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School Plan

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HILL FARM ELEMENTARY SCHOOL

Arkansas Comprehensive School Improvement Plan

2013-2014

Hill Farm Elementary will promote excellence in literacy and math while creating lifelong learners in a culture which fosters healthy lifestyles.

Motto: Creating lifelong leaders and learners.

Grade Span: K-5

Title I: Title I Targeted Assistance

School Improvement:

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Priority 1: Literacy

Goal: All students will demonstrate literary growth in the areas of multiple choice reading, specifically on content and practical passages, and writing in the domains of content and style on the Benchmark Exam.

Priority 2: Mathematics

Goal: Students will also demonstrate growth in the areas of Geometry, Problem Solving, and Open Response Items on the Benchmark exam.

Priority 3: Wellness

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

Priority 4: TITLE III/ELL

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

Priority 5: School Improvement

Goal: All students, including students in the Targeted Achievement Gap Group (TAGG) will improve Open Response mathematics skills in order to meet State minimum requirements for Annual Measurable Objectives (AMO).

Priority 1:

1. Kindergarten: The Qualls Early Learning Inventory is used to determine students who are in need of remediation upon entering Kindergarten. August 2012, the following data points were determined: *Oral Communication: 89% Developing or Developed *Written Language: 82% Developing or Developed. In August 2011, the following data points were determined: *Oral Communication: 97.6% Developing or Developed *Written Language: 93.6% Developing or Developed In April 2011, 84.3% of our 191 kindergarten students tested scored proficient or above on the ITBS exam. Test results indicate that the following subgroups of students scored proficient or above with the lowest area identified being Reading Words- auditory and picture cues: *73% of our 23 African American students *71. 5% of our 7 Hispanic students *87.3% of our 157 Caucasian students *81.3% of our 91 Socio Eco. Deprived students *66. 7% of our 3 ELL students, *72.7% of our 21 Students with Disabilities. In April 2010, 69% of our 178 kindergarten students tested, scored above the National Percentile Rank of 50% in Reading: Sounds and Print on the MAT-8 exam. Test results indicate that the following subgroups of students scored proficient or above with the lowest area identified being Reading-Content Passage & Practical Passage: *39% of our 13 African American students *63% of our 11 Hispanic students *72% of our 150 Caucasian students *61% of our 84 Socio Eco. Deprived students *35% of our 20 Students with Disabilities.
2. First Grade: In April 2013, 54% of our 97 first graders tested scored proficient or above on the ITBS exam. Test results indicate that the following subgroups of students scored proficient or above with the lowest area identified being Reading Vocabulary. *31.6% of our 19 African American students * 28.6% of our 7 Hispanic students *46.4% of our 71 Caucasian students *

- 27% of our 48 Socio Eco. Deprived students * 0% of our 3 LEP students *6.25% of our 9 Students with Disabilities In April 2011, 55.4% of our 178 first graders tested scored proficient or above on the ITBS exam. Test results indicate that the following subgroups of students scored proficient or above with the lowest area identified being Reading Comprehension-factual understanding, inference and interpretation: *33.3% of our 18 African American students *44. 5% of our 18 Hispanic students *59.7% of our 134 Caucasian students *40.9% of our 88 Socio Eco. Deprived students *28.6% of our 7 ELL student *7.3% of our 18 Students with Disabilities. In April 2010, 42% of our 148 first graders tested, scored above the National Percentile Rank of 50% in reading comprehension on the SAT-10 exam. Test results indicate that the following subgroups of students scored proficient or above with the lowest area identified being Reading-Content Passage & Practical Passage: *40% of our 10 African American students *33% of our 6 Hispanic students *43% of our 128 Caucasian students *22% of our 59 Socio Eco. Deprived students *39% of our 18 Students with Disabilities.
3. Second Grade: In April 2013, 57% of our 94 second graders tested scored proficient or above on the ITBS exam. Test results indicate that the following subgroups of students scored proficient or above with the lowest area identified being Reading Vocabulary *38.9% of our 18 African American students *33.3% of our 6 Hispanic students *50% of our 68 Caucasian students *42.3% of our 52 Socio Eco. Deprived students *25% of our 4 LEP students *20.4% of our 17 Students with Disabilities. In April 2011, 60.6% of our 165 second graders tested scored proficient or above on the ITBS exam. Test results indicate that the following subgroups of students scored proficient or above with the lowest area identified being Reading Comprehension- factual understanding, inference and interpretation: *58.3% of our 12 African American students *25% of our 16 Hispanic students *65. 7% of our 134 Caucasian students *57.9% of our 73 Socio Eco. Deprived students *0% of our 6 ELL students *4.5% of our 16 Students with Disabilities. In April 2010, 33% of our 155 second graders tested, scored above the National Percentile Rank of 50% in reading comprehension on the SAT-10 exam. Test results indicate that the following subgroups of students scored proficient or above with the lowest area identified being Reading-Content Passage & Practical Passage: *30% of our 20 African American students *0% of our 3 Hispanic students *35% of our 124 Caucasian students *26% of our 73 Socio Eco. Deprived students *0% of our 9 Students with Disabilities.
 4. Third Grade: In April 2013, 91% of our 97 third graders tested scored proficient or above on the State Benchmark exam with Practical Reading multiple choice and open response being the lowest. Benchmark- 3rd Grade Literacy Exam 2013-# Tested & Percent of Students Scoring Proficient/Advanced: 97 Students: 91% of Combined Students 10 Students: 70% of African American Students 9 Students: 100% of Hispanic Students 75 Students: 94% of Caucasian Students 43 Students: 84% of Econ. Disadvantage Students 16 Students: 63% of Students with Disabilities 4 Students: 100% of LEP Students In April 2012, 87% of our 169 third graders tested scored proficient or above on the State Benchmark exam. Test results indicate that the following groups (TAGG group) scored proficient or above with the lowest area identified being Reading-Open Response: *47% of our 19 Students with Disabilities (IEP) *80% of our 5 Limited English Proficient (LEP) *84% of our 75 Economically Disadvantaged. In April 2011, 82% of our 159 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 area identified being Reading-Practical (sequencing and summarizing): *73% of our 80 Economically Disadvantaged *40% of our 5 Limited English Proficient (LEP) *25% of our 12 Students with Disabilities (IEP). In April 2010, 77% of our 167 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 area identified being Reading-Practical Passage, Writing-Content & Style: *65% of our 73 Economically Disadvantaged *50% of our 2 Limited English Proficient (LEP). *20% of our 15 Students with Disabilities (IEP).
 5. Fourth Grade: In April 2013, 93% of our 104 Fourth graders tested scored proficient or above on the State Benchmark exam with Practical Reading open response and Literary Multiple Choice being the lowest. Benchmark- 4th Grade Literacy Exam 2013-# Tested & Percent of Students Scoring Proficient/Advanced: 104 Students: 93% of Combined Students 15 Students: 93% of African American Students 5 Students: 100% of Hispanic Students 80 Students: 93% of Caucasian Students 51 Students: 92% of Econ. Disadvantage Students 13 Students: 62% of Students with Disabilities 2 Students: 100% of LEP Students In April 2012, 85% of our 159 fourth graders tested scored proficient or above on the State Benchmark exam. Test results indicate that the following groups (TAGG group) scored proficient or above with the lowest area identified being Reading-Open Response Practical and Writing-Multiple Choice, Open Response(content and style): *44% of our 16 Students with Disabilities (IEP). *50% of our 4 Limited English Proficient (LEP). *79% of our 77 Economically Disadvantaged. In April 2011, 87% of our 158 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 area identified being Reading-Content (compare/contrast and comparing two sources): *77% of our 72 Economically Disadvantaged. *50% of our 2 Limited English Proficient (LEP) *31% of our 13 Students with Disabilities (IEP) In April 2010, 81% of our 158 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 area identified being Reading-Content Passage & Practical Passage: *73% of our 76

Supporting
Data:

- Economically Disadvantaged *40% of our 5 Limited English Proficient (LEP) *13% of our 15 Students with Disabilities (IEP).
6. Fifth Grade: In April 2013, 93% of our 96 Fifth graders tested scored proficient or above on the State Benchmark exam with Practical Reading multiple choice and open response being the lowest. Benchmark- 5th Grade Literacy Exam 2013-# Tested & Percent of Students Scoring Proficient/Advanced: 96 Students: 93% of Combined Students 10 Students: 70% of African American Students 7 Students: 86% of Hispanic Students 72 Students: 70% of Caucasian Students 47 Students: 86% of Econ. Disadvantage Students 7 Students: 57% of Students with Disabilities 3 Students: 67% of LEP Students In April 2012, 88% of our 166 fifth graders tested scored proficient or above on the State Benchmark exam. Test results indicate that the following groups (TAGG group) scored proficient or above with the lowest area identified being Reading-Open Response Literary and Content and Writing-Multiple Choice: *24% of our 17 Students with Disabilities (IEP) *50% of our 2 Limited English Proficient (LEP) *85% of our 73 Economically Disadvantaged. In April 2011, 79% of our 163 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 area identified being Open Response question types: *73% of our 84 Economically Disadvantaged *60% of our 10 Limited English Proficient (LEP) *21% of our 90 Students with Disabilities (IEP). In April 2010, 80% of our 185 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 area identified being Open-Response Reading-Content, Multiple-Choice Writing-Content & Style: *75% of our 73 Economically Disadvantaged. *0% of our 3 Limited English Proficient (LEP) *34% of our 21 Students with Disabilities (IEP).
 7. Attendance Rates: In 2012-2013, our attendance rate was 96.35%. In 2011-2012, our attendance rate was 95.31%. In 2010-2011, our attendance rate was 94.55%.

Goal All students will demonstrate literary growth in the areas of multiple choice reading, specifically on content and practical passages, and writing in the domains of content and style on the Benchmark Exam.

Benchmark Benchmark: 88% of HFE students in grades 3-5 will score proficient or above meeting our school AMO.

Intervention: Align Literacy Curriculum with Common Core Standards				
Scientific Based Research: Scientific Based Research: Literacy First Process. (2007) Literacy First Comprehensive Reading Reform Process. Literacy First Research Base Alignment with Reading First. http://www.literacyfirst.com . Professional Development Institute, Inc. Mill Creek, WA. DuFour, Richard., DuFour, Rebecca., Eaker, Robert., & Many, Thomas. (2006). Learning by Doing. Bloomington, IN:Solution Tree Press. Common Core State Standards Initiative. (2012). Appendix A: Research Supporting Key Elements of the Standards.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
National School Lunch Act (NSLA) restricted state categorical funding will be used to hire a .070 School Social Worker (Lisa McNeely). Included in this budget will be salaries, benefits, materials and supplies (aligned State Common Core Standards), registration, travel, and other necessary materials to implement successful programs in these areas to help reduce the achievement disparities among student subgroups. NSLA funds will be used to pay for materials and supplies and capital outlay (laptop computer) for a Literacy Instructional Facilitator to help reduce the achievement disparities among student subgroups. Funds will also be used to pay salaries for before school tutoring (approximately 2 teachers, 30 minutes per day, 5 days @ week for 30 weeks) to help reduce the achievement disparities among student subgroups. Action Type: Equity	Stacy Smith, Principal	Start: 07/01/2013 End: 06/30/2014		NSLA (State-281) - \$2000.00 Capital Outlay: NSLA (State-281) - \$35.00 Purchased Services: NSLA (State-281) - \$535.00 Materials & Supplies: NSLA (State-281) - \$2016.00 Employee Benefits: NSLA (State-281) - \$8855.00 Employee Salaries:

				ACTION BUDGET: \$13441
Title I funds will be used to hire a 1.00 fte Literacy Instructional Facilitator (Sandy Shepard), to conduct professional development activities on effective instructional strategies, which are aligned to the Common Core State Standards, for all teachers, including special education teachers, to help reduce the achievement disparities among student subgroups. Title I funds will be used to hire a .139 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 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: Professional Development Action Type: Special Education	Pam Kenney, Director of Instruction	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	Title I - Materials & Supplies: \$278.30 Title I - Employee Salaries: \$66307.00 Title I - Employee Benefits: \$17135.67 <hr/> ACTION BUDGET: \$83720.97
The Literacy Instructional Facilitator will provide a quarterly literacy overview of curriculum with strategies for teaching specific standards in grade level PLC meetings. Action Type: Alignment Action Type: Collaboration	Sandy Shepard, Literacy Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers District Staff Teachers 	ACTION BUDGET: \$
Conduct weekly Professional Learning Communities to increase awareness of best practices (student engagement, assessment, questioning, etc.) through grade level meetings and periodic collaborative horizontal/vertical alignment planning meetings. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Stacy Smith, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office Computers District Staff Teachers 	ACTION BUDGET: \$
First through fifth grade teachers will administer periodic interim assessments, developed by The Learning Institute (TLI), These will serve as formative assessments to help determine literacy needs for each student. Action Type: Alignment Action Type: Collaboration	Sandy Shepard, Literacy Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office Computers Teachers 	ACTION BUDGET: \$
All teachers will utilize district created curriculum units that include pacing guides and resources provided by the district literacy website. Teachers will review test results and other data to determine curriculum gaps and identify	Haley Beavert, Assistant Pricipal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office Computers District Staff 	ACTION BUDGET: \$

student weaknesses in regards to Common Core State Standards. Action Type: Alignment Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Target Assistance			<ul style="list-style-type: none"> Teachers 	
Total Budget:				\$97161.97

Intervention: Implement balanced literacy to improve student achievement.

Scientific Based Research: Scientific Based Research: Lobron, Alison., & Selman, Robert. (2007). The interdependence of social awareness and literacy instruction. International Reading Association. pp. 528-537. Fountas & Pinnell. (2010). Research Base for Guided Reading as an Instructional Approach. Retrieved from:www.scholastic.com/guidedreading. Calkins, Lucy., Ehrenworth, Mary., & Lehman, Christopher. (2012). Pathways to the Common Core. Accelerating Achievement. Portsmouth, NH:Heinemann. Fisher, Douglas., Frey, Nancy., & Lapp, Diane. (2012). Teaching Students to Read Like Detectives. Bloomington, IN: Solutions Tree Press. Fisher, Douglas., Frey, Nancy., & Lapp, Diane. (2012). Text complexity: Raising rigor in reading. Newark, DE: International Reading Association. DuFour, Richard., Eaker, Robert. (1998). Professional Learning Communities at Work. Best Practices for Enhancing Student Achievement. Alexandria, Virginia: Association for Supervision and Curriculum Development. DuFour, Richard., DuFour, Rebecca., Eaker, Robert., & Many, Thomas. (2006). Learning by Doing. Bloomington, IN:Solution Tree Press. Common Core State Standards Initiative. (2012). Appendix A: Research Supporting Key Elements of the Standards.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Grade level teachers will identify essential learnings. Common formative assessments will be written for the essential learnings and instructional decisions will be based on data from the common formative assessments. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion	Sandy Shepard, Literacy Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office Computers District Staff Teachers 	ACTION BUDGET: \$
Information will be provided to parents and the community through a variety of means, such as, but not limited to, Report to the Public Meeting, School-Parent Compact, newsletters and websites. Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion	Stacy Smith, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office Computers District Staff Teachers 	ACTION BUDGET: \$
All teachers will participate in on-going staff development pertaining to the common core standards Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	Sandy Shepard, Literacy Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office Computers District Staff Teachers 	ACTION BUDGET: \$
The school will host one K-5 literacy night to promote parent understanding of Common Core State Standards. Information will be shared about instructional strategies and how parents can help their child achieve higher levels of reading competence. Action Type: Collaboration Action Type: Parental Engagement	Sandy Shepard, Literacy Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Title I funds will provide Professional Development (PD) for all teachers, including special education teachers, to promote a balanced literacy model. PD can include, but is not limited to ELLA, ELF, LIT Lab and local literacy conferences such as I Teach K, ARA,	Pam Kenney, Director of Instruction & Stacy Smith, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office Computers District Staff Teachers 	Title I - Purchased \$1000.00 Services: ACTION BUDGET: \$1000

<p>UALR, etc. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Special Education</p>				
<p>All K-5 teachers will be Highly Qualified Teachers.</p>	<p>Stacy Smith, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office 	<p>ACTION BUDGET: \$</p>
<p>Obtain feedback on the effectiveness of balanced literacy in helping all students, including special education students, achieve higher levels of reading competence. Using this collaborative feedback, conduct on-going staff evaluation of the comprehensive literacy program. The effectiveness of interventions will be determined by data analysis of formative assessments (Electronic Assessment Database, Classroom Walkthroughs, and Interim Assessments) and summative assessments (Benchmark and NRT results). Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Target Assistance</p>	<p>Sandy Shepard, Literacy Instructional Facilitator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>
<p>The school will provide materials as indicated on the District Literacy Website to allow teachers to implement and support the curriculum. Action Type: Alignment Action Type: Equity</p>	<p>Sandy Shepard, Literacy Instructional Facilitator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Title I funds will be used to purchase remediation software programs to be utilized in our a Title I lab. Other software which may include but is not limited to Reading A-Z and Brain Pop will be used to supplement classroom instruction for identified students. Hardware, which may include but is not limited to Chrome Books, iPads, iPods, and Active Expressions may be purchased to supplement classroom instruction for identified students. Teacher resources and student supplemental supplies, books and programs will be purchased to supplement literacy instruction for identified students. The school will continue to expand the literacy resource library which can include but is not limited to reading manipulatives (magnetic letters, magnetic white boards and markers, ABC charts, wikki sticks, etc.), teacher professional development texts, leveled readers, and specific intervention programs such as the Leveled Literacy Intervention program and Handwriting Without Tears Action Type: Alignment Action Type: Equity Action Type: Technology Inclusion Action Type: Title I Target Assistance</p>	<p>Sandy Shepard</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>Title I - Materials & Supplies: \$13391.00</p> <hr/> <p>ACTION BUDGET: \$13391</p>

Total Budget:					\$14391
Intervention: Implement Response to Intervention Plan to address student weaknesses in literacy.					
Scientific Based Research: Scientific Based Research: Massey, Dixie D. (2007). The Discovery Channel said so and other barriers to comprehension. International Reading Association. The Reading Teacher. Vol. 60, No. 7. pp. 656-666. Howard, Mary. (2009). RTI from all sides. What every teacher needs to know. Portsmouth, NH:Heinemann. Fielding, Lynn., Kerr, Nancy., & Rosier, Paul. (2007). Annual Growth for All Students, Catch-Up Growth for those who are behind. Kennewick, WA: The New Foundation Press, Inc. DuFour, Richard., DuFour, Rebecca., Eaker, Robert., & Many, Thomas. (2006). Learning by Doing. Bloomington, IN:Solution Tree Press. Common Core State Standards Initiative. (2012). Appendix A: Research Supporting Key Elements of the Standards. DuFour, Richard., DuFour, Rebecca., Eaker, Robert., & Karhanek, Gayle. (2004). Whatever It Takes. How Professional Learning Communities Respond When Kids Don't Learn. Bloomington, IN:National Educational Service.					
Actions	Person Responsible	Timeline	Resources	Source of Funds	
Regular roundtable meetings will occur to discuss referred students struggling in the area of literacy. The team will provide instructional strategies, program suggestions, data analysis and make academic recommendations based on the specific student's needs. Programs and interventions can be, but not limited to 95% program, LLI, Guided Reading Plus, guided reading instruction, fluency practice, vocabulary, etc. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Stacy Smith, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$	
Each grade will provide remediation weekly targeting specific literacy standards, essential grade level skills and recommended interventions. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Stacy Smith, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$	
In accordance with Section 504 of the Rehabilitation Act of 1973, all students with disabilities will be provided necessary accommodations according to legal guidelines to ensure non-discrimination. Accommodations to decrease the impact of the disability will be implemented to reduce the disparity between sub-population groups.	Haley Beavert, Assistant Pricipal & Jill Cravens Resource Teacher	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$	
Identify Students requiring an IRI/AIP (scoring below proficient on the State Benchmark Exam, NRT, DIBELS, and QUALLS) to help reduce the achievement disparities among students subgroups. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity	Sandy Shepard, Literacy Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office Computers District Staff Teachers 	ACTION BUDGET: \$	
Teachers and Staff will administer DIBELS assessments, interim assessments, Developmental Spelling Analysis (DSA)and Developmental Reading Assessments (DRA) to asses and monitor students' growth in literacy achievement. The results will be analyzed and instruction will be planned to help reduce the achievement disparities among student subgroups. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	Stacy Smith, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers 	ACTION BUDGET: \$	
Refer students suspected of having disability in literacy for appropriate evaluation with parental approval. If eligible, an IEP, designed to provide a	Haley Beavert, Assistant	Start: 07/01/2013 End:	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$	

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 their IEP indicates otherwise. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education	Pricipal & Jill Cravens Resource Teacher	06/30/2014	<ul style="list-style-type: none"> • District Staff • Teachers 	
Total Budget:				\$0

Priority 2:

1. The Qualls Early Learning Inventory is used to determine students who are in need of remediation upon entering Kindergarten. August 2012, the following data points were determined: Math Concepts 81% Developing or Developed. In April 2011, 74.3% of our 191 kindergarten students tested scored above the National Percentile Rank of 50% in math problem solving on the ITBS. Test results indicate that the following subgroups of students scored proficient or above with the lowest identified areas in math being number patterns and representations of money: *60.8% of our 23 African American students *71.5% of our 7 Hispanic Students *96.8% of our 157 Causasian students *67.1% of our 91 Socio Eco. Deprived students *66.7% of our 3 ELL students *22.5% of our 21 Students with Disabilities. In April 2010, 60% of our 181 kindergarten students tested scored above the National Percentile Rank of 50% in math problem solving on the MAT-8 exam. Test results indicate that the following subgroups of students scored proficient or above with the lowest identified areas in math being Geometry and Open-Response Items *23% of our 13 African American students *63% of our 11 Hispanic Students *62% of our 153 Caucasian students *43% of our 87 Socio Eco. Deprived students *40% of our 20 Students with Disabilities.
2. In April 2013, 50% of our 98 first grade students tested scored above the National Percentile Rank of 50% in Concepts and Estimation. 64% of our 98 first grade students tested scored above the National Percentile Rank of 50% in Problems and Data. 59% of our 98 first grade students tested scored above the National Percentile Rank of 50% Math without Computation. Test results indicate that the following subgroups of students scored proficient or above with the lowest identified areas in math being Concepts and Estimation. *26.3% of our 19 African American students *28.6 of our 7 Hispanic students *69% of our 71 Caucasian students *47.9% of our 48 Socio Eco. Deprived students *0% of our LEP students *0% of our Students with Disabilities. In April 2012, 76.9% of our 178 second grade students tested scored above the National Percentile Rank of 50% in math problem solving on the ITBS. Test results indicate that the following subgroups of students scored proficient or above with the lowest identified areas in math being interpreting representations and applying properties of numbers *27.8% of our 18 African American students *61.1% of our 18 Hispanic Students *73% of our 137 Caucasian students *60% of our 90 Socio Eco. Deprived students *57.1% of our 7 ELL students *5.3% of our 20 Students with Disabilities. In April 2010, 80% of our 150 first grade students tested scored above the National Percentile Rank of 50% in math problem solving on the SAT-10 exam. Test results indicate that the following subgroups of students scored proficient or above with the lowest identified areas in math being Geometry and Open-Response Items: *50% of our 10 African American students *88% of our 8 Hispanic Students *82% of our 128 Caucasian students *68% of our 61 Socio Eco. Deprived students *61% of our 18 Students with Disabilities.
3. In April 2013, 60% of our 94 second grade students tested scored above the National Percentile Rank of 50% in Concepts and Estimation. 61% of our 94 second grade students tested scored above the National Percentile Rank of 50% in Problems and Data. 57% of our 94 second grade students tested scored above the National Percentile Rank of 50% in Math without Computation. Test results indicate that the following subgroups of students scored proficient or above with the lowest identified areas in math being Concepts and Estimation. *50% of our 18 African American students *33.4% of our 6 Hispanic students *61.8% of our 68 Caucasian students *51.9% of our 52 Socio Eco. Deprived students *0% of our 4 LEP students *12.5% of our 8 Students with Disabilities In April 2011, 76.9% of our 178 second grade students tested scored above the National Percentile Rank of 50% in math problem solving on the ITBS. Test results indicate that the following subgroups of students scored proficient or above with the lowest identified areas in math being interpreting representations and applying properties of numbers *27.8% of our 18 African American students *61.1% of our 18 Hispanic Students *73% of our 137 Causasian students *60% of our 90 Socio Eco. Deprived students *57.1% of our 7 ELL students *5.3% of our 20 Students with Disabilities. In April 2010, 65% of our 155 second grade students tested scored above the National Percentile Rank of 50% in math problem solving on the SAT-10 exam. Test results indicate that the following subgroups of students scored proficient or above with the lowest identified areas in

math being Geometry and Open-Response Items: *45% of our 20 African American students *0% of our 3 Hispanic Students *70% of our 124 Caucasian students *51% of our 73 Socio Eco. Deprived students *11% of our 9 Students with Disabilities.

Supporting
Data:

4. In April 2013, 90% of our 97 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 Measurement multiple choice and Numbers and Operations open response. *60% of our 10 African American students *100% of our 9 Hispanic students *94% of our 75 Caucasian students *86% of our 43 Socio Eco. Deprived students *100% of our 4 LEP students *57% of our 16 Students with Disabilities In April 2012, 91% of our 169 third graders tested scored proficient or above on the Mathematics portion of the State Benchmark exam. The combined population's lowest area was Open Response: Number & Operation and Measurement. Test results indicate that the following groups (TAGG group) scored proficient or above with the lowest area identified being Open Response: Number & Operations and Geometry. *87% of our 75 Economically Disadvantaged *80% of our 5 Limited English Proficient (LEP) *55% of our 19 Students with Disabilities (IEP). In April 2011, 95% of our 159 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 Numbers and Operations-apply number theory and Geometry-coordinate grids: *100% of our 20 African American students *70% of our 10 Hispanic Students *95% of our 121 Caucasian students *91% of our 80 Socio Eco. Deprived students *80% of our 5 ELL Students *83% of our 12 Students with Disabilities. In April 2010, 91% of our 167 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 Geometry and Open-Response Items: *91% of our 11 African American students *80% of our 10 Hispanic Students *92% of our 140 Caucasian students *87% of our 73 Socio Eco. Deprived students *100% of our 2 ELL Student *54% of our 15 Students with Disabilities. In April 2010, 167 third grade students took the SAT-10 test. The mean percentile rank (PR) in Mathematics Problem Solving was 65. In April 2011, 159 third grade students took the ITBS test. The mean percentile rank (PR) in Mathematics was 66.
5. In April 2013, 90% of our 104 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 Geometry multiple choice and Measurement open response. *93% of our 15 African American students *100% of our 5 Hispanic students *90% of our 80 Caucasian students *84% of our 51 Socio Eco. Deprived students *50% of our 2 LEP students *69% of our 13 Students with Disabilities In April 2012, 84% of our 159 fourth graders tested scored proficient or above on the Mathematics portion of the State Benchmark exam. The combined population's lowest area was Open Response: Algebra and Geometry. Test results indicate that the following groups (TAGG group) scored proficient or above with the lowest area identified being Open Response: Algebra and Geometry: *76% of our 77 Economically Disadvantaged *75% of our 4 Limited English Proficient (LEP) *57% of our 16 Students with Disabilities (IEP). In April 2011, 88% of our 158 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 Numbers and Operations-fluency and Geometry-regular/irregular polygons: *90% of our 10 African American students *63% of our 8 Hispanic Students *90% of our 136 Caucasian students *79% of our 72 Socio In April 2010, 79% of our 158 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 Data Analysis & Probability & Open-Response Items: *76% of our 15 African American students *75% of our 12 Hispanic Students *80% of our 127 Caucasian students *68% of our 76 Socio Eco. Deprived students *40% of our 5 ELL Students *27% of our 15 Students with Disabilities. In April 2010, 158 fourth grade students took the SAT-10 test. The mean percentile rank (PR) in Mathematics Problem Solving was 71. In April 2011, 158 fourth grade students took the ITBS test. The mean percentile rank (PR) in Mathematics was 72.
6. In April 2013, 75% of our 96 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 Data Analysis and Probability multiple choice and Geometry open response. *40% of our 10 African American students *58% of our 7 Hispanic students *82% of our 75 Caucasian students *60% of our 47 Socio Eco. Deprived students *0% of our 3 LEP students *28% of our 7 Students with Disabilities In April 2012, 83% of our 166 fifth graders tested scored proficient or above on the Mathematics portion of the State Benchmark exam. The combined population's lowest area was Open Response: Geometry and Data Analysis. Test results indicate that the following groups (TAGG group) scored proficient or above with the lowest area identified being Open Response: Geometry, Data Analysis & Probability *78% of our 73 Economically Disadvantaged *50% of our 2 Limited English Proficient (LEP) *18% of our 17 Students with Disabilities (IEP). In April 2011, 85% of our 163 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 Algebra-expressions and Data Analysis - predictions:
 *71% of our 14 African American students *75% of our 12 Hispanic Students *87% of our 131 Caucasian students *78% of our 84 Socio Eco. Deprived students *70% of our 10 ELL Students *37% of our 19 Students with Disabilities. In April 2010, 88% of our 185 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 Measurement and Open-Response items: *66% of our 12 African American students *82% of our 11 Hispanic Students *89% of our 156 Caucasian students *82% of our 73 Socio Eco. Deprived students *67% of our 3 ELL Students *67% of our 21 Students with Disabilities. In April 2010, 185 fifth grade students took the SAT-10 test. The mean percentile rank (PR) in Mathematics Problem Solving was 76. In April 2011, 164 fifth grade students took the ITBS test. The mean percentile rank (PR) in Mathematics was 63.

7. In 2012-2013, our attendance rate was 96.35%. In 2010-11, our attendance rate was 94.55%. In 2009-10, our attendance rate was 95.44%.
- 8.

Goal Students will also demonstrate growth in the areas of Geometry, Problem Solving, and Open Response Items on the Benchmark exam.

Benchmark Benchmark: 92% of HFE students in grades 3-5 will score proficient or above meeting our school AMO.

Intervention: Align Math Curriculum with Common Core Standards				
Scientific Based Research: Scientific Based Research: DuFour, Richard., Eaker, Robert. (1998). Professional Learning Communities at Work. Best Practices for Enhancing Student Achievement. Alexandria, Virginia: Association for Supervision and Curriculum Development. DuFour, Richard., DuFour, Rebecca., Eaker, Robert., & Many, Thomas. (2006). Learning by Doing. Bloomington, IN:Solution Tree Press.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
NSLA funds will be used to pay for supplemental materials and supplies and capital outlay (laptop computer) for a Math Instructional Facilitator to help reduce the achievement disparities among student subgroups. Action Type: Equity	Stacy Smith, Principal	Start: 07/01/2013 End: 06/30/2014		NSLA (State-281) - \$2000.00 Capital Outlay: NSLA (State-281) - \$500.00 Materials & Supplies: <hr/> ACTION BUDGET: \$2500
Title IIA funds will be used to hire a 1.00 fte Math Instructional Facilitator (Mary Armstrong), 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: Special Education	Pam Kenney, Director of Instruction	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	Title II-A - Employee Salaries: \$66050.00 Title II-A - Employee Benefits: \$16815.00 <hr/> ACTION BUDGET: \$82865
Title I funds will be used to purchase supplemental materials and supplies, (aligned to Common Core State Standards) and remediation software programs to be utilized in our Title I lab such as BrainPop. Other software which may include..... Hardware which may include but is not limited to Chrome books, iPads, iPods, electronic slates	Stacy Smith, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Teachers 	Title I - Materials & Supplies: \$14392.00 <hr/> ACTION BUDGET: \$14392

<p>and active expressions to implement successful programs in math to help reduce the achievement disparities among student subgroups. The school will continue to expand Math Resource Library which can include but is not limited to mathematics manipulatives, communicator boards, math/literacy books, Do the Math materials, Common Core Ready, and Professional Development texts. Teacher resources and student supplemental supplies, books and programs will be purchased to supplement math instruction for identified students. Action Type: Equity</p>				
<p>The Math Instructional Facilitator will provide a Math overview in grade level Professional Learning Community meetings of curriculum with strategies for teaching specific standards. Action Type: Alignment Action Type: Collaboration</p>	<p>Mary Armstrong, Math Instructional Facilitator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>
<p>Conduct weekly Professional Learning Communities to increase awareness of best practices (student engagement, assessment, questioning, etc.) through grade level meetings and periodic collaborative horizontal/vertical alignment planning meetings. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	<p>Stacy Smith, Principal</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>ACTION BUDGET: \$</p>
<p>First through Fifth grade teachers will administer periodic Interim Assessments, development by The Learning Institute (TLI), and keep a checklist of objectives tested and the results for each student. Action Type: Alignment Action Type: Collaboration</p>	<p>Mary Armstrong, Math Instructional Facilitator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • Teachers 	<p>ACTION BUDGET: \$</p>
<p>All teachers including Special Education teachers will utilize district created curriculum maps that include pacing guides and resources provided by the district on the Math Website. Teachers will review test results and other data to determine curriculum gaps and identify student strengths and weaknesses in regards to Common Core State Standards. The information will be continually reviewed to align with Common Core State Standards through Professional Learning Community meetings. Math Instructional Facilitators will provide training and demonstrate instructional strategies, and instructional materials. Facilitators will provide training to align and map the curriculum both vertically and horizontally and work to assist teachers in implementing the programs. Action Type: Alignment Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Target Assistance</p>	<p>Kim Akers, Teacher</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>ACTION BUDGET: \$</p>
<p>The school will provide materials indicated on the District Math Website to</p>	<p>Stacy Smith,</p>	<p>Start: 07/01/2013</p>		

allow teachers to implement and support the curriculum.	Principal	End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$99757
Intervention: Implement a Comprehensive standards based Math Program to improve student achievement				
Scientific Based Research: Scientific Based Research: Franco, C., Sztajn, P., Ortigao, M. I. R. (2007). The Relation between Reform Teaching and Equity in Mathematics Education. Journal for Research in Mathematics Education 2007, Vol. 38, No. 4, 393-419. Strong, Richard., Thomas, Ed., Perini, Matthew., & Silver, Harvey. (2004). Creating a Differentiated Mathematics Classroom. Educational Leadership. Vol. 61, No.5. Carpenter, Thomas P., Fennema, Elizabeth., Franke, Megan Loef., Levi, Linda., & Empson, Susan. (1999). Children's Mathematics Cognitively Guided Instruction. Reston, VA:Heinemann.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
All teachers, including Special Education, will use formative assessments to determine student programming needs. All teachers will identify focus standards vertically and horizontally and use common formative assessments from sources such as Exemplars, and teacher written bank. Instructional decisions will be based on the data from the common formative assessments. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	Mary Armstrong, Math Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office Computers District Staff Teachers 	ACTION BUDGET: \$
Information will be provided to parents and the community through a variety of means, such as, but not limited to, Report to the Public Meeting, School-Parent Compact, newsletters and websites. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion	Stacy Smith, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office Computers District Staff Teachers 	ACTION BUDGET: \$
All teachers, including special education teachers, and staff have reviewed, researched and implemented effective programs/instructional strategies. These programs/strategies will help reduce disparities between student subgroups and are aligned to the Common Core State Standards. Programs/Strategies such as, but not limited to point-in-time remediation for identified students, math manipulatives, calculators, Calendar Math, Cognitive Guided Instruction (CGI), double-blocking math, Exemplars and Reflex Math. Action Type: Alignment Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	Stacy Smith, Principal	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 school will host a kindergarten through fifth grade Math Night to promote parent understanding of Common Core State Standards, Instructional Strategies, Parental Involvement Effectiveness and to Promote Mathematical Competence. Action Type: Collaboration Action Type: Parental Engagement	Mary Armstrong, Math Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Provide Professional Development (PD) for all teachers, including special education teachers, to promote a standards based math approach. PD can include, but is not limited to: CGI, Thinking Mathematically, Calendar Math, Number Talks, Marilyn Burns, and Van-der Walle. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Special Education	Pam Kenney, Director of Instruction & Stacy Smith, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office Computers District Staff Teachers 	ACTION BUDGET: \$
All K-5 math teachers will be Highly Qualified	Stacy	Start:		

Teachers.	Smith, Principal	07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office 	ACTION BUDGET: \$
Obtain feedback on Standards Based Math Program on the effectiveness of the math program in helping all students, including special education students develop stronger math skills. Using this collaborative feedback, conduct on-going staff evaluation of the comprehensive mathematics program. The effectiveness of interventions will be determined by data analysis of formative assessments (Electronic Assessment Database, Classroom Walkthroughs, and Interim Assessments) and summative assessments (Benchmark and NRT results). Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Target Assistance	Mary Armstrong, Math Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office Computers Performance Assessments Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Implement Response to Intervention Plan to address student weaknesses in mathematics.

Scientific Based Research: Scientific Based Research: Burns, M.(2007). Marilyn Burns: Mental Math. Instructor, March/April 2007, 51-53. Carpenter, Thomas P., Fennema, Elizabeth., Franke, Megan Loef., Levi, Linda., & Empson, Susan. (1999). Children's Mathematics Cognitively Guided Instruction. Reston, VA:Heinemann. Howard, Mary. (2009). RTI from all sides. What every teacher needs to know. Portsmouth, NH:Heinemann. Fielding, Lynn., Kerr, Nancy., & Rosier, Paul. (2007). Annual Growth for All Students, Catch-Up Growth for those who are behind. Kennewick, WA: The New Foundation Press, Inc.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Regular roundtable meetings will occur to discuss referred students struggling in the area of mathematics. The team will provide instructional strategies, program suggestions, data analysis and make academic recommendations based on the specific student's needs. Programs and interventions can be, but not limited to Do the Math, Kathy Richardson, Compass, Reflex, small group instruction, double blocking, etc.	Haley Beavert, Assistant Pricipal & Jill Cravens Resource Teacher	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Teachers will determine academic needs and program effectiveness based on various summative and formative assessments. Assessments can include but not be limited to Benchmark, TLI, Reflex Math, teacher made formative assessment, Kathy Richardson Assessing Math Concepts, etc. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation	Mary Armstrong, Math Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office Computers District Staff Teachers 	ACTION BUDGET: \$
Each grade will provide remediation weekly targeting specific literacy standards, essential grade level skills and recommended interventions. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Stacy Smith, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers 	ACTION BUDGET: \$
All teachers, including special education teachers and students will use a variety of technology to promote instruction and remediation throughout the school. Technology can include but not limited to Promethean Boards, Active Slates, Active Expressions, IPADS, IPODS, Chrome Books,	Stacy Smith, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office Computers District Staff 	ACTION BUDGET: \$

various software programs and apps such as, Reflex Math, Kiddie College, Gizmos etc. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion			• Teachers	
The school will continue to expand Math Resource Library which can include but is not limited to mathematics manipulatives, communicator boards, math/literacy books, Do the Math materials, Common Core Ready, and Professional Development texts.	Mary Armstrong, Math Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Identify Students scoring below proficient on the State Benchmark Exam, NRT, AMC Counter Screener, and QUALLS test as those requiring an AIPs to help reduce the achievement disparities among students subgroups.	Mary Armstrong, Math Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Refer students suspected of having disability in Math for appropriate evaluation with parental approval. If eligible, and AIP, 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 their AIP indicates otherwise. Action Type: Equity Action Type: Parental Engagement Action Type: Special Education	Haley Beavert, Assistant Pricipal & Jill Cravens Resource Teacher	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

Priority 3:

1. In 2011-2012, 32.7% of our K, 2, 4 Students were classified as being overweight or obese as indicated on the state BMI report. * In Kindergarten, 26.2% of males and 30.4% of females were classified as overweight or obese. * In 2nd grade, 34.8% of males and 26.8% of females were classified as overweight or obese. *In 4th grade, 38% of males and 40.3% of females were classified as overweight or obese.
2. In 2010-11, 34.5% of our K, 2, 4 students were classified as being at risk of being overweight or obese as indicated on the state BMI report. *In Kindergarten, 30.5% of our 92 male students were classified as being at risk of being overweight or obese and 33.3% of our 87 female students were classified as being at risk of being overweight or obese. *In 2nd Grade, 36.5% of our 74 male students were classified as being at risk of being overweight or obese and 31.1% of our 74 female students were classified as being at risk of being overweight or obese. *In 4th Grade, 32.9% of our 85 male students were classified as being at risk of being overweight or obese and 44.8% of our 67 female students were classified as being at risk of being overweight or obese.
3. In 2009-10, 34.15% of our K, 2, 4 students were classified as being at risk of being overweight or obese as indicated on the state BMI report. *In Kindergarten, 27.4% of our 84 male students were classified as being at risk of being overweight or obese and 25% of our 84 female students were classified as being at risk of being overweight or obese. *In 2nd Grade, 32.9% of our 76 male students were classified as being at risk of being overweight or obese and 38.2% of our 76 female students were classified as being at risk of being overweight or obese. *In 4th Grade, 44.8% of our 76 male students were classified as being at risk of being overweight or obese and 39.6% of our 63 female students were classified as being at risk of being overweight or obese.

Supporting Data:

Goal

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

Benchmark

To promote the wellness of all students, including special education students, and uphold State and Federal Law, we will assess Body Mass Index (BMI) of all students in Kindergarten, second, and fourth grades, provide and promote health and physical education, and continue to encourage parental involvement.

Intervention: Implement a comprehensive school health program.
Scientific Based Research: Arkansas Act 1220 of 2003. Upton, J. (2004) Health Reform Efforts Enlists Michigan

Children. http://detnews.com/2004/specialreport				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Students will learn about healthy lifestyles through presentations by health care providers for oral health screenings, wellness and hygiene lessons by specialists and nurse practitioners. Action Type: Collaboration Action Type: Wellness	Melissa Boyd, Nurse	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: \$
Our child nutrition program has adopted the healthy practices outlined in the USDA School Meals Initiative Recommendations. The practices include: planning and analyzed menus and purchasing food using nutritional descriptions. These steps ensure that meals presented to students meet nutritional standards and provide good quality food. Action Type: Wellness	Caroline Phillips, 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 receive health education. Wellness will be monitored through school health services including: BMI screening, hearing & vision screening, immunization documentation, dental screenings, CPR training, Children's Hospital Healthy Habits Presentation, and the Farm to You Program, formally known as the Body Walk program (if schedule allows). Action Type: Parental Engagement Action Type: Special Education Action Type: Wellness	Melissa Boyd, Nurse Nancy Kohler, PE Teacher	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 participate in 150 minutes of physical activity per week through their physical education classes and guided activity. Action Type: Wellness	Stacy Smith, Principal	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 teachers and nurses concerning health and wellness related issues such as: BMI screening, immunization updates, vision & hearing screenings, scoliosis screening, dental screening, and other pertinent information. Action Type: Parental Engagement Action Type: Wellness	Melissa Boyd, Nurse	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers 	ACTION BUDGET: \$
An advisory committee will annually review data, school surveys, and reports to determine the effectiveness of this wellness intervention. Administrative staff will also annually provide on-site review. Action Type: Program Evaluation Action Type: Wellness	Stacy Smith, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
HFE will promote will parental engagement by providing informational packets, parent nights, volunteer resource book, handbook, on-sight parent facilitator, parent-teacher conferences, appropriate learning activities for home, and a parent compact. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Wellness	Debbie Smith	Start: 08/19/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Community Leaders 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. AMAO 1 Target Goal was 28%. The Bryant School District scored at 48.50%. AMAO 2 Target Goal was 3.5%. The Bryant School District scored at 10.20%. AMAO three was Yes. The Bryant School District met Annual Measurable Objectives in 2010-11.
 2. AMAO 1 Target Goal was 26%. The Bryant School District scored at 36.57%. AMAO 2 Target Goal was 2.5%. The Bryant School District scored at 12.85%. AMAO three was Yes. The Bryant School District met Annual Measurable Objectives in 2009-10.
 3. AMAO 1 Target Goal was 26%. The Bryant School District scored at 50.68%. AMAO 2 Target Goal was 2.5%. The Bryant School District scored at 10.48%. AMAO three was Yes. The Bryant School District met Annual Measurable Objectives in 2008-09.

Goal Provide Improvement in Reading and Content Skills for identified ELL students.
 Benchmark In the 2013-2014 School Year the district will show an increase of 1% toward AMAO.
 Benchmark Provide support for the implementation of the district plan to increase English and Writing fluency.
 Benchmark HFE ELL will achieve our AMO of 65% for Literacy.
 Benchmark HFE ELL will achieve our AMO of 75% for Math.

Intervention: Provide support for the implementation of the district plan to increase English and Writing fluency.				
Scientific Based Research: Double Blocking, Response to Intervention (RTI. Laptops, LCD Projectors and Document Cameras purchased for Earobics, Destiny, One More Story, Compass, Rosetta Stone, Reading Renaissance, STAR, English in a Flash, Enchanted Learning, Vocabulary from A to Z.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
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.	Katrina Cox, ELL Teacher	Start: 07/01/2013 End: 06/30/2014		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.	Katrina Cox, ELL Teacher	Start: 07/01/2013 End: 06/30/2014		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.	Katrina Cox, ELL Teacher	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
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.	Katrina Cox, ELL Teacher	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
English Language Learners (ELL) restricted categorical state funding will be used to pay for salaries and benefits for one a .50 fte ELL teacher (Lanita Davis), sub salaries and benefits, 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.	Katrina Cox, ELL Teacher	Start: 07/01/2013 End: 06/30/2014		ELL (State-276) - \$214.00 Materials & Supplies: ELL (State-276) - \$7560.33 Employee Benefits: ELL

				(State-276) - Employee Salaries: \$29285.00
				ACTION BUDGET: \$37059.33
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), parental involvement supplies, and postage. Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Technology Inclusion	Katrina Cox, ESL Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Computers • Outside Consultants • Teachers 	Title III - Purchased Services: \$843.00 Title III - Materials & Supplies: \$586.00 Title III - Employee Salaries: \$204.17 Title III - Employee Benefits: \$45.00 ACTION BUDGET: \$1678.17
Total Budget:				\$38737.5

Priority 5: Hill Farm Elementary is on School Improvement in the area of Mathematics.

Supporting Data:

- In April 2013, 90% of our 97 third graders tested scored proficient or above on the State Benchmark test. Test results indicate that the following groups (TAGG group) scored proficient or above with the lowest area identified being Measurement multiple choice and Numbers and Operations open response. *86% of our 43 Socio Eco. Deprived students *100% of our 4 LEP students *57% of our 16 Students with Disabilities In April 2012, 91% of our 169 third graders tested scored proficient or above on the Mathematics portion of the State Benchmark exam. The combined population's lowest area was Open Response: Number & Operation and Measurement. Test results indicate that the following groups (TAGG group) scored proficient or above with the lowest area identified being Open Response: Number & Operations and Geometry. *87% of our 75 Economically Disadvantaged *80% of our 5 Limited English Proficient (LEP) *55% of our 19 Students with Disabilities (IEP).
- In April 2013, 90% of our 104 Fourth graders tested scored proficient or above on the State Benchmark test. Test results indicate that the following groups (TAGG group) scored proficient or above with the lowest area identified being Geometry multiple choice and Measurement open response. *84% of our 51 Socio Eco. Deprived students *50% of our 2 LEP students *69% of our 13 Students with Disabilities In April 2012, 84% of our 159 fourth graders tested scored proficient or above on the Mathematics portion of the State Benchmark exam. The combined population's lowest area was Open Response: Algebra and Geometry. Test results indicate that the following groups (TAGG group) scored proficient or above with the lowest area identified being Open Response: Algebra and Geometry: *76% of our 77 Economically Disadvantaged *75% of our 4 Limited English Proficient (LEP) *57% of our 16 Students with Disabilities (IEP).
- In April 2013, 75% of our 96 fifth graders tested scored proficient or above on the State Benchmark test. Test results indicate that the following groups (TAGG group) scored proficient or above with the lowest area identified being Data Analysis and Probability multiple choice and Geometry open response. *60% of our 47 Socio Eco. Deprived students *0% of our 3 LEP students *28% of our 7 Students with Disabilities In April 2012, 83% of our 166 fifth graders tested scored proficient or above on the Mathematics portion of the State Benchmark exam. The combined population's lowest area was Open Response: Geometry and Data Analysis. Test results indicate that the following groups (TAGG group) scored proficient or above with the lowest area identified being Open Response: Geometry, Data Analysis & Probability *78% of our 73 Economically Disadvantaged *50% of our 2 Limited English Proficient (LEP) *18% of our 17 Students with Disabilities (IEP).

Goal All students, including students in the Targeted Achievement Gap Group (TAGG) will improve Open Response mathematics skills in order to meet State minimum requirements for Annual Measurable Objectives (AMO).

Benchmark 85% of HFE TAGG students in grades 3-5 will meet or exceed the school's AMO for mathematics.

Benchmark 84% of HFE students in grades 3-5 will show growth on the Benchmark exam.

Intervention: Intervention: Analyze and use data from formative and summative assessments to drive instruction.				
Scientific Based Research:				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Learning specialists and grades 3-5 teachers will obtain feedback from data analysis of norm reference testing to determine areas of weakness. Correlating curriculum standards that address these areas of weakness will be remediated in the classroom. Correlating curriculum standards for grades K-2 will also be determined and addressed in those grade areas to strengthen upcoming students in the identified areas of weakness. This action will be monitored through documentation of standards taught in teacher lesson plans and skills taught in Response to Intervention (RTI) and other remediation sessions will be added to student RTI folders when available. Action Type: Alignment Action Type: Collaboration	Mary Armstrong, Math Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Performance Assessments Teachers 	ACTION BUDGET: \$
Grades 1-5 Teachers will administer Interim Assessments throughout the year. Scores will be analyzed through the Teaching and Learning Institute (TLI) portal. Data from Interim Assessments will be used to determine progress in the areas of weakness and adjust classroom and remediation instruction accordingly. Student scores will be added to the virtual Student Assessment Data Wall. Student TLI reports concerning Interim Assessments will be shared with parents and discussed during parent teacher conferences. Action Type: Collaboration Action Type: Parental Engagement	Mary Armstrong, Math Instructional Facilitator & Debbie Smith, Counselor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
All teachers, including special education teachers, will receive training pertaining to Open Response mathematics question types. Cognitive Guided Instruction (CGI) will be a method of mathematics instruction used in all grade levels. Teachers, including special education teachers, will be aware of scoring guidelines for open response questioning in order to ensure classroom instruction is rigorous enough to support expectations on end of year testing. Measures to ensure a consistent rigor of instruction are being put into place through the development of formative assessments. The 2012-2013 school year will be the initial year for development of these assessments. Action Type: Alignment Action Type: Professional Development	Stacy Smith, Principal & Mary Armstrong, Math Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Implement academic interventions to improve TAGG student achievement in areas of weakness.

Scientific Based Research: Scientific Based Research: Choinsky, Paul. 2011. From acquisition to automaticity: The Reflex solution for math fact mastery. Explore Learning: Charlottesville, VA.

Actions	Person Responsible	Timeline	Resources	Source of Funds
TAGG students who scored in the basic or below basic range on the state mandated norm reference test will receive remediation in the areas of weakness. Student Academic Improvement Plans (AIP) have been created.	Mary Armstrong, Math Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers District Staff Teachers 	ACTION BUDGET: \$

Remediation methods will include being placed in Tier 3 of the RTI process, Reflex Math, and/or having after school tutoring available. Action Type: AIP/IRI Action Type: Equity				
Principals, Specialists, and Teachers will review the progress of TAGG students during quarterly Roundtable RTI meetings. Remediation needs will be adjusted as needed for individual students. Effectiveness of the remediation methods implemented will be determined by teacher and interventionist observation as well as student performance on Interim Assessments throughout the year. Action Type: Collaboration Action Type: Equity	Stacy Smith, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Training will be available for all teachers, including special education teachers, in technologies used for remediation. Such technologies include but are not limited to Compass and Reflex Math. Action Type: Professional Development Action Type: Technology Inclusion	Stacy Smith, Principal & Mary Armstrong, Math Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers District Staff Teachers 	ACTION BUDGET: \$
Provide a before school tutoring program for any student, including special education students with 2 instructors for approximately 30 minutes per day for 5 days per week for 30 weeks to help reduce the achievement disparities among student subgroups to allow for academic improvement in identified areas of weakness. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Stacy Smith, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Abbie Sorensen	Second Grade	Math
Classroom Teacher	Alicia Atwood	Kindergarten	Wellness
Classroom Teacher	Becca Stipe	Second Grade	Wellness
Classroom Teacher	Becky Smith	First Grade	Wellness
Classroom Teacher	Beth DeRossitt	Third Grade	Math, ELL
Classroom Teacher	Candice Nugent	Music	Math, School Improvement
Classroom Teacher	Caroline Fow	Fourth Grade	Math
Classroom Teacher	Caroline Sipes	Fourth Grade	Wellness
Classroom Teacher	Chasity Loy	Third Grade	Literacy
Classroom Teacher	Cheryl Campbell	First Grade	Math
Classroom Teacher	Dolly Gillett	Fifth Grade	Literacy
Classroom Teacher	Glenda Bloxom	Second Grade	Wellness, ELL
Classroom Teacher	Hillary Fricke	Kindergarten	Math
Classroom Teacher	Jeff Loftis	Kindergarten	Wellness
Classroom Teacher	Jennie Tombrello	Fourth Grade	Literacy, School Improvement
Classroom Teacher	Jill Cravens	Special Education	Math
Classroom Teacher	Kari Nichols	Third Grade	Wellness
Classroom Teacher	Karye Brockert	Sped	Math
Classroom Teacher	Kelly Lloyd	Fourth Grade	Literacy, ELL
Classroom Teacher	Kim Akers	First Grade	Chair, Math
Classroom Teacher	Lance Parker	Physical Education	Wellness
Classroom Teacher	Megan Monroe	Fifth Grade	Math
Classroom Teacher	Michele Owen	Library/Media	Literacy, Parent Involvement

Classroom Teacher	Mollie Doolin	Third Grade	Literacy
Classroom Teacher	Nancy Burton	Special Education	Literacy
Classroom Teacher	Nancy Kohler	Physical Education	Wellness Chair
Classroom Teacher	Nikki Goines	Fifth Grade	Literacy
Classroom Teacher	Pennie Schleiff	Second Grade	Literacy
Classroom Teacher	Sherry Richards	Kindergarten	Math, School Improvement
Classroom Teacher	Stacey Balisterri	First Grade	Literacy
Classroom Teacher	Stephanie Wyeth	Kindergarten	Literacy
Classroom Teacher	Theresa Boyett	Fourth Grade	Wellness
Community Representative	Kirk Stewart	Community Representative	Wellness, Schoolwide Planning
District-Level Professional	Abby Sims	Speech Pathologist	Literacy, School Improvement
District-Level Professional	Debbie Bilgisher	Counselor	School Improvement, Parent Involvement
District-Level Professional	Debbie Smith	Counselor	Wellness, Parent Involvement
District-Level Professional	Julie Christian	Speech Pathologist	Literacy
District-Level Professional	Katrina Cox	ESL Director	ELL
District-Level Professional	Mary Armstrong	Math Specialist	Math Chair, School Improvement
District-Level Professional	Sandy Shepard	Literacy Specialist	Literacy chair, School Improvement
Non-Classroom Professional Staff	Kim Howard	Paraprofessional	Literacy
Non-Classroom Professional Staff	Melissa Boyd	Nurse	Wellness
Non-Classroom Professional Staff	Pam Cook	Paraprofessional	Math
Non-Classroom Professional Staff	Stephanie Hardin	Paraprofessional	Literacy
Non-Classroom Professional Staff	Terri Francis	Paraprofessional	Math
Non-Classroom Professional Staff	Tommie Hawkins	Paraprofessional	Wellness, Parent Involvement
Parent	Brandi Weng		Wellness
Parent	Melanie Lewellan	Parent	School Improvement, Parent Involvement
Parent	Sara Fullerton	PTO president	School Improvement, Parent Involvement
Principal	Haley Beavert	Assistant Principal	School Improvement, Parent Involvement
Principal	Stacy Smith	Principal	School Improvement