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## School Plan

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### PARON ELEMENTARY SCHOOL

#### Arkansas Comprehensive School Improvement Plan

2013-2014

The mission of Paron Elementary School is to provide all students the opportunity to be proficient academically in a stimulating, safe, learning environment that will meet each student's physical, social, emotional, and intellectual needs in order to prepare students to become successful, productive and responsible lifelong learners.

Grade Span: K-5

Title I: Title I Schoolwide

School Improvement: MS

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##### Priority 1: Literacy

**Goal:** All students, including special education students, will demonstrate growth in literacy in the areas of Content, Style, and Practical (grades 3-5) on the Benchmark Exam and Vocabulary and Practical (grades K-2) on Norm Referenced Tests.

##### Priority 2: Mathematics

**Goal:** To improve math skills for all students, including Special Education Students, with an emphasis on Problem Solving (grades K-2) and Open-ended Response Questions, Data Analysis and Probability and Geometry (grades 3-5).

##### Priority 3: Wellness

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

##### Priority 4: Needs Improvement School

**Goal:** All students, including special education students, will demonstrate growth in Literacy in the areas of Content, Style, and Practical (grades 3 - 5) on the Benchmark Exam and Vocabulary and Practical (grades K-2) on Norm Referenced Tests.

**Goal:** All students, including special education students, will demonstrate growth in Math in the areas of Geometry and Data Analysis & Probability (grades 3 - 5) on the Benchmark Exam and Problem Solving (grades K-2) on Norm Referenced Tests.

Priority 1: Implement State Initiated Balanced Literacy Program to improve student achievement.

1. Kindergarten - NRT - Metropolitan Achievement Test, Eighth Edition (for Year 2010)/Iowa Test of Basic Skills (for Year 2011) - Total Reading Profile 2010 - 50% of our students scored at or above the 50th percentile. 2011 - 60% of our students scored at or above the 50th percentile. Based on 2-year trend data analysis, the number of Kindergarten students scoring at or above proficiency in reading is increasing.
2. Grade 1 - NRT - Iowa Test of Basic Skills - Total Reading Comprehension 2011 - 36% of our students scored at or above the 50th percentile. 2012 - 59% of our students scored at or above the 50th percentile. 2013 - 30% of our students scored at or above the 50th percentile. Based on 3-year trend data analysis, the number of first grade students scoring at or above proficiency in reading is decreasing.
3. Grade 2 - NRT - Iowa Test of Basic Skills - Total Reading Comprehension 2011 - 55% of our students scored at or above the 50th percentile. 2012 - 75% of our students scored at or above the 50th percentile. 2013 - 45% of our students scored at or above the 50th percentile. Based on 3-year trend data analysis, the number of second grade students scoring at or above proficiency in reading is decreasing.
4. Grade 3 - NRT - Iowa Test of Basic Skills - Total Reading Comprehension 2011 - 75% of our students scored at or above the 50th percentile. 2012 - 58% of our students scored at or

above the 50th percentile. 2013 - 58% of our students scored at or above the 50th percentile. Based on 3-year trend data analysis, the number of third grade students scoring at or above proficiency in reading has decreased, but has stayed steady the last two years.

5. Grade 4 - NRT - Iowa Test of Basic Skills - Total Reading Comprehension 2011 - 44% of our students scored at or above the 50th percentile. 2012 - 70% of our students scored at or above the 50th percentile. 2013 - 53% of our students scored at or above the 50th percentile. Based on 3-year trend data analysis, the number of fourth grade students scoring at or above proficiency in reading is decreasing.
6. Grade 5 - NRT - Iowa Test of Basic Skills - Total Reading Comprehension 2011 - 67% of our students scored at or above the 50th percentile. 2012 - 33% of our students scored at or above the 50th percentile. 2013 - 55% of our students scored at or above the 50th percentile. Based on 3-year trend data analysis, the number of fifth grade students scoring at or above proficiency in reading is increasing.
7. Grade 3 - CRT - Benchmark 3rd Grade Literacy Exam 2011 - # of Students Tested and % of Students Scoring Proficient/Advanced 16 Students: 87% of Combined Students scoring Proficient/Advanced 0 Students: 0.0% of African American Students scoring Proficient/Advanced 0 Students: 0.0% of Hispanic Students scoring Proficient/Advanced 15 Students: 87% of Caucasian Students scoring Proficient/Advanced 11 Students: 82% of Economically Disadvantaged Students scoring Proficient/Advanced 0 Students: 0.0% of Limited English Proficient Students scoring Proficient/Advanced 1 Student: 0.0% of Students with Disabilities scoring Proficient/Advanced 2012 - # of Students Tested and % of Students Scoring Proficient/Advanced 10 Students: 90% of Combined Students scoring Proficient/Advanced 0 Students: 0.0% of African American Students scoring Proficient/Advanced 0 Students: 0.0% of Hispanic Students scoring Proficient/Advanced 10 Students: 90% of Caucasian Students scoring Proficient/Advanced 9 Students: 88.8% of Economically Disadvantaged Students scoring Proficient/Advanced 0 Students: 0.0% of Limited English Proficient Students scoring Proficient/Advanced 3 Students: 33.3% of Students with Disabilities scoring Proficient/Advanced 2013 - # of Students Tested and % of Students Scoring Proficient/Advanced 9 Students: 100% of Combined Students scoring Proficient/Advanced 0 Students: 0.0% of African American Students scoring Proficient/Advanced 0 Students: 0.0% of Hispanic Students scoring Proficient/Advanced 9 Students: 100% of Caucasian Students scoring Proficient/Advanced 4 Students: 100% of Economically Disadvantaged Students scoring Proficient/Advanced 0 Students: 0.0% of Limited English Proficient Students scoring Proficient/Advanced 0 Students: 0% of Students with Disabilities scoring Proficient/Advanced Based on analysis of three year trend data: The lowest identified areas for the combined population were: Literary and Practical Passage Open Response and Writing Content and Style. The lowest identified areas for African Americans were: N/A The lowest identified areas for Hispanic were: N/A The lowest identified areas for Caucasian were: Literary and Practical Passage Open Response and Writing Content and Style. The lowest identified areas for Economically Disadvantaged students were: Literary and Practical Passage Open Response and Writing Content and Style. The lowest identified areas for Limited English Proficient students were: N/A
8. Grade 4 - CRT - Benchmark 4th Grade Literacy Exam 2011 - # of Students Tested and % of Students Scoring Proficient/Advanced 16 Students: 69% of Combined Students scoring Proficient/Advanced 0 Students: 0.0% of African American Students scoring Proficient/Advanced 0 Students: 0.0% of Hispanic Students scoring Proficient/Advanced 16 Students: 69% of Caucasian Students scoring Proficient/Advanced 13 Students: 70% of Economically Disadvantaged Students scoring Proficient/Advanced 0 Students: 0.0% of Limited English Proficient Students scoring Proficient/Advanced 6 Students: 50.0% of Students with Disabilities scoring Proficient/Advanced 2012 - # of Students Tested and % of Students Scoring Proficient/Advanced 15 Students: 93% of Combined Students scoring Proficient/Advanced 0 Students: 0.0% of African American Students scoring Proficient/Advanced 0 Students: 0.0% of Hispanic Students scoring Proficient/Advanced 15 Students: 93% of Caucasian Students scoring Proficient/Advanced 12 Students: 92% of Economically Disadvantaged Students scoring Proficient/Advanced 0 Students: 0.0% of Limited English Proficient Students scoring Proficient/Advanced 2 Students: 0.0% of Students with Disabilities scoring Proficient/Advanced 2013 - # of Students Tested and % of Students Scoring Proficient/Advanced 8 Students: 87.5% of Combined Students scoring Proficient/Advanced 0 Students: 0.0% of African American Students scoring Proficient/Advanced 0 Students: 0.0% of Hispanic Students scoring Proficient/Advanced 8 Students: 87.5% of Caucasian Students scoring Proficient/Advanced 8 Students: 87.5% of Economically Disadvantaged Students scoring Proficient/Advanced 0 Students: 0.0% of Limited English Proficient Students scoring Proficient/Advanced 3 Students: 100.0% of Students with Disabilities scoring Proficient/Advanced Based on analysis of three year trend data: The lowest identified areas for the combined population were: Literary and Practical Passage Open Response and Writing Content and Style. The lowest identified areas for African Americans were: N/A. The lowest identified areas for Hispanic were: N/A. The lowest identified areas for Caucasian were: Literary and Practical Passage Open Response and Writing Content and Style. The lowest identified areas for Economically Disadvantaged students were: Literary and Practical Passage Open Response and Writing Content and Style. The lowest identified areas for LEP students were: N/A

Supporting  
Data:

9. Grade 5 - CRT - Benchmark 5th Grade Literacy Exam 2011 - # of Students Tested and % of Students Scoring Proficient/Advanced 12 Students: 83% of Combined Students scoring Proficient/Advanced 0 Students: 0.0% of African American Students scoring Proficient/Advanced 0 Students: 0.0% of Hispanic Students scoring Proficient/Advanced 11 Students: 91% of Caucasian Students scoring Proficient/Advanced 8 Students: 75% of Economically Disadvantaged Students scoring Proficient/Advanced 0 Students: 0.0% of Limited English Proficient Students scoring Proficient/Advanced 0 Students: 0.0% of Students with Disabilities scoring Proficient/Advanced 2012 - # of Students Tested and % of Students Scoring Proficient/Advanced 16 Students: 63% of Combined Students scoring Proficient/Advanced 0 Students: 0.0% of African American Students scoring Proficient/Advanced 1 Student: 100.0% of Hispanic Students scoring Proficient/Advanced 14 Students: 57% of Caucasian Students scoring Proficient/Advanced 13 Students: 61% of Economically Disadvantaged Students scoring Proficient/Advanced 0 Students: 0.0% of Limited English Proficient Students scoring Proficient/Advanced 5 Students: 0.0% of Students with Disabilities scoring Proficient/Advanced 2013 - # of Students Tested and % of Students Scoring Proficient/Advanced 17 Students: 94.1% of Combined Students scoring Proficient/Advanced 1 Students: 0.0% of African American Students scoring Proficient/Advanced 0 Students: 0.0% of Hispanic Students scoring Proficient/Advanced 16 Students: 100% of Caucasian Students scoring Proficient/Advanced 11 Students: 90.1% of Economically Disadvantaged Students scoring Proficient/Advanced 0 Students: 0.0% of Limited English Proficient Students scoring Proficient/Advanced 1 Student: 100% of Students with Disabilities scoring Proficient/Advanced Based on analysis of three year trend data: The lowest identified areas for the combined population were: Literary and Practical Passage Open Response and Writing Content and Style. The lowest identified areas for African Americans were: Content and Practical Passage Open Response and Writing Sentence Formation. The lowest identified areas for Hispanic were: N/A. The lowest identified areas for Caucasian were: Literary and Practical Passage Open Response and Writing Content and Style. The lowest identified areas for Economically Disadvantaged students were: Literary and Practical Passage Open Response and Writing Content and Style. The lowest identified areas for LEP students were: N/A
10. In 2010: The attendance rate at Paron was 93.2% compared to the attendance rate in Arkansas of 94.2%. In 2011: The attendance rate at Paron was 94.3% compared to the attendance rate in Arkansas of 94.7%. In 2012: The attendance rate at Paron was 94.44% compared to the attendance rate in Arkansas of 95.2%. \*\*Arkansas attendance rates for the 2012-2013 school year have not been released according to the ESEA website. The latest state data comes from the 2011-2012 school year.
11. Based on the 2012 Arkansas School ESEA Accountability Report, Paron Elementary School is a Needs Improvement School in Literacy with all students performing at 82.05% proficiency and the Targeted Achievement Gap Group (TAGG) performing at 80.00% proficiency. Based on the three year trend data from the 2011, 2012, and 2013 school years, Paron Elementary School students need to show improvement in literacy performance and growth for all students, including Targeted Achievement Gap Group (TAGG) students.

**Goal** All students, including special education students, will demonstrate growth in literacy in the areas of Content, Style, and Practical (grades 3-5) on the Benchmark Exam and Vocabulary and Practical (grades K-2) on Norm Referenced Tests.

**Benchmark** At end of the 2010-2011 school year, 82.2% of our combined population were proficient. At the end of the 2011-2012 school year, 85.6% of our 3rd, 4th, 5th grade students will score proficient in Literacy on the Benchmark Exam. In order to reach 100% by the end of the 2013-2014 school year, our students need to increase by 5.93% each year.

Intervention: Programs will be implemented and utilized to help students become proficient in literacy.				
Scientific Based Research: Biancarosa, G., and Snow, C. E. (2004). Reading next--A vision for action and research in middle and high school literacy: A report to Carnegie Corporation of New York. Washington, D.C.: Alliance for Excellent Education. Fielding, L., Kerr, N., Rosier, P. (2007). Annual growth for all students, catch-up growth for those who are behind. Kennewick, WA: The New Foundation Press. Fletcher, R., & Portalupi, J. (2001). Writing workshop: The essential guide. Portsmouth, NH: Heinemann. Harvey, S. & Goudvis, A. (2007). Strategies that work, Teaching comprehension for understanding and engagement, Second ed. Portland, ME: Stenhouse Publishers. Marzano, R. (2003). What works in schools: Translating research into action. Alexandria, VA: Association for Supervision and Curriculum Development. National Institute for Literacy. (2003). Put reading first, The research building blocks for teaching children to read. U.S. Department of Education. Vaughn, S. & Linan-Thompson, S. (2004). Research-based methods of reading instruction grades K-3. Alexandria, VA: Association for Supervision and Curriculum Development.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Literacy Focus Teachers, elementary teachers, and consultants from The Learning Institute of Hot Springs have compiled the most 14 essential skills in reading based on the Common Core	Dana Waters, Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$

<p>State Standards (CCSS). With teachers focusing on these 14 skills, interim assessment tests have been established to help students become proficient in these skills. All teachers, including Special Education teachers, will have immediate feedback from the interim assessment tests, using those results to reteach those students who were not proficient in the skills. The goal of these tests is to help students become proficient on their Benchmark test scores in literacy.                  Action Type: Collaboration                  Action Type: Professional Development                  Action Type: Special Education                  Action Type: Technology Inclusion                  Action Type: Title I Schoolwide</p>				
<p>Alternative Learning Environment (ALE) restricted categorical state funding will be used to implement an Alternative Learning Center in the Bryant School District. Included in this budget will be salaries and benefits for one .018 fte teacher, Phillip Dupree and one .018 fte teacher aide, Isabell Davis, subs, materials and supplies that are aligned with the Arkansas Frameworks and Common Core State Standards (CCSS), technology (including laptops, ipods, ipads and software), and other materials needed, etc., to implement an Alternative Learning Program. A drug education program will also be implemented through Connection Company.                  Action Type: Collaboration                  Action Type: Equity                  Action Type: Professional Development                  Action Type: Special Education                  Action Type: Technology Inclusion</p>	<p>Dr. Debbie Bruick-Jones,                  Director of Alternative Education</p>	<p>Start:                  07/01/2013                  End:                  06/30/2014</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>National School Lunch Act (NSLA) restricted state categorical funding will be used to pay for a Before/After School Tutoring Program (approx. 2 teachers, 1 hour per day, 3 days per week for 24 weeks) and hire a .008 School Social Worker (Lisa McNeely). Included in this budget will be salaries, benefits, materials and supplies, (aligned to the AR Frameworks and Common Core State Standards), registration, travel, and other necessary materials to implement successful programs in these areas to help reduce the achievement disparities among student subgroups.                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Equity                  Action Type: Special Education</p>	<p>Karen Metcalf,                  Principal</p>	<p>Start:                  07/01/2013                  End:                  06/30/2014</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>NSLA (State-281) - Purchased Services: \$4.00                  NSLA (State-281) - Materials &amp; Supplies: \$4.00                  NSLA (State-281) - Employee Benefits: \$786.00                  NSLA (State-281) - Employee Salaries: \$3440.00                  ACTION BUDGET: \$4234</p>
<p>Title I funds will be used to purchase general materials and supplies that are aligned to the Common Core State Standards (CCSS) and that are</p>	<p>Karen Metcalf,                  Principal</p>	<p>Start:                  07/01/2013                  End:                  06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<p>Title I - Purchased Services: \$450.00</p>

<p>necessary to support the instructional program within the school for identified students. The following items will also be purchased: iPads - to be used in classrooms to help with RTI strategies, to support CC math/literacy, and for interactive lessons related to RTI focus and CC literacy. Seven (7) Apple TV(s) will be purchased to be used along with iPads for interactive lessons related to RTI strategies and literacy/math lessons. Levelized readers will be purchased to assist with supplemental literacy instruction related to RTI strategies and Common Core State Standards. Boxlight Interactive Projectors will be used to increase interactive lessons related to RTI strategies and CC literacy/math lessons. Chromebooks will be purchased to be used in classrooms for continuous RTI activities throughout the day and to support the Common Core literacy/math curriculum. Wireless mice and headphones with microphones will be purchased for use with computers in classrooms for continuous RTI activities throughout the day and to support the CC literacy/math curriculum, as well as other instructional materials and supplies. Title I funds will also be used to provide materials and supplies as well as the salary and benefits for one (1) teacher position for summer school to increase literacy and math skills for targeted students (\$32.79 per hour x 1 teacher x 6 hours x 17 days). Title I funds will also be used to provide costs for general materials and supplies needed to implement the program, summer school snacks and admission for one (1) field trip to be taken during summer school.                  Action Type: Alignment                  Action Type: Title I Schoolwide</p>				<p>Title I -                  Materials &amp; Supplies: \$20115.80                  Title I -                  Employee Salaries: \$3345.00                  Title I -                  Employee Benefits: \$765.00</p> <hr/> <p>ACTION BUDGET: \$24675.8</p>
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<p>All teachers, including Special Education teachers, parents and staff have reviewed, researched and decided to implement the instructional strategies listed below. These strategies will help reduce disparities between student subgroups and are aligned to the Common Core State Standards (CCSS). Instructional strategies include: Comprehensive literacy for grades K-5, Levelized Reading Book Sets, Open Response Strategies &amp; Lesson Planning, Differentiated Instruction, Computer-assisted instruction, Writing Across the Curriculum, Small Group Guided Reading, and Literature Circles. In addition, teachers, including special education teachers, will use their Pacing Guides in instructional planning. Teachers, including special education teachers, and staff will also use Class Visitations, Data Disaggregation of Assessments, Focus on Non-Fiction Reading, Interim Assessment Testing,</p>	<p>Dianne Robertson,                  Teacher</p>	<p>Start:                  07/01/2013                  End:                  06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Computers</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• School Library</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
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Developmental Spelling Assessment (DSA), Reader's Theater, Lucy Calkins Writing, and Team Teaching to help reduce the disparities between student subgroups. Fluency, Phonemic Awareness, Benchmark Phonics, Vocabulary and Comprehension will be the basic instructional components in reading. Content, Style, Sentence Formation, Usage and Mechanics will be the basic instructional components in writing. Action Type: Alignment Action Type: Equity Action Type: Parental Engagement Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide				
All teachers, including special education teachers, have been provided or will be provided training during the summer and school year for Comprehensive Literacy, Benchmark Phonics, and Word Study. Action Type: Professional Development Action Type: Special Education	Karen Metcalf, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
The effectiveness of this intervention will be determined by formative and summative assessments. Formative assessments include classroom walk-throughs, DIBELS, Developmental Reading Analysis (DRA), and interim assessments. Summative assessments include AR State Benchmark Tests, Iowa Test of Basic Skills (ITBS), QUALLS, & DIBELS. Action Type: Program Evaluation	Karen Metcalf, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
All teachers will be Highly Qualified Teachers.	Karen Metcalf, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
<b>Total Budget:</b>				<b>\$28909.8</b>

Intervention: Implement interventions based on students' formative and summative assessments to address students' weaknesses in Literacy.

Scientific Based Research: Biancarosa, G., and Snow, C. E. (2004). Reading next--A vision for action and research in middle and high school literacy: A report to Carnegie Corporation of New York. Washington, D.C.: Alliance for Excellent Education. Fielding, L., Kerr, N., Rosier, P. (2007). Annual growth for all students, catch-up growth for those who are behind. Kennewick, WA: The New Foundation Press. Gersten, R., Compton, D., Connor, C.M., Dimino, J., Linan-Thompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading:Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Educational Sciences, U.S. Department of Education. Harvey, S. & Goudvis, A. (2007). Strategies that work, Teaching comprehension for understanding and engagement, Second ed. Portland, ME: Stenhouse Publishers. Marzano, R. (2003). What works in schools: Translating research into action. Alexandria, VA: Association for Supervision and Curriculum Development. National Institute for Literacy. (2003). Put reading first, The research building blocks for teaching children to read. U.S. Department of Education. Vaughn, S. & Linan-Thompson, S. (2004). Research-based methods of reading instruction grades K-3. Alexandria, VA: Association for Supervision and Curriculum Development.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Students in grades 3-5 who do not demonstrate proficiency on the Arkansas Comprehensive Assessment Benchmark exams shall participate in an intense remediation program specific to identified deficiencies. Each student who does not perform at proficient or advanced levels in reading or writing shall	Karen Metcalf, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$

<p>continue to be provided with remedial or supplemental instruction until the expectations are met. An Academic Improvement Plan (AIP) will be prepared for each student identified. Parents and teachers will meet to discuss the AIP. Students will receive instruction in small groups using materials, manipulatives, technology, and multiple learning style approaches to help meet goals. The student's progress will be evaluated during remediation by Interim Assessments and released Benchmark items. The Academic Improvement Plan shall describe the parent's role and responsibilities as well as the consequences for the student's failure to participate in the plan. (Ark. Code 6-15-404, 6-15-1803)                  Action Type: AIP/IRI                  Action Type: Title I Schoolwide</p>				
<p>Students in grades First through Second who do not demonstrate proficiency on the Iowa Test of Basic Skills (ITBS) and/or Arkansas Comprehensive Assessment Program test shall participate in an intense remediation program specific to identified deficiencies. An Intensive Reading Instruction (IRI) will be completed for students in grades K-2 who are identified as below basic in literacy. These students will be provided remedial or supplemental instruction until expectations are met. Once identified, a student will be given DIBELS testing to help identify the areas of weakness. The teacher will develop an IRI for the student to be implemented with continued monitoring at spaced intervals. Students will exit remediation when they have exhibited and achieved the minimum performance required at that level. Parents will meet with the teacher before and after the program so that they are informed about their student's progress. The district will be implementing an after school tutoring program for those students with an IRI and/or AIP (Academic Improvement Plan). The Academic Improvement Plan shall describe the parent's role and responsibilities as well as the consequences for the student's failure to participate in the plan. (Ark. Code 6-15-404, 6-15-1803)                  Action Type: AIP/IRI                  Action Type: Equity                  Action Type: Parental Engagement                  Action Type: Special Education                  Action Type: Title I Schoolwide</p>	<p>Dianne Robertson, Teacher;                  Donna Taylor, Teacher;                  Billie Sue Wright, Teacher</p>	<p>Start: 07/01/2013                  End: 06/30/2014</p>		<p>—————                  ACTION BUDGET: \$</p>
<p>An early intervention team (PALS), consisting of teachers, including special education teachers, as well as building and district support and administrative personnel, will meet regularly to assess the needs of students who are not demonstrating proficiency on academic standards. The PALS team will recommend interventions, such as early intervention services, classroom accommodations, computer aided remediation, or a need for further evaluation in order for students of all sub-populations to achieve proficiency on academic standards.                  Action Type: AIP/IRI                  Action Type: Collaboration                  Action Type: Equity                  Action Type: Special Education                  Action Type: Technology Inclusion</p>	<p>Amanda Huey, Counselor</p>	<p>Start: 07/01/2013                  End: 06/30/2014</p>		<p>—————                  ACTION BUDGET: \$</p>
<p>A Response to Intervention (RTI) program will be implemented in all grades. All classes will schedule a block of time each school day devoted to remediating those students who are not proficient or are identified special education. Strategies used will be research based. Response to Intervention (RTI) strategies may include the following: Double blocked literacy, Read</p>	<p>Karen Metcalf, Principal</p>	<p>Start: 07/01/2013                  End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>—————                  ACTION BUDGET: \$</p>

180, 95% Group, Read Naturally, and Comprehension groups. Action Type: AIP/IRI Action Type: Collaboration Action Type: Special Education Action Type: Technology Inclusion				
Total Budget:				\$0

Intervention: Implement Parent Involvement Program (Act 807).

Scientific Based Research: Marzano, R. (2003). What works in schools: Translating research into action. Alexandria, VA: Association for Supervision and Curriculum Development. (National Coalitions for Parent Involvement in Education; "Building School Communities-Strategies for Leaders",B>J> Meadows and Marilyn Saltzman, NSESP) <http://wwwncpie.org/>

Actions	Person Responsible	Timeline	Resources	Source of Funds
Communicate with parents the importance of their involvement in the education of their child(ren) in order to ensure student success by providing parents with a packet containing but not limited to an outline of the school's parental involvement program; school handbook; recommendations concerning the role parents, students, teachers and the school play in collaboration for academic success; planned activities for the year; and encourage two-way communication between school and home including emails, phone, fax, websites and etc. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Dana Waters, Teacher/Parental Involvement Coordinator	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Develop a system for recognizing and rewarding the achievement of all students, including special education students. Inform parents of rewards and encourage them to participate in recognition events. Invite all parents, including the parents of special education students, to attend scheduled academic competitions or arts performances, which are aligned with curriculum standards. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education Action Type: Title I Schoolwide	Karen Metcalf, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Title I funds will be used to hire a .016 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	Karen Metcalf, Principal; Katie Brooks, District Parental Involvement Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	Title I - Materials & Supplies: \$32.00 Title I - Employee Salaries: \$338.00 Title I - Employee Benefits: \$105.00 ACTION BUDGET: \$475



<p>Parental Involvement Coordinator will also research ideas for parental involvement and act as a resource for parents.  Action Type: Professional Development  Action Type: Special Education  Action Type: Title I Schoolwide</p>				
<p>Schedule meetings in conjunction with the PTO where parents are given a report on the state of the school and an overview of the curriculum and learning expectations. Schedule "Parent Involvement Meetings" in which parents, including parents of special education students, are given an overview of what students will be learning and how students will be assessed including information about scheduled norm referenced and criterion referenced testing.  Action Type: Parental Engagement  Action Type: Title I Schoolwide</p>	Karen Metcalf, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
<p>Schedule two parent-teacher conferences to communicate student progress toward reaching curriculum goals. Additional conferences may be scheduled upon the request of parents, teachers and other faculty, or students. Recognize parent participation, including the parents of special education students, in parent-teacher conferences.  Action Type: Collaboration  Action Type: Parental Engagement  Action Type: Title I Schoolwide</p>	Karen Metcalf, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
<p>Provide no less than two hours of professional development (on a rotating schedule) for all teachers, including special education teachers, designed to enhance understanding of effective parental involvement strategies. Include information to address the differing parenting needs of various sub-population groups.  Action Type: Parental Engagement  Action Type: Professional Development  Action Type: Special Education  Action Type: Title I Schoolwide</p>	Karen Metcalf, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
<p>Make available parenting books, magazines, and other informative resources regarding responsible parenting. Inform all parents of the availability of these materials in the informational packets and on the school web site. Provide resources through a variety of media in order to address the needs of all sub-population groups.  Action Type: Parental Engagement  Action Type: Title I Schoolwide</p>	Karen Metcalf, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
<p>The effectiveness of making available parental resources will be determined by formative assessments: Sign in sheets, parent surveys, parent/teacher notifications, parents' use of Bryant website, &amp;/or phone</p>	Karen Metcalf, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

logs. Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Title I Schoolwide				
Committee members will meet, review, and revise annually the parental involvement policy and school-parent compact. School-Parent Compacts will be distributed to the parents of all students identified as below proficient. Action Type: Parental Engagement Action Type: Title I Schoolwide	Dana Waters, Teacher/Parent Involvement Coordinator	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Committee members will compile a Volunteer Resource Book to be made available to school personnel to highlight parents willing to share their skills and assistance. Action Type: Parental Engagement Action Type: Title I Schoolwide	Karen Metcalf, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Parents will be made aware of the school's process for resolving parental concerns in the handbook.	Karen Metcalf, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Paron Elementary School faculty and staff members will support and enable the existing PTO.	Karen Metcalf, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
A paid parent facilitator is provided at our school to organize parent/teacher/student activities.	Dana Waters, Teacher/Parent Involvement Coordinator	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Paron Elementary School provides support to the Head Start Program near the Paron Elementary School campus. Students from the Head Start Program are invited to participate in a variety of Paron Elementary School activities, including, but not limited to: Red Ribbon Week, Fall Carnival, Thanksgiving Meal, and the Family Learning Nights. Head Start representatives attend and participate in Paron Elementary School Parent Teacher Organization. Also, students in the Head Start Program participate in monthly library activities involving the Paron Elementary School Library, organized by the Paron Elementary School Librarian. These activities assist in transitioning students into Kindergarten. This effectiveness of these programs is evaluated by the school Parental Involvement Coordinator through parent sign-in sheets documenting participation.	Karen Metcalf, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Title I funds will be used to provide Family Learning Nights throughout the school year and during the summer months. Each night will have a theme for literacy & math with emphasis on Parental Involvement. Title I funds will be used to purchase materials and supplies, transportation, and light refreshments for the Family Nights.	Karen Metcalf, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	Title I - Materials \$500.00 & Supplies: Title I - Purchased \$250.00 Services:

<p>Educational materials will be purchased for the participating families to take home (books, math/literacy games, etc.). Title I funds will also be used to purchase materials and supplies for each student to receive a student homework kit. These kits will be sent home with students to assist with extending the learning experience at home with emphasis on Parental Involvement. Transportation to and from Family Nights will be provided for parents and schools. Action Type: Parental Engagement</p>				<p>ACTION BUDGET: \$750</p>
<p>Total Budget:</p>				<p>\$1225</p>

Intervention: Curriculum Alignment and Mapping for Literacy Skills.  
 Scientific Based Research: Carter, L. (2007). Total instructional alignment: From standards to student success. Bloomington, IN: Solution Tree. Informed Educator (2000). Effective Classroom: Teacher Behaviors that Produce High Student Achievement. Arlington, VA: Educational Research Service.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>The Learning Institute: Provide opportunities for a faculty team to be trained in the Learning Institute process. District aligns curriculum with Common Core State Standards. District team establishes pacing guides and selects dates for The Learning Institute (Interim Assessment) testing. Implement the pacing guides through classroom planning and instruction. Administer The Learning Institute Interim Assessment tests to all students, including special education students, in reading and writing. Utilize assessment date to plan for instruction. Provide remediation for students who do not demonstrate proficiency on grade level standards as determined by standards-based assessments. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Title I Schoolwide</p>	<p>Karen Metcalf, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>
<p>All teachers, including special education teachers, will be provided training related to aligning and mapping the literacy curriculum with Common Core State Standards (CCSS) as reflected in pacing guides and instructional lesson plans. Training will include the alignment of literacy standards, curriculum and instruction both vertically and horizontally. Action Type: Professional Development Action Type: Special Education Action Type: Title I Schoolwide</p>	<p>Karen Metcalf, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>
<p>The effectiveness of aligning and mapping the literacy curriculum with Common Core State Standards will be determined by formative assessments (teacher observation &amp; principal classroom walk-throughs) and summative assessments (Iowa Test of Basic Skills and Arkansas Benchmark Exam). Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>Karen Metcalf, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>
<p>Utilize performance and standards-based assessments with all students, including special education students, in the classroom. Identify those students not meeting proficiency standards in literacy. Utilize the resulting data to develop effective instructional strategies aligned with Common Core State Standards for reducing any disparities between sub-population groups. Action Type: Alignment Action Type: Equity</p>	<p>Karen Metcalf, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>

Action Type: Special Education Action Type: Title I Schoolwide				
Schedule and conduct regular grade level team meetings to develop and evaluate curriculum maps, pacing guides, instructional strategies, as well as textbooks and other teaching materials in order to adjust and align instruction to meet the needs of all students. Action Type: Alignment Action Type: Title I Schoolwide	Karen Metcalf, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

Priority 2: To improve math skills for all students with an emphasis on problem solving and open-ended response questions.

1. Kindergarten - NRT - Metropolitan Achievement Test, Eighth Edition (for Year 2010)/Iowa Test of Basic Skills (for Year 2011) - Total Math Profile 2010 - 64% of our students scored at or above the 50th percentile. 2011 - 50% of our students scored at or above the 50th percentile. Based on 2-year trend data analysis, the number of Kindergarten students scoring at or above proficiency in math is decreasing.
2. Grade 1 - NRT - Iowa Test of Basic Skills - Total Math Profile 2011 - 79% of our students scored at or above the 50th percentile. 2012 - 50% of our students scored at or above the 50th percentile. 2013 - 60% of our students scored at or above the 50th percentile. Based on 3-year trend data analysis, the number of first grade students scoring at or above proficiency in math is increasing.
3. Grade 2 - NRT - Iowa Test of Basic Skills - Total Math Profile 2011 - 27% of our students scored at or above the 50th percentile. 2012 - 64% of our students scored at or above the 50th percentile. 2013 - 63% of our students scored at or above the 50th percentile. Based on 3-year trend data analysis, the number of second grade students scoring at or above proficiency in math has decreased some but mostly holding steady.
4. Grade 3 - NRT - Iowa Test of Basic Skills - Total Math Profile 2011 - 63% of our students scored at or above the 50th percentile. 2012 - 67% of our students scored at or above the 50th percentile. 2013 - 79% of our students scored at or above the 50th percentile. Based on 3-year trend data analysis, the number of third grade students scoring at or above proficiency in math is increasing.
5. Grade 4 - NRT - Iowa Test of Basic Skills - Total Math Profile 2011 - 50% of our students scored at or above the 50th percentile. 2012 - 54% of our students scored at or above the 50th percentile. 2013 - 59% of our students scored at or above the 50th percentile. Based on 3-year trend data analysis, the number of fourth grade students scoring at or above proficiency in math is increasing.
6. Grade 5 - NRT - Iowa Test of Basic Skills - Total Math Profile 2011 - 67% of our students scored at or above the 50th percentile. 2012 - 49% of our students scored at or above the 50th percentile. 2013 - 63% of our students scored at or above the 50th percentile. Based on 3-year trend data analysis, the number of fifth grade students scoring at or above proficiency in math is increasing.
7. Grade 3 - CRT - Benchmark 3rd Grade Math Exam 2011 - # of Students Tested and % of Students Scoring Proficient/Advanced 16 Students: 82% of Combined Students scoring Proficient/Advanced 0 Students: 0.0% of African American Students scoring Proficient/Advanced 0 Students: 0.0% of Hispanic Students scoring Proficient/Advanced 15 Students: 80% of Caucasian Students scoring Proficient/Advanced 11 Students: 73% of Economically Disadvantaged Students scoring Proficient/Advanced 0 Students: 0.0% of Limited English Proficient Students scoring Proficient/Advanced 1 Student: 0.0% of Students with Disabilities scoring Proficient/Advanced 2012 - # of Students Tested and % of Students Scoring Proficient/Advanced 10 Students: 90% of Combined Students scoring Proficient/Advanced 0 Students: 0.0% of African American Students scoring Proficient/Advanced 0 Students: 0.0% of Hispanic Students scoring Proficient/Advanced 10 Students: 90% of Caucasian Students scoring Proficient/Advanced 9 Students: 90% of Economically Disadvantaged Students scoring Proficient/Advanced 0 Students: 0.0% of Limited English Proficient Students scoring Proficient/Advanced 3 Students: 66.6% of Students with Disabilities scoring Proficient/Advanced 2013 - # of Students Tested and % of Students Scoring Proficient/Advanced 9 Students: 100% of Combined Students scoring Proficient/Advanced 0 Students: 0.0% of African American Students scoring Proficient/Advanced 0 Students: 0.0% of Hispanic Students scoring Proficient/Advanced 9 Students: 100% of Caucasian Students scoring Proficient/Advanced 4 Students: 100% of Economically Disadvantaged Students scoring Proficient/Advanced 0 Students: 0.0% of Limited English Proficient Students scoring Proficient/Advanced 0 Students: 0.0% of Students with Disabilities scoring Proficient/Advanced Based on analysis of three year trend data: The lowest identified areas for the combined population were: Geometry & Data Analysis & Probability Open Response. The lowest identified areas for African Americans were: N/A The lowest identified areas for Hispanic were: N/A The lowest identified areas for Caucasian were: Geometry and Data Analysis and Probability Open

Response. The lowest identified areas for Economically Disadvantaged students were: Geometry and Data Analysis and Probability Open Response. The lowest identified areas for LEP students were: N/A

Supporting  
Data:

8. Grade 4 - CRT - Benchmark 4th Grade Math Exam 2011 - # of Students Tested and % of Students Scoring Proficient/Advanced 16 Students: 88% of Combined Students scoring Proficient/Advanced 0 Students: 0.0% of African American Students scoring Proficient/Advanced 0 Students: 0.0% of Hispanic Students scoring Proficient/Advanced 16 Students: 88% of Caucasian Students scoring Proficient/Advanced 13 Students: 85% of Economically Disadvantaged Students scoring Proficient/Advanced 0 Students: 0.0% of Limited English Proficient Students scoring Proficient/Advanced 6 Students: 67% of Students with Disabilities scoring Proficient/Advanced 2012 - # of Students Tested and % of Students Scoring Proficient/Advanced 15 Students: 87% of Combined Students scoring Proficient/Advanced 0 Students: 0.0% of African American Students scoring Proficient/Advanced 0 Students: 0.0% of Hispanic Students scoring Proficient/Advanced 15 Students: 87% of Caucasian Students scoring Proficient/Advanced 12 Students: 83% of Economically Disadvantaged Students scoring Proficient/Advanced 0 Students: 0.0% of Limited English Proficient Students scoring Proficient/Advanced 2 Students: 0.0% of Students with Disabilities scoring Proficient/Advanced 2013 - # of Students Tested and % of Students Scoring Proficient/Advanced 8 Students: 100% of Combined Students scoring Proficient/Advanced 0 Students: 0.0% of African American Students scoring Proficient/Advanced 0 Students: 0.0% of Hispanic Students scoring Proficient/Advanced 8 Students: 100% of Caucasian Students scoring Proficient/Advanced 8 Students: 100% of Economically Disadvantaged Students scoring Proficient/Advanced 0 Students: 0.0% of Limited English Proficient Students scoring Proficient/Advanced 3 Students: 100% of Students with Disabilities scoring Proficient/Advanced Based on analysis of three year trend data: The lowest identified areas for the combined population were: Measurement and Data Analysis and Probability Open Response. The lowest identified areas for African Americans were: N/A The lowest identified areas for Hispanic were: N/A The lowest identified areas for Caucasian were: Measurement and Data Analysis and Probability Open Response. The lowest identified areas for Economically Disadvantaged students were: Measurement and Data Analysis and Probability Open Response. The lowest identified areas for LEP students were: N/A
9. Grade 5 - CRT - Benchmark 5th Grade Math Exam 2011 - # of Students Tested and % of Students Scoring Proficient/Advanced 12 Students: 84% of Combined Students scoring Proficient/Advanced 0 Students: 0.0% of African American Students scoring Proficient/Advanced 0 Students: 0.0% of Hispanic Students scoring Proficient/Advanced 11 Students: 90% of Caucasian Students scoring Proficient/Advanced 8 Students: 76% of Economically Disadvantaged Students scoring Proficient/Advanced 0 Students: 0.0% of Limited English Proficient Students scoring Proficient/Advanced 0 Students: 0.0% of Students with Disabilities scoring Proficient/Advanced 2012 - # of Students Tested and % of Students Scoring Proficient/Advanced 16 Students: 82% of Combined Students scoring Proficient/Advanced 0 Students: 0.0% of African American Students scoring Proficient/Advanced 1 Student: 100.0% of Hispanic Students scoring Proficient/Advanced 14 Students: 81% of Caucasian Students scoring Proficient/Advanced 13 Students: 77% of Economically Disadvantaged Students scoring Proficient/Advanced 0 Students: 0.0% of Limited English Proficient Students scoring Proficient/Advanced 5 Students: 80.0% of Students with Disabilities scoring Proficient/Advanced 2013 - # of Students Tested and % of Students Scoring Proficient/Advanced 17 Students: 70.1% of Combined Students scoring Proficient/Advanced 1 Student: 0.0% of African American Students scoring Proficient/Advanced 0 Student: 100.0% of Hispanic Students scoring Proficient/Advanced 16 Students: 75% of Caucasian Students scoring Proficient/Advanced 11 Students: 54.5% of Economically Disadvantaged Students scoring Proficient/Advanced 0 Students: 0.0% of Limited English Proficient Students scoring Proficient/Advanced 1 Student: 0% of Students with Disabilities scoring Proficient/Advanced Based on analysis of three year trend data: The lowest identified areas for the combined population were: Geometry, Measurement, and Data Analysis and Probability Open Response. The lowest identified areas for African Americans were: Numbers and Operations and Geometry Open Response. The lowest identified areas for Hispanic were: N/A The lowest identified areas for Caucasian were: Geometry, Measurement and Data Analysis and Probability Solving Open Response. The lowest identified areas for Economically Disadvantaged students were: Geometry, Measurement, and Data Analysis and Probability Open Response. The lowest identified areas for LEP students were: N/A
10. In 2010: The attendance rate at Paron was 93.2% compared to the attendance rate in Arkansas of 94.2%. In 2011: The attendance rate at Paron was 94.3% compared to the attendance rate in Arkansas of 94.7%. In 2012: The attendance rate at Paron was 94.44% compared to the attendance rate in Arkansas of 95.2%. \*\*Arkansas attendance rates for the 2012-2013 school year have not been released according to the ESEA website. The latest state data comes from the 2011-2012 school year.
11. Based on the 2012 Arkansas School ESEA Accountability Report, Paron Elementary School is an Achieving School in Math with all students performing at 89.74% proficiency and the Targeted Achievement Gap Group (TAGG) performing at 88.57% proficiency. Based on the three year trend data from the 2011, 2012, and 2013 school years, Paron Elementary School

students need to maintain improvement in math performance and growth for all students, including Targeted Achievement Gap Group (TAGG) students.

**Goal** To improve math skills for all students, including Special Education Students, with an emphasis on Problem Solving (grades K-2) and Open-ended Response Questions, Data Analysis and Probability and Geometry (grades 3-5).

**Benchmark** At the end of the 2011-2012 school year, 89.74% of our combined population were proficient in math. At the end of the 2012-2013 school year, 88.89% of our 3rd, 4th, and 5th grade students will score proficient in Math on the Benchmark Exam. We need to maintain our current level of achieving school performance in math for the 2012-2013 school year.

Intervention: Maintain Curriculum Alignment and Mapping for Mathematics Skills				
Scientific Based Research: Carter, L. (2007). Total instructional alignment: From standards to student success. Bloomington, IN: Solution Tree. Informed Educator (2000). Effective Classroom: Teacher Behaviors that Produce High Student Achievement. Arlington, VA: Education Research Service.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
All teachers, including special education teachers, will be provided training related to aligning and mapping the mathematics curriculum with state standards as reflected in pacing guides and instructional lesson plans. Training will include the alignment of the mathematics standards, curriculum and instruction both vertically and horizontally. Our Kindergarten through third grade teachers, as well as special education teachers, will be trained in Cognitive Guided Instruction (CGI). Teachers will be utilizing resources to teach mathematics in the classroom, such as Reflex Math, Math Exemplars, and Number Talks along with CGI training. In addition, the calendar math strategy will be implemented in Kindergarten through second grades. Action Type: Professional Development Action Type: Special Education Action Type: Title I Schoolwide	Karen Metcalf, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Utilize formative (Assessing Math Concepts in grades K-2 and Interim Assessments in grades 1-5) and summative assessments with all students, including special education students, in the classroom. Identify those students not meeting proficiency standards in mathematics. Utilize the resulting data to develop strategies for reducing any disparities between sub-population groups. Action Type: Alignment Action Type: Equity Action Type: Professional Development Action Type: Title I Schoolwide	Lynn Grist, Teacher; Liz Cunningham, Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The effectiveness of utilizing formative and summative assessments to develop strategies for reducing disparities will be determined by formative assessments (classroom walk-throughs, Assessing Math Concepts, and Interim Assessments) and summative assessments (Benchmark and Iowa Test of Basic Skills). Action Type: Program Evaluation Action Type: Special Education Action Type: Title I Schoolwide	Karen Metcalf, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> <li>Outside Consultants</li> </ul>	ACTION BUDGET: \$
The Learning Institute: Provide opportunities for a faculty team to be trained in the Learning Institute process. District team establishes pacing guide and selects dates for The Learning Institute Interim Assessment testing. Implement the pacing guide through classroom planning and instruction. Administer The Learning Institute interim assessments to all students, including special education students, in math. Utilize summative	Liz Cunningham, Teacher; Lynn Grist, Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$

assessment data to plan for instruction. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Title I Schoolwide				
Schedule and conduct regular grade-level team meetings to develop and evaluate curriculum maps, pacing guides, instructional strategies, TLI results, and other teaching materials in order to adjust and align instruction to meet the needs of all students. Action Type: Alignment Action Type: Special Education Action Type: Title I Schoolwide	Karen Metcalf, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Develop Academic Improvement Plans (AIP) to address students' weaknesses in mathematics.

Scientific Based Research: Burns, M. (2007). Marilyn Burns: Mental Math. Instructor, March/April 2007, 51-53. Fielding, L., Kerr, N., Rosier, P. (2007). Annual growth for all students, catch-up growth for those who are behind. Kennewick, WA: The New Foundation Press. Marzano, R. (2003). What works in schools: Translating research into action. Alexandria, VA: Association for Supervision and Curriculum Development.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Any student failing to achieve the established standard on the Arkansas Comprehensive Assessment Program exams shall be evaluated by school personnel, who shall jointly develop with the students' parents an Academic Improvement Plan to assist the student in achieving the expected standard in subject areas where performance is deficient. If the student has been identified as having a deficiency in these areas, instructional and support services, point-in-time small group instruction (Response to Intervention), peer tutoring, Do The Math, Moby Math, Reflex Math, manipulatives, books by Marilyn Burns, and graphic organizers will be provided to meet the desired levels of performance. The Academic Improvement Plan shall describe the parent's role and responsibilities as well as the consequences for the student's failure to participate in the plan. (Ark. Code 6-15-404, 6-15-1803) Action Type: AIP/IRI Action Type: Technology Inclusion Action Type: Title I Schoolwide	Karen Metcalf, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Students in Kindergarten through Fifth grade who do not demonstrate mathematics proficiency on the Arkansas Comprehensive Assessment Program Mathematics exams, TLI Interim Assessments, and/or Assessing Math Concepts test shall participate in an intense point-in-time remediation program (Response to Intervention) specific to identified deficiencies. Student progress toward proficiency shall be regularly assessed by administering the standards-based Assessing Math Concepts and Interim Assessments for mathematics developed by The Learning Institute, Moby Math Assessment, &/or Reflex Math Assessment as appropriate for grade level. Students will continue in the remediation program until proficiency is demonstrated on the Interim Assessment or other standards based assessment. Each student who does not meet the minimum performance expectations defined by the state board for the statewide assessment test in mathematics shall continue to be provided with remedial or supplemental instruction until the expectations are met or the student is not subject to compulsory school attendance. (Ark. Code 6-15-1803) Action Type: AIP/IRI Action Type: Title I Schoolwide	Karen Metcalf, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
The effectiveness of the intense point-in-time (Response to	Karen	Start:		

Intervention) remediation program will be determined by teacher observation, principal classroom walk-throughs, and Interim Assessments and Assessing Math Concepts. Action Type: AIP/IRI Action Type: Program Evaluation Action Type: Title I Schoolwide	Metcalf, Principal	07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
An early intervention team (PALS), consisting of teachers, including special education teachers, as well as building and district support and administrative personnel, will meet regularly to assess the needs of students who are not demonstrating proficiency on academic standards. The PALS team will recommend interventions, such as early intervention services, classroom accommodations, computer aided remediation, or a need for further evaluation in order for students of all sub-populations to achieve proficiency on academic standards. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity	Amanda Huey, Counselor	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Implement a Standards Based Mathematics Model

Scientific Based Research: Burns, M. (2007). Do the Math. Longmont, CO: Scholastic. Fielding, L., Kerr, N., Rosier, P. (2007). Annual growth for all students, catch-up growth for those who are behind. Kennewick, WA: The New Foundation Press. Marzano, R. (2003). What works in schools: Translating research into action. Alexandria, VA: Association for Supervision and Curriculum Development.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Obtain and prepare instructional materials for the implementation of Cognitive Guided Instruction (CGI) and Calendar Math (for grades K-2 only) for all students, including special education students. Provide professional development for all teachers, including special education teachers. Ensure that all students, including special education students, become proficient in the Common Core State Standards as demonstrated on performance assessments. Involve parents of all sub-population groups in homework procedures by providing a copy of homework expectations and offering assistance in helping all parents understand the expectations. Action Type: Alignment Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Title I Schoolwide	Karen Metcalf, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Utilize mathematics training in classroom instruction in alignment with curriculum standards. Provide opportunities for all teachers, including special education teachers, to participate in professional development activities which relate to mathematics content; instructional strategies; assessment; advocacy/leadership; systemic change process; standards, frameworks, and curriculum alignment; supervision; mentoring/coaching; educational technology; principles or learning/developmental strategies; cognitive research; and building a collaborative learning community. Professional development will be consistent with National Staff Development Council Standards and may include: Conferences, workshops, institutes; individual learning; mentoring; peer coaching; study groups; National Board for Professional Teaching Standards Certification; distance learning; internships; district/school programs and approved	Karen Metcalf, Principal; Pam Kenney, Director of Instruction	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$



<p>college/university course work. Improvement of student achievement shall be the prerequisite goal of all approved professional development based on the requirements within the ACTAAP State Rules, Bryant School Board priorities, student achievement data, and the ACSIP plan.                  Action Type: Alignment                  Action Type: Equity                  Action Type: Professional Development                  Action Type: Special Education                  Action Type: Title I Schoolwide</p>				
<p>All teachers, including special education teachers, will implement best practice strategies such as CGI, calendar math, number talks, writing across the curriculum in math, and/or math centers as appropriate for grade levels. These strategies have been aligned with the Common Core State Standards. Provide all teachers, including special education teachers, opportunities for professional development in the utilization of these strategies to meet the needs of all students. It is hoped that these strategies will reduce the disparities in proficiency between sub-population groups.                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Equity                  Action Type: Special Education                  Action Type: Title I Schoolwide</p>	<p>Karen Metcalf, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>
<p>Title I funds will be used to purchase general materials and supplies that are aligned to the Common Core State Standards and that are necessary to support the instructional program within the school for identified students. The following items will also be purchased: iPads - to be used in classrooms to help with RTI strategies, to support CC math/literacy, and for interactive lessons related to RTI focus and CC math. Seven (7) Apple TV(s) will be purchased to be used along with iPads for interactive lessons related to RTI strategies and literacy/math lessons. Boxlight Interactive Projectors will be used to increase interactive lessons related to RTI strategies and CC literacy/math lessons. Chromebooks will be purchased to be used in classrooms for continuous RTI activities throughout the day and to support the Common Core literacy/math curriculum. Wireless mice and headphones with microphones will be purchased for use with computers in classrooms for continuous RTI activities throughout the day and to support the CC literacy/math curriculum, as well as other instructional materials and supplies. Title I funds will also be used to provide materials and supplies to fund a STEM (Science Technology, Engineering, and Math) club for girls to increase awareness of the importance of STEM programming. This STEM club will expose girls to math concepts that are aligned to the Common Core State Standards and provide materials that are necessary to support the instructional program within the school for identified female students. Title I funds will be used to provide Reflex Math incentive materials and supplies that are necessary to support student growth in math for identified students. Title I funds will also be used to provide materials and supplies as well as the salary for one (1) teacher position for summer school to increase literacy and math skills for targeted students. Title I funds will also be used to provide costs for transportation and</p>	<p>Karen Metcalf, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>

admission for one (1) field trip to be taken during summer school. Action Type: Equity Action Type: Special Education Action Type: Title I Schoolwide				
Response to Intervention (RTI) program will be implemented in all grades. All classes will schedule a block of time each school day devoted to remediating those students who are not proficient or are identified special education. Strategies used will be research based and may include research-based programs such as Reflex Math &/or Moby Math. Students who are identified as being not proficient in math will be given the opportunity to participate in tutoring utilizing the "Do the Math" program. Action Type: AIP/IRI Action Type: Collaboration Action Type: Professional Development Action Type: Special Education	Karen Metcalf, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The effectiveness of implementing a standards based math model on the mathematics achievement of all students, including special education students, will be determined by teacher observation, principal classroom walk-throughs, and student performance on standardized assessments. The effectiveness of these strategies in reducing the disparities among sub-population groups will be demonstrated by performance assessment data.	Karen Metcalf, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
All teachers will be Highly Qualified teachers.	Karen Metcalf, Principal	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.

Supporting Data:

- In 2009-2010: Approximately 0% of all children measured for Paron Elementary School were in the overweight category. Approximately 0% of all children measured for Paron Elementary School were in the obese category. \*\*N/A% of the males were identified as being healthy or underweight and \*\*N/A% were at risk for being overweight or were overweight. \*\*N/A% of the females were identified as being healthy or underweight and \*\*N/A% were at risk for being overweight or were overweight. \*\*N/A (not available) Due to government recommendations on reporting sensitive health information, BMI categories have been combined as noted because of small numbers of children in individual categories. Only 10 total males and 4 total females were assessed in 2009-2010 school year for Paron Elementary. In 2010-2011: Approximately 6.7% of all children measured for Paron Elementary School were in the overweight category. Approximately 4.4% of all children measured for Paron Elementary School were in the obese category. \*\*N/A% of the males were identified as being healthy or underweight and \*\*N/A% were at risk for being overweight or were overweight. \*\*N/A% of the females were identified as being healthy or underweight and \*\*N/A% were at risk for being overweight or were overweight. \*\*N/A (not available) Due to government recommendations on reporting sensitive health information, BMI categories have been combined as noted because of small numbers of children in individual categories. Only 29 total males and 16 total females were assessed in 2010-2011 school year for Paron Elementary. In 2011-2012: \*\*Approximately 30.3% of all children measured for Paron Elementary School were in the overweight category. \*\*Approximately 21.2% of all children measured for Paron Elementary School were in the obese category. \*\*36.8% of the males were identified as being healthy or underweight and \*\*63.2% were at risk for being overweight or were overweight. \*\*64.3% of the females were identified as being healthy or underweight and \*\*35.7% were at risk for being overweight or were overweight. In 2012-2013: \*\*Approximately 27.6% of all children measured for Paron Elementary School were in the overweight category. \*\*Approximately 13.8% of all children measured for Paron Elementary School were in the obese category. \*\*41.7% of the males were identified as being healthy or underweight and \*\*58.3% were at risk for being overweight or were overweight. \*\*70.6% of the females were

identified as being healthy or underweight and \*\*29.4% were at risk for being overweight or were overweight.

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, annually the percent of students identified by the BMI index as being obese will improve by .01%.

Intervention: Students will learn about healthy lifestyles through school curriculum, healthful cafeteria meals, activities and school health services.				
Scientific Based Research: Act 1220 of 2003. Upton, J. (2004). Health Reform Efforts Enlists Michigan Children. <a href="http://detnews.com/2004/specialreport">http://detnews.com/2004/specialreport</a> .				
Actions	Person Responsible	Timeline	Resources	Source of Funds
To help our students learn to eat healthy foods, the nutritionist in the cafeteria serves healthy, low fat and low sugar meals, and snacks. Teachers will introduce strategies to help students select good choices to help ensure good eating habits. According to the state nutritional guidelines, the School Dietician will implement the healthy practices outlined in the USDA School Meals Initiative Recommendations. This will ensure that meals meet nutritional standards and provide good quality food to students. Teachers will introduce strategies to help students select good choices to help ensure good eating habits. Parents will be encouraged to only send nutritious meals with their students for lunch and snacks. Action Type: Parental Engagement Action Type: Wellness	Kaye Dunning, Teacher; Kathy Baker, Head Dietician	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Upon entering Paron Elementary each student must present shot records. To continue to ensure that students are healthy, the school nurse screens for vision and hearing and does the required Body Mass Index Screening (BMI). The nurse reports to parents any problems the child shows with recommendations to the parents for corrections of problems. If a student does not pass a screening, the nurse will re-screen the student after a period of time. Action Type: Wellness	Renee Garrett, School Nurse	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
To better prepare Paron students for an active lifestyle outside of the school environment, Paron Elementary provides physical activity time during the school day. During physical activity time, students will participate in regularly scheduled structured activities that are age appropriate. Activities will be aligned to the Common Core State Standards. Teachers, including special education teachers, will be trained in activities, CPR, etc. that will help implement the physical activities time (at least 150 minutes a week). The program will be evaluated through observations, checklists, and the overall participation of the students. Paron Elementary also participated in a research study conducted by the University of Arkansas at Little Rock (UALR). Action Type: Wellness	Diane Robertson, Teacher; Renee Garrett, School Nurse	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
All students, including students with disabilities and special health care needs, will participate in at least 150 minutes of physical activity per week through their physical education classes and guided activities. Students will spend at least 50% of physical education class time participating in moderate to vigorous physical activity. All students, including special education students, will have at least 30 minutes a day of supervised physical activity during which students will be encouraged verbally and through the provision of space and equipment to engage in moderate to vigorous physical activity. These programs will be	Martha Wright, Teacher	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

aligned with the Arkansas Physical Education and Health Curriculum Framework. Action Type: Special Education Action Type: Wellness				
Teachers will plan and incorporate health education in their classrooms, emphasizing healthy diets and exercise as stated in the Common Core State Standards for each grade. Action Type: Wellness	Karen Metcalf, Principal	Start: 07/01/2013 End: 06/30/2014	• Teachers	ACTION BUDGET: \$
Family and Community Involvement: Family and community members will have the opportunity to learn about wellness through educational materials sent home and involvement in school-sponsored activities that promote health and safety. Education materials will be provided through various media such as brochures, newsletter articles, the school/district website, introductions to curricula, and homework assignments that involve family participation. School-sponsored activities may include PTO meetings, parent/teacher conferences, family nights, designated days for family members to visit the school, and orientation/registration days. Information and activities will address physical activity and healthy eating; the use of tobacco, alcohol, and other drugs; the influence of mass media on child health and safety; actions to promote safety and prevent unintentional injuries, violence, and suicide; and effective parenting strategies. Action Type: Parental Engagement Action Type: Wellness	Renee Garrett, School Nurse	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
The advisory committee will annually review data, school surveys, and reports to determine the effectiveness of this intervention. Administrative staff will also annually provide on-site review. Action Type: Collaboration Action Type: Program Evaluation Action Type: Wellness	Dianne Robertson, Teacher	Start: 07/01/2013 End: 06/30/2014	• Teachers	ACTION BUDGET: \$
Total Budget:				\$0

Priority 4: Implement State Initiated Balanced Literacy and Math Programs to improve student achievement in literacy and math.

Supporting Data:

1. Based on the 2012 Arkansas School ESEA Accountability Report, Paron Elementary School is a Needs Improvement School in Literacy with all students performing at 82.05% proficiency and the Targeted Achievement Gap Group (TAGG) performing at 80.00% proficiency. Based on the three year trend data from the 2010, 2011, and 2012 school years, Paron Elementary School students need to show improvement in literacy performance and growth for all students, including Targeted Achievement Gap Group (TAGG) students.
2. Based on the 2012 Arkansas School ESEA Accountability Report, Paron Elementary School is an Achieving School in Math with all students performing at 89.74% proficiency and the Targeted Achievement Gap Group (TAGG) performing at 88.57% proficiency. Based on the three year trend data from the 2010, 2011, and 2012 school years, Paron Elementary School students need to maintain improvement in math performance and growth for all students, including Targeted Achievement Gap Group (TAGG) students.
3. In 2010: The attendance rate at Paron was 93.2% compared to the attendance rate in Arkansas of 94.2%. In 2011: The attendance rate at Paron was 94.3% compared to the attendance rate in Arkansas of 94.7%. In 2012: The attendance rate at Paron was 94.44% compared to the attendance rate in Arkansas of 95.2%. \*\*Arkansas attendance rates for the 2012-2013 school year have not been released according to the ESEA website. The latest state data comes from the 2011-2012 school year.

Goal All students, including special education students, will demonstrate growth in Literacy in the areas of Content, Style, and Practical (grades 3 - 5) on the Benchmark Exam and Vocabulary and Practical (grades K-2) on Norm Referenced Tests.

Benchmark At the end of the 2012-2013 school year, 97% of our combined population were proficient in literacy. At the end of the 2013-2014 school year, 86.67% of our 3rd, 4th, and 5th grade students will score proficient in Literacy on the Benchmark Exam. We need to maintain our current level of achieving school performance in math for the 2013-2014 school year.

Intervention: Programs will be implemented and utilized to help students become proficient in literacy.				
Scientific Based Research: Biancarosa, G., and Snow, C. E. (2004). Reading next--A vision for action and research in middle and high school literacy: A report to Carnegie Corporation of New York. Washington, D.C.: Alliance for Excellent Education. Fielding, L., Kerr, N., Rosier, P. (2007). Annual growth for all students, catch-up growth for those who are behind. Kennewick, WA: The New Foundation Press. Fletcher, R., & Portalupi, J. (2001). Writing workshop: The essential guide. Portsmouth, NH: Heinemann. Harvey, S. & Goudvis, A. (2007). Strategies that work, Teaching comprehension for understanding and engagement, Second ed. Portland, ME: Stenhouse Publishers. Marzano, R. (2003). What works in schools: Translating research into action. Alexandria, VA: Association for Supervision and Curriculum Development. National Institute for Literacy. (2003). Put reading first, The research building blocks for teaching children to read. U.S. Department of Education. Vaughn, S. & Linan-Thompson, S. (2004). Research-based methods of reading instruction grades K-3. Alexandria, VA: Association for Supervision and Curriculum Development.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
National School Lunch Act (NSLA) restricted state categorical funding will be used to pay for supplemental classroom materials and supplies, provide a Before/After School Tutoring Program (approx. 2 teachers, 1 hour per day, 3 days per week for 24 weeks) and hire a .009 School Social Worker. Included in this budget will be salaries, benefits, materials and supplies, (aligned to the AR Frameworks and Common Core State Standards), registration, travel, and other necessary materials to implement successful programs in these areas to help reduce the achievement disparities among student subgroups.	Karen Metcalf, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Title I funds will be used to purchase general materials and supplies that are aligned to the Common Core State Standards (CCSS) and that are necessary to support the instructional program within the school for identified students. Included in these supplies will be laptops, computers, document cameras, iPods, interactive boards, iPads, LCD projectors, leveled readers, Apple TVs, wireless mice and headphones with microphones for computers, and other instructional materials and supplies.	Karen Metcalf, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
The effectiveness of this intervention will be determined by formative and summative assessments. Formative assessments include classroom walk-throughs, DIBELS, Developmental Reading Analysis (DRA), and interim assessments. Summative assessments include AR State Benchmark Tests, Iowa Test of Basic Skills (ITBS), QUALLS, & DIBELS.	Karen Metcalf, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
All teachers will be Highly Qualified teachers.	Karen Metcalf, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Implement interventions based on students' formative and summative assessments to address students' weaknesses in Literacy.				
Scientific Based Research: Biancarosa, G., and Snow, C. E. (2004). Reading next--A vision for action and research in middle and high school literacy: A report to Carnegie Corporation of New York. Washington, D.C.: Alliance for Excellent Education. Fielding, L., Kerr, N., Rosier, P. (2007). Annual growth for all students, catch-up growth for those who are behind. Kennewick, WA: The New Foundation Press. Gersten, R., Compton, D., Connor, C.M., Dimino, J., Linan-Thompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Educational Sciences, U.S. Department of Education. Harvey, S. & Goudvis, A. (2007). Strategies that work, Teaching comprehension for understanding and engagement, Second ed. Portland, ME: Stenhouse Publishers. Marzano, R. (2003). What works in schools: Translating research into action. Alexandria, VA: Association for Supervision and Curriculum Development. National Institute for Literacy. (2003). Put reading first, The research building blocks for teaching children to read. U.S. Department of Education. Vaughn, S. & Linan-Thompson, S. (2004). Research-based methods of reading instruction grades K-3. Alexandria, VA: Association for Supervision and Curriculum Development.				
	Person			Source of

Actions	Responsible	Timeline	Resources	Funds
Students in grades Kindergarten through 2 who do not demonstrate proficiency on the Iowa Test of Basic Skills (ITBS) and/or Arkansas Comprehensive Assessment Program test shall participate in an intense remediation program specific to identified deficiencies. An Intensive Reading Instruction (IRI) will be completed for students in grades K-2 who are identified as below basic in literacy. These students will be provided remedial or supplemental instruction until expectations are met. Once identified, a student will be given DIBELS testing to help identify the areas of weakness. The teacher will develop an IRI for the student to be implemented with continued monitoring at spaced intervals. Students will exit remediation when they have exhibited and achieved the minimum performance required at that level. Parents will meet with the teacher before and after the program so that they are informed about their student's progress. The district will be implementing an after school tutoring program for those students with an IRI and/or AIP (Academic Improvement Plan). The Academic Improvement Plan shall describe the parent's role and responsibilities as well as the consequences for the student's failure to participate in the plan. (Ark. Code 6-15-404, 6-15-1803)	Dianne Robertson, Teacher; Donna Taylor, Teacher; Kaye Dunning, Teacher	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Students in grades 3-5 who do not demonstrate proficiency on the Arkansas Comprehensive Assessment Benchmark exams shall participate in an intense remediation program specific to identified deficiencies. Each student who does not perform at proficient or advanced levels in reading or writing shall continue to be provided with remedial or supplemental instruction until the expectations are met. An Academic Improvement Plan (AIP) will be prepared for each student identified. Parents and teachers will meet to discuss the AIP. Students will receive instruction in small groups using materials, manipulatives, technology (Compass), and multiple learning style approaches to help meet goals. The student's progress will be evaluated during remediation by Interim Assessments and released Benchmark items. The Academic Improvement Plan shall describe the parent's role and responsibilities as well as the consequences for the student's failure to participate in the plan. (Ark. Code 6-15-404, 6-15-1803)	Karen Metcalf, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
An early intervention team (PALS), consisting of teachers, including special education teachers, as well as building and district support and administrative personnel, will meet regularly to assess the needs of students who are not demonstrating proficiency on academic standards. The PALS team will recommend interventions, such as early intervention services, classroom accommodations, computer aided remediation, or a need for further evaluation in order for students of all sub-populations to achieve proficiency on academic standards.	Amanda Huey, Counselor	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
A Response to Intervention (RTI) program will be implemented in all grades. All classes will schedule a block of time each school day devoted to remediating those students who are not proficient or are identified special education. Strategies used will be research based. Response to Intervention (RTI) strategies may include the following: Double blocked literacy, Read 180, 95% Group, Read Naturally, and Comprehension groups.	Karen Metcalf, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
The effectiveness of the intense Tier 3 Response to Intervention remediation program will be determined by teacher observation, principal classroom walk-throughs, and Interim Assessments and formative and summative assessments. The effectiveness of this intervention will be determined by formative and summative assessments. Formative assessments include classroom walk-throughs,	Karen Metcalf, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

DIBELS, Developmental Reading Analysis (DRA), and interim assessments. Summative assessments include AR State Benchmark Tests, Iowa Test of Basic Skills (ITBS), QUALLS, & DIBELS.				
National School Lunch Act (NSLA) restricted state categorical funding will be used to pay for supplemental classroom materials and supplies to provide a Before/After School Tutoring Program (approx. 2 teachers, 1 hour per day, 3 days per week for 24 weeks). Included in this budget will be salaries, benefits, materials and supplies, (aligned to the Common Core State Standards), and other necessary materials to implement a successful Tier 3 Tutoring Program to help reduce the achievement disparities among student subgroups. The focus of this Tier 3 Intervention will be on identified students, including special education students, not achieving growth (significantly below grade level). This Tier 3 Tutoring Program will be an intensive program targeting students', including special education students', weaknesses over a longer period of time.	Karen Metcalf, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

**Goal** All students, including special education students, will demonstrate growth in Math in the areas of Geometry and Data Analysis & Probability (grades 3 - 5) on the Benchmark Exam and Problem Solving (grades K-2) on Norm Referenced Tests.

**Benchmark** At the end of the 2012-2013 school year, 88% of our combined population were proficient in math. At the end of the 2013-2014 school year, 90% of our 3rd, 4th, and 5th grade students will score proficient in Math on the Benchmark Exam. In order to reach 90.0% by the end of the 2013-2014 school year, our students need to increase by 2%.

Intervention: Implement interventions based on students' formative and summative assessments to address students' weaknesses in Math.				
Scientific Based Research: Burns, M. (2007). Marilyn Burns: Mental Math. Instructor, March/April 2007, 51-53. Fielding, L., Kerr, N., Rosier, P. (2007). Annual growth for all students, catch-up growth for those who are behind. Kennewick, WA: The New Foundation Press. Marzano, R. (2003). What works in schools: Translating research into action. Alexandria, VA: Association for Supervision and Curriculum Development.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
National School Lunch Act (NSLA) restricted state categorical funding will be used to pay for supplemental classroom materials and supplies to provide a Before/After School Tutoring Program (approx. 2 teachers, 1 hour per day, 3 days per week for 24 weeks). Included in this budget will be salaries, benefits, materials and supplies, (aligned to the Common Core State Standards), and other necessary materials to implement a successful Tier 3 Tutoring Program to help reduce the achievement disparities among student subgroups. The focus of this Tier 3 Intervention will be on identified students, including special education students, not achieving growth (significantly below grade level). This Tier 3 Tutoring Program will be an intensive program targeting students', including special education students', weaknesses over a longer period of time.	Karen Metcalf, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
The effectiveness of the intense Tier 3 Response to Intervention remediation program will be determined by teacher observation, principal classroom walk-throughs, and Interim Assessments and formative and summative assessments. The effectiveness of this intervention will be determined by formative and summative assessments. Formative assessments include classroom walk-throughs and interim assessments. Summative assessments include AR State Benchmark Tests and Iowa Test of Basic Skills (ITBS).	Karen Metcalf, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Response to Intervention (RTI) program will be implemented in all grades. All classes will schedule a block of time each school day devoted to remediating those students who are not proficient or are identified special education. Strategies	Karen Metcalf, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

used will be research based. Students who are identified as being not proficient in math will be given the opportunity to participate in a tutoring program.				
An early intervention team (PALS), consisting of teachers, including special education teachers, as well as building and district support and administrative personnel, will meet regularly to assess the needs of students who are not demonstrating proficiency on academic standards. The PALS team will recommend interventions, such as early intervention services, classroom accommodations, computer aided remediation, or a need for further evaluation in order for students of all sub-populations to achieve proficiency on academic standards.	Amanda Huey, Counselor	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
All teachers will be Highly Qualified Teachers.	Karen Metcalf, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

- Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Beth Ozbun	Art/GT Teacher	Literacy
Classroom Teacher	Billie Sue Wright	Second Grade Teacher	Math
Classroom Teacher	Candice Nugent	Music Teacher	Literacy
Classroom Teacher	Dana Waters	Third Grade- Parental Involvement Coordinator	Literacy, Steering
Classroom Teacher	Dianne Robertson	First Grade	Wellness, Steering
Classroom Teacher	Donna Taylor	Kindergarten	Literacy
Classroom Teacher	Jillian Prislovsky	Speech Therapist	Wellness
Classroom Teacher	Liz Cunningham	5th Grade Teacher	Literacy
Classroom Teacher	Lynn Grist	4th Grade Teacher	Math, Steering
Classroom Teacher	Martha Wright	Special Education	Math
District-Level Professional	Ruth Johnston	Media Specialist	Literacy
Non-Classroom Professional Staff	Amanda Huey	Counselor	Math
Non-Classroom Professional Staff	Deangela Halpaine	Paraprofessional	Math
Non-Classroom Professional Staff	Jeff Christmas	Paraprofessional	Literacy
Non-Classroom Professional Staff	Kathy Baker	Head Dietician	Wellness
Non-Classroom Professional Staff	Renee Garrett	Nurse	Wellness
Parent	Geri Covey	Parent	Literacy
Parent	Joe Drennan	Parent	Math
Principal	Karen Metcalf	Principal	Steering