



School Plan

[Print Version](#)

JESSIEVILLE ELEMENTARY SCHOOL

Arkansas Comprehensive School Improvement Plan

2014-2015

Jessieville Elementary School, in partnership with the community, is committed to educational excellence and creating life long learners. Our mission is to prepare students academically, physically, socially, and emotionally to meet the challenges of our ever changing world.

Grade Span: K-5

Title I: Title I Schoolwide

School Improvement: MS

Table of Contents

Priority 1: Literacy

Goal: To show growth in literacy through the five essential skills: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Priority 2: Math

Goal: To improve math skills and strategies

Priority 3: Wellness

Goal: The District will provide support for students in making Healthy Lifestyle Choices by implementing systems to aid in decreasing the average BMI on routine annual student screening and increasing collaboration between all segments of the school community in support of positive lifestyle choices.

Priority 4: Parental Involvement

Goal: To keep all stakeholders involved and increase parent participation

Priority 1: Literacy

1. Grade 3 Augmented Benchmark Exams: Literacy ALL STUDENTS: In 2014, 76% scored proficient or advanced. The lowest identified area based on the three year trend analysis in the four literacy strands for the TAGG and Non-TAGG groups revealed a weakness in writing multiple choice for 2014 and reading practical passages. The projected AMO for 2014-2015 was 91.53%. All students scored 85.97%. The AMO score 2014-2015 for all students needs to be 92.47%. STUDENTS WITH DISABILITIES (IEP): In 2014, 20% scored proficient or advanced. ECONOMICALLY DISADVANTAGED LEARNERS (ESD) In 2014, 76% scored proficient or advanced. CAUCASIAN In 2014, 74% scored proficient or advanced. AFRICAN AMERICANS In 2014, 67% scored proficient or advanced. HISPANIC In 2014, 100% scored proficient or advanced. GRADE 4 AUGMENTED BENCHMARK EXAMS: Literacy ALL STUDENTS: In 2014, 79% scored proficient or advanced. The lowest identified area based on the three year trend analysis in the four literacy strands for the TAGG and Non-TAGG groups revealed a weakness in reading in practical passage in multiple choice and Literary, Content and practical reading in open response. STUDENTS WITH DISABILITIES (IEP): In 2014, 14% scored proficient or advanced. ECONOMICALLY DISADVANTAGED LEARNERS (ESD) In 2014, 77% scored proficient or advanced. CAUCASIAN In 2014, 77% scored proficient or advanced. AFRICAN AMERICANS In 2014, 100% scored proficient or advanced. HISPANIC In 2014, 100% scored proficient or advanced. GRADE 5 AUGMENTED BENCHMARK EXAMS: Literacy ALL STUDENTS: In 2014, 78% scored proficient or advanced. The lowest identified area based on the three year trend analysis in the four literacy strands for the TAGG and Non-TAGG groups revealed a weakness in literary, content, and practical reading multiple choice and literary, content, and practical reading in open response. STUDENTS WITH DISABILITIES (IEP): In 2014, 22% scored proficient or advanced. ECONOMICALLY DISADVANTAGED LEARNERS (ESD) In 2014, 73% scored proficient or advanced. CAUCASIAN In 2014, 80% scored proficient or advanced. AFRICAN AMERICANS IN 2014, 67% scored proficient or advanced. HISPANIC In 2014, 80% scored proficient or advanced. I IOWA TEST OF BASIC SKILLS FOR FIRST GRADE

Scores for 2014: Vocabulary scored 63%, 9% lower than national average. Sentence Comprehension scored 65%, 4% lower than national average. Story Comprehension scored 59%, 1% lower than national average. Vowels scored 66%, 2% lower than national average. Consonants scored 70%, 5% equal to the national average. Vowel-Consonant Combinations and Affixes scored 61%, scored 5% higher than national average. Spelling in Context scored 71%, 4% lower than national average. Capitalization in Context scored 54%, 11% lower than national average. Punctuation in Context scored 49%, 6% lower than national average. Usage and Expression scored 53%, 10% lower than national average. IOWA TEST OF BASIC SKILLS FOR SECOND GRADE Scores for 2014: Vocabulary scored 61%, 8% lower than national average. Sentence Comprehension scored 63%, 6% lower than national average. Story Comprehension scored 64%, equal to national average. Vowels scored 61%, 8% lower than national average. Consonants scored 76%, 2% lower than national average. Vowel-Consonant Combinations scored 84%, 5% higher than national average. Affixes scored 53%, 8% lower than national average. Spelling in Context scored 73%, 6% lower than national average. Capitalization in Context scored 63%, 16% lower than national average. Punctuation in Context scored 70%, 1% higher than national average. Usage and Expression scored 67%, 8% lower than national average. The identified areas of weakness for 1-2 vocabulary and capitalization in context, Grade 3 Augmented Benchmark Exams: Literacy ALL STUDENTS: In 2013, 86% scored proficient or advanced. In 2012, 86% scored proficient or advanced. In 2011, 92% scored proficient or advanced. The lowest identified area based on the three year trend analysis in the four literacy strands for the TAGG and Non-TAGG groups revealed a weakness in writing multiple choice for 2011 & 2012, and practical passages for 2013. The projected AMO for 2012-2013 was 90.58%. All students scored 81.1%. The AMO score 2013-2104 for all students needs to be 91.53%. STUDENTS WITH DISABILITIES (IEP): In 2013, 20% scored proficient or advanced. In 2012, 66% scored proficient or advanced. In 2011, 40% scored proficient or advanced. ECONOMICALLY DISADVANTAGED LEARNERS (ESD) In 2013, 84% scored proficient or advanced. In 2012, 85% scored proficient or advanced. In 2011, 87% scored proficient or advanced. CAUCASIAN In 2013, 84% scored proficient or advanced. In 2012, 85% scored proficient or advanced. In 2011, 94% scored proficient or advanced. AFRICAN AMERICANS In 2013, no African Americans tested. In 2012, 100% scored proficient or advanced. In 2011, no African Americans tested. HISPANIC In 2013, 100% scored proficient or advanced. In 2012, 100% scored proficient or advanced. In 2011, 100% scored below basic. GRADE 4 AUGMENTED BENCHMARK EXAMS: Literacy ALL STUDENTS: In 2013, 76% scored proficient or advanced. In 2012, 96% scored proficient or advanced. In 2011, 83% scored proficient or advanced. The lowest identified area based on the three year trend analysis in the four literacy strands for the TAGG and Non-TAGG groups revealed a weakness in writing multiple choice. STUDENTS WITH DISABILITIES (IEP): In 2013, 20% scored proficient or advanced. In 2012, 33% scored proficient or advanced. In 2011, 86% scored proficient or advanced. ECONOMICALLY DISADVANTAGED LEARNERS (ESD) In 2013, 65% scored proficient or advanced. In 2012, 96% scored proficient or advanced. In 2011, 80% scored proficient or advanced. CAUCASIAN In 2013, 74% scored proficient or advanced. In 2012, 96% scored proficient or advanced. In 2011, 83% scored proficient or advanced. AFRICAN AMERICANS In 2013, 100% scored proficient or advanced. In 2012, no African Americans tested. In 2011, no African Americans tested. HISPANIC In 2013, 84% scored proficient or advanced. In 2012, no Hispanics tested. In 2011, 66% scored proficient or advanced. GRADE 5 AUGMENTED BENCHMARK EXAMS: Literacy ALL STUDENTS: In 2013, 94% scored proficient or advanced. In 2012, 88% scored proficient or advanced. In 2011, 84% scored proficient or advanced. The lowest identified area based on the three year trend analysis in the four literacy strands for the TAGG and Non-TAGG groups revealed a weakness in writing multiple choice. STUDENTS WITH DISABILITIES (IEP): In 2013, 60% scored proficient or advanced. In 2012, 50% scored proficient or advanced. In 2011, 54% scored proficient or advanced. ECONOMICALLY DISADVANTAGED LEARNERS (ESD) In 2013, 93% scored proficient or advanced. In 2012, 81% scored proficient or advanced. In 2011, 75% scored proficient or advanced. CAUCASIAN In 2013, 93% scored proficient or advanced. In 2012, 87% scored proficient or advanced. In 2011, 82% scored proficient or advanced. AFRICAN AMERICANS IN 2013, no African Americans tested. In 2012, no African Americans tested. IN 2011, 100% scored proficient or advanced. HISPANIC In 2013, 100% scored proficient or advanced. In 2012, 100% scored proficient or advanced. In 2011, 100% scored proficient or advanced. IOWA TEST OF BASIC SKILLS FOR KINDERGARTEN Scores for 2011: Vocabulary scored 56%, 4 % higher than national average. Auditory Cues scored 62%, 14% higher than national average. Picture Cues scored 52%, 12 % higher than national average. Word Attack scored 48%, 8% higher than national average. Language scored 53%, 18% higher than national average. Verb Tense scored 41%, 6% higher than national average. Classification scored 54%, 15% higher than national average. Prepositions: Relationships scored 61%, 19% higher than national average. Singular/Plural Usage scored 60%, 17% higher than national average. Comparative/Superlative scored 69%, 22% higher than national average. Spatial-Directional Language scored 72%, 26% higher than national average. IOWA TEST OF BASIC SKILLS FOR FIRST GRADE Scores for 2011: Vocabulary scored 71%, 1% lower than national average. Sentence Comprehension scored 73%, 4% higher than national average. Story Comprehension scored 67%, 7% higher than national average. Vowels scored 76%, 8 % higher than national average. Consonants scored 77%, 7% higher than national average. Vowel-Consonant Combinations and Affixes scored 68%, 12% higher than national average. Spelling in Context scored 83%, 8% higher than national average. Capitalization in Context scored 59%, 6% lower than national average. Punctuation in Context scored 53%, 2% lower than national average. Usage and Expression scored 54%, 9% lower than national average. Scores for 2013: Vocabulary scored 57%, 15% lower than national average.

Supporting
Data:

Sentence Comprehension scored 61%, 8% lower than national average. Story Comprehension scored 58%, 2% lower than national average. Vowels scored 63%, 5% lower than national average. Consonants scored 65%, 5% lower than national average. Vowel-Consonant Combinations and Affixes scored 56%, scored equal to national average. Spelling in Context scored 68%, 7% lower than national average. Capitalization in Context scored 51%, 14% lower than national average. Punctuation in Context scored 49%, 6% lower than national average. Usage and Expression scored 46%, 17% lower than national average. IOWA TEST OF BASIC SKILLS FOR SECOND GRADE Scores for 2011: Vocabulary scored 65%, 4% lower than national average. Sentence Comprehension scored 70%, 1% higher than national average. Story Comprehension scored 65%, 1% higher than national average. Vowels scored 71%, 2% higher than national average. Consonants scored 80%, 2% higher than national average. Vowel-Consonant Combinations scored 78%, 1% lower than national average. Affixes scored 56%, 5% lower than national average. Spelling in Context scored 81%, 1% higher than national average. Capitalization in Context scored 66%, 13% lower than national average. Punctuation in Context scored 64%, 5% lower than national average. Usage and Expression scored 71%, 4% lower than national average. Scores for 2013: Vocabulary scored 67%, 2% lower than national average. Sentence Comprehension scored 76%, 7% higher than national average. Story Comprehension scored 70%, 6% higher than national average. Vowels scored 69%, scored equal to national average. Consonants scored 82%, 4% higher than national average. Vowel-Consonant Combinations scored 85%, 6% higher than national average. Affixes scored 69%, 8% higher than national average. Spelling in Context scored 84%, 4% higher than national average. Capitalization in Context scored 71%, 8% lower than national average. Punctuation in Context scored 70%, 1% higher than national average. Usage and Expression scored 67%, 8% lower than national average. The identified areas of weakness for K-2 affixes, usage and expression, and comprehension.

- 2.
- 3.
- 4.

Goal To show growth in literacy through the five essential skills: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Benchmark All Jessieville Elementary students will meet the 2014/2015 AMOs set by the Arkansas Department of Education.

Intervention: INTERVENTION 1 Implement a comprehensive balanced literacy approach using research based programs (such as: Balanced Literacy, Accelerated Reader, Phonetic Connections, paraprofessionals, before school program) for differentiated instruction for all students through multiple literacy strategies.

Scientific Based Research: Scientific Based Research: E.H. Hiebert & M. Sailors (Eds.), Finding the right texts: What works for beginning and struggling readers. New York:Guilford. Wolfersbserger, M., Reutzel, D.R., Sudweeks, R., & Fawson, P.F. (2004). Developing and Validating the Classroom Literacy Environmental Profile (CLEP): A Tool for Examining the "Print Richness" of Elementary Classrooms. Journal of Literacy Research, 36(2), 211-272. Duke, N. K., & Pearson, P. D. (2002). Effective practices for developing reading Comprehension. In A.E. Farstrup & S. J. Samuels (Eds.), What research has to say about reading instruction (pp. 205-242). Newark, DE: International Reading Association Morrow, Lesley, and et. al. (2003). Best practices in literacy instruction (2nd ed.). New York, NY: The Guilford Press. National Reading Panel. (2000, April). Report of the National Reading Panel: Teaching children to read. Washington, DC: National Institute of Child Health and Human Development, National Institutes of Health, U.S. Department of Health and Human Services. Available: Pearson, P. D., & Duke, N. K. (2003). Comprehension in the primary grades. To appear in C. C. Block & M. Pressley (Eds.), Comprehension Instruction: Research-Based Best Practices. New York: Guilford Press. Young children can conduct research using informational text (e.g., Korkeamaki, Tianen, & Dreher, 1998) Duke, N. K., Bennett-Armistead, S., & Roberts, E. (2003). Incorporating informational text in the primary grades. To appear in C. Roller (Ed.), Comprehensive Reading Instruction Across the Grade Levels. Newark, DE: International Reading Association. Biancarosa, G., & 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, DC: Alliance for Excellent Education. Retrieved May 24, 2006, from <http://www.ncte.org/edpolicy/literacy/research/122355.htm>
NATIONAL WRITING PROJECT; LOCAL SITE RESEARCH INITIATIVE REPORT; Cohort II, 2004–2005; Part I – Summary Report of National Results; JANUARY 2006 Research: DIBELS-Dynamic Indicators of Basic Early Literacy Skills, Louisa Moats, 2003 Phonological Gains with Intervention, E.Lewis, C.Bowers, 2003

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>ACTION 6 Balanced Literacy Teachers will use an independent practice strategy through the program DAILY Five. Teachers will use materials and supplies in the form of: kits, manipulatives and other instructional tools (iPad, Brainpop, Britannica, Apple TV, Whiteboards) to enhance the instruction of vocabulary, phonics, comprehension reading/literacy. Title I funds will be used to purchase yearly subscriptions to DAILY Five for</p>	<p>Kendal Glomski/Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> ● Teachers ● Teaching Aids 	<p>Title I - Purchased \$1725.00 Services: Title I - Materials \$1000.00 & Supplies: ACTION BUDGET: \$2725</p>

<p>each K-3 teacher. 6501 1591 029/66100 \$1000.00 Title I funds will also be used to purchase the site license for Brainpop (\$1725.00). 6501 1591 029/63900 \$1725.00 Professional development will be provided for teachers on Daily Five, iPads, Brainpop, Apple TV instruction annually through workshops, books studies, and PLC's. The effectiveness of this strategy will be determined by NWEA, Dibels, classroom walk throughs, and Benchmark scores. Action Type: Program Evaluation Action Type: Technology Inclusion</p>				
<p>ACTION 12 Highly qualified teachers will use Accelerated Reader to examine students' growth in all literacy areas. Title I funds will be used to purchase Renaissance Learning Services including Accelerated Reader, Star Reading, and Early Literacy. 6501 1591 029/63900 \$4500.75 Professional development will be provided for teachers on Accelerated Reader instruction annually through workshops, books studies, and PLC's. The effectiveness of this strategy will be determined by NWEA, Dibels, Accelerated Reader STAR tests, classroom walk throughs, and Benchmark scores. Action Type: Technology Inclusion</p>	<p>Kendal Glomski, Melissa Speers, Denise Smith, Amanda Bean</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Computers • Performance Assessments 	<p>Title I - Purchased Services: \$4500.75</p> <hr/> <p>ACTION BUDGET: \$4500.75</p>
<p>ACTION 11 Highly qualified K-5 teachers will use Phonetic Connections to address students' needs in phonemic awareness, phonics, and fluency. Professional development will be provided for K-5 teachers on Phonetic Connections instruction annually through workshops, books studies, and PLC's. The effectiveness of this strategy will be determined by NWEA, classroom walk throughs, and PARCC scores. Title I funds will be used to provide an additional, external, phonetic curriculum provided by Benchmark Education. 6501 1591 029/66100 \$24000.00 Action Type: Collaboration Action Type: Professional Development</p>	<p>Kendal Glomski, Regina Goodwin, Ashley Lamb</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Teachers 	<p>Title I - Materials & Supplies: \$24000.00</p> <hr/> <p>ACTION BUDGET: \$24000</p>
<p>ACTION 5 Implement an incentive program for students who meet their individual performance goals based on the number of points earned for reading Accelerated Reader books and passing AR assessments and goals based upon reading growth. Examples of examples are: popcorn and coke parties, pencils, toys, and books. Action Type: Collaboration Action Type: Special Education</p>	<p>Denise Smith</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • School Library 	<hr/> <p>ACTION BUDGET: \$</p>
<p>ACTION 7 Title I funds will purchase materials and supplies such as easels, chart stands, chart tablets, journals, wipe-off boards, and markers to implement the various components of the literacy block that will be maintained in all K-3 classrooms. 6501 1591 029/66100 \$5000.00 Action Type: Title I Schoolwide</p>	<p>Kendal Glomski/Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>Title I - Materials & Supplies: \$5000.00</p> <hr/> <p>ACTION BUDGET: \$5000</p>
<p>ACTION 3 In an effort to improve</p>	<p>Kendal Glomski</p>	<p>Start:</p>		<hr/>

<p>classroom instruction and student achievement, a professional library will be created. Professional text and materials will be purchased and added to the library to address instructional strategies, differentiation, curriculum, data analysis, and classroom management for all staff to check out.</p> <p>Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide</p>		<p>07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff 	<p>ACTION BUDGET: \$</p>
<p>ACTION 1 We will implement a before school tutoring program. The before school program will start at 6:30am and will be staffed by a certified elementary teacher (Ashley Lamb). Students will be provided extra help in literacy three days a week. This extra help will be based on NWEA test scores for identifying students' needs. Teachers in the before school program will be paid \$25/hour plus 28% benefits for the 178 day school year. The effectiveness of this before school program will be evaluated by student growth in classrooms, pre/post tests, and periodic on-site monitoring by building administrators. 6501 1591 029/61110 \$4450 6501 1591 029/62000 \$1074.30</p> <p>Action Type: Equity Action Type: Title I Schoolwide</p>	<p>Kendal Glomski/Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	<p>Title I - Employee Salaries: \$4450.00 Title I - Employee Benefits: \$1074.30</p> <hr/> <p>ACTION BUDGET: \$5524.3</p>
<p>ACTION 9 The ACSIP planning committee members are comprised of all teachers and committees and participate in ongoing systematic consultation to assure that the plan is meeting the needs of all students. Continuous research and data studies will be an ongoing process to assure updated information on changes in Federal Regulations, educational trends, and research-based methods that have been proven to work. As new results and assessment data are made available, the ACSIP data analysis committees will review those results and assessment tools to determine if students are making adequate yearly progress as planned. Committee members ewill make decisions for any needed revisions and amendments to improve the quality of education available to students. Title I funds will be used to pay for substitute teachers while the school planning committee attends professional development on assessments, planning, and research-based interventions. This professional development is over and above the required 60 hours. 6501 2213 029/63220 \$479.34</p> <p>Action Type: Alignment Action Type: Professional Development Action Type: Program Evaluation</p>	<p>Melissa Speers, Amanda Bean, Denise Smith</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>Title I - Purchased Services: \$479.34</p> <hr/> <p>ACTION BUDGET: \$479.34</p>
<p>ACTION 13 Handwriting Without Tears (RTI) will be used with K-3 students who have been identified as having potential OT needs. This program, if beneficial, will assist students in progressing without referral to OT services. Teachers will be</p>	<p>Kendal Glomski/Principal</p>	<p>Start: 07/01/2014 End: 06/30/2014</p>		<p>Title I - Materials & Supplies: \$3500.00</p> <hr/> <p>ACTION</p>

<p>trained in the use and evaluation of the program. The program will be deemed successful if upon evaluation the number of OT referrals declines. Title I funds will be used to purchase the program materials for Handwriting Without Tears. 6501 1591 029/66100 \$3500.00 Action Type: Equity Action Type: Title I Schoolwide</p>				<p>BUDGET: \$3500</p>
--	--	--	--	-----------------------

<p>ACTION 8 Paraprofessionals: Highly-qualified paraprofessionals will be employed to provide extra remediation activities for students. The paraprofessionals will rotate between all classes providing needed services. The paraprofessionals will work under the direction of each classroom teacher and will be provided training in accordance with their duties. These paraprofessionals will be evaluated by teacher observations, classroom walk-throughs, and student growth. Title I funds will be used to pay the following paraprofessional salaries and benefits: .90 FTE Heidi Bratton \$14742.00 salary + \$4127.76 benefits .90 FTE Brooke Reese \$1402.20 salary + \$392.62 benefits .90 FTE Jennifer Graves \$14414.40 salary + \$4036.03 .90 FTE Theresa Hunter \$9434.88 salary + \$2641.77 benefits .90 FTE Jody Kidwell \$11007.36 salary + \$3082.06 Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide</p>	<p>Kendal Glomski, Ed Picking</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>Title I - Employee \$51000.84 Salaries: Title I - Employee \$14280.24 Benefits: <hr/>ACTION BUDGET: \$65281.08</p>
--	---------------------------------------	--	--	---

<p>ACTION 2 NWEA assessments (MAP)/DIBELS Assessments Student scores on ACTAAP, PARCC, and IOWA assessments and performance and growth AMOs will be monitored by teachers and administrators. NWEA testing will be utilized three times each year to monitor student progress toward their individual growth and performance AMOs. Teachers will be trained in the use of NWEA (MAP) reports and how to use the data to drive instruction. Classworks software will be used to design individualized instruction (based on student MAP scores) to produce student growth toward their performance AMO. Title I funds will be used to cover the fee for MAP assessments, Classworks subscriptions, DIBELS software, and for further training in data usage as needed. MAP assessment services are purchased from NWEA. Classworks software subscriptions are purchased from Curriculum Advantage, Inc. DIBELS software is purchased from AMPLIFY Education. 6501 2240 029/63240 \$1284.00 6501 1591 029/66510 \$5580.30 6501 1591 029/66510 \$1666.66 Action Type: Professional Development Action Type: Title I Schoolwide</p>	<p>Melissa Speers/ Director of Special Programs</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>Title I - Purchased \$2950.66 Services: Title I - Materials \$5580.30 & Supplies: <hr/>ACTION BUDGET: \$8530.96</p>
--	---	--	--	--

<p>ACTION 4 ELL; (funds have not been allotted and per ADE, will be by November when plan will be adjusted) Students who indicate that a language other than</p>	<p>Kendal Glomski/Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Performance 	<p>Title I - Materials & \$500.00 Supplies: <hr/></p>
--	---------------------------------	--	---	---

<p>English is spoken in their home (based on a Home Language Survey) will be administered a LLINKS placement exam to determine their eligibility for ELL services. ELL state funds will be used to purchase materials and supplies for evaluation and instruction for identified students. 2276 1930 029/66100 \$622.00 Title I funds will be used to purchase materials and supplies to support the ESL services to identified students. 6501 1555 029/66100 \$500.00 Action Type: Equity</p>			<p>Assessments • Teachers</p>	<p>ACTION BUDGET: \$500</p>
--	--	--	-----------------------------------	-----------------------------

Total Budget:	\$120041.43
---------------	-------------

Intervention: INTERVENTION 2 Revise the Elementary school's Curriculum to align contents with the Common Core State Standards.

Scientific Based Research: Scientific Based Research: Besser, L., Flach, T., Gregg, L. Nagel, D. Syrja R., Vedra, M., & Peery A. Data Teams, 3rd edition. Englewood, CO: Lead+Learn Press. 2010. Duke, N. K., & Pearson, P. D. (2002). Effective practices for developing reading Comprehension. In A.E. Farstrup & S. J. Samuels (Eds.), What research has to say about reading instruction (pp. 205-242). Newark, DE: International Reading Association Morrow, Lesley, and et. al. (2003). Best practices in literacy instruction (2nd ed.). New York, NY: The Guilford Press. National Reading Panel. (2000, April). Report of the National Reading Panel: Teaching children to read. Washington, DC: National Institute of Child Health and Human Development, National Institutes of Health, U.S. Department of Health and Human Services. Available: Pearson, P. D., & Duke, N. K. (2003). Comprehension in the primary grades. To appear in C. C. Block & M. Pressley (Eds.), Comprehension Instruction: Research-Based Best Practices. New York: Guilford Press. Young children can learn from informational text (e.g., Duke & Kays, 1998; Moss, 1993)) Young children can conduct research using informational text (e.g., Korkeamaki, Tianen, & Dreher, 1998) Hoffman, J.V., Sailors, M., Duffy, G., & Beretvas, S.N. (in press). The Effective Classroom Literacy Environment: Examining the validity of the Observation System. Journal of Literacy Research, 36(3), 303-334. Duke, N. K., Bennett-Armistead, S., & Roberts, E. (2003). Incorporating informational text in the primary grades. To appear in C. Roller (Ed.), Comprehensive Reading Instruction Across the Grade Levels. Newark, DE: International Reading Association. Biancarosa, G., & 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, DC: Alliance for Excellent Education. Retrieved May 24, 2006, from <http://www.ncte.org/edpolicy/>

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>ACTION 2 The effectiveness of aligning the Common Core standards and pacing guides will be determined by data analysis of NWEA, Benchmark, Accelerated Reader, and DIBELS test scores. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation</p>	<p>Kendal Glomski, Amanda Whiley, Ashton Arsenault</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</p>
<p>ACTION 1 All teachers will review the ALIGNMENT OF COMMON CORE STANDARDS and revise the pacing guides of all content areas annually. Action Type: Collaboration Action Type: Program Evaluation</p>	<p>Kendal Glomski, Deborah Norfleet, Ashley Huneycutt, Melissa Speers</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Teachers 	<p>ACTION BUDGET: \$</p>
<p>ACTION 3 In an effort to improve teamwork and collaboration across grade levels, the master schedule was amended to provide common planning time and quarterly extended team meetings for grade level teachers. This master schedule also provides one time a day in the afternoons for P.E. paraprofessional, P.E. teachers, art teacher, music teacher, and librarian to provide literacy interventions to Kindergarten through fifth grades. Action Type: Alignment Action Type: Special Education Action Type: Title I Schoolwide</p>	<p>Kendal Glomski/Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>ACTION BUDGET: \$</p>

Total Budget:	\$0
---------------	-----

Intervention: INTERVENTION 3 Implement an Academic Improvement and Intensive Reading Plan for students who qualify. Use assessment programs such as: (DIBELS and NWEA) to assess and analyze students' academic literacy growth.

Scientific Based Research: Scientific Based Research: McNulty, B.A. & Besser, L., Leaders Make It Happen! An Administrator's Guide to Data Teams, Englewood, CO: Lead+Learn Press. 2011. Duke, N. K., & Pearson, P. D. (2002). Effective practices for developing reading Comprehension. In A.E. Farstrup & S. J. Samuels (Eds.), What research has to say about reading instruction (pp. 205-242). Newark, DE: International Reading Association Morrow, Lesley, and et. al. (2003). Best practices in literacy instruction (2nd ed.). New York, NY: The Guilford Press. National Reading Panel. (2000, April). Report of the National Reading Panel: Teaching children to read. Washington, DC: National Institute of Child Health and Human Development, National Institutes of Health, U.S. Department of Health and Human Services. Available: Pearson, P. D., & Duke, N. K. (2003). Comprehension in the primary grades. To appear in C. C. Block & M. Pressley (Eds.), Comprehension Instruction: Research-Based Best Practices. New York: Guilford Press. Young children can learn from informational text (e.g., Duke & Kays, 1998; Moss, 1993) Young children can respond to informational text in sophisticated ways (e.g., Donovan, 1996; Oyler & Barry, 1996) Young children can conduct research using informational text (e.g., Korkeamaki, Tianen, & Dreher, 1998) At least some young children prefer informational text (Kletzien & Szabo, 1998) Duke, N. K., Bennett-Armistead, S., & Roberts, E. (2003). Incorporating informational text in the primary grades. To appear in C. Roller (Ed.), Comprehensive Reading Instruction Across the Grade Levels. Newark, DE: International Reading Association. Biancarosa, G., & 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, DC: Alliance for Excellent Education. Retrieved May 24, 2006, from <http://www.ncte.org/edpolicy/literacy/research/122355.htm>

NATIONAL WRITING PROJECT; LOCAL SITE RESEARCH INITIATIVE REPORT; Cohort II, 2004–2005; Part I – Summary Report of National Results; JANUARY 2006.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>ACTION 1 Highly qualified teachers will jointly develop individualized AIP's for students in these categories: K students who are delayed/low-achieving in Math on QELI, K-2 students who are low-achieving in MAT-8, SAT-10, and students in grades 3-5 who aren't proficient in Benchmark in Literacy and Math, 5 students who aren't proficient in Science. AIP's will include standards-based remedial strategies that are aligned with each individual student's strengths, deficiencies, data analysis, and previous student records. AIP's will be reviewed and revised quarterly by highly qualified teachers. AIP's will include instruction that meets students' needs by a highly qualified teacher or a paraprofessional who is under the guidance of the highly qualified teacher. (Point in Time Instruction) Highly qualified teachers and paraprofessionals will be trained to remediate students through researched based programs that will align with the AIP's. Testing results provided by NWEA and Benchmark will be reviewed by individual teachers, curriculum director, and the building administrators. The initial assessment will establish baseline data for the group, individuals or classes. Ongoing frequent assessments (teacher made assessments, DIBELS) will provide the monitoring of student progress and creation and revision of AIP's. Results will be shared with support teams/teachers to determine if any changes in the instructional program/s and AIP's are required.</p> <p>Action Type: AIP/IRI Action Type: Collaboration Action Type: HQT-Section 2141</p>	<p>Kendal Glomski, Melissa Speers, Amanda Bean, Regina Goodwin</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> ● Administrative Staff ● District Staff ● Performance Assessments 	<p>ACTION BUDGET: \$</p>
<p>ACTION 2 Highly qualified teachers will jointly develop individualized IRI's for students in these categories: K students who scored delayed in written language or oral communication on QELI, K-2 students who don't score above the cut score, K-2 who don't score at or above the cut score of proficiency in reading on MAT-8 in K and SAT-10 in grades 1-2. IRI's will be developed to evaluate students' IRI needs. The evaluation will include testing using DIBELS to assess specific reading disabilities. Highly qualified teachers will provide instruction for the IRI based on research-strategies that meet the five essential areas of reading. IRI's will include instruction that meets students' needs by a highly qualified teacher or a paraprofessional who is under the guidance of the highly qualified teacher during the regular school day while supplementing core classroom instruction. (Point in Time Remediation) IRI's will remain in place until the students meet grade-level reading benchmarks. Data</p>	<p>Bambi Norman, Melissa Speers</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> ● Administrative Staff ● Performance Assessments ● Teachers ● Teaching Aids 	<p>ACTION BUDGET: \$</p>

analysis from DIBELS will be used to assess the reading benchmarks and reevaluate the IRI's. Results will be shared with support teams/teachers to determine if any changes in the instructional program/s and IRI's are required. Action Type: AIP/IRI Action Type: Collaboration Action Type: HQT-Section 2141				
---	--	--	--	--

Total Budget: \$0

Intervention: INTERVENTION 4 Implement a one-to-one and small group tutoring program for identified ELL students.

Scientific Based Research: ELL Strategies for Paraprofessionals (<http://www.colorincolorado.org/article/49061/>); Practical Strategies for Paraprofessionals Who Work with English Language Learners (<http://www.ber.org/onsite/course.cfm?CR=EPS>)

Actions	Person Responsible	Timeline	Resources	Source of Funds
ACTION 1 ELL: NSLA Funds will be used to fund an ELL paraprofessional, Gabriela Hogue (1.0 FTE) to work with identified ELL students to increase literacy performance and to assist them in reaching grade-level. 2281 1930 029 006/61120 \$11186.00 2281 1930 029 006/62* \$3132.08 Action Type: Equity Action Type: Title I Schoolwide	Jeff Forbess/ELL Facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers Teaching Aids 	NSLA (State-281) - \$3132.08 Employee Benefits: NSLA (State-281) - \$11186.00 Employee Salaries: <hr/> ACTION BUDGET: \$14318.08
ACTION 2 Training & Evaluation The paraprofessional hired to work with identified ELL students will be a certified Spanish teacher and will have completed the ESL Academy and received certification for that training. This action will be evaluated by the building principal using growth in student literacy scores as evidence of success. Action Type: Program Evaluation	Jeff Forbess/ELL Facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Performance Assessments 	<hr/> ACTION BUDGET: \$
Total Budget:				\$14318.08

Priority 2: All students will improve math skills across the curriculum.

- Grade 3 Augmented Benchmark Exams: Math ALL STUDENTS: In 2014, 86% scored proficient or advanced. The lowest identified area based on the three year trend analysis in the five math strands for the TAGG and Non-TAGG groups revealed a weakness in Algebra and Data Analysis and Probability. The projected AMO for 2013-2014 was 94.83%. All students scored 89.63%. In 2014-2015 all students need an AMO score of 95.86%. STUDENTS WITH DISABILITIES (IEP): In 2014, 60% scored proficient or advanced. ECONOMICALLY DISADVANTAGED LEARNERS (ESD) In 2014, 81% scored proficient or advanced. CAUCASIAN In 2014, 84% scored proficient or advanced. AFRICAN AMERICANS In 2014, 83% scored proficient or advanced. HISPANIC In 2014, 100% scored proficient or advanced. GRADE 4 AUGMENTED BENCHMARK EXAMS: Math ALL STUDENTS: In 2014, 77% scored proficient or advanced. The lowest identified area based on the three year trend analysis in the five math strands for the TAGG and Non-TAGG groups revealed a weakness in Algebra. The projected AMO for 2013-2014 was %. All students scored %. In 2014-2015 all students need an AMO score of %. STUDENTS WITH DISABILITIES (IEP): In 2014, 29% scored proficient or advanced. ECONOMICALLY DISADVANTAGED LEARNERS (ESD) In 2014, 77% scored proficient or advanced. CAUCASIAN In 2014, 75% scored proficient or advanced. AFRICAN AMERICANS In 2014, 100% scored proficient or advanced. HISPANIC In 2014, 83% scored proficient or advanced. GRADE 5 AUGMENTED BENCHMARK EXAMS: Literacy ALL STUDENTS: In 2014, 60% scored proficient or advanced. The lowest identified area based on the three year trend analysis in the five math strands for the TAGG and Non-TAGG groups revealed a weakness in Data Analysis and Probability. The projected AMO for 2013-2014 was %. All students score %. In 2014-2015 all students need an AMO score of %. STUDENTS WITH DISABILITIES (IEP): In 2014, 33% scored proficient or advanced. ECONOMICALLY DISADVANTAGED LEARNERS (ESD) In 2014, 55% scored proficient or advanced. CAUCASIAN In 2014, 62% scored proficient or advanced. AFRICAN AMERICANS IN 2014, 33% scored proficient or

Supporting
Data:

Advanced. HISPANIC In 2014, 60% scored proficient or advanced. Grade 3 Augmented Benchmark Exams: Math ALL STUDENTS: In 2013, 90% scored proficient or advanced. In 2012, 93% scored proficient or advanced. In 2011, 96% scored proficient or advanced. The lowest identified area based on the three year trend analysis in the five math strands for the TAGG and Non-TAGG groups revealed a weakness in measurement. The projected AMO for 2012-2013 was 94.83%. All students scored 81.89%. In 2013-2104 all students need an AMO score of 95.34%. STUDENTS WITH DISABILITIES (IEP): In 2013, 20% scored proficient or advanced. In 2012, 77% scored proficient or advanced. In 2011, 80% scored proficient or advanced. ECONOMICALLY DISADVANTAGED LEARNERS (ESD) In 2013, 87% scored proficient or advanced. In 2012, 92% scored proficient or advanced. In 2011, 94% scored proficient or advanced. CAUCASIAN In 2013, 87% scored proficient or advanced. In 2012, 92% scored proficient or advanced. In 2011, 96% scored proficient or advanced. AFRICAN AMERICANS In 2013, 100% scored proficient or advanced. In 2012, 100% scored proficient or advanced. In 2011, no African Americans tested. HISPANIC In 2013, 100% scored proficient or advanced. In 2012, 100% scored proficient or advanced. In 2011, 100% scored proficient or advanced. GRADE 4 AUGMENTED BENCHMARK EXAMS: Math ALL STUDENTS: In 2013, 69% scored proficient or advanced. In 2012, 86% scored proficient or advanced. In 2011, 93% scored proficient or advanced. The lowest identified area based in 2011, 2011 in the five math strands for the TAGG and Non-TAGG groups revealed a weakness in measurement. In 2013, the weakness was in geometry. STUDENTS WITH DISABILITIES (IEP): In 2013, 20% scored proficient or advanced. In 2012, 33% scored proficient or advanced. In 2011, 86% scored proficient or advanced. ECONOMICALLY DISADVANTAGED LEARNERS (ESD) In 2013, 65% scored proficient or advanced. In 2012, 83% scored proficient or advanced. In 2011, 93% scored proficient or advanced. CAUCASIAN In 2013, 70% scored proficient or advanced. In 2012, 86% scored proficient or advanced. In 2011, 92% scored proficient or advanced. AFRICAN AMERICANS In 2013, 100% scored proficient or advanced. In 2012, no African Americans tested. In 2011, no African Americans tested. HISPANIC In 2013, 50% scored proficient or advanced. In 2012, no Hispanics tested. In 2011, 100% scored proficient or advanced. GRADE 5 AUGMENTED BENCHMARK EXAMS: Literacy ALL STUDENTS: In 2013, 87% scored proficient or advanced. In 2012, 85% scored proficient or advanced. In 2011, 88% scored proficient or advanced. The lowest identified area based on the three year trend analysis in the five math strands for the TAGG and Non-TAGG groups revealed a weakness Algebra in 2011, numbers and operations in 2012, data analysis and probability in 2013. STUDENTS WITH DISABILITIES (IEP): In 2013, 40% scored proficient or advanced. In 2012, 33% scored proficient or advanced. In 2011, 64% scored proficient or advanced. ECONOMICALLY DISADVANTAGED LEARNERS (ESD) In 2013, 88% scored proficient or advanced. In 2012, 76% scored proficient or advanced. In 2011, 87% scored proficient or advanced. CAUCASIAN In 2013, 88% scored proficient or advanced. In 2012, 84% scored proficient or advanced. In 2011, 87% scored proficient or advanced. AFRICAN AMERICANS IN 2013, no African Americans tested. In 2012, no African Americans tested. IN 2011, 100% scored proficient or advanced. HISPANIC In 2013, 100% scored basic. In 2012, 100% scored proficient or advanced. In 2011, 100% scored proficient or advanced. IOWA TEST OF BASIC SKILLS FOR KINDERGARTEN Scores for 2011: Number Properties and Operations scored 62%, 10% higher than national average. Geometry scored 66%, 14% higher than national average. Measurement scored 70%, 15% higher than national average. Problem Solving scored 45%, 2% below national average. IOWA TEST OF BASIC SKILLS FOR FIRST GRADE Scores for 2011: Number Properties and Operations scored 80%, 7% higher than national average. Algebraic Concepts scored 78%, 4% higher than national average. Geometry scored 89%, 4% higher than national average. Measurement scored 68%, 6% higher than national average. Problem Solving scored 65%, 1% higher than national average. Single Step scored 66%, equal to national average. Multi-step scored 57%, equal to national average. Approaches and Procedures scored 66%, equal to the national average. Data Interpretation scored 55%, 1% above than national average. Read Amounts scored 62%, 2% above the national average. Compare Quantities scored 61%, 5% higher than national average. Relationships and Trends scored 38%, 4% below national average. Scores for 2013: Number Properties and Operations scored 67%, 6% below national average. Algebraic Concepts scored 69%, 5% below national average. Geometry scored 86%, 4% higher than national average. Measurement scored 59%, 3% below national average. Problem Solving scored 58%, 6% below national average. Single Step scored 60%, 6% below national average. Multi-step scored 49%, equal to national average. Approaches and Procedures scored 58%, 8% below the national average. Data Interpretation scored 45%, 9% below national average. Read Amounts scored 49%, 11% below the national average. Compare Quantities scored 47%, 9% below national average. Relationships and Trends scored 38%, 4% below national average. IOWA TEST OF BASIC SKILLS FOR SECOND GRADE Scores for 2011: Number Properties and Operations scored 66%, 6% higher than national average. Algebraic Concepts scored 81%, 2% higher than national average. Geometry scored 75%, 12% higher than national average. Measurement scored 70%, 11% higher than national average. Problem Solving scored 56%, 2% below national average. Single Step scored 65%, equal to national average. Multi-step scored 50%, 4% below national average. Approaches and Procedures scored 41%, 6% below the national average. Data Interpretation scored 73%, 1% below national average. Read Amounts scored 95%, 4% higher than the national average. Compare Quantities scored 80%, 1% below national average. Relationships and Trends scored 46%, 1% below national average. Scores for 2013: Number Properties and Operations scored 62%, 2% higher than national average. Algebraic Concepts scored 80%, 1% higher than national average. Geometry scored 74%, 11% higher than national average. Measurement scored 62%, 1% higher than national average. Problem Solving scored 59%, 1% higher than national

average. Single Step scored 65%, equal to national average. Multi-step scored 56%, 2% higher than national average. Approaches and Procedures scored 47%, equal to the national average. Data Interpretation scored 72%, 2% below national average. Read Amounts scored 95%, 4% higher than the national average. Compare Quantities scored 80%, 1% below national average. Relationships and Trends scored 42%, 5% below national average.

Goal To improve math skills and strategies

Benchmark All Jessieville Elementary students will meet the 2013/2014 AMOs set by the Arkansas Department of Education.

Intervention: INTERVENTION 1 Implement a comprehensive math program, Everyday Mathematics, to improve math skills by differentiated instruction, multiple math strategies, and family involvement.				
Scientific Based Research: SRA/McGraw-Hill.(2001). Everyday Mathematics student achievement studies: Volume 3..Chicago: SRA/McGraw-Hill;Sconiers,S.,Issacs, A.C.,Higgins,T.,McBride,J., & Kelso, C.R.(2003). The ARC Center tristate student achievement study. Lexington, MA:The Consortium for Mathematics and Its Applications.Carpenter,T.P. (1986). Conceptual knowledge as a foundation for procedural knowledge. In J. Hiebert(Ed.), Conceptual and procedural knowledge: The case of mathematics. Hillsdale, NJ:Erlbaum				
Actions	Person Responsible	Timeline	Resources	Source of Funds
ACTION 1 Students will participate in a minimum of 60 minutes of math instruction/practice daily using multiple math strategies and activities using the Everyday Mathematics program, including "Mental Math" and "Math Boxes." Professional development will be provided for teachers in all areas of mathematics through PLC's and workshops annually. Action Type: Collaboration	Kendal Glomski, Amanda Bean, Ashley Lamb	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
ACTION 3 Highly qualified teachers will use differentiated instruction and multiple math strategies to improve math skills for all students. Title I funds will be used to purchase Renaissance Learning Services including Accelerated Math and Math Facts to aid in differentiated instruction, provide multiple math strategies and improve math skills. 6501 1591 029/63900 \$3004.75 Highly qualified teachers will be provided with training in mathematical instructional strategies through weekly team meetings after evaluating needs of low-achieving students. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	Kendal Glomski, Gloria Miller, Tina Watkins	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	Title I - Purchased \$3004.75 Services: ACTION BUDGET: \$3004.75
ACTION 5 Highly qualified teachers will involve parents/families through weekly mathematical "Family Letters." Action Type: Collaboration Action Type: Equity Action Type: HQT-Section 2141 Action Type: Parental Engagement	Kendal Glomski, Emalee Jones, Ashley Bridges	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
ACTION 2 Content Instruction Utilizing Digital Devices: Small group instruction by classroom teachers will be implemented to provide differentiated instruction for students who are low-achieving and needing additional assistance. This may include, but not limited to hands on or computer/iPad activities. All teachers and students will be provided extensive staff development by on-site staff and/or outside consultants on the use of digital devices	Melissa Speers/ Director of Special Programs	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Computers District Staff Teachers 	Title I - Purchased \$50511.32 Services: Title I - Materials \$531.40 & Supplies: NSLA (State- 281) - \$10746.00 Capital

<p>for project-based instruction. The effectiveness of this intervention will be determined by classroom walk-throughs, software evaluations, and student growth. Title I funds will be used to pay the second year of a three year lease for 215 iPads. 6501 1591 029 014/64430 \$48846.32. NSLA funds will be used to purchase 5 syncing/charging carts at a cost of \$2149.20 each to store the iPads. 2281 1590 029 014/67340 \$10746.00 Title I funds will be used to purchase a 1 year subscription to Defined Learning to assist in implementation of real-world, CCSS aligned, STEM projects in all academic classes. 6501 1591 029/63900 \$1665.00 Title I funds will be used to purchase Synchronize Software (SmartSync 2011) to aid teachers in monitoring technology use among the students. 6501 2230 029/66510 \$199.00 Title I funds will be used to purchase an inventory tracking system to aid staff in managing the federal program purchases. 6501 2230 029/66520 \$332.40 Action Type: Alignment Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>				<p>Outlay:</p> <hr/> <p>ACTION BUDGET: \$61788.72</p>
<p>ACTION 4 We will implement a before school program that will start at 6:30am each weekday morning. Students will be provided with extra help in math two days a week. This extra help will be based on NWEA test scores for identifying students' needs. All teachers utilized in the before school program will be trained in the use of effective strategies and organizational skills needed to assist low-achieving students. The effectiveness of this program will be evaluated by student growth in classrooms, pre/post tests, and periodic on-site monitoring by building administrators. Action Type: Equity Action Type: Title I Schoolwide</p>	<p>Kendal Glomski/Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$64793.47</p>

Intervention: INTERVENTION 2 Highly qualified teachers will align their instruction to the math common core state standards using the Everyday Mathematics series.

Scientific Based Research: RA/McGraw-Hill.(2001). Everyday Mathematics student achievement studies: Volume 3..Chicago: SRA/McGraw-Hill;Sconiers,S.,Issacs, A.C.,Higgins,T.,McBride,J., &Kelso, C.R.(2003). The ARC Center tristate student achievement study. Lexington, MA:The Consortium for Mathematics and Its Applications.Carpenter,T.P. (1986). Conceptual knowledge as a foundation for procedural knowledge. In J. Hiebert(Ed.), Conceptual and procedural knowledge: The case of mathematics. Hillsdale, NJ:ErlbaumRaising standards through classroom assessment. Kappan Online. Retrieved April 30, 2007, from <http://www.pdkintl.org/kappan/kbla9810.htm> Carr, J. F. & Harris, D. E. (2001). Succeeding with standards: Linking curriculum, assessment, and action planning. Arlington, VA: Association of Supervision and Curriculum Development. Cromey, A. (2000). Using assessment data: What can we learn from schools? Naperville, IL: North Central Regional Education Laboratory Marzano, R. J. (2003). What works in schools (p.106). Alexandria, VA: Association of Supervision and Curriculum Development. Mokros, J., Berle-Carman, M., Rubin, A., & Wright, T. (1994, December). Full-year pilot Grades 3 and 4: Investigations in Number, Data, and Space. Cambridge, MA. TERC. National Council of Teachers of Mathematics. (2004). Curriculum andEvaluation Standards for School Mathematics. Reston, VA. Sconiers, S., Isaacs, A., Higgins, T., McBride, J., and Kelso, C. R. (2003). The ARC center tri-state student achievement study (ExecutiveSummary). COMAP, Inc. Cambridge, MA. Stiggins, R. (2001). The unfulfilled promise of classroom assessment. Educational Measurement: Issues and Practice (20) 3. Vermont Department of Education. (2000, Fall). Vermont's framework of standards and learning opportunities. Retrieved April 30, 2007, from <http://www.state.vt.us/educ/new/html/pubs/framework.pdf>. Stein, M.K., Smith, M.S., Henningsen, M., & Silver, E.A. Implementing Standards-Based Mathematics Instruction: A Casebook for Professional Development, 2nd ed., Teachers College, Columbia University. (2009).

Actions	Person Responsible	Timeline	Resources	Source of Funds
ACTION 4 K-5 teachers will use Everyday Mathematics to reinforce common core math standards, specifically focusing on low-achieving math areas including geometry, algebra, and measurement. Action Type: Collaboration	Kendal Glomski, Emalee Jones, Gloria Miller, Ashley Bridges, Tina Watkins	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
ACTION 2 Staff members will coordinate the math activities of the school to ensure that all instruction is aligned with the CCSS, the local curriculum, and state assessments. These activities will be reviewed/revised on an ongoing basis. Highly qualified teachers will collaborate to enrich lessons through the use of Everyday Mathematic Resources yearly in Professional Development and in weekly PLC's. During weekly PLC's and bi-weekly principal meetings, math curriculum and students' growth will be evaluated. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	Kendal Glomski, Kathy Edds, Kristi Cosby, Kerry Carter, Cindy Crumpler, Marla Carter, Suzzane Walls	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
ACTION 1 At the beginning of each math unit, teachers will meet by grade level to discuss math units, align curriculum with CCSS, evaluate past student performances, with the purpose of planning learning experiences that will improve student achievement. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	Kendal Glomski, Melissa Speers, Kathy Edds, Kristi Cosby, Kerry Carter, Cindy Crumpler, Marla Carter, Suzanne Walls	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Performance Assessments Teachers 	ACTION BUDGET: \$
ACTION 3 Monitor the effectiveness of the alignment to Common Core State Standards by tracking PARCC scores and NWEA scores of students. Title I funds will be used to fund NWEA MAP testing fees. 6501 2240 029/63240 \$1284.00 Classworks software subscriptions will be used to design individualized instruction (based on student MAP scores) to produce student growth toward their performance AMO. Title I funds will be used to cover the fee for Classworks subscriptions purchased from Curriculum Advantage, Inc. 6501 1591 029/66510 \$1666.66 Action Type: Alignment Action Type: Program Evaluation Action Type: Title I Schoolwide	Kendal Glomski/Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Computers Performance Assessments Teachers 	Title I - Materials & Supplies: \$1666.66 Title I - Purchased Services: \$1284.00 ACTION BUDGET: \$2950.66
Total Budget:				\$2950.66

Priority 3: The Jessieville School District is committed to promoting a school environment that addresses children's health, well-being and their ability to learn by enlisting the support of staff, parents, community and other organizations.

1. The Jessieville School District Body Mass Index data presented indicates the percentage of students who may be at risk of poor academic performance. Body Mass Index Data SY 2010-2011 Elementary males underweight 3.9%. Elementary males healthy 58.9%. Elementary males overweight 22.2%. Elementary males obese 15%. Elementary females underweight 2.6%. Elementary females healthy 58.9%. Elementary females overweight 13.1%. Elementary females obese 17.3%. Body Mass Index Data SY 2011-2012 Elementary males healthy or underweight 62.6%. Elementary males overweight 12.8%. Elementary males obese 24.6%. Elementary females healthy or underweight 65.3%. Elementary females overweight 13.9%. Elementary females obese 20.8%. Body Mass Index Data SY

- 2012-2013 males healthy or underweight 57%. Males overweight or obese 43%. Females healthy or underweight 61.8%. Females overweight or obese 38.2%. Body Mass Index Data SY 2013-2014 Underweight - Healthy weight: 62.97% Overweight: 14.29% Obese: 22.75% Overweight & Obese: 37.04%
- School Health Index-2013-2014 Module 1-School Health and Safety Policies and Environment-41-60% Module 2-Health Education-41-60% Module 3-Physical Education and Other Physical Activity Programs-61-80% Module 4-Nutrition Services-41-60% Module 5-Health Services-61-80% Module 6-Counseling, Psychological, and Social Services-61-80% Module 7- Health Promotion for Staff-21-40% Module 8- Family and Community Involvement-41-60% School Health Index-2005-2006 Module 1- School Health and Safety Policies and Environment-73% Module 2-Health Education-69% Module 3- Physical Education and Other Physical Activity Programs-NA Module 4-Nutrition Services-51% Module 5-Health Services-67% Module 6-Counseling, Psychological, and Social Services-100% Module 7- Health Promotion for Staff-75% Module 8- Family and Community Involvement-89%
 - Free and Reduced Price Meal Eligibility: SY 2010-2011 District 60% Elementary 63% SY 2011-2012 District 70% Elementary 76% SY 2012-2013 District 66% Elementary 71% SY 2013-2014 District 71.73% Elementary 76.75%

Supporting Data:

Goal The District will provide support for students in making Healthy Lifestyle Choices by implementing systems to aid in decreasing the average BMI on routine annual student screening and increasing collaboration between all segments of the school community in support of positive lifestyle choices.

Benchmark By the SY2014-2015 there will be a decrease of the average Body Mass Index for students by ½ % as evaluated by the annual Body Mass Index Screening.

Intervention: INTERVENTION 1 The district will provide support for students in making healthy lifestyle choices by implementing programs to aid in decreasing the average BMI through the Breakfast in the Classroom Program.				
Scientific Based Research: Body Mass Index Data SY 2011-2012 Elementary males healthy or underweight 62.6%. Elementary males overweight 12.8%. Elementary males obese 24.6%. Elementary females healthy or underweight 65.3%. Elementary females overweight 13.9%. Elementary females obese 20.8%. Middle School males healthy or underweight 72.2%				
Actions	Person Responsible	Timeline	Resources	Source of Funds
ACTION 2 Provide healthy breakfast in the classroom in order to lower visits to the nurse, improve attention span and improve test scores. Action Type: Collaboration Action Type: Wellness	Melinda Losey, Cardella Spruell	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
ACTION 4 Provide meals that follow regulations of Arkansas Child Nutrition Unit. Action Type: Wellness	Melinda Losey	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
ACTION 1 Survey the students in order to make sure that they are receiving choices that are of their liking. Action Type: Collaboration Action Type: Wellness	Melinda Losey	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
ACTION 5 Schedule Wellness committee meetings to discuss and review menus, regulations and procedures. Action Type: Collaboration Action Type: Wellness	Melinda Losey, Cardella Spruell	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
ACTION 3 Provide resources and professional development to district and school staff to improve the overall school nutrition environment. Action Type: Collaboration Action Type: Wellness	Bambi Norman, Ed Picking, Melinda Losey, Cardella Spruell	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
ACTION 6 Highly qualified teachers will promote the health and physical activity curriculum and violence prevention programs. Action Type: Collaboration Action Type: HQT-Section 2141 Action Type: Wellness	Diane Burr, Ed Picking	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$0

Priority 4: To provide Parental Involvement Support to parents and teachers.

- PARENTAL INVOLVEMENT RATES: ELEMENTARY SCHOOL: 2014/2015 Open House: 80% Community Input Meeting: 6% Kindergarten Orientation: 35%

Supporting Data:

2. 2013/2014 Open House: 80% Fall Parent-Teacher Conference: 96% Spring Parent-Teacher Conference: 32% Spring Daddy/Daughter Dance: 137 girls participated Project-Based Learning Family Nights: 59%
3. 2012/2013 Open House: 59% Fall Parent-Teacher Conference: 44% Spring Parent-Teacher Conference: 23%
4. 2011/2012 Open House: 77% Fall Parent-Teacher Conference: 46% Spring Parent-Teacher Conference: 30%
5. 2010/2011 Open House: 51% Fall Parent-Teacher Conference: (no data) Spring Parent-Teacher Conference: 16%

Goal To keep all stakeholders involved and increase parent participation

Benchmark Parental Involvement will be increased by 25% during the 2013/2014 school year.

Intervention: INTERVENTION 1 Provide various Parental Involvement programs, strategies, and interventions.				
Scientific Based Research: Watkins, T. (1997). Teacher Communications, Child Achievement and Parent Traits in Parent Involvement Models. The Journal of Education Research, Vol 91. Retrieved May 14, 2007, from http://www.questia.com/googleScholar.qst?docId=5001526631 . Desimone. (1999). Linking Parent Involvement with Student Achievement: Do Race and Income Matter. The Journal of Educational Research, Vol 93. Retrieved May 14, 2007, from http://www.questia.com/googleScholar.qst?docId=5001843978 . Baker, A. & Soden, L. (2001). Parent Involvement in Children's Education: A Critical Assessment of the Knowledge Base. NCJW Center for the Child, New York, NY. Okpala, A., Okpala, C., & Smith, F. (2001). Parental Involvement, Instructional Expenditure Family Socioeconomic Attributes, and Students Achievement. The Journal of Educational Research, Vol 95. Retrieved May 14, 2007, from http://www.questia.com/googleScholar.qst?docId=5001977534 . Mo. Y., & Singh, K. (2008, June). Parents' Relationships and Involvement: Effects of Students' School Engagement and Performance. Retrieved September 15, 2009, from P professional Development Collection database. Jones, R. (2001). Involving Parents is a Whole New Game: Be Sure You Win. Retrieved on September 15, 2009 from Academic Search Elite database.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
ACTION 15 Highly qualified elementary teachers will utilize HAC/TAC to communicate grades, attendance, and discipline with parents. Action Type: Collaboration Action Type: Parental Engagement	Kendal Glomski, Ed Picking, Denise Smith	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
ACTION 13 All teachers and administrators will receive training in the use of the HAC attendance software program, effective communication, and the importance of school-community relations. Action Type: Collaboration Action Type: Parental Engagement	Kendal Glomski, Ed Picking, Denise Smith	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
ACTION 5 Parents will be involved in the educational process through activities such as: electing school board members; committees; PTO; volunteer survey; and HAC. Action Type: Collaboration Action Type: Parental Engagement	Kendal Glomski, Ed Picking, Alix Butler	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
ACTION 4 The JES handbook will include the process for resolving parental concerns including how to define a problem, whom to approach first, and how to develop solutions. Action Type: Collaboration Action Type: Parental Engagement	Kendal Glomski, Ed Picking	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
ACTION 14 The school will schedule parent involvement meeting at which parents are given a report on the state of the school and an overview of: a) what students will be learning; b) how students will be assessed; c) how a parent can assist and make a difference in his or her child's education. Action Type: Collaboration Action Type: Parental Engagement	Kendal Glomski, Ed Picking, Dawn Tolland	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
ACTION 11 The school will host Parental	Kendal Glomski,	Start:		

<p>Involvement meetings to meet with parents to inform them of the following: A. Inform the parents of their right to be involved in the planning, reviewing and improvement of the parent programs. B. A description and an explanation of the curriculum being used in the school and the assessments and proficiency levels. C. The school's process for addressing and resolving parents' concerns is outlined in the student handbook. D. The Parent Compact which states that the parent agrees to share in the responsibility of educating their child.</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Ed Picking, Diane Burr, Donna Kieschnick</p>	<p>07/01/2014 End: 06/30/2015</p>		<p>ACTION BUDGET: \$</p>
<p>ACTION 16 School staff, administrators and parents will annually develop a school perceptions survey to be used as a formative assessment for the parental involvement plan. The survey results will be analyzed each year and needed changes made to the parental involvement plan.</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Kendal Glomski, Diane Burr, Alix Butler</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>ACTION BUDGET: \$</p>
<p>ACTION 12 Parents will be provided with informational packets that includes the school handbook, personnel lists, email addresses, parent volunteer surveys, web page addresses and tips for parents concerning student success.</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Kendal Glomski, Ed Picking</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>ACTION BUDGET: \$</p>
<p>ACTION 19 The Parent Compact will be created/evaluated by a committee including parental involvement coordinator, staff, and parents to be distributed to all students/parents (which requires a signature) This survey will also be located on the JES web page which will also be reviewed and revised annually.</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Kendal Glomski, Amanda Bean</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>ACTION BUDGET: \$</p>
<p>ACTION 20 Parents will be made aware of resources such as books and magazines located in our Parent Resource Centers and will be given the opportunity to check out materials, use the computer to check grades, and visit educational websites such as the ADE "Tools for Parents." The school will open the resource center at hours that are convenient to the parents. A Parent Resource Center will be available to provide parents with free (brochures, pamphlets, booklets) located in the Professional Development Room. Materials in English and Spanish are provided. In addition, Title I funds will be used to pay a certified staff member to open the Elementary Library two nights a week, two hours each night at the district approved rate of \$25.00/hour for 30 weeks of school plus 28% benefits. Parents and students will have access to computers, internet, books, etc. to assist in meeting their student's academic needs.</p> <p>6501 2170 029/61110 \$3000.00 6501 2170 029/62000 \$840.00</p> <p>Action Type: Collaboration</p>	<p>Kendal Glomski, Ed Picking, Denise Smith</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>Title I - Employee \$3000.00 Salaries: Title I - Employee \$840.00 Benefits:</p> <hr/> <p>ACTION BUDGET: \$3840</p>

Action Type: Parental Engagement				
ACTION 21 Jessievile Elementary will continue using School Reach messaging system to promote parental communication and enhance a safe environment. Action Type: Collaboration Action Type: Parental Engagement	Kendal Glomski	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
ACTION 8 Parents and community will be given the opportunity to volunteer their time and services in activities such as: Field Trips, Book Fairs, Musicals, Art Show, Fundraisers, Classroom Volunteers, Committees such as ACSIP, and PTA/PTO. Action Type: Collaboration Action Type: Parental Engagement	Kendal Glomski, Amy Bailey, Lori Phillips	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
ACTION 23 Parents and community will be encouraged to work with JES in meeting the following requirements as set forth in AR Act #397: A. A Volunteer Resource Book will be created and updated annually. B. The school will conduct two Parent Teacher Conferences each year. C. The school will actively seek community support in school activities. D. The school will create and communicate with parents through a newsletter and the school website. E. The school will continue to be actively involved in a community coalition. Action Type: Collaboration Action Type: Parental Engagement	Kendal Glomski, Denise Smith, Tina Watkins	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
ACTION 22 The school district will designate a certified staff person, Amanda Bean, to serve as parent facilitator in order to organize training for staff and parents along with providing training annually for volunteers who assist in an instructional program for parents. These efforts are to ensure that parental participation is recognized as an asset to academic performance. Action Type: Collaboration Action Type: Parental Engagement	Amanda Bean	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
ACTION 17 Jessievile School District Parent Center along with JES will help provide instruction to a parent on how to incorporate developmentally appropriate learning activities in the home environment. These include, without limitations, role-playing and demonstrations by trained volunteers; the use of and access to the Department of Education website tools for parents; assistance with nutritional meal-planning and preparation; and other strategies or curricula developed or acquired by the district for at-home parental instruction approved by the Department of Education. Title I funds will be used to purchase "Daily Tips for Parents" in English and Spanish for the school website and a monthly print newsletter entitled "Parents Make the Difference." 6501 2170 029/66100 The Parent Institute \$766.00 Title I funds will be used to purchase materials and supplies for at-home parental instruction and parent resources. These are supplemental materials over and above requirements.	Kendal Glomski, Ed Picking, Melinda Losey	Start: 07/01/2014 End: 06/30/2015		Title I - Materials \$2266.00 & Supplies: ACTION BUDGET: \$2266

6501 2170 029/66100 \$1500.00 Action Type: Collaboration Action Type: Parental Engagement				
ACTION 9 JES partnering with the community, will provide refreshments during Open House and two Parent Teacher Conferences. During these events, we will hold a parent drawing and give away prizes (including gift certificates, books, ect.) to encourage parental involvement. Action Type: Collaboration Action Type: Parental Engagement	Kendal Glomski, Ed Picking, Dawn Towland	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
ACTION 24 Teachers will communicate and collaborate to complete a PBL unit in their classrooms that will be showcased at a Parent Night. Action Type: Collaboration Action Type: Parental Engagement	Kendal Glomski, Regina Goodwin, Amanda Whiley, Ashley Huneycutt, Deborah Norfleet, Ashton Arsenault	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
ACTION 10 Jessievile Elementary in partnership with the community will hold a Daddy Daughter Dance and Mother/Son Event for K-5. Action Type: Collaboration Action Type: Parental Engagement	Kendal Glomski, Amanda Bean, Alix Butler, Tina Watkins	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
ACTION 6 Jessievile Elementary will host Watch Dog Dads to provide students' dads with the opportunity to be involved within their childs' learning environment. Title I funds will be used to purchase materials and supplies necessary for the Watch Dog Dads program. These materials are over and above requirements. 6501 2170 029/66100 \$1600.00 Action Type: Collaboration Action Type: Parental Engagement	Kendal Glomski, Ed Picking, Donna Kieschnick	Start: 07/01/2014 End: 06/30/2015		Title I - Materials \$1600.00 & Supplies: ACTION BUDGET: \$1600
ACTION 1 Muffins for Moms, Donuts for Dads, and Lunch with Grandparents Day will be hosted by the Jessievile Elementary to provide gratitude to parents and family members for their involvement. Action Type: Collaboration Action Type: Parental Engagement	Kendal Glomski, Ed Picking, Amanda Bean, Lori Phillips	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
ACTION 18 Provide orientation for students and parents to ensure a smooth transition between Pre-K/Head Start to Kindergarten and 5th grade to Middle School. Action Type: Collaboration Action Type: Parental Engagement	Kendal Glomski, Ed Picking	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
ACTION 7 Annually provide School Perception Survey to parents/guardians/community members. Action Type: Parental Engagement	Kendal Glomski,	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
ACTION 3 In cooperation with the staff, PTO, and community there will be public PTO meetings held on a monthly basis. Action Type: Collaboration Action Type: Parental Engagement	Kendal Glomski, Alix Butler, Tina Watkins	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Community Leaders Teachers 	ACTION BUDGET: \$
ACTION 2 A math and a literacy night will be held for parents to demonstrate how household items can be used to assist their children with math and literacy skills and to build collaboration and partnership between school and home. Title I funds will	Kendal Glomski/Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers Teaching Aids 	Title I - Materials \$1000.00 & Supplies:

be used to purchase materials and supplies that parents will be able to take home with them. These materials are over and above the requirements. 6501 1591 029/66100 \$1000 Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide				ACTION \$1000 BUDGET:
Total Budget:				\$8706

- Planning Team

Classification	Name	Position	Committee
	Callie Scott	Cafeteria Tech	Wellness
	Diane Ray	Secretary	Parental Involvement
	Jeremy Holt	Cafeteria Tech	Wellness
	Joey Hobbs	Cafeteria Tech	Wellness
	Rachel Brown	Cafeteria Tech	Wellness
	Teresa Gentuso	Teaching Assistant/SPED	Wellness
	Theresa Hunter	Library Assistant	Wellness
	Theresa Maybery	Cafeteria Tech	Wellness
Classroom Teacher	Amanda Bean	1st Grade Teacher/ACSIP Chair/Parental Involvement Coordinator	Parental Involvement
Classroom Teacher	Amanda Bean	Technology Coach	Technology
Classroom Teacher	Amanda Bean	1st Grade Teacher/ACSIP Chair	Literacy
Classroom Teacher	Amanda Whiley	2nd Grade Teacher	Planning Team
Classroom Teacher	Amanda Whiley	2nd Grade Teacher	Literacy
Classroom Teacher	Amy Bailey	Music	Parental Involvement
Classroom Teacher	Ashley Bridges	5th Grade Teacher	Math
Classroom Teacher	Ashley Huneycutt	3rd Grade Teacher	Planning Team
Classroom Teacher	Ashley Huneycutt	3rd Grade Teacher	Literacy
Classroom Teacher	Ashley Lamb	Kindergarten Teacher	Literacy
Classroom Teacher	Ashton Arsenault	5th Grade Teacher	Literacy
Classroom Teacher	Beth Pierce	Speech	Literacy
Classroom Teacher	Cindy Crumpler	3rd Grade Teacher	Math
Classroom Teacher	Dawn Toland	3rd Grade Teacher	Parental Involvement
Classroom Teacher	Deborah Norfleet	4th Grade Teacher	Literacy
Classroom Teacher	Denise Smith	Librarian/Technology Coach	Technology
Classroom Teacher	Denise Smith	Library/Media Specialist	Planning Team
Classroom Teacher	Denise Smith	Library/Media Specialist	Literacy
Classroom Teacher	Diane Burr	Health & Fitness Teacher	Wellness
Classroom Teacher	Donna Kieschnick	5th Grade Teacher	Parental Involvement
Classroom Teacher	Ed Picking	Counselor	Parental Involvement
Classroom Teacher	Emalee Jones	1st Grade Teacher	Math
Classroom Teacher	Gloria Miller	2nd Grade Teacher	Math
Classroom Teacher	Kathy Edds	Kindergarten Teacher	Planning Team
Classroom Teacher	Kathy Edds	Kindergarten Teacher	Math
Classroom Teacher	Kaynella	5th Grade Teacher	Literacy

	Williams		
Classroom Teacher	Kerri Carter	2nd Grade Teacher	Math
Classroom Teacher	Kristi Cosby	1st Grade Teacher	Math
Classroom Teacher	Lori Phillips	Art	Parental Involvement
Classroom Teacher	Marla Carter	4th Grade Teacher	Math
Classroom Teacher	Regina Goodwin	1st Grade Teacher	Literacy
Classroom Teacher	Suzanne Walls	Special Education	Math
Classroom Teacher	Tina Watkins	4th Grade Teacher	Math
Classroom Teacher	Tina Watkins	4th Grade Teacher	Planning Team
Community Representative	Alix Butler	Parent	Parental Involvement
Community Representative	Melinda Losey	Food Service Director	Wellness
District-Level Professional	Melissa Speers	Curriculum Coordinator/Special Programs Coordinator	Parental Involvement
Non-Classroom Professional Staff	Cardella Spruell	Nurse	Wellness
Non-Classroom Professional Staff	Melinda Losey	Food Service Director	Planning Team
Parent	Amber Pilgram	Parent	Evaluation Team
Parent	Amber Pilgram	Parent	Parental Involvement
Parent	Deana Storment	Parent	Planning Team
Parent	Deana Storment	Parent	Parental Involvement
Parent	Holly Anderson	Parent	Evaluation Team
Parent	Holly Anderson	Parent	Parental Involvement
Parent	Jessica Woods	Cafeteria Tech	Wellness
Parent	Shelly Swain	Food Service Manager	Wellness
Principal	Kendal Glomski	Principal	Planning Team