs. Students will participate in activities with non-disabled peers unless his/her IEP indicates otherwise. Action Type: Equity Action Type: Parental Engagement Action Type: Special Education	Karen Brown, Special Education Teacher and Kelli Dockery, Guidance Counselor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers 	ACTION BUDGET: \$
Obtain feedback from teachers on the effectiveness of the intervention in helping students and special education students develop stronger math skills. Using this collaborative feedback, conduct on-going staff evaluation of the comprehensive mathematics program. The effectiveness of this intervention will be determined by data analysis of formative assessments (Bryant Walkthroughs and Interim Assessments, Electronic Assessment Database) and summative assessments (Benchmark and NRT results). Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education Action Type: Technology Inclusion	Jason Hay, Assistant Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office Computers Performance Assessments Teachers 	ACTION BUDGET: \$
Conduct collegial curriculum alignment planning through weekly	Sheila Benson, Specialist	Start: 07/01/2013	<ul style="list-style-type: none"> Administrative 	

<p>PLC meetings. Action Type: Alignment Action Type: Collaboration</p>		<p>End: 06/30/2014</p>	<p>Staff • Central Office • District Staff • Teachers</p>	<p>ACTION BUDGET: \$</p>
<p>Provide training in math strategies, aligned to the Common Core State Standards, for teachers, including special education teachers, to reduce the achievement disparities between student subgroups as follows: training provided by the District Math Specialists, Cognitive Guided Instruction (K-3), Compass Learning, TLI Portal, data analysis, and Reflex Math. Action Type: Alignment Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Shelia Benson, Specialist and Jason Hay, Assistant Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<p>• Administrative Staff • Central Office • District Staff • Teachers</p>	<p>ACTION BUDGET: \$</p>
<p>All teachers, including special education teachers and staff have reviewed, researched and implemented the instructional strategies listed below. These strategies will help reduce disparities between student Tag groups and are aligned to the Common Core State Standards: point-in-time remediation for identified students, Compass Learning software, math manipulatives, calculators, Calendar Math, Cognitive Guided Instruction (CGI), double-blocking math, and Reflex Math Action Type: Alignment Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Belinda Healey, Fifth Grade Teacher</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<p>• Administrative Staff • Central Office • Computers • District Staff • Outside Consultants • Performance Assessments • School Library • Teachers</p>	<p>ACTION BUDGET: \$</p>
<p>NLSA funds will be used to purchase materials and supplies and capital outlay (laptop computer) for a Math Instructional Facilitator to help reduce the achievement disparities among student subgroups. NLSA funds will be used to create model technology integrated classrooms. Units consisting of interactive whiteboards, projectors, laptops, student response systems, and software. Teachers receiving said technology will receive professional development in order to incorporate its use into lesson plans. Action Type: Equity Action Type: Professional Development</p>	<p>Tammie Reitenger, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<p>• Teachers</p>	<p>NLSA (State-281) - Capital Outlay: \$1000.00 NLSA (State-281) - Materials & Supplies: \$250.00 ACTION BUDGET: \$1250</p>
<p>Title I funds will be used to hire a .50 fte Math Instructional Facilitator (Sheila Benson) to provide professional development and areas to help reduce the achievement disparities among student subgroups. Included for this position is salaries</p>	<p>Pam Kenney, Director of Instruction</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<p>• Teachers</p>	<p>Title I - Employee Benefits: \$7220.00 Title I - Employee Salaries: \$27770.00</p>

and benefits. Action Type: Collaboration Action Type: Equity Action Type: Professional Development				ACTION BUDGET: \$34990
The district's Human Resource Director will carefully review all qualifications for administrators, teachers, paraprofessionals, and other staff for Bryant Middle School in order to secure best individuals to serve students. All teachers and paraprofessionals will meet the highly qualified requirements as set forth by the Arkansas Department of Education and only teach in areas where they are licensed. Action Type: Collaboration Action Type: Equity Action Type: HQT-Section 2141 Action Type: Title I Schoolwide	Don McGohan, Assistant Superintendent and Tammie Reitenger, Principal	Start: 07/01/2013 End: 07/01/2013		ACTION BUDGET: \$
Strategies will be developed at the district and site level to attract highly qualified teachers to better meet the needs of all students. In addition, all new teachers will be assigned a mentor and participate in a formal training process. The district will only assign HQT (Highly Qualified Teachers) to the low achieving students. Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Title I Schoolwide	Don McGohan, Assistant Superintendent and Tammie Reitenger, Principal	Start: 07/01/2013 End: 07/01/2013		ACTION BUDGET: \$
The district's Human Resource Director will carefully review all qualifications for administrators, teachers, paraprofessionals, and other staff for Bryant Middle School in order to secure best individuals to serve students. All teachers and paraprofessionals will meet the highly qualified requirements as set forth by the Arkansas Department of Education and only teach in areas where they are licensed. Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide	Don McGohan, Assistant Superintendent and Tammie Reitenger, Principal	Start: 07/01/2013 End: 07/01/2013		ACTION BUDGET: \$
Total Budget:				\$36240

Intervention: Implement Academic Improvement Plans/AIPs to address students' weaknesses in mathematics.

Scientific Based Research: Battista, M. (2012). Cognition-based assessment & teaching of fractions, building on students' reasoning. Heinemann. Extending Children's Mathematics: Fractions & Decimals: Innovations In Cognitively Guided Instruction Susan B Empson, Linda Levi (2011)

Actions	Person Responsible	Timeline	Resources	Source of Funds
Identify students scoring below proficient on the state Benchmark exam, NRT, AMC Counter Screener, and QUALLS test as those requiring an AIP to help reduce the achievement disparities among student subgroups. Action Type: AIP/IRI Action Type: Collaboration	Sheila Benson, Specialist	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Performance Assessments 	ACTION BUDGET: \$

Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide			<ul style="list-style-type: none"> Teachers 	
Obtain feedback from teachers on the effectiveness of the interventions in assisting students and special education students in developing stronger math skills. The effectiveness of these interventions shall be determined by formative assessments [Bryant Walkthroughs, Interim Assessments, and Assessing Math Concepts (AMC)] and summative assessments (Benchmark and NRT results). Conduct on-going staff evaluation of the comprehensive mathematics program. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Title I Schoolwide	Jason Hay, Assistant Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers 	ACTION BUDGET: \$
Administer Interim assessments in grades 1-5 to assess and monitor students' growth in mathematics and reduce the achievement disparities between student subgroups. Action Type: AIP/IRI Action Type: Equity Action Type: Title I Schoolwide	Kelli Dockery, Guidance Counselor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Performance Assessments Teachers 	ACTION BUDGET: \$
Utilize RTI to remediate AIP identified students through differentiated standards-based strategies, extended day tutoring, small group reteaching, cooperative learning, Compass pathways, Do the Math, and parent involvement to help reduce the achievement disparities among student subgroups. Action Type: AIP/IRI Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide	Sheila Benson, Specialist and Jason Hay, Assistant Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
During monthly grade-level math meetings and monthly Roundtable meetings teachers will continue to refine the intervention strategies. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity	Sheila Benson, Specialist	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Implement Parental Involvement Program

Scientific Based Research: Paratore, J. & Jordan, G. (2010). Starting Out Together: A Home-School Partnership for Preschool and Beyond. The Reading Teacher, 60(7), 694-696.

Actions	Person Responsible	Timeline	Resources	Source of Funds
The school will provide opportunities for parental involvement through collaborative school activities such as Open House, PTO meetings and newsletter, family nights, musicals, Awards of Excellence assembly, talent show, Watch DOG Dads, Mother-Son Dance, Social Media, Red Ribbon Week, book fairs, National Walk To School Day, All-Pro Dads, I-Moms and Father-Daughter Dance Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Lisa Mundy, Physical Education Teacher, Sandy Burbank, Media Specialist, and Jennifer Carlton, Parent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Central Office District Staff Teachers 	ACTION BUDGET: \$
The school and teachers will provide opportunities to help parents assist student learning through parent-teacher conferences, newsletters, remediation/enrichment	Lisa Mundy, Physical Education Teacher and	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office 	ACTION BUDGET: \$

opportunities. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Sandy Burbank, Media Specialist		<ul style="list-style-type: none"> District Staff Teachers 	
The school will provide state test results, STAR test results, Reflex math reports, absentee/tardy information, curriculum pacing guides, a Parental Involvement and Survey Brochure and other pertinent information to parents. Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion	Sandy Burbank, Media Specialist	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office Computers District Staff Performance Assessments School Library Teachers 	ACTION BUDGET: \$
The Principal will conduct bi-weekly collaborative administrative meetings to review attendance and to improve communication and involvement of parents in improving attendance. Action Type: Collaboration Action Type: Parental Engagement	Tammie Reitenger, Principal and Lisa McNeely, Social Worker	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers 	ACTION BUDGET: \$
The school will promote community participation in school activities through the collaborative efforts of the Rice Depot food program, Parent Center, Honor Roll recognition/campus articles published in the Courier, All-Pro Dads, Parent Link service on school website, volunteer resource book, senior citizen activities, Teams of Tomorrow, Honors Chorus and Grade Level Music Programs Action Type: Collaboration Action Type: Parental Engagement	Kelli Dockery, Guidance Counselor and Lisa Mundy, Physical Education Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office Community Leaders District Staff Teachers 	ACTION BUDGET: \$
The school and teachers will encourage parental decision making through the formation and function of the PTO, PTO executive meetings, Special education/504/PLACE/LINKS meetings, Kindergarten Roundup, parent-teacher conferences, Leadership Team, and Wellness Committee. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education Action Type: Title I Schoolwide	Lisa Mundy, Physical Education Teachers, and Jennifer Carlton PTO President	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers 	ACTION BUDGET: \$
The school and teachers will communicate with and involve parents in the classroom/school discipline plan and provide an opportunity for the parents to express their concerns regarding their child's educational process. Action Type: Collaboration Action Type: Parental Engagement	Jason Hay, Assistant Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
The school will plan and promote a Volunteer Recognition at the end of the school year for all parents/volunteers who have volunteered throughout the school year. Action Type: Collaboration Action Type: Parental Engagement	Lisa Mundy, Physical Education Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
The school will offer additional counseling support/services through the Connection Company with parental approval. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education Action Type: Title I Schoolwide	Susan Jones, SBMH Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Outside Consultants Teachers 	ACTION BUDGET: \$

Provide Parental Involvement training for all teachers (2 hours) and all administrators (3 hours) every year. This includes all special education teachers. Action Type: Professional Development Action Type: Special Education	Kelli Dockery, Guidance Counselor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers 	ACTION BUDGET: \$
The school will designate one certified staff member to serve as a parent involvement facilitator to coordinate with other school programs/personnel/parents to provide training for staff and parents promoting and encouraging parental involvement. Action Type: Parental Engagement Action Type: Professional Development	Lisa Mundy, Physical Education and Sandy Burbank Media Specialist	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office Community Leaders District Staff Teachers 	ACTION BUDGET: \$
A review of the requirements of Smart Core and course of study for graduation will be discussed with parents and students to ensure an informed understanding of the Smart Core curriculum and courses necessary for graduation will occur during CAP conferences in the spring of each child's sixth grade year and each year thereafter or upon entering the Bryant School District from another district. During Spring Parent Teacher Conferences, 5th grade parents will be informed of the requirements of Smart Core and the courses necessary for graduation on each secondary campus. Action Type: Collaboration Action Type: Parental Engagement	Tammie Reitenger, Principal and Lisa McNeely, Social Worker	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers 	ACTION BUDGET: \$
Parents needing assistance with violence prevention programs, nutrition programs, housing programs, Head start, adult education, vocational and technical education, and job training will be referred to the school counselor and/or the parent center. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Kelli Dockery, Counselor	Start: 07/01/2013 End: 07/01/2013		ACTION BUDGET: \$
In order to transition students from Pre-K to Kindergarten, HCE will hold a Kindergarten Round-Up event during the Spring. The purpose of this event is to allow Kindergarten students to register and to test them to determine their ability level. Action Type: Parental Engagement	Laure Eriksen, Kindergarten Teacher	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

Priority 3: Promote student wellness through nutrition and health education, comprehensive health services, physical activity and parental involvement.

- In 2009-10, 20.5% of all HCE students measured were identified as being overweight and 14.8% were identified as obese as indicated on the state BMI report. *In Kindergarten, 43.5% of our 46 male students were classified as being overweight or obese, and 40% of our 45 female students were classified as being overweight or obese. *In 2nd Grade, 40% of our 40 male students were classified as being overweight or obese, and 27.9% of our 43 female students were classified as being overweight or obese. *In 4th Grade, 31.2% of our 48 male students were classified as being overweight or obese, and 29.3% of our 41 female students were classified as being overweight or obese.
- In 2010-2011, 13.2% of all HCE students measured were identified as being overweight and 19.8% were identified as being obese as indicated on the state BMI report. In Kindergarten, 26.5% of our 49 male students were classified as being overweight or obese, and 28.9% of our 45 female students were classified as being overweight or obese. In second grade, 30% of our 50 male students were classified as being overweight or obese, and 38.9% of our 36 female students were classified as being overweight or obese. In fourth grade, 34% of our 53 male students were classified as being overweight or obese, and 42.5% of our 40 female students were classified as being overweight or obese.

Supporting Data:

- In 2011-2012, 16.6% of all HCE students measured were identified as being overweight and 20.0% were identified as being obese as indicated on the state BMI report. In Kindergarten, 35.5% of our 39 male students were classified as being overweight or obese, and 28.9% of our 45 female students were classified as being overweight or obese. In second grade, 43.1% of our 51 male students were classified as being overweight or obese, and 37.2% of our 43 female students were classified as being overweight or obese. In 4th grade, 44.1% of our 34 male students were classified as being overweight or obese, and 35.8% of our 53 female students were classified as being overweight or obese.

Goal Promote student wellness through nutrition and health education, comprehensive health services, physical activity and parental involvement.

Benchmark To meet standards set by State and Federal Law. In addition, the annual percentage of students identified by the BMI index as being obese will improve by 1%.

Intervention: Implement a comprehensive school health program.				
Scientific Based Research: Arkansas Act 1220 of 2003. Physical Fitness and Academic Achievement in Elementary School Children. Brandi M. Eveland-Sayers, Richard S. Farley, Dana K. Fuller, Don W. Morgan, and Jennifer L. Caputo (2009).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Students in grades 3-5 will learn about healthy lifestyles, utilizing SPARK curriculum K-12, CHALK/Just Move, Farm to You to address knowledge, attitudes, and skills development, providing opportunities for students to practice behaviors that promote lifelong health. All faculty implementing HealthTeacher will receive training. Action Type: Professional Development Action Type: Special Education Action Type: Wellness	Lisa Mundy, Physical Education Teachers, and Bunny Franklin, Registered Nurse	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers 	ACTION BUDGET: \$
Our Child Nutrition Program has adopted the healthy practices outlined in the USDA School Meals Initiative Recommendations. The practices include: planning menus, purchasing healthful foods, producing and presenting healthful foods to students. These steps ensure that meals meet nutritional standards and provide good quality food to students. Action Type: Wellness	Penny Bass, Food Services and Gay Sellers, Manager of Food Services	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers 	ACTION BUDGET: \$
All students, including special education students, will be educated and wellness will be monitored through the school health services including: BMI screening, hearing & vision screening, immunizations, dental screenings, asthma training, Epi pen training, AED, 1st Aid, CPR, and hypoglycemia training. Action Type: Parental Engagement Action Type: Special Education Action Type: Wellness	Bunny Franklin, Registered Nurse	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers 	ACTION BUDGET: \$
K-5 students will participate in 150 minutes of physical activity per week, 60 minutes of physical education by a certified teacher per week. Action Type: Special Education Action Type: Wellness	Lisa Mundy, Physical Education Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers 	ACTION BUDGET: \$
Parents will be informed throughout the year by the teachers and nurses concerning health and wellness related issues such as: BMI screening, immunization updates, vision & hearing screenings, dental screening, wellness awareness meetings, and other pertinent information. Action Type: Parental Engagement	Bunny Franklin, Registered Nurse, and Lisa Mundy, Physical Education Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers 	ACTION BUDGET: \$

Action Type: Wellness				
The Wellness Committee will meet bi-annually to review data, school surveys and reports to determine the effectiveness of this intervention. Administrative staff will also annually provide onsite review. Action Type: Program Evaluation Action Type: Wellness	Tammie Reitenger, Principal, and Jason Hay, Assistant Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 4: ELL and Title III funds will be used to support the goals of of the ELL Program.

Supporting Data:

1. 2012-2013 AMAO Literacy--The ELLs performance goal was 62.89 and district ELLs scored 67.55%. Math-The ELL performance goal was 73.63% and district ELLs scored 67.63, so it was not achieved in either performance or growth. Therefore ELL math district-wide is a target improvement area. 2012-2013 AMAO Literacy- The English Language Learner's (ELLs) performance goal was 62.89 and district ELLs scored 67.55. Math- The ELL performance goal was 73.63 and district ELL's scored 67.63. so it was not achieved in either performance or growth. Therefore ELL math district-wide is a target improvement area.
2. 2011-12 AMO Literacy- The ELLs performance goal was 59.18 and the district ELLs scored 55.47. The math target was 70.99 and ELL's scored 60.
3. 2010-11 AMO Literacy- The ELLs district wide scored as follows: K-5 math--scored 86 and target was 77.50; K-5 Literacy--scored 66.7 and target was 78.40; 6-8 math-- scored 58.7 and target was 73.41; 6-8 literacy--scored 52.5 and target was 75.70; 9-12 math--scored 50 and target was 74.45; 9-12 literacy--scored 10 and target was 75.81.

Goal Provide Improvement in the Reading and Content Skills for Identified ELL students.

Benchmark In the 2013-14 School Year the district will show an increase of 1% towards AMAO.

Intervention: Provide support for the implementation of the district plan to increase English and Writing fluency. Double blocking, response to intervention (RTI, laptops, LCD projectors and document cameras purchased from Earobics, Destiny, One More Story, Compass, Rosetta Stone, Reading Renaissance, STAR, English in a Flash, Enchanted Learning, Vocabulary from A to Z.				
Scientific Based Research: "Content Area Reading" Richard T. Vacca, Jo Anne L. Vacca, Maryann Mraz (2011) Boston: Pearson; "Creating Literacy Instruction for All Students" Thomas Gunning (2012) Boston: Pearson; "Reading, Writing and Learning in ESL: A Resource Book for K-12 Teachers." Suzanne F. Peregoy, Owen F. Boyle (2012) New Your; Addison Wesley Longman; "Contemporary Reading in Literacy Education" Marva Capello, Barbara Moss (2010) Thousand Oaks; Sage Publications, Inc.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
All ELL teachers received laptops, LCD projectors and document cameras. Earobics software for reading and spelling is used, along with Destiny, One More Story, Compass, Rosetta Stone, Reading Renaissance, STAR, and English in a Flash. An online subscription to Enchanted Learning and Vocabulary from A to Z was purchased for teachers. Action Type: Collaboration Action Type: Technology Inclusion	Katrina Cox	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
ELL training will be provided to all content area teachers who are working with the identified students in the content area. Parental Involvement strategies specific to Ell students will be developed. Translated materials will also be provided for parents. Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation	Katrina Cox	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
English Language Development Assesment (ELDA), Language Assessment Scales (LAS), Benchmark (grades 3-5), Interim Assessments (TLI) and Nine Weeks Report Cards are used to evaluate the progress of ELL students. Action Type: Program Evaluation	Katrina Cox	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$

Response to Intervention (RTI); the teachers are Double Blocking our level on ELL students in addition to the ESL pull-out program. There are scheduled ELL Team Meetings for planning and collaboration and an additional teacher was hired to reduce student class size. Action Type: Equity	Katrina Cox	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
English Language Learners (ELL) restricted categorical state funding will be used to pay for necessary materials and supplies to support the ELL program to implement a successful program in this area to help reduce the achievement disparities among student subgroups. Action Type: Equity Action Type: Technology Inclusion	Katrina Cox, ELL Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers District Staff Teachers 	ELL (State-276) - Materials & Supplies: \$255.00 ACTION BUDGET: \$255
Title III funds will be used for general materials and supplies, and other necessary items to successfully implement the district ELL program to help reduce the achievement disparities among student subgroups. Funds will also be used to pay for subs, registration, and travel for professional development, salaries and benefits and purchased services for interpretation services, software (Rosetta Stone, Language Line, and Enchanted Learning A-Z), and parental involvement supplies Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Technology Inclusion	Katrina Cox	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers District Staff Teachers 	Title III - Purchased Services: \$1003.00 Title III - Materials & Supplies: \$695.00 Title III - Employee Salaries: \$243.00 Title III - Employee Benefits: \$55.00 ACTION BUDGET: \$1996
Total Budget:				\$2251

Goal Provide Improvement in the Reading and Content Skills for Identified ELL students.

Benchmark In the 2013-14 School Year the district will show an increase of 1% toward AMAO.

Intervention: Provide support for the implementation of the district plan to increase English and Writing fluency. Double Blocking, Response to Intervention, Laptops, Rosetta Stone, Enchanted Learning, Vocabulary from A to Z.				
Scientific Based Research: "Content Area Reading" Richard T. Vacca, Jo Anne L. Vacca, Maryann Mraz (2011) Boston: Pearson; "Creating Literacy Instruction for All Students" Thomas Gunning (2012) Boston: Pearson; "Reading, Writing, and Learning in ESL: A Resource Book for K-12 Teachers." Suzanne F. Peregoy, Owen F. Boyle (2012) New York: Addison Wesley Longman; "Contemporary Reading in Literacy Education" Marva Capello, Barbara Moss (2010) Thousand Oaks; Sage Publications, Inc.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
All ELL teachers received laptops, LCD projectors and document cameras. Earobics software for reading and spelling is used, along with Destiny, One More Story, Compass, Rosetta Stone, Reading Renaissance, STAR, and English in a Flash. An online subscription to Enchanted Learning and Vocabulary from A to Z was purchased for teachers. Action Type: Alignment Action Type: Technology Inclusion	Katrina Cox	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 5: To close the achievement gap between the general population and the Tagg population.

1. In 2012, the general population scored 91.76% proficient and or advanced and the Tagg population scored 86.05% proficient and or advanced on the Benchmark exam. In 2013, the

- Supporting Data:
- general population scored 90% proficient and advanced, and the Tagg population scored 84% proficient and advanced.
- In 2012, economically disadvantaged students scored 89.96% proficient or advanced on the Benchmark exam. In 2013, economically disadvantaged students scored 84.52 % proficient or advanced.
 - In 2012, English Language Learners scored 85.7% proficient or advanced. In 2013, English Language Learners scored 87.50% proficient and advanced.
 - In 2012, students with disabilities scored 63.64% proficient or advanced. In 2013, students with disabilities scored 71.43% proficient or advanced.

Goal To close the achievement gap between the general population and the tagg population in open-response Number and Operations and Geometry.

Benchmark Students in the TAGG group will improve in mathematics skills by 7.65%.

Benchmark Scientific Research: Battista, M. (2012). Cognition-based assessment & teaching geometric shapes, building on students' reasoning. Heinemann.

Intervention: Implement targeted small group math instruction for Tagg students with a math AIP.				
Scientific Based Research: Fielding, Lynn () "Annual Growth for All Students; Catch up Growth for Those who Are Behind"				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Refer Tagg students for after school tutoring. Action Type: AIP/IRI Action Type: Title I Schoolwide	Jason Hay, Assistant Principal	Start: 07/01/2013 End: 07/01/2013		ACTION BUDGET: \$
Provide Tier III individualized interventions for Tagg students. Action Type: AIP/IRI Action Type: Title I Schoolwide	Sheila Benson, Specialist	Start: 07/01/2013 End: 07/01/2013		ACTION BUDGET: \$
Math specialist will provide training for interventionists and provide training for strand specific weaknesses. Action Type: Professional Development	Sheila Benson, Specialist	Start: 07/01/2013 End: 07/01/2013		ACTION BUDGET: \$
The effectiveness of the interventions will be measured by TLI data, Roundtable feedback, small group walk-throughs and pre-and post-test data. Action Type: Program Evaluation Action Type: Title I Schoolwide	Tammie Reitenger, Principal	Start: 07/01/2013 End: 07/01/2013		ACTION BUDGET: \$
At the end of the school year, compare classroom and test data to determine the growth of students.	Jason Hay, Assistant Principal	Start: 07/01/2013 End: 07/01/2013		ACTION BUDGET: \$
Interventionists will utilize the Do the Math program and other point in time remediation based on student deficits. Action Type: AIP/IRI	Sheila Benson, Specialist	Start: 07/01/2013 End: 07/01/2013		ACTION BUDGET: \$
Total Budget:				\$0

- Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Angie Shelton	Speech Pathologist	Literacy
Classroom Teacher	Belinda Healey	Fifth	Mathematics
Classroom Teacher	Dana Butler	Fifth	Literacy
Classroom Teacher	Dawn Brasuell	Second	Mathematics
Classroom Teacher	Debbie Humphries	First	Literacy
Classroom Teacher	Jessica Steele	Second	Literacy
Classroom Teacher	Joy Simmons	First	Mathematics
Classroom Teacher	Julie Foster	Second	Literacy
Classroom Teacher	Karen Brown	Special Education Teacher	Mathematics
Classroom Teacher	Kay Menard	Fourth	Literacy

Classroom Teacher	Kim Trickey	Third	Literacy
Classroom Teacher	Kimberly Baker	Fourth/GT	Literacy
Classroom Teacher	Laura Eriksen	Kindergarten	Mathematics
Classroom Teacher	Leilani Morris	First	Literacy
Classroom Teacher	Lesley McNulty	Third	Literacy
Classroom Teacher	Lindsey Hartsell	First	Mathematics
Classroom Teacher	Nancy Papacek	Kindergarten	Literacy
Classroom Teacher	Randi Whittaker	Third/GT	Mathematics
Classroom Teacher	Shara Wade	Fifth/GT	Mathematics
Classroom Teacher	Stacy Wilfong	Fourth	Literacy
Classroom Teacher	Starlite Whitfield	Kindergarten	Mathematics
Classroom Teacher	Sue Lawson	Kindergarten	Wellness
Classroom Teacher	Sue Schutz	Special Education Teacher	Literacy
Classroom Teacher	Tammy Hill	Third	Mathematics
Classroom Teacher	Victoria Carter	Kindergarten	Mathematics
District-Level Professional	Debbie Bruick-Jones	GT Coordinator	Literacy
District-Level Professional	Pam Kenney	Director of Instruction	Mathematics
District-Level Professional	Penny Bass	Food Services	Wellness
District-Level Professional	Renee Curtis	Director of ALE	Literacy
District-Level Professional	Sheila Benson	Mathematics Specialist	Mathematics
District-Level Professional	Sheila Benson	Specialist	Literacy
District-Level Professional	Susan Jones	SBMH Coordinator	Mathematics
District-Level Professional	Vickie Kingston	Special Education Supervisor	Special Education
Non-Classroom Professional Staff	Amber Uptigrove	Art Specialist	Mathematics
Non-Classroom Professional Staff	Bunny Franklin	Registered Nurse	Wellness
Non-Classroom Professional Staff	Denise Davis	Music Specialist	Mathematics
Non-Classroom Professional Staff	Kelli Dockery	Guidance Counselor	Co-Chairperson
Non-Classroom Professional Staff	Lisa Mundy	Physical Education Teacher	Wellness/Parental Involvement
Non-Classroom Professional Staff	Lisa Mundy	Physical Education	Wellness/Parental Involvement
Non-Classroom Professional Staff	Sandra Burbank	Media Specialist/Parental Involvement	Literacy
Parent	Jennifer Carlton	Parent	Parent Involvement
Parent	Jennifer Childs	Parent	Parental Involvement
Parent	Theresa Cunningham	Parent	Parental Involvement
Principal	Jason Hay	Assistant Principal	Co-Chairperson
Principal	Tammie Reitenger	Principal	Steering