



## School Plan

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### ELKINS SCHOOL DISTRICT

#### Arkansas Comprehensive School Improvement Plan

#### 2012-2013

The vision of Elkins School District in partnership with the community through collaboration is to enrich students with the academic, social, ethical, and critical problem solving skills to be successful in a changing world.

Grade Span:

Title I: Not Applicable

School Improvement:

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##### Priority 1: Improve Math and Literacy

**Goal:** All students will improve in literacy and mathematics skills to the proficiency level.

##### Priority 3: Wellness

**Goal:** In our effort to improve the district's nutrition environment, promote student health, and reduce childhood obesity, the district will adhere to the Arkansas Rules Governing Nutrition and Physical Activity Standards in Arkansas Public Schools. Students show a need to improve their cardiovascular, muscular strength/endurance, and flexibility activity.

##### Priority 4: ELL

**Goal:** Elkins School District will provide support to the education of our English Language Learners. All ELL students will improve in literacy, mathematics, and the acquisition of the English language.

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Priority 1: The district will expend local, state, and federal funds in the most efficient way possible to ensure that all teachers are highly qualified and that all students will improve in Math and Literacy. 7201004: Elkins Elem. Primary School; 7201001: Elkins Elementary School ; 7201003: Elkins Middle School Needs Improvement - Math; 7201002: Elkins High School Needs

Improvement - Literacy COMPREHENSIVE NEEDS **ASSESSMENT**: Our ACSIP Leadership Teams in our district and buildings. We have analyzed the test scores at all grade levels from the 2012-13 administration of the Augmented Benchmark, EOC, and ITBS Exams. We examined the results from both the combined population and each subpopulation, and conducted DATA ANALYSIS to determine our NEEDS. In addition, we studied the three most recent years of Attendance, Wellness, Graduation Rate, Disciplinary, Formative and Summative Achievement Data across grade levels at each school. We disaggregated all the data for the purpose of establishing student learning and behavioral goals and to locate ROOT CAUSE of areas of concern. We looked at trend data in order to better identify the specific areas of need and help align classroom instruction with our curriculum, assessment and professional development. We examined our routines, customs, and expectations in order to identify ROOT CAUSE of areas of concern to improve student achievement. We continually evaluate and modify our Curriculum, Instruction, Assessment and Professional Development practices to better meet the needs of all our populations. Based on our DATA DISAGGREGATION, we came to the conclusion that the following areas reflect our greatest need within the Math & Literacy Priority: The focus of our District will be to address these overall areas in literacy and to provide professional development in the writing domains: Content, Style, Sentence Formation, and Mechanics (3-11). Content in Practical Literacy Passages will be the main focus of instruction using the skills from the above strands. Our area of focus to address these overall areas in math and to provide professional development in the math content of Number Sense, Algebra, Measurement, Geometry, and Data Analysis (3-8) and Algebra, Measurement, Data Analysis, and Probability (9-11). Our district will align instruction in our buildings with the curriculum frameworks and CCSS where appropriate in literacy, math, and science; to address the discrepancies in achievement; to assess our curriculum, instruction, assessment, professional development, and school climate so that we will better meet the needs of all our populations. Use State and Local funds to support Middle School in Math and High School in Literacy ; Professional Development; Technology Inclusion. We will select Interventions and coordinate our various state and federal funding sources to address these areas and resolve these needs for the 2012-2013 SCHOOL YEAR.

Supporting Data:

1. In 2012, Elkins teaching staff fully certified was 97%. In 2011, Elkins teaching staff fully certified was 95%. In 2010, Elkins teaching staff fully certified was 97%.
2. In 2012, the composite ACT score for Elkins students was 21.4 In 2011, the composite ACT score for Elkins students was 20.1 In 2010, the composite ACT score for Elkins students was 21
3. In 2012, the percent of students eligible for free and reduced cost meals was 49% In 2011, the percent of students eligible for free and reduced cost meals was 49% In 2010, the percent of student eligible for free and reduced cost meals was 41.5%.
4. In 2012, the attendance rate for the District was 95%. In 2011, the attendance rate for the District was 96%. In 2010, the attendance rate for the District was 97%.

Goal All students will improve in literacy and mathematics skills to the proficiency level.

Benchmark The district will meet state AMO goals for the current year in math and literacy for all grade levels tested.

Intervention: Support for Federal and State Programs. Provide district level Federal budgeting programs: Title I, Title II-A and State budgeting: NSLA, PD, ALE and ELL.				
Scientific Based Research: Achievement Now! How to Assure No Child Is Left Behind, Fielder, Dr. D. J., 2003.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
TITLE I FUNDS: For the 2012-2013 school year TITLE I	Megan	Start:	• Administrative Staff	

<p>FUNDS will be made available to secure an academic mentor (.27 FTE Title I) (.12 FTE in the Primary and .15 FTE in the Elementary) to provide PROFESSIONAL DEVELOPMENT for Primary and Elementary teachers and paraprofessional in the areas of math and literacy as indicated by the needs assessment and from data disaggregating assessments. All professional development activities will be evaluated by the same instruments used for other professional development activities in the district as to their effectiveness in impacting student achievement. These professional development activities are part of the overall professional development plan of the district. Title I funds will used to pay salary and benefits for the academic mentor. Martin: Funds are budgeted in the building plans  Action Type: Collaboration  Action Type: Professional Development</p>	Witonski	07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
<p>The district's PARENTAL INVOLVEMENT PLAN is a compilation of all four building parent involvement plans that are written into each ACSIP plan. Each Title I funded school includes a school-parent compact and there is a transition program between preschool and kindergarten (HIPPPY) to create a seamless transition. There is an identification process within RTI established in each of the elementary schools for identifying Title I children to remediate. Students are ranked according to scores on the CRT and state mandated testing, then along with teacher recommendation, those most in need are identified to receive intensive remediation. All personnel working with Title I students, both certified and classified, are "highly qualified." (Paraprofessionals have either passed the ETS Para Pro exam or have at least 60 college hours). Fall and Spring meetings are held with parents for planning for the Title I program and that evaluation. Title I resources are coordinated and integrated with other federal and state funds to ensure that students receive high quality instruction with the latest methods and instructional strategies.  Action Type: Collaboration  Action Type: Parental Engagement</p>	Megan Witonski	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• District Staff</li> </ul>	<hr/> ACTION BUDGET: \$
<p>TITLE I FUNDED: The district will hire a Federal Programs Coordinator (.57 FTE Title I), assist with programing and</p>	Megan Witonski	Start: 07/01/2012	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside</li> </ul>	Title I - Employee \$40908.48

<p>staff development, help with budgeting, and to provide other services related to the administration of Title I funds, and to coordinate services to improve instructional and increase student achievement across the district. Money will be budgeted as salary and benefits. Salary:\$40,908.48 Benefits: \$14,187.46 Action Type: Collaboration</p>		<p>End: 06/30/2013</p>	<p>Consultants</p>	<p>Salaries: Title I - Employee \$14187.46 Benefits: <hr/>ACTION BUDGET: \$55095.94</p>
<p>TITLE I FUNDED: HOMELESS: The District is committed to ensure that homeless students (those who lack a fixed, regular, and adequate nighttime residence) have equal access to the same free, appropriate public education as other students, and are provided support services to enable them to meet achievement standards. This support is provided to students of Title I schools, as well as students who do not attend Title I schools. The District will provide Title I set-aside funds in order to provide, as needed, services such as tutoring for children living in shelters or other temporary housing, counseling services, or after-school programs for children who lack a quiet place to study. Additionally, set-aside funds may be used to provide health and social services such as counseling or eyeglasses, where there is no state or local source of support for such services. Based on an analysis of cost in recent years to meet the needs of homeless students in the district and to fulfill the requirements of the McKinney-Vento Act, the District has determined the amount needed to provide these services this year will remain about the same as expenditures from the previous year. Action Type: Equity</p>	<p>Becky Martin</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> </ul>	<p>Title I - Materials &amp; Supplies: \$1000.68 <hr/>ACTION BUDGET: \$1000.68</p>
<p>The District will monitor program evaluations in an effort to hold each school accountable for attainment of goals and objectives. Regular on-going meetings of the District ACSIP Leadership Committee will be held. These meetings will focus on building capacity, at the district and building level. Meeting agenda will address the following Core Principles: A. The selection of research-based, scientifically validated Interventions designed to improve our ability to move more students to the proficient/advanced level on all Math and Literacy High Stakes exams. Staff will DISAGGREGATE DATA from the testing to determine ROOT CAUSE by determining if areas of concern fall with</p>	<p>Megan Witonski</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>instructional practices and strategies needing to be implemented in a different way, time on instruction and student practice not being sufficient to develop these skills, if enough collaboration occurred with staff or with student interactions, or if assessments were not valid or aligned to instruction sufficiently. Then, NEEDS ASSESSMENTS will be constructed after decisions are made from the above findings to enhance student achievement. Surveys will be conducted to determine where the greater needs are so that these areas can be addressed. B. Monitoring student progress in order to influence classroom instruction. C. Using formative and summative assessment data to make decisions that impact: curriculum, instruction and professional development. D. Alignment of district resources to meet individual school needs. Agenda of each meeting, along with a sign-in sheet, will be kept and made available upon request. The intent is that each ACSIP intervention, and action, is carefully monitored through the collection of formative and summative data so that those strategies which prove ineffective can be revised or abandoned. The district ACSIP plan will be revised each spring, and fall, in order to keep it timely and valid in our efforts to improve teaching and learning. In the spring of each year, the District Leadership Team will evaluate the implementation, and impact, of interventions and actions included in district and building ACSIP plans to ensure that the programs are providing intervention, prevention, and accelerated strategies designed to increase student achievement. The evaluation results will be included in the district and building plans the following year.</p> <p>Action Type: AIP/IRI  Action Type: Alignment  Action Type: Collaboration  Action Type: Equity  Action Type: Parental Engagement  Action Type: Professional Development  Action Type: Program Evaluation</p>				
<p>NEEDS IMPROVEMENT: The District will provide TECHNICAL ASSISTANCE and support to the Elkins Middle School: Math, and the Elkins High School: Literacy for their NEEDS IMPROVEMENT status. For the 2012-2013</p>	<p>Megan Witonski</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Outside Consultants</li> </ul>	<hr/> <p>ACTION BUDGET:      \$</p>

<p>school year an outside School Improvement Specialist will be brought in to advise and review the schools' mission and vision statements. All NRT, End of Course, and Benchmark Data, along with other school-based data will be analyzed to determine curriculum, instruction, and staff development needs. PROFESSIONAL DEVELOPMENT will be enhanced within these two schools to target the appropriate areas where AMO needs improvement, so all students, the Targeted Achievement Gap Group and all ESEA subgroups will meet or exceed the individual 2013 AMO performance and growth targets. The District will provide training and support for DATA DISAGGREGATION and its effective implementation in instructional planning. BUILDING LEADERSHIP TEAMS will be provided to support and encouragement through professional development opportunities.</p> <p>Action Type: Alignment  Action Type: Collaboration  Action Type: Parental Engagement  Action Type: Professional Development</p>			<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	
<p>PROGRAM EVALUATION: We analyzed the assessment results of programs and processes in this intervention during the 2011-12 year and determined that the intervention is being implemented as designed. The Primary school evaluated this intervention using Math and Reading Chapter tests. Out of seventy-six second grade students tested in Math: 80% and Literacy: 81% performed Advanced and Proficient. The Elementary school evaluated this intervention using the NWEA tests. Out of three hundred and sixty eight students tested in Math: 17.9% growth and Literacy: 21% growth was realized. The Middle school evaluated this intervention using the target tests as well. Out of two hundred and fifteen students tested in Math: 76% and Literacy: 49.8% of the students improved their scores from pre- to post-testing. The High school evaluated this intervention using diagnostic testing in math and comprehension testing in reading. Out of three hundred and forty-two students tested in Math: 30% increase in Algebra and 29% increase in Geometry and Literacy: 8% increase in Content Passage, Practical Passage and Literacy Passage was realized. We believe for all our schools this evidence</p>	Megan Witonski	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET:     \$

<p>shows that this intervention is valuable in terms of supporting our efforts to increase student achievement. Its use will be continued during the 2012-13 school year. We will continue to review, assess, and adjust the activities as the year progresses. During the 2012-13 we are looking at implementing NWEA for program evaluations. However, we have not completed our transition yet this school year so we plan to use the following protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program: ACSIP Team meeting agendas and sign-in sheets, along with documented efforts to address Needs Improvement in the Middle School and High School. Last year, the plan evaluations resulted in no negative responses, only suggestions to make this plan better. We will report the results in our 2013/2014 Plan as well and use the results to determine whether the objectives of this Intervention were reached and to set a standard for future expectations whether we are using this program evaluation or move to NWEA results. The evaluation results will be used to impact the decisions we make that affect our future instructional program. Action Type: Program Evaluation</p>				
<p>PEER REVIEW: The District conducted a peer review of the Elkins Primary School, Elkins Elementary School, Elkins Middle School, and Elkins High School ACSIP plans on Sept 25, 2012. All ACSIP Leadership team personnel as well as the district superintendent and Title I Supervisor participated with the Peer Review. Some modifications to the ACSIP were suggested and are now in place. The agenda, sign-in sheet, and findings of the Peer Review activity are on file in the district and school offices. Action Type: Alignment</p>	Megan Witonski	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>TITLE I FUNDED: EQUITABLE SERVICES TO TITLE I PRIVATE SCHOOL STUDENTS: Having no private schools within the boundaries of our District, we contacted the following area private schools by mail offering Title I equitable services to eligible students who reside within our district: Fayetteville Christian School, Fayetteville Creative School, Fayetteville Montessori School, St Joseph's Catholic School (Fayetteville), Shiloh Christian School (Springdale), and The New School (Fayetteville).</p>	Megan Witonski	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>All of these schools reponded to our mail, and/or were contacted by telephone. St Joseph's Catholic School was the only school which had Elkins students and responded they would like to participate. After multiple attempts to contact, a consultation meeting occurred. It was determined that St Joseph's students who live in the Elkins School District did not qualify for Title I services, therefore there are no Title I funds available to this private school. The remainder of private schools did not have Elkins students attending their school or chose not to participate in Title I.</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>				
<p>■Action 3: STRATEGIES TO ATTRACT HIGHLY QUALIFIED TEACHERS: The district will advertise for vacant positions in local and state newspapers and online websites, offering a competitive salary. Prior to hiring faculty and staff, a determination will be made as to whether they meet highly qualified status, and if not, they must be highly qualified before employment, or be working on their alternative method of achieving highly qualified status.</p> <p>Action Type: HQT-Section 2141</p>	Megan Witonski	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>The Elkins School District will provide TITLE I FUNDS to Boston Mountain Educational Cooperative to aide in securing HIPPPY services for the districts low income preschool students. The program will enhance the district's PARENTAL INVOLVEMENT prior to the actual school days. The children and parents will gain skill to make entering school a smooth transition. (HIPPPY) The money is reflected in the building plan.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	Megan Witonski	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>LITERACY AND WRITING: TITLE I FUNDS will be used by the district will purchase student educational technology to enhance student achievement. After test disaggregation, writing in content was found to be a weak area. THE ROOT CAUSE OF THINKING PROCESSES AND ORGANIZATION OF THOUGHTS WAS DEFINED AS RESPONSIBLE FOR WEAK RESPONSES TO PROMPTS. After reviewing a prior program, where educational technology addressing writing skills was used by the students to address thinking</p>	Megan Witonski	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>processes and organization of thoughts to enhance writing skills, test scores all improved in the writing strands. The money is reflected in the building plans.  Action Type: Equity  Action Type: Technology Inclusion</p>				
<p>The Elkins School District will secure a HIIGHLY QUALIFIED Paraprofessionals with NSLA funds to maintain the computer lab in the Elementary building. Focus for tutorials will be directed to literacy and math skills. Odyssey program will be utilized to provide instruction and reporting for PROGRESS MONITORING purposes. PROFESSIONAL DEVELOPMENT will be provided for staff and paraprofessionals to maintain, instruct, and reports using the Odyssey program. PROGRESS MONITORING will also be accomplished utilizing NWEA (North West Educational Association). PROFESSIONAL DEVELOPMENT will be provided to train staff including paraprofessionals on the maintenance, instructing, and reporting of NWEA. Specific areas such as measurement in math and open response in literacy will be identified specifically from the data of these formative assessments and NEEDS ASSESSMENTS will drive decisions concerning best instructional practices and programs to enhance student achievement. (Eiland) Funds will be reflected in the building plan.  Action Type: Collaboration  Action Type: Professional Development  Action Type: Special Education  Action Type: Technology Inclusion</p>	<p>Megan Witonski</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET:     \$</p>
<p>NEEDS IMPROVEMENT: The Elkins School District will provide NSLA money to support PROGRESS MONITORING from NWEA Map testing for all four schools. Elkins Middle School: NEEDS IMPROVEMENT, Math and Elkins High School: NEEDS IMPROVEMENT, Literacy will use testing to target these areas. Elementary and Primary will use testing to monitor student growth. PROFESSIONAL DEVELOPMENT will be provided to assist staff in administering and disaggregating the tests. Staff will DISAGGREGATE DATA from the testing to identify ROOT CAUSE by determining if areas of concern fall with instructional practices and strategies need to be implemented in a different way. time on instruction and</p>	<p>Megan Witonski</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET:     \$</p>

<p>student practice not being sufficient to develop these skills, if enough collaboration occurred with staff or with student interactions, or if assessments were not valid or aligned to instruction sufficiently. Then, NEEDS ASSESSMENTS will be constructed after decisions are made from the above findings to enhance student achievement. (NWEA) The money is reflected in the building plan.  Action Type: Collaboration  Action Type: Professional Development</p>				
<p>Elkins School District will secure a Math/Literacy Coach with NSLA FUNDS to provide coaching and modeling guidance for school improvement and overall math and literacy instruction. They will also organize and provide coaching for the district teachers, special education teachers, specialty teachers, and classroom teachers with appropriate coaching of PROFESSIONAL DEVELOPMENT strategies and best practices in the areas of literacy and math to enhance student achievement. Needs improvement schools will benefit from the coaching to implement Professional Development of determined best strategies and best practices in remediating areas of concern from state testing. The funds will pay salary and benefits. Martin - Salary: \$32540.00, Benefits: \$9111.20  Action Type: Collaboration  Action Type: Professional Development  Action Type: Special Education</p>	Megan Witonski	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	NSLA (State-281) - Employee \$9111.20 Benefits: NSLA (State-281) - Employee \$32540.00 Salaries: <hr/> ACTION BUDGET: \$41651.2
<p>The Elkins School District will secure a HIIGHLY QUALIFIED Paraprofessionals with NSLA funds to maintain the computer lab in the Primary building. Focus for tutorials will be directed to literacy and math skills. Odyssey program will be utilized to provide instruction and reporting for PROGRESS MONITORING purposes. PROFESSIONAL DEVELOPMENT will be provided for staff and paraprofessionals to maintain, instruct, and report using the Odyssey program. PROGRESS MONITORING will also be accomplished utilizing NWEA (North West Educational Association) which was recently purchased by the district. PROFESSIONAL DEVELOPMENT will be provided to train staff including paraprofessionals on the maintenance, instructing, and reporting of NWEA. ROOT CAUSES will be identified from the data of these formative</p>	Megan Witonski	Start: 07/01/2012 End: 06/30/2013		<hr/> ACTION BUDGET: \$

assessments and NEEDS ASSESSMENTS will drive decisions concerning best instructional practices and programs to enhance student achievement. (Portner) Funds will be reflected in the building plan.				
NEEDS IMPRVEMENT: ADMINISTRATORS UTILIZATION OF CLASSROOM WALK THROUGHGS: Elkins School District will train administrators in the use of CWT procedures. The administrators will utilize CWT to monitor instruction, specifically professionally developing instructional strategies and best practices to be incorporated in classroom instruction to enhance student achievement. Special Education, Specialty, and Classroom teachers will be monitored as to the implementation of developing strategies.	Megan Witonski	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
Elkins School District will secure a School Resource Officer using NSLA funds to pay part of the salary. The SRO's job duties include research-based methods and strategies to improve the achievement of students and including students identified being at risk of achieving. Action Type: Alignment Action Type: Collaboration	Megan Witonski	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> </ul>	NSLA (State-281) - Purchased Services: \$5000.00 <hr/> ACTION BUDGET: \$5000
The Elkins School District as funds become available will provide the School Resource Officer opportunity to purchase and attend programs that will enable him to administer lessons for our students on safety factors. Opportunities for alignment with math or literacy content will occur as well. As funds become available, kits to incorporate building safety measures, such as but not limited to Watch Dog Dad Program will be implemented. \$1,000.00 Action Type: Alignment Action Type: Collaboration	Troy Reed	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teaching Aids</li> </ul>	NSLA (State-281) - Materials & Supplies: \$1000.00 <hr/> ACTION BUDGET: \$1000
Elkins School District will secure and early intervention HIGHLY QUALIFIED PARAPROFESSIONAL to facilitate and maintain a tutoring programs that requires students to complete their work in an environment with few distractions. Research supports that intervening with steps that require students to have access to their education separate from their peers often detours them from continuing in a path that requires them to not access their	Megan Witonski	Start: 07/01/2012 End: 06/30/2013		NSLA (State-281) - Employee Benefits: \$5380.48 NSLA (State-281) - Employee Salaries: \$19216.00

education and results in a non - credit situation. The IMPACT lab will service kindergarten through twelfth grades. The paraprofessional will be supervised by certified teachers. Missy Barnett Salary: \$19,216.00, Benefits: \$5,380.48				ACTION BUDGET: \$24596.48
As TITLE I funds become available, technology devices and teaching materials and supplies will be purchased to aid in the enhancement of student achievement for students. \$16,403.16 Action Type: Alignment Action Type: Collaboration Action Type: Technology Inclusion	Jane Vaught-Simmons	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teaching Aids</li> </ul>	Title I - Materials & Supplies: \$16403.16 <hr/> ACTION BUDGET: \$16403.16
Total Budget:				\$144747.46

Intervention: Provide an alternative learning environment for students to have optimal opportunities to achieve proficiency in mathematics and literacy.

Scientific Based Research: Alternative Learning Environments, Insights on Education Policy and Practice, Southwest Educational Development Laboratory, Number 6, December, 1995 Evaluation of the Oklahoma Alternative Education Program, Melissa Storm and Richard Storm, 2003

Actions	Person Responsible	Timeline	Resources	Source of Funds
A.L.E. funds will be used to secure an A.L.E. teacher to direct in the core academic content areas for second through sixth grade. The principal will oversee other staff services available to the A.L.E. students which will include counseling services, health services, special education services, Aggression Replacement Training, and Team Building activities. The principal and A.L.E. teacher will ensure that Elkins A.L.E. will meet all guidelines required by the A.D.E. and the laws of the state of Arkansas. Computerized tutorial software will be used to educate all students in the A.L.E. at Elkins in various areas. It will be used as well for diagnostic testing and PROGRESS MONITORING (assessment tracking). Needs assessments will be reviewed and decisions will be made after brainstorming and reviewing ROOT CAUSE. Decisions from these findings will be to drive further best instructional practices to enhance student achievement. Georgia Gabbard Salary: \$50,267.00, Benefits: \$15,642.29 Action Type: Alignment Action Type: Collaboration Action Type: Equity	Megan Witonski	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>Teachers</li> </ul>	ALE (State-275) - Employee Benefits: \$15642.29 ALE (State-275) - Employee Salaries: \$50267.00 <hr/> ACTION BUDGET: \$65909.29

Action Type: Special Education Action Type: Technology Inclusion				
Students will be assessed using pre-and post tests as well as Benchmark exams to determine the effectiveness of the A.L.E. program at Elkins School. Action Type: Program Evaluation Action Type: Technology Inclusion	Paula Wheeler	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET:     \$
Parental consent will be obtained for students to participate in the A.L.E. program at Elkins School. The student's academic goals will be addressed during the conference to determine if this placement is appropriate for the student. Frequent communication with parents will take place about student progress in the A.L.E. at Elkins School. Once all deficiencies are met or the student has made significant behavioral progress, with parental consent, the student will be exited from the A.L.E. and placed full time back in the regular classroom. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation	Paula Wheeler	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET:     \$
Elkins Alternative Learning Environment will staff with a director and sufficient personnel in the core academic content areas to allow students enough credits for graduation. Additionally, other staff services available to the A.L.E. students will include counseling services, health services, special education services, Aggression Replacement Training, and Team Building activities. The A.L.E. will meet all guidelines required by the A.D.E. and the laws of the state of Arkansas. Action Type: Collaboration Action Type: Equity	Paula Wheeler	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• District Staff</li> </ul>	<hr/> ACTION BUDGET:     \$
ALTERNATIVE LEARNING ENVIRONMENT: Students, who are identified as at-risk, will be placed in an alternative learning environment (ALE) with access to services of a school counselor/mental health professional, a nurse, and support services, all provided by the district. The ALE will employ sufficient personnel (less than 15/1 student/teacher ratio) in the core academic content areas	Megan Witonski	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Outside Consultants</li> </ul>	<hr/> ACTION BUDGET:     \$

in order to meet the student/teacher ratios (as outlined in section 4.02-Rules Governing the Distribution of Student Special Needs Funding-September, 2007) and allow students to secure enough credits for graduation. Any student eligible for special education services will continue to receive services while in the ALE. Students will not be placed in the ALE based on academic problems alone. Students placed, otherwise intelligent and capable, may have one or more of the following characteristics: Disruptive behavior, potential drop out, personal or family problems, recurring absenteeism, transition to or from residential programs or conditions that negatively affect the student's academic progress. (Abuse-physical, mental, sexual-, frequent relocation of residency, homelessness, inadequate emotional support, mental/physical health problems, pregnancy, single parenting) Documentation shall be maintained as to placement decisions made by the Alternative Education Placement Team. All ALE teachers will receive professional development pursuant to ADE Rules and Regulations. The Alternative Learning Environment will have as its goal to increase attendance of at-risk students and to graduate them. Parent conferences will be required for placement in the program and school personnel will be in frequent contact with parents. The placement conference will include the principal, counselor, teachers, parents, and other appropriate personnel in order to make good decisions about what services will be available while in the ALE. If the student makes significant academic and/or behavioral progress while in the ALE the student may be exited from the program. The ALE Placement Team will develop exit criteria. THE ALE WILL MEET ALL GUIDELINES REQUIRED BY THE ADE AND STATE LAWS.

Action Type: AIP/IRI

Action Type: Alignment

Action Type: Collaboration

Action Type: Equity

Action Type: Parental Engagement

Action Type: Professional Development

Action Type: Program Evaluation

Action Type: Special Education

Action Type: Technology Inclusion

<p>PROGRAM EVALUATION: We analyzed the assessment results of programs and processes in this intervention during the 2011-12 plan year, and determined that it is not the model we were searching for and did not render the results we were seeking. Its use will be revamped during the 2012-13 school year. We will continue to review, assess, and adjust the activities as the year progresses. During the 2012-13 school year we plan to use the following protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program: Graduation rate of students in ALE, drop-out and exit data will be used for evaluation. We will report the results in our 2013-14 Plan and use the results to determine whether the objectives of this Intervention were reached and to set a standard for future expectations. The evaluation results will be used to impact the decisions we make that affect our future instructional program.  Action Type: Alignment  Action Type: Collaboration  Action Type: Technology Inclusion</p>	Paula Wheeler	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Outside Consultants</li> </ul>	<hr/> ACTION BUDGET:     \$
<p>ALE Funds will be used for a Full-Time (1.0 FTE) Highly Qualified paraprofessional to assist student instruction in the ALE program for seventh through twelfth grades. The paraprofessional will assist in administering the instructional software and aid the teachers in directing the core academic content areas to allow students enough credits for graduation. Principals will oversee other staff services available to the A.L.E. students which will include counseling services, health services, special education services, Aggression Replacement Training, and Team Building activities. The principal, teacher and aide will ensure that Elkins A.L.E. will meet all guidelines required by the A.D.E. and the laws of the state of Arkansas. Computerized tutorial software will be used to educate all students in the A.L.E. at Elkins in various areas of vocational and technical courses as well as tutorials in content areas. It will be used as well for diagnostic testing, assessment tracking, and credit recovery in high school all areas. PROGRESS MONITORING (assessment tracking) will be reviewed and ROOT CAUSE decisions will prompt a <u>NEEDS ASSESSMENT</u> to drive further best instructional</p>	Megan Witonski	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> </ul>	ALE (State-275) - Employee Benefits:     \$3932.32 ALE (State-275) - Employee Salaries:     \$14044.00 <hr/> ACTION BUDGET:     \$17976.32

practices to enhance student achievement. PROFESSIONAL DEVELOPMENT will be provided to aid the direction of this technology to enhance student achievement. This paraprofessional will mainly assist students with completion of their assignments. This individual will work under the principal's supervision and the supervision of certified teachers. Amber Wilson Salary: \$14,044.00 Benefits: \$3,932.32 Action Type: Collaboration Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion				
Total Budget:				\$83885.61

Intervention: The district will provide a variety of Professional Development activities and Best Instructional Practices to strengthen the skills of teachers in the areas of math and literacy in order to improved achievement in those areas.

Scientific Based Research: Darling-Hammond, Linda, Restructring to Promote Learning in America's Schools, The Meaning of Professional Development in the 21st Century, NCREL, 1990. "New Focus on Improving Professional Practice", Carter, May, 2000.

Actions	Person Responsible	Timeline	Resources	Source of Funds
PROFESSIONAL DEVELOPMENT: All teachers will have the opportunity to participate in the school, and district, professional development plan. Teachers will use an instrument developed by the district professional development committee to evaluate the effectiveness of the professional development plan, the course offerings and the effectiveness of the knowledge gained. Annually, upon review of the test data, the professional development committee will develop a professional development plan for the school and individual teachers. All new teachers (first 3 years) and teachers in need of assistance will be assigned a mentor to assist them in reaching their professional development goals. All teachers will have the opportunity to have input regarding the district and building level professional development plan. The district will provide all teachers and administrators with no less than 60 hours of professional development to include: 6 hours of technology and 2 hours of parental involvement (3 hours of Parental Involvement for Administrators) 2 hours of PD for those who teach Arkansas History and training in Data Disagregation, Instructional Leadership and Fiscal	Megan Witonski	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Outside Consultants</li> </ul>	PD (State-223) - Purchased Services: \$40062.02 PD (State-223) - Materials & Supplies: \$7262.10 PD (State-223) - Employee Benefits: \$2100.00 PD (State-223) - Employee Salaries: \$7500.00 <hr/> ACTION BUDGET: \$56924.12

<p>Management for Administrators. Teachers will have the opportunity to evaluate the benefit of the professional development activities and provide feedback on needed changes. A variety of professional development activities and best instructional practices will be provided to enhance learning in the Elkins School District including, but not limited to the following where state PD funds (2223) will be used to pay for registration, hotel, travel, meals, and/or speaker fees: NWAESC Workshops and other Regional, and National Workshops, including Literacy Lab training and writing PD including but not limited to ELA, ELF, and CLASS, to enhance student learning -\$40,062.02; Materials &amp; Supplies required to carry out local in-service trainings - \$7,262.10; Salaries for substitutes for inservice - \$7500; Benefits - \$2,100.00. These professional development activities are part of the overall professional development plan of the district and have been decided upon by classified and certified personnel. They will be evaluated according to their impact on student achievement. Benchmark scores will be the evaluation tool. Action Type: Collaboration Action Type: Professional Development</p>				
<p>Professional development activities will be planned based on a needs assessment determined by academic data. Action Type: Alignment Action Type: Professional Development Action Type: Program Evaluation</p>	Megan Witonski	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Multifaceted plans for evaluating professional development will be made to determine the effectiveness of its impact on teacher practices, school organization, and student improvement. Assessments will be identified from the aspects of expectations, engagement, equity, and efficacy indicate specific practices and strategies and specific students' areas of concern. All professional development will be documented and reviewed periodically (formative). DATA TO SUPPORT THESE DECISIONS WILL REFLECT REVIEW OF ROOT CAUSE: FAILURE TO ATTEND, FAILURE TO ENGAGE, FAILURE TO PERFORM, AND/OR FAILURE TO PERSIST. At the end of the school year, a final evaluation will be done to modify and improve the quality and relevancy of the professional development program based</p>	Megan Witonski	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>on the formative evaluations to ensure optimal results for future plans.  Action Type: Collaboration  Action Type: Professional Development  Action Type: Program Evaluation</p>				
<p>PROGRAM EVALUATION: We analyzed the assessment results of programs and processes in this intervention during the 2011-12 plan year, and determined that it is being implemented as designed. The responses from plan evaluations resulted in no negative responses. The programs and processes will be continued during the 2012-13 school year. We will continue to review, assess, and adjust the activities as the year progresses. During the 2012-13 school year, we plan to use the following protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program: A PROFESSIONAL DEVELOPMENT NEEDS ASSESSMENT was handed out at the beginning of this year to determine needs in each building. ANOTHER ASSESSMENT WILL BE ADMINISTERED IN THE MIDDLE AND AT THE END of the year to determine if there was growth in meeting these needs through the professional development that is provided this year. REFLECTION/FEEDBACK SHEET WILL BE FILLED OUT BY THE STAFF at the conclusion of each professional development session. These sheets will be COLLECTED AND REVIEWED, AND THEN RATED TO DETERMINE IF THE APPROPRIATE presentations and content was provided. We will report the results in our 2012/2013 Plan and use the results to determine whether the objectives of this Intervention were reached and to set a standard for future expectations. The evaluation results will be used to impact the decisions we make that affect our future instructional program.  Action Type: Collaboration  Action Type: Professional Development</p>	<p>Megan Witonski</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>An academic mentor will be secured to organize the professional development and best instructional practices training for the district. TITLE II - A FUNDS (.32 FTE) will be used for salary and benefits. Martin - Salary: \$25,500.00, Benefits: \$7,746.00  Action Type: Collaboration</p>	<p>Megan Witonski</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>Title II-A - Employee \$25500.00  Salaries:  Title II-A - Employee \$7746.00</p>

Action Type: Professional Development				Benefits: <hr/> ACTION BUDGET: \$33246
The district will allocate Title I money to provide PROFESSIONAL DEVELOPMENT in the areas of funding and budgeting as well as curriculum for the Federal Programs Coordinator and the Academic mentor. Federal Programs: \$3,000.00, Academic mentor: \$3,000.00 Action Type: Collaboration Action Type: Professional Development	Megan Witonski	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	Title I - Purchased Services: \$6000.00 <hr/> ACTION BUDGET: \$6000
INCORPORATING TEACHER MENTORING ACTIVITIES: The Elkins School District will secure a Literacy instructional facilitator with (.46 FTE) TITLE I FUNDS to provide Literacy PROFESSIONAL DEVELOPMENT and modeling of best instructional practices for the elementary and primary schools. This will be provided for special education teachers, speciality teachers, and classroom teachers. TEACHER MENTORING ACTIVITIES will follow professional development sessions to provide teachers the support to implement newly developing programs into their classrooms. This practice will also be conducted so students can benefit from having a team approach to gaining skills and knowledge to enhance student achievement. Blagg Salary: \$20,613.00, Benefits: \$5,183.09 Action Type: Professional Development Action Type: Special Education Action Type: Title I Schoolwide	Megan Witonski	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	Title I - Employee Salaries: \$20613.00 Title I - Employee Benefits: \$5771.64 <hr/> ACTION BUDGET: \$26384.64
Elkins School District will secure a Federal Programs Coordinator (.43 FTE) with NSLA funds to conduct and manage selection and identification of long range goals and priorities. The Federal Programs Coordinator will coordinate federal and state funds and secure other source funds to enable quality PROFESSIONAL DEVELOPMENT for the district. Special education teachers, classroom teachers and speciality teachers will be provided PROFESSIONAL DEVELOPMENT from this resource. Salary and benefits will be paid with these funds. Salary: \$40,908.48, Benefits: \$14,229.07 Action Type: Collaboration	Megan Witonski	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	NSLA (State-281) - Employee Benefits: \$14229.07 NSLA (State-281) - Employee Salaries: \$40908.48 <hr/> ACTION BUDGET: \$55137.55

<p>Action Type: Professional Development Action Type: Special Education</p>				
<p>A technology coordinator will be hired with local funds for the district. The technology coordinator will plan classes to be taught, provide professional development for the staff and plan for purchases to implement technology into all classrooms in the Elkins district.</p>	Megan Witonski	<p>Start: 07/01/2012 End: 06/30/2013</p>		<hr/> <p>ACTION BUDGET:     \$</p>
<p>Elkins School District will allocate Title I funds to support materials and supplies for the Federal Programs Coordinator and the Academic mentor to aid in providing inservice and/or correspondence to parents and staff. Federal Programs Coordinator: \$500.00, Academic mentor: \$500.00, Total \$1,000.00 Action Type: Professional Development</p>	Megan Witonski	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	<p>Title I - Materials &amp;     \$1000.00 Supplies:</p> <hr/> <p>ACTION BUDGET:     \$1000</p>
<p>NEEDS IMPROVEMENT: INCORPORATING TEACHER MENTORING ACTIVITIES: The Elkins School District will secure a Literacy instructional facilitator with (.43 FTE) NSLA FUNDS to provide Literacy PROFESSIONAL DEVELOPMENT and modeling of best instructional practices for the elementary and primary schools. This will be provided for special education teachers, speciality teachers, and classroom teachers. TEACHER MENTORING ACTIVITIES will follow professional development sessions to provide teachers the support to implement newly developing programs into their classrooms. This practice will also be conducted so students can benefit from having a team approach to gaining skills and knowledge to enhance student achievement. Blagg: Salary: \$19,163.00, Benefits: \$5,365.64</p>	Megan Witonski	<p>Start: 07/01/2012 End: 08/30/2012</p>		<p>NSLA (State-281) - Employee     \$5365.64 Benefits:</p> <p>NSLA (State-281) - Employee     \$19163.00 Salaries:</p> <hr/> <p>ACTION BUDGET:     \$24528.64</p>
<p>NEEDS IMPROVEMENT: : INCORPORATING TEACHER MENTORING ACTIVITIES: Elkins School District will secure a math facilitator (.45 FTE) with NSLA funds to provide PROFESSIONAL DEVELOPMENT and modeling of best instructional practices for special education teachers, speciality teachers, and classroom teachers. TEACHER MENTORING ACTIVITIES will follow professional development sessions to provide teachers the support to implement newly developing programs into their classrooms thus providing a coaching model on site in the classrooms. This practice will also be conducted so students can benefit from having a team approach to</p>	Megan Witonski	<p>Start: 07/01/2012 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	<p>NSLA (State-281) - Employee     \$19264.97 Salaries:</p> <p>NSLA (State-281) - Employee     \$5410.19 Benefits:</p> <hr/> <p>ACTION BUDGET:     \$24675.16</p>

gaining skills and knowledge to enhance student achievement in Math. Nevin Salary: \$19,264.97, Benefits: \$5,410.19 Action Type: Collaboration Action Type: Professional Development				
INCORPORATING TEACHER MENTORING ACTIVITIES: Elkins School District will secure a math facilitator (.44 FTE) with TITLE I FUNDS to provide PROFESSIONAL DEVELOPMENT and modeling of best instructional practices for special education teachers, speciality teachers, and classroom teachers. TEACHER MENTORING ACTIVITIES will follow professional development sessions to provide teachers the support to implement newly developing programs into their classrooms thus providing a coaching model on site in the classrooms. This practice will also be conducted so students can benefit from having a team approach to gaining skills and knowledge to enhance student achievement in Math. Nevin Salary: \$18,511.03, Benefits:\$5,183.09 Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide	Megan Witonski	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	Title I - Employee Salaries: \$18511.03 Title I - Employee Benefits: \$5183.09 <hr/> ACTION BUDGET: \$23694.12
Total Budget:				\$251590.23

Intervention: Parental Engagement Program				
Scientific Based Research: Title: "A new wave of evidence. The impact of school, family, and community connections on student achievement." Author: Henderson, A., & Mapp, K. Date: 2002. Source: National Center for Family & Community Connections with Schools, Southwest Educational Development Laboratory, ( <a href="http://www.sedl.org/conections/">http://www.sedl.org/conections/</a> )				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The District will implement a parental engagement program that ensures that parents and community members are actively engaged in contributing to the development of ACSIP. The District will provide support for schools to develop programs and practices to improve student achievement, and to provide parental involvement strategies for public and private preschool programs. The District will conduct annual assessments which may include but not be limited to surveys to determine the effectiveness of Parental Involvement Programs. Action Type: Parental Engagement	Megan Witonski	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> <li>District Staff</li> </ul>	<hr/> ACTION BUDGET: \$

<p>In compliance with ACT 397 of 2009, the District will provide training at least annually for volunteers who assist in an instructional program for parents. Teachers will receive no fewer than 2 hours of PROFESSIONAL DEVELOPMENT opportunities. Administrators will receive no fewer than 3 hours of PROFESSIONAL DEVELOPMENT profes opportunities.  Action Type: Collaboration  Action Type: Parental Engagement  Action Type: Professional Development</p>	Megan Witonski	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
<p>TITLE I SIX COMPONENTS OF PARENTAL ENGAGEMENT: The District will insure that each Title I school provides assistance to parents in understanding such topics as the state’s academic content standards and state academic achievement standards, state and local academic assessments, the requirements of Title I, and how to monitor a child’s progress and work with educators to improve the achievement of their children. The District will ensure that materials and training are provided to help parents to work with their children to improve achievement: Training may include literacy and technology training, as appropriate, to foster parental involvement. The District will ensure schools educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. The District will, to the extent feasible and appropriate, insure that schools coordinate and integrate parent involvement programs and activities with HIPPIY, and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. The District will ensure that information related to school and parents programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. The District will provide such other reasonable support for parental involvement activities as parents may request.  Action Type: Alignment  Action Type: Parental Engagement</p>	Megan Witonski	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
<p>PROGRAM EVALUATION: The Parental Involvement committees at each building meet regularly. During the 2011-12 school year, we determined that this intervention is being implemented as planned and will continue use of this intervention during the current year.</p>	Megan Witonski	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> </ul>	<hr/> ACTION BUDGET: \$

<p>Parent/Teacher Conference and CAP log in sheets are collected and averaged to determine participation in student academic conferences. Volunteer sign sheets were collected and volunteer hours were calculated both in an effort to assure that volunteers were utilized across the district and that the outreach from our parent facilitators is reaching to provide volunteers for our staff and involve parents in our every day operations. It was found that our volunteer hours increase slightly from the previous year. During the 2013-14 school year we will use the following protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program: Parent participation logs from Parent/Teacher Conferences and CAP conferences. The results from 2011-12 attendance from Parent/Teacher Conferences averaged 95% overall. It was found that our volunteer hours increase slightly from the previous year and that more volunteers were utilized at the Middle school than the previous year. We will report the results in our 2013-14 plan and use the results to determine whether the objectives of this Intervention were reached and to set a standard for future expectations. The evaluation results will be used to impact the decisions we make that affect our future instructional program. Action Type: Collaboration Action Type: Parental Engagement</p>			<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	
<p>District Policies have been adopted to address Parental Involvement: 2011 15 6.11—PARENTAL/COMMUNITY INVOLVEMENT - DISTRICT The Elkins School District understands the importance of involving parents and the community as a whole in promoting higher student achievement and general good will between the district and those it serves. Therefore, the district shall strive to develop and maintain the capacity for meaningful and productive parental and community involvement that will result in partnerships that are mutually beneficial to the school, students, parents, and the community. To achieve such ends, the district shall work to: 1. Involve parents and the community in the development of the long range planning of the district; 2. Give the schools in the district the support necessary to enable them to plan and implement effective parental involvement activities; 3. Have a coordinated involvement program where the involvement activities of the district enhance the involvement strategies of other programs such as Head Start, HIPPIY, Parents as Partners, Parents as Teachers, ABC, ABC for School Success, area Pre-K programs, and Even Start; 4. Explain to parents and the community the State's content and achievement</p>	Megan Witonski	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>standards, State and local student assessments and how the district's curriculum is aligned with the assessments and how parents can work with the district to improve their child's academic achievement; 5. Provide parents with the materials and training they need to be better able to help their child achieve. The district may use parent resource centers or other community based organizations to foster parental involvement and provide literacy and technology training to parents. 6. Educate district staff, with the assistance of parents, in ways to work and communicate with parents and to know how to implement parent involvement programs that will promote positive partnerships between the school and parents; 7. Keep parents informed about parental involvement programs, meetings, and other activities they could be involved in. Such communication shall be, to the extent practicable, in a language the parents can understand; 8. Find ways to eliminate barriers that work to keep parents from being involved in their child's education. This may include providing transportation and child care to enable parents to participate, arranging meetings at a variety of times, and being creative with parent/teacher conferences; 9. Find and modify other successful parent and community involvement programs to suit the needs of our district; 10. Train parents to enhance and promote the involvement of other parents; 11. Provide reasonable support for other parental involvement activities as parents may reasonably request. To ensure the continued improvement of the district's parental/community involvement program, the district will conduct an annual review of its parental involvement policies to examine their affect on promoting higher student achievement. The review shall be done by a committee consisting of parents and other community members, certified and classified staff, and member(s) of the administration. This policy shall be part of the school's Title I plan and shall be distributed to parents of the district's students and provided, to the extent practicable, in a language the parents can understand. Legal References: 20 U.S.C. § 6318 (a)(2),(A),(B),(D),(E) (NCBL Act of 2001, Section 1118) 20 U.S.C. § 6318 (e)(1),(2),(3),(4),(5),(6),(8),(9),(10),(11),(13),(14) (NCBL Act of 2001, Section 1118) Date Adopted: 3-10-1987 Last Revised: 2-22-2011 Action Type: Collaboration Action Type: Parental Engagement</p>				
<p>Two Parent Teacher Conferences will be scheduled. Interpreters will be scheduled when needed to translate for teachers and parents.</p>	<p>Megan Witonski</p>	<p>Start: 07/01/2012</p>		<p>_____ \$ ACTION</p>

<p>The building Parent Facilitator will be present to address parent needs.  Action Type: Collaboration  Action Type: Equity  Action Type: Parental Engagement  Action Type: Special Education</p>		<p>End: 06/30/2013</p>		<p>BUDGET:</p>
<p>The District purchased and maintains Grade Quick/Edline software for use by each school. Parents are given a password to view on line the student's grades. Teachers update on a regular basis.  Action Type: Collaboration  Action Type: Equity  Action Type: Parental Engagement</p>	<p>Megan Witonski</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>A Parent Involvement Facilitator are appointed and compensated by the district to oversee the administration of the Parental Involvement Plan, to oversee volunteer programs, and aide the process of making the expectation that parental participation is important to our students and their achievement.  Action Type: Collaboration  Action Type: Parental Engagement</p>	<p>Megan Witonski</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>PROMOTING PARENT INVOLVEMENT: A variety of strategies are used to involve our parents in their child's education. Elkins Elementary and Primary began hosting "Family Literacy Night" and "Family Math &amp; Science Night" SPECIFICALLY TO ENGAGE PARENTS to become involved in their children's education. Parents are encouraged to actively participate with their children on these evenings in math, science, and literacy activities. These are similar activities children are engaged in during instructional time. Parents are then given ideas for other activities that can be participated in at home as an effort to carry over these same experiences as a family and to help the children apply learned knowledge at home. Parent teacher conferences, and "Meet the Teacher Night" are also times we engage our parents in the education of their children. Our school works with our PTO and Parent Resource Center to create a welcoming environment for parental involvement. The Parent Resource Center offers a variety of materials for our parents to check out and use at home. Parents also serve on our ACSIP committee and parental involvement plan. In addition, we have an active volunteer program. On a regular basis, we utilize parent input to review policies, procedures, and practices that might present barriers to student achievement.  Action Type: Collaboration  Action Type: Parental Engagement</p>	<p>Megan Witonski</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

Total Budget:

\$0

Priority 3:

The purpose of the nutrition and physical activity program and standards in Elkins Public Schools will be to improve the overall health and well being of its students and employees. The health and physical well-being of our students directly affects their ability to learn. Childhood obesity increases the incidence of adult diseases occurring in children and adolescents such as heart disease, high blood pressure, and diabetes. Research indicates that a healthy diet and regular physical activity can help prevent obesity and the diseases resulting from it. We believe it is necessary to strive to create a culture in our schools that consistently promotes good nutrition and physical activity.

1. In 2011-2012, the district BMI rate for females indicates 29.3% overweight. In 2010-2011, the district BMI rate for females indicates 21.7% overweight. In 2009-2010, the district BMI rate for females indicates 35.43% overweight.
2. In 2011-2012, the district BMI rate for males indicates 35.7% overweight. In 2010-2011, the district BMI rate for males indicates 30.02% overweight. In 2009-2010, the district BMI rate for males indicates 34.4% overweight.
3. In 2012, the attendance rate for the District was 95%. In 2011, the attendance rate for the District was 96%. In 2010, the attendance rate for the District was 96%.
4. In 2012, the percent of students eligible for free and reduced cost meals was 49%. In 2011, the percent of students eligible for free and reduced cost meals was 49%. In 2010, the percent of student eligible for free and reduced cost meals was 41.5%.
5. COMPREHENSIVE NEEDS ASSESSMENT: Our ACSIP Leadership Teams analyzed the three most recent years of Attendance, Graduation Rate, Disciplinary, Formative and Summative Achievement Data, BMI scores, and Free/Reduced lunch data, across grade levels at each school. We DISAGGREGATED all the DATA for the purpose of establishing student learning, behavioral, and wellness goals. We examined failure to engage in physical activity and failure to perform in these area of physical education. We looked at trend data in order to better identify the specific areas of need and help determine ways to help our students develop healthy lifestyles. We examined our policies, handbooks, and practices in order to identify areas for improvement. We continually evaluate and modify our Discipline, Attendance, and behavior policies, along with Curriculum, Instruction, Assessment and Professional Development practices to better meet the needs of all our populations. Based on our DATA ANALYSIS we came to the conclusion that the following areas reflect our greatest need within the Wellness Priority: Our findings were that with the Free and Reduced lunch there was a 7.5% increase in numbers from the previous year. Therefore, we feel that more students are eating healthily at school. Findings with attendance rate while at 95%, we still feel that this is a good rate of attendance. BMI results with the males increased in reported overweight measurements by 4.3% and females increased by 7.6%. The overall findings were that this intervention is needing additions to address the slight increase in results. It is important that our district continue with these programs and practices with more rigor in implementation. The wellness committee will address these issues at next meeting. Use State, and Local funds to support student and parent health education, school nursing services. Continued purposeful physical activity involving school activities will be examined by our leadership team to keep promoting non-sedentary activity. We will select Priorities, Interventions, Actions, and Assessments and coordinate our various state and federal funding sources to best address these areas and resolve these needs FOR THE 2012-2013 SCHOOL YEAR.

Supporting Data:

Goal

In our effort to improve the district's nutrition environment, promote student health, and reduce childhood obesity, the district will adhere to the Arkansas Rules Governing Nutrition and Physical Activity Standards in Arkansas Public Schools. Students show a need to improve their cardiovascular, muscular strength/endurance, and flexibility activity.

Benchmark

The number of students being considered obese according to their BMI in the Elkins district will decrease by 5% during the

2012.2013 school year when compared with the 2011-2012 school year.

Intervention: A culture will be created within the school that consistently promotes good nutrition and physical activity.				
Scientific Based Research: Let's Get Physical – Promotion and Education Strategies by Dr. Hal Wechsler <a href="http://www.fns.usda.gov/oane/menu/NNEC/Files/2003/LetsGetPhysical.pdf">http://www.fns.usda.gov/oane/menu/NNEC/Files/2003/LetsGetPhysical.pdf</a>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
To enhance the district's efforts to improve the health of our students, a School Nutrition and Physical Activity Advisory Committee (Wellness) shall be formed. It shall be structured in a way that ensures age-appropriate recommendations are made which correlate with our district's grade configurations. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Wellness	Megan Witonski	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Provide professional development to all district staff on the topics of nutrition and/or physical activity. Action Type: Collaboration Action Type: Professional Development Action Type: Wellness	Megan Witonski	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Utilize the School Health Index available from the Center for Disease Control (CDC) to assess how well the district is doing at implementing this wellness policy and at promoting a healthy environment for its students. Action Type: Collaboration Action Type: Program Evaluation Action Type: Wellness	Shelly Hollingsworth	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Performance Assessments</li> </ul>	ACTION BUDGET: \$
The district will not use food or beverages as rewards for academic, classroom, or sports performances and ensure that water is available without charge to all students. Action Type: Collaboration Action Type: Equity Action Type: Wellness	Monica Wells	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• District Staff</li> </ul>	ACTION BUDGET: \$
Follow the Physical Education and Health Education Frameworks in grades K-12. Action Type: Alignment Action Type: Wellness	Megan Witonski	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> </ul>	ACTION BUDGET: \$

			<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	
<p>Enforce existing physical education requirements and engage students in healthy levels of vigorous physical activity.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Wellness</p>	John Bowman	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Strive to improve the quality of physical education curricula and increase the training of physical education teachers.</p> <p>Action Type: Professional Development Action Type: Wellness</p>	Megan Witonski	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Encourage development and participation in family oriented, community-based physical activity program.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness</p>	Kristal Gano	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• District Staff</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Implement a grade appropriate nutrition education program that will develop an awareness of and appreciation for nutrition and physical activity throughout the curriculum.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Wellness</p>	Monica Wells	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Incorporate developmentally appropriate physical activity in after-school child care programs for participating pre-k children as well as those students in the school's regular after-school care programs. Those students/parents served by the H.I.P.P.Y. will receive instruction as well.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness</p>	John Bowman	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• Outside Consultants</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Implement and encourage participation in extracurricular program that supports physical activity, i.e. walking challenge, personal fitness class, bowling, volleyball, and aerobics.</p>	Monica Wells	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• District Staff</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness				
The district will abide by the current allowable food and beverage portion standards. Action Type: Program Evaluation Action Type: Wellness	Loyce Smith	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• District Staff</li> </ul>	ACTION BUDGET: \$
The district will meet or exceed the more stringent of Arkansas' or the U.S. Department of Agriculture's Nutrition Standards for reimbursable meals and a la' carte foods served in the cafeteria; restrict access to vended foods, competitive foods, and foods of minimal nutritional value as required by law and rule; and conform new vending contracts to the content restrictions contained in the Rules and reduce district dependence on profits from the sale of FMNV. Action Type: Collaboration Action Type: Program Evaluation Action Type: Wellness	Loyce Smith, Food Service	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Performance Assessments</li> </ul>	ACTION BUDGET: \$
Establish no more than nine (9) school wide events that permit exceptions to the food and beverage limitations established by Rule. The schedule of the events shall be by school approved by the principal, and shall be part of the annual school calendar. Action Type: Wellness	Megan Witoski	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> </ul>	ACTION BUDGET: \$
NSLA FUNDED: Supplemental to Arkansas State Standards, a 1.0 FTE full time supplemental LPN Nurse, will be hired to attend to the health needs of the students in the District. Hollingsworth Salary: \$36,494.00, Benefits: \$10,218.32 Action Type: Wellness	Megan Witoski	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> </ul>	NSLA (State-281) - Employee Benefits: \$10218.32 NSLA (State-281) - Employee Salaries: \$36494.00 <hr/> ACTION BUDGET: \$46712.32
PROGRAM EVALUATION: We analyzed the assessment results of programs and processes in this intervention during the 11-12 plan year, and determined that its use will be continued during the 2012-13 school year. The	Megan Witoski	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> </ul>	ACTION BUDGET: \$

<p>BMI results were favorable for the 2011-12 school year. We will continue to review, assess, and adjust the activities as the year progresses. During the 2012-13 school year, we plan to use the following protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program: Student attendance rate and BMI scores. We will report the results in our 2013-14 Plan and use the results to determine whether the objectives of this Intervention were reached and to set a standard for future expectations. The evaluation results will be used to impact the decisions we make that affect our future instructional program.</p> <p>Action Type: Program Evaluation Action Type: Wellness</p>			<ul style="list-style-type: none"> <li>District Staff</li> </ul>	
<p>The District will evaluate and support the Wellness programs at each school, and will ensure that each program is operating in a manner that will meet the goals and objectives of the program.</p> <p>Action Type: Alignment</p>	Megan Witonski	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> </ul>	<hr/> ACTION BUDGET:     \$
<p>The District will monitor program evaluations in an effort to hold each school accountable for success of the District Wellness Program.</p> <p>Action Type: Alignment</p>	Megan Witonski	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>District Staff</li> </ul>	<hr/> ACTION BUDGET:     \$
<p>Elkins School District will implement the Health Teacher and the Spark Curriculum in kindergarten through sixth grade. New additions to Health Teacher are parent connections that enable children and their parents information about the lessons at school and links to enable parents to access health information on their own. Some of these additions are as follows: Send Health Home -a place for teachers to email parents what they taught in class that week around health and HealthTeache at Home - a site for parents to subscribe to to read the latest health articles and newsletters. GoNoodle - interactive games for students in the classroom and Upstander - the first ever anti-bullying video game with 20 levels of difficulty are new teacher tools provided this year. The Health Teacher is aligned with our curriculum with each addition of lessons as is</p>	Megan Witonski	Start: 07/01/2012 End: 06/30/2013		<hr/> ACTION BUDGET:     \$

<p>the Spark curriculum. Seventh through twelfth grade will begin implementation throughout this school year. These two curriculums are made possible for our district by CWIP grant from the Arkansas Tobacco Coalition and by a GIFT from Mercy.</p> <p>Action Type: Alignment Action Type: Parental Engagement Action Type: Wellness</p>				
Total Budget:				\$46712.32

Priority 4:

All ELL students will improve in literacy and mathematics and in use of the English language. **NEEDS ASSESSMENT:** Our ACSIP Leadership Teams analyzed at each grade level the test scores from the 2012 administration of the Augmented Benchmark (EOC) and ITBS Exams. We examined the results from both the combined population and the ELL subpopulation, and conducted data analysis to determine our main areas of need. In addition, we studied the three most recent years of Attendance, Disciplinary, Formative and Summative Achievement Data across grade levels within our building, and compared combined population data with that from the ELL subpopulation for the purpose of identifying learning and behavior needs of this special subpopulation of students. We looked at trend data in order to better identify the specific areas of need and to help modify classroom instruction, curriculum, assessment, and professional development to meet the needs of ELL students and families. We examined our routines, customs, and expectations in order to identify areas for improvement. We continually evaluate and modify our Curriculum, Instruction, Assessment and Professional Development practices to better meet the needs of all our populations. Based on our Data Analysis we came to the conclusion that the following areas reflect our greatest need within the ELL Priority: Instructional tutoring, Verbal and written translations for students and parents, On-going monitoring of these special services. We will select Interventions and coordinate our local funds with state ELL funding to address these areas.

Supporting Data:

1. ENGLISH LANGUAGE LEARNER (ELL): Grade Kindergarten: For 2012, ADE did not require state testing of NRT for kindergarten. For 2011, ADE required Combined Populations scores ONLY: (ITBS)-Vocabulary, 70.9% had an NPR score of 50 or above. For 2010, ADE required Combined Population scores ONLY: (MAT 8)-Reading Sounds and Print, 41% had an NPR score of 50 or above. ENGLISH LANGUAGE LEARNER (ELL): Grade 1: For 2011, ADE required Combined Population scores ONLY: (ITBS)-Reading, 59.4% had an NPR score of 50 or above. 2010, ADE required Combined Population scores ONLY: (SAT 10)-Reading Comprehension, 46% had an NPR score of 50 or above. For 2009, ADE required Combined Population scores ONLY: (SAT 10)-Reading Comprehension, 37% had an NPR score of 50 or above. ENGLISH LANGUAGE LEARNER (ELL): Grade 2: For 2011, ADE required Combined Population scores ONLY: (ITBS)-Reading, 61.5% had an NPR score of 50 or above. For 2010, ADE required Combined Population scores ONLY: (SAT 10)-Reading Comprehension, 44% had an NPR score of 50 or above. For 2009, ADE required Combined Population scores ONLY: (SAT 10)-Reading Comprehension, 47% had an NPR score of 50 or above.
2. Limited English Proficient (LEP): In each of 2012, 2011, and 2010, there were fewer than 40 students in the LEP subgroup; therefore the data for each year is presented in aggregate: In 2011, 11 students were tested and 64% scored proficient or advanced. In 2010, 10 students were tested and 80% scored proficient or advanced.
3. 8th and 7th Grade Literacy Benchmark Exam (Hispanic Students): In 2011, 12 students were tested and 75% scored proficient or advanced. In 2010, 13 students were tested and 69% scored proficient or advanced. 7th and 8th Literacy Benchmark Exam (LEP): There was no significant population of LEP students tested in 2011 and 2010.
4. Our ACSIP Leadership Teams analyzed at each grade level the test scores from the 2010 administration of the Augmented Benchmark, EOC, Exit, SAT 10, and ELDA exams. We examined the results from both the combined

population and the ELL subpopulation, and conducted data analysis to determine our main areas of need. In addition, we studied the three most recent years of Attendance, (Graduation Rate) Disciplinary, Formative and Summative Achievement Data across grade levels within our building, and compared combined population data with that from the ELL subpopulation for the purpose of identifying learning and behavior needs of this special subpopulation of students. We looked at trend data in order to better identify the specific areas of need and to help modify classroom instruction, curriculum, assessment, and professional development to meet the needs of ELL students and families. We examined our routines, customs, and expectations in order to identify areas for improvement. We continually evaluate and modify our Curriculum, Instruction, Assessment and Professional Development practices to better meet the needs of all our populations. Based on our Data Analysis we came to the conclusion that the following areas reflect our greatest need within the ELL Priority: Instructional tutoring, Verbal and written translations for students and parents, On-going monitoring of these special services. We will select Interventions and coordinate our local funds with state ELL funding to address these areas.

**Goal** Elkins School District will provide support to the education of our English Language Learners. All ELL students will improve in literacy, mathematics, and the acquisition of the English language.

**Benchmark** There will be an annual increase in the number of students scoring proficient or advanced on all state Benchmark and End-of-Course Exams.

Intervention: The district will provide a comprehensive K-12 alternative language program based on scientifically based research on teaching ELL children. The program is designed to enable ELL children to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.				
Scientific Based Research: Dual-Language Programs in U.S. Schools: an Alternative to monocultural, monlingual Education. Eugene E. Garcia and Bryant Jensen, Arizona State University. 2006. <a href="http://www.ecehispanic.org/work/EEGBJDUALLANGUAGE1-17-06.pdf">http://www.ecehispanic.org/work/EEGBJDUALLANGUAGE1-17-06.pdf</a>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The District will pay salary and benefits of a .15 FTE highly qualified ESL teacher to work with ELL students in a pull-out program. This employee will supervise placement and progress of K-12 ELL students, and implement a pull-out and inclusion program for ELL students using the Arkansas Curriculum Frameworks and English Language Proficiency Frameworks, along with ESL Academy-based learning strategies. Salary and Benefits will be budgeted in the Primary and Elementary plans. Materials will be available from the district. Total Mat/supplies \$1000. Action Type: Equity Action Type: Parental Engagement	Ms Shaw	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ELL (State-276) - Materials & Supplies: \$400.00 <hr/> ACTION BUDGET: \$400
The District will ensure that each school assess all new language minority students within the first 30 days of school beginning, and within 20 days of enrollment for students who enroll later in the school year.	Ms Hallmark	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	<hr/> ACTION BUDGET: \$

Action Type: Alignment Action Type: Equity				
The District will provide funds to allow the purchase of supplemental specialized language instructional material, as needed, to assist in ELL instruction in Grades K-12. Action Type: Alignment Action Type: Equity	Megan Witonski	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Central Office</li> </ul>	ACTION BUDGET: \$
PROGRAM EVALUATION: Benchmark scores indicate that this intervention is not as effective in the Primary and Elementary schools as with the EOC and the Benchmark in the Middle and High school. When analysing 2010 scores with 2011 scores, the Primary experienced a 20.3% growth, while this is good growth the percentages for sub tests were lower than expected, and the Elementary experienced a 3% growth. This growth in the Elementary was lower than expected as well. The Middle school experienced 6% growth and subtest percentages being well above the 50% mark. We will continue with this intervention during this school year for the Middle and High school, however the Primary and Elementary will review Benchmark scores and Progress monitoring Language proficiency results to determine the ROOT CAUSE of not progressing as expected for ELL students in these buildings. We will look at failure to attend; school attendance, to engage; validity of assessments, to perform and to persist; students' efforts to make decisions as how to adjust our program to realize increases in student achievement. During the 2011-12 school year, we will evaluate again the overall intervention of schools by analysis of progress monitoring language proficiency test scores, Benchmark scores, and EOC exam scores. We will report the results in our 2012/2013 ACSIP and use the results to determine whether the objectives of this Intervention were reached and to set a standard for future expectations. The evaluation results will be used to impact the decisions we make that affect our future instructional program. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	Megan Witonski	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
The District will use state ELL Funds, to pay individuals for outsourcing interpreter services, as needed, to work with High School, Middle School, Elementary School, and the	Megan Witonski	Start: 07/01/2012 End:	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> </ul>	ACTION BUDGET: \$

Primary School, ELL students and parents. This action will be a purchased service. A time sheet will be maintained to document hours and fee paid. This activity will be divided between middle school and high school and will be budgeted in each school's ACSIP. High School: \$186.64 Middle School: \$186.64, Elementary School \$186.64, and Primary school \$186.63 Action Type: Equity Action Type: Parental Engagement		06/30/2013	<ul style="list-style-type: none"> <li>• Outside Consultants</li> </ul>	
The District will monitor program evaluations in an effort to hold each school accountable for success of the ELL population. Action Type: Alignment	Megan Witonski	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$400

Intervention: Parental Involvement: The District will ensure that each school will implement an effective means of outreach to parents of ELL students to involve parents in assisting their children to learn English, achieve at high levels in core academic subjects, and meet the same challenging State academic standards as all other children are expected to meet.

Scientific Based Research: Dual-Language Programs in U.S. Schools: an Alternative to monocultural, monlingual Education. Eugene E. Garcia and Bryant Jensen, Arizona State University. 2006. <http://www.ecehispanic.org/work/EEGBJDUALLANGUAGE1-17-06.pdf>

Actions	Person Responsible	Timeline	Resources	Source of Funds
The ELL teacher will supervise and conduct meetings with parents and teachers at the beginning of each school year, to interpret language assessment scores and to determine the educational plan for each student. Action Type: Equity Action Type: Parental Engagement	Ms Hallmark	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• District Staff</li> </ul>	ACTION BUDGET: \$
The ELL teacher will be available to provide, as needed, translations for Parent/Teacher Conferences, registrations, and meetings to assist parents in helping their children improve their academic achievement and becoming active participants in the education of their children. Action Type: Equity Action Type: Parental Engagement	Ms Hallmark	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• District Staff</li> </ul>	ACTION BUDGET: \$
The District will provide professional development to district staff to substantially increase the knowledge and understanding, related to the needs of ELL students, and to enhance teaching skills of classroom teachers, principals.	Ms Hallmark	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$

administrators, and other school personnel. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement				
PROGRAM EVALUATION: During the 2010/2011 school year fourteen parent conferences required interpretative services. However, from parent/teacher conference logs 98% of our ELL parents attended. From Volunteer logs in the Primary and Elementary, 5% of our total volunteers participating were our ELL parents. We believe this intervention is effective for getting information to our ELL parents concerning meeting with teachers and sharing their childrens' academic efforts and for our ELL parents attending. This portion of the intervention will be continued during the current school year. However, we will meet with committees and look over the opportunities provided to determine ROOT CAUSE to increase volunteer participation of our ELL parents. We will look at expectations; of our staff and of our ELL parents, engagement and equity; making sure the notices of opportunity are in appropriate language, and efficacy; that our ELL parents can identify with the needs to volunteer as being a contributing factor to our students' positive achievement. During the 2011/2012 school year, parent involvement actions will be evaluated by each school, analyzing the participation rate of ELL parents by school and grade level in parent teacher conferences. We will also evaluate the revisions we make in the volunteer program, by continually evaluating our volunteer logs. We will report the results in our 2011/2012 ACSIP Plan and use the results to determine whether the objectives of this Intervention were reached and to set a standard for future expectations. The evaluation results will be used to impact the decisions we make that affect our future instructional program. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation	Mrs. Lisa Carper/Mrs. Brandi VanAmburg Parent Facilitators	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Kim Hallmark	ELL Coordinator	ELL

Classroom Teacher	Monica Wells	Coach	Wellness
Classroom Teacher	Thurman Shaw	Teacher	Wellness
District-Level Professional	Becky Martin	Academic Mentor	Wellness
District-Level Professional	Jane Vaught-Simmons	Federal Programs Coordinator	Leadership
District-Level Professional	Loyce Smith	Food Service	Wellness
District-Level Professional	Megan Witonski	Superintendent	Leadership/Wellness
Non-Classroom Professional Staff	Shelley Hollingsworth	School Nurse	Wellness
Parent	Laren Vaught	Board Member	Wellness
Principal	Amy Evans	Elementary Principal	Leadership
Principal	Dean Rowland	Elementary Primary Principal	Leadership
Principal	Paula Wheeler	High School Principal	Leadership
Principal	Steve Denzer	Middle School Principal	Leadership/Wellness

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