

# School Plan

**BOONEVILLE ELEMENTARY SCHOOL**  
**386 West Seventh, Booneville, AR 72927**

## Arkansas Comprehensive School Improvement Plan

**2013-2014**

The staff of the Booneville Elementary School believes that the future starts here. Our goal is to prepare each student for success. We accept the responsibility of helping All students reach their fullest potential by nurturing their talents and guiding them toward quality student performance through the critical elementary years.

Grade Span: P-6

Title I: Title I Schoolwide

School Improvement: SI\_M

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#### Priority 1: Literacy

**Goal:** All students will improve reading comprehension and writing skills across the curriculum.

#### Priority 2: Mathematics

**Goal:** All students will show improvement on open response items and measurement and algebra related concepts.

#### Priority 3: Wellness

**Goal:** Students participating in the BMI activity show a need to improve their cardiovascular, muscular strength/endurance, and flexibility.

Priority 1: To improve literacy skills

Supporting  
Data:

1. 2011 3rd Grade Augmented Benchmark Literacy Results-Number tested and scoring Proficient/Advanced: 77% of 109 Combined Population students; 78% of 103 Caucasian students; 40% of 15 Students with Disabilities; 72% of 81 Economically Disadvantaged. 2012 3rd Grade Augmented Benchmark Literacy Results-Number tested and scoring Proficient/Advanced: 87% of 93 Combined Population students; 86% of 88 Caucasian students; 50% of 8 Students with Disabilities; 85% of 67 Economically Disadvantaged. 2013 3rd Grade Augmented Benchmark Literacy Results-Number tested and scoring Proficient/Advanced: 75% of 106 Combined Population students; 75% of 96 Caucasian students; 50% of 18 Students with Disabilities; 70% of 85 Economically Disadvantaged.
2. 2011 Benchmark Exam 4th Grade Literacy - Number Tested & Percent of Students scoring Proficient/Advanced: 86% of 113 Combined Population students; 87% of 108 Caucasian students; 45% of 20 Students with Disabilities; 81% of 80 Economically Disadvantaged. 2012 Benchmark Exam 4th Grade Literacy - Number Tested & Percent of Students scoring Proficient/Advanced: 93% of 95 Combined Population students; 94% of 91 Caucasian students; 67% of 9 Students with Disabilities; 93% of 69 Economically Disadvantaged. 2013 4th Grade Augmented Benchmark Exam-Number tested and scoring Proficient/Advanced; 91% of 97 Combined Population students; 92% of 96 Caucasian students; 67% of 6 Students with Disabilities; 89% of 73 Economically Disadvantaged.
3. 2011 Benchmark Exam 5th Grade Literacy - Number Tested & Percent of Students scoring Proficient/Advanced: 88% of 111 Combined Population students; 89% of 100 Caucasian students; 27% of 11 Students with Disabilities; 86% of 73 Economically Disadvantaged. 2012 Benchmark Exam 5th Grade Literacy - Number Tested & Percent of Students scoring Proficient/Advanced: 92% of 104 Combined Population students; 91% of 100 Caucasian students; 65% of 17 Students with Disabilities; 88% of 73 Economically Disadvantaged. 2013 5th Grade Augmented Benchmark Exam-Number tested and scoring Proficient/Advanced: 88% of 99 Combined Population students; 89% of 97 Caucasian students; 42% of 12 Students with Disabilities; 86% of 72 Economically Disadvantaged.
4. 2011 Benchmark Exam 6th Grade Literacy - Number Tested & Percent of Students scoring Proficient/Advanced: 77% of 97 Combined Population students; 70% of 92 Caucasian students; 18% of 22 Students with Disabilities; 64% of 67 Economically Disadvantaged. 2012 Benchmark Exam 6th Grade Literacy - Number Tested & Percent of Students scoring Proficient/Advanced: 82% of 101 Combined Population students; 80% of 90 Caucasian students; 0% of 10 Students with Disabilities; 77% of 74 Economically Disadvantaged. 2013 6th Grade Augmented Benchmark Exam-Number tested and scoring

- Proficient/Advanced; 77% of 105 Combined Population students; 78% of 103 Caucasian students; 43% of 14 Students with Disabilities; 75% of 70 Economically Disadvantaged.
5. METROPOLITAN ACHIEVEMENT TEST--Number and percent of students scoring at or above the 50th percentile: 2010- Kindergarten COMBINED: 109 tested; Total Reading 45%. CAUCASIAN: 100 tested; Total Reading 46%. STUDENTS WITH DISABILITIES: 15 tested. Total Reading 27%. ECONOMICALLY DISADVANTAGED: 84 tested; Reading Total 38%. Arkansas Comprehensive School Improvement Report Information for Booneville Elementary School Descriptive Information--- IOWA TEST OF BASIC SKILLS--Number and Percent of Students Scoring At or Above 50th Percentile: In 2011, 109 Kindergarten students were tested. The following scored above the 50th percentile. COMBINED: 109 students tested. Vocabulary 59.6%; Word Analysis 80.8%; and Language Total 90.8%. CAUCASIAN: 96 students were tested. Vocabulary 61.4%; Word Analysis 81.3%; and Language Total 90.7%. ECONOMICALLY DISADVANTAGED: 81 students tested. Vocabulary 54.3%; Word Analysis 77.8%; and Language Total 90.2%. STUDENTS WITH DISABILITIES: 9 students tested. Vocabulary 44.4%; Word Analysis 77.7%; and Language Total 66.7%.
  6. Arkansas Comprehensive School Improvement Report Information for Booneville Elementary School Descriptive Information--- IOWA TEST OF BASIC SKILLS--Number and Percent of Students Scoring At or Above 50th Percentile: In 2011, 103 First grade students took the ITBS test. The following scored above the 50th percentile: COMBINED POPULATION: 103 students tested. Vocabulary 56.3%; Reading Comprehension 73.7%; Total Reading 68%; Spelling 68.9%; and Language Total 75.8%. CAUCASIAN POPULATION: 95 students were tested. Vocabulary 55.8%; Reading Comprehension 74.8%; Reading Total 68.5%; Spelling 69.5%; and Language Total 76.9%. ECONOMICALLY DISADVANTAGED: 82 students tested. Vocabulary 56.1%; Reading Comprehension 72%; Reading Total 65.9%; Spelling 67%; and Language Total 74.4%. STUDENTS WITH DISABILITIES: 13 students tested. Vocabulary 38.5%; Reading Comprehension 53.9%; Reading Total 38.5%; Spelling 46.2%; and Language Total 77%. 2012 - IOWA TEST OF BASIC SKILLS. The following scored above the 50th percentile: COMBINED POPULATION: 104 students tested. Vocabulary 43.2%; Reading Comprehension 62.5%; Total Reading 49.0%; Spelling 57.7%; and Language Total 53.9%. CAUCASIAN POPULATION: 93 students tested. Vocabulary 39.8%; Reading Comprehension 60.2%; Reading Total 50.2%; Spelling 54.8%; and Language Total 51.6%. ECONOMICALLY DISADVANTAGED: 83 students tested. Vocabulary 33.8%; Reading Comprehension 54.2%; Reading Total 38.6%; Spelling 46.9%; and Language Total 43.3%. STUDENTS WITH DISABILITIES: 7 students tested. Vocabulary 0%; Reading Comprehension 14.3%; Reading Total 0%; Spelling 28.6%; and Language Total 28.6%. In 2013, 91 First grade students took the ITBS test. The following scored above the 50th percentile: COMBINED POPULATION: 91 students tested. Vocabulary 48%; Reading Comprehension 68%; Total Reading 55%; Spelling 78%; and Language Total 82%. CAUCASIAN POPULATION: 82 students were tested. Vocabulary 49%; Reading Comprehension 68%; Reading Total 60%; Spelling 78%; and Language Total 83%. ECONOMICALLY DISADVANTAGED: 75 students tested. Vocabulary 39%; Reading Comprehension 63%; Reading Total 51%; Spelling 74%; and Language Total 75%. STUDENTS WITH DISABILITIES: 13 students tested. Vocabulary 22%; Reading Comprehension 45%; Reading Total 29%; Spelling 71%; and Language Total 69%.
  7. Arkansas Comprehensive School Improvement Report Information for Booneville Elementary School Descriptive Information--IOWA TEST OF BASIC SKILLS--Number and Percent of Students Scoring At or Above 50th Percentile: In 2011, 99 2nd grade students took the ITBS test. The following scored above the 50th percentile: COMBINED: 99 students tested. Vocabulary 62.7%; Reading Comprehension 79.6% of 98 students tested; Total Reading 67.3% of 98 students tested; Spelling 78.8%; and Language Total 71.7%. CAUCASIAN: 95 students were tested. Vocabulary 63.2%; Reading Comprehension 80.9%; Reading Total 68.1%; Spelling 78.9%; and Language Total 72.6%. ECONOMICALLY DISADVANTAGED: 72 students tested. Vocabulary 55.6%; Reading Comprehension 77.5%; Reading Total 62%; Spelling 72.3%; and Language Total 63.9%. STUDENTS WITH DISABILITIES: 4 students tested. Vocabulary 25%; Reading Comprehension 50%; Reading Total 50%; Spelling 25%; and Language Total 0%. In 2012, 106 2nd grade students took the ITBS. The following scored above the 50th percentile: COMBINED: Vocabulary 52.9%; Reading Comprehension 64.2%; Total Reading 57.5%; Spelling 57.6%; and Language Total 55.7%. CAUCASIAN: 84 students were tested. Vocabulary 49%; Reading Comprehension 62%; Reading Total 55%; Spelling 52%; and Language Total 60%. ECONOMICALLY DISADVANTAGED: 74 students tested. Vocabulary 39%; Reading Comprehension 54%; Reading Total 45%; Spelling 45%; and Language Total 54%. STUDENTS WITH DISABILITIES: 9 students tested. Vocabulary 7%; Reading Comprehension 16%; Reading Total 9%; Spelling 24%; and Language Total 12%. In 2013, 97 2nd grade students took the ITBS test. The following scored above the 50th percentile: COMBINED: 97 students tested. Vocabulary 49%; Reading Comprehension 57% of 97 students tested; Total Reading 53% of 97 students tested; Spelling 53%; and Language Total 57%. CAUCASIAN: 95 students were

tested. Vocabulary 63.2%; Reading Comprehension 80.9%; Reading Total 68.1%; Spelling 78.9%; and Language Total 72.6%. ECONOMICALLY DISADVANTAGED: 72 students tested. Vocabulary 55.6%; Reading Comprehension 77.5%; Reading Total 62%; Spelling 72.3%; and Language Total 63.9%. STUDENTS WITH DISABILITIES: 4 students tested. Vocabulary 25%; Reading Comprehension 50%; Reading Total 50%; Spelling 25%; and Language Total 0%.

8. Attendance Rate: In 2010, the attendance rate was 93.4. In 2011, the attendance rate was 93.5%. In 2012, the attendance rate was 94.5%

Goal All students will improve reading comprehension and writing skills across the curriculum.

Benchmark Booneville Elementary School was at and above the state average on the Augmented Benchmark exams in 4-6 grade in literacy for 2012-2013. Third grade students scored 75% proficient and advanced which is 5% below the state average. It is expected that all students in all grade levels, the targeted achievement gap group, and all ESEA subgroups will meet or exceed the individual 2014 AMO performance and growth targets for literacy and will meet or exceed 89.4% in the 2013-2014 school year.

Intervention: Implement daily practice with grade level appropriate programs and materials.				
Scientific Based Research: An Observation Survey of Early Literacy Achievement: Revised Second Edition (2006) Publisher: Heinemann; How to Teach Reading When You're Not a Reading Teacher (2006) Dr. Sharon H. Faber. Publisher: Incentive Publications, Inc. Nashville, TN.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers and special education teachers will use released Benchmark items as practice in classrooms. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Amanda Siddons, Literacy Chair	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Report progress to parents through progress reports, report cards, and parent/teacher conferences. Action Type: AIP/IRI Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education	Mike Nichols, Barbette Smithson, Principals	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Students will use the Computer Lab to reinforce reading comprehension. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	Sheryl Smith/Tony Walker, Lab Managers	Start: 07/01/2013 End: 06/30/2014	<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>	ACTION BUDGET: \$
Analyze practice criterion referenced tests and report cards to evaluate the effectiveness of the actions. Action Type: Collaboration Action Type: Program Evaluation	Barbette Smithson/Mike Nichols, Principals	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Performance Assessments</li> </ul>	ACTION BUDGET: \$
IN ORDER TO MEET THE REQUIREMENTS SET FORTH IN ACT 35 and the rules and regulations governing the ACTAAP process, the Booneville Elementary School will develop an Academic Improvement Plan for each student scoring below proficient on State Benchmark Exams. These AIP's will be developed by parents and teachers and will show a management plan for eliminating deficiencies in mathematics or literacy by the end of the school year. Actions on the AIP will include such things as peer tutoring, extra help at	Barbette Smithson/Mike Nichols, Principals	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$

home, after school tutoring, one-to-one tutoring, homework log, daily notes, use of manipulatives, extra time, shortened assignments, and other strategies, as research indicates are appropriate. NSLA funds will be used to purchase instructional materials. Action Type: AIP/IRI				
ON A SEMI ANNUAL BASIS, ALL NRT (ITBS), END OF COURSE AND BENCHMARK DATA, ALONG WITH OTHER SCHOOL-BASED DATA, WILL BE ANALYZED TO DETERMINE CURRICULUM, INSTRUCTION, AND STAFF DEVELOPMENT NEEDS. Other school-based data included Target Assessment. Target assessments were given each quarter throughout the 2011-2012 school year. Data from each was reviewed by grade level teams. Conclusions were drawn from the data and used to drive instruction. Progress from the Target Assessment Data will be kept in a data book by each teacher and used in conjunction with the assessment wall to monitor and adjust student progress. Curriculum maps will be adjusted for gaps and redundancies. Students scoring below proficient will have requirements to meet according to AIP's and individual professional development needs will be determined and addressed. Our ACSIP plan will be reviewed and modified based on the results of this data analysis. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation	Barbette Smithson/Mike Nichols, Principals	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Kindergarten teachers will administer the Qualls Early Learning Inventory as an assessment tool in the fall to identify student development in six behavioral characteristics related to school learning. The Inventory assesses developing behaviors, so it can be used to inform classroom instruction. The areas of assessment are general knowledge, oral communication, written language, math concepts, work habits, and attentive behavior. Students scores that are delayed in oral communication and/or written language will require an Intensive Reading Intervention Plan (IRI). Action Type: Equity	Barbette Smithson, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Teachers and parents will develop an Intensive Reading Intervention Plan (IRI) for students scoring below proficient on the ACTAAP exam. Actions on the IRI will include such things as Dynamic Indicators of Basic Early Literacy Skills (DIBELS) testing and progress monitoring, interventions given by teachers, increased hands-on instruction, frequent assessments to determine progress, and	Barbette Smithson, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	ACTION BUDGET: \$

other strategies as research indicates are appropriate. Teachers are responsible for maintaining student data from IRI. Dibels are given and monitored on a biweekly basis. Action Type: Parental Engagement					
Total Budget:					\$0
Intervention: Implement best reading and writing practices across the curriculum.					
Scientific Based Research: Early Learning and Literacy in Arkansas (ELLA). "Best Practices," Harvey Daniels. "Classrooms That Work," Richard Allington. "Classroom Instruction that Works," Robert J. Marzano, Debra J. Pickering, & Jane E. Pollock (2001) Publisher: Association for Supervision and Curriculum Development.					
Actions	Person Responsible	Timeline	Resources	Source of Funds	
Fluency tests will be administered to evaluate all students. Action Type: Equity	Amanda Siddons, Literacy Chair	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$	
Teachers in all grade groups and subject areas will meet and design units that will foster reading and writing in all subjects. All units will be designed to teach the Common Core State Standards. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Special Education Action Type: Title I Schoolwide	Principals Barbette Smithson and Mike Nichols	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$	
Continued use of ELLA, Effective Literacy, and Literacy Lab strategies. Action Type: Special Education	Principals Barbette Smithson and Mike Nichols	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$	
Continued training in ELLA, Effective Literacy and Literacy Lab for first through sixth grade teachers. Action Type: Professional Development	Principals Barbette Smithson and Mike Nichols	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$	
Students will participate in the Accelerated Reader Programs. Action Type: Technology Inclusion	Principals Barbette Smithson and Mike Nichols	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Computers</li> <li>• School Library</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$	
Star Reading Program will be used to assess students reading growth. The Star Reading test is given each quarter. Results will be used to plan interventions for any students not showing gains. During the 2011-2012 school year pre and post reading tests were given. During that year, grade equivalents also showed an increase varying from 0.4 to 1.0. Action Type: Program Evaluation	Amanda Siddons, Literacy Chair	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$	

Continue use of Effective Literacy strategies in second through fourth grades. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Barbette Smithson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Continued training for second through fourth grade teachers on Effective Literacy. Action Type: Professional Development	Barbette Smithson Mike Nichols, Principals	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Continue 6-Plus Writing training for teachers including special education teachers. The previously trained and newly trained teachers will share ideas and develop skills. The teachers will use the 6-Plus Writing strategies to better prepare students in the writing process. To evaluate the effectiveness of the 6 Plus Writing training, teachers were surveyed about how this training helped improve writing skills across the curriculum. The results determined that more teachers need to attend the trainings and that the training was most beneficial in lower elementary and resource classes. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education	Barbette Smithson/Mike Nichols Principals	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Continue two year professional development commitment with the Smart Step Literacy Lab Project provided through a partnership between the Arkansas Department of Education and Harding University. All teachers including Special Education teachers and principal will participate. First groups to be trained will share ideas and develop skills with others. Literacy Lab materials will be purchased. To evaluate the effectiveness of the Smart Step Literacy Lab training, teachers were surveyed about how this training helped improve reading comprehension and writing skills across the curriculum. Conclusions drawn by the surveys were that this training increased the motivation for reading school wide, more reading strategies were applied to content reading areas, and that the training is valuable and should continue. Action Type: Professional Development	Mike Nichols, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$



Action Type: Program Evaluation Action Type: Special Education				
Professional development opportunities will be provided for staff increase student achievement in reading and writing. Action Type: Professional Development	Linda Abbott	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Supplemental Literacy Programs will be provided that increase literacy among Elementary students. These programs will include EduCity and Bookflix. Action Type: Title I Schoolwide	Karen Hart, Curriculum	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Extra opportunities will be provided for students to extend their vocabulary. These opportunities will offer students field trips or speakers (book authors) to enhance vocabulary.	Barbette Smithson	Start: 07/01/2013 End: 06/30/2014		Title I - Purchased \$5403.00 Services:  ACTION BUDGET: \$5403
Total Budget:				\$5403

Intervention: Provide extended services for students who are behind in literacy. SCHOOL IMPROVEMENT INTERVENTION-10B-8 FROM CHECKLIST.

Scientific Based Research: "Emergent Writing: The impact of Structured Peer Interacton." Educational Psychology, March 2001, Vol. 21, Issue 1, page 41; "The Effects of an After-School Tutoring Program on the Academic Performance of At-Risk Students and Students with LD." Remedial and Special Education, May/June 2001, Vol. 22, Issue 3, page 172; "After-School Programs and Student Misbehavior." Education Digest, November 1999, Vol. 65, Issue 65, page 62; "The Why and How of After-School Programs." Educational Digest, November 2001, Vol. 67, Issue 3, page 44; "Longer Days, More Learning." NEA Today, February 2001, Vol. 19, Issue 5, page 24; "Review of Extended-Day and After-School Programs and their Effectiveness," Olatokunbo S. Fashola, Johns Hopkins University, Report No. 24, October 1998. SHARED FEATURES OF HIGH-PERFORMING AFTER-SCHOOL PROGRAMS:A FOLLOW-UP TO THE TASC EVALUATION Jennifer Birmingham, Ellen M. Pechman, Christina A. Russell, Monica Mielke www.sedl.org (2005)

Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide a summer program for PRESCHOOL students in order to prepare them for kindergarten. 7 certified teachers will be employed to work with students during the summer prior to their enrollment in kindergarten the following fall. The rate of pay is \$30 per hour, 4 hours, 5 days per week for 25 days. Instructional materials will be provided for these students. These materials will include such things as beginning readers, number flash cards, and phonic recognition games. Action Type: Alignment	Linda Abbott, Federal Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$
Students will be selected and offered summer school based upon test scores, report card grades, and/or teacher recommendation. Salaries, benefits, materials and supplies will be provided for six certified teachers to support this action. The rate of pay will be \$30 per hour for 4 hours daily, five days per week, for 25 days. Staff may select from the following programs: Odyssey, Compass, Buckle Down, and Jedi.	Linda Abbott, Federal Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$

Action Type: AIP/IRI Action Type: Equity				
Pre and post tests will be administered to determine students' academic gains. Upon completion of the program, a conference is held with the parent to view pre and post test data and determine the best placement for the following school year. Action Type: Program Evaluation	Linda Abbott, Federal Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$
All students having difficulty with literacy will have the opportunity to attend after school tutoring or homework help. Salary and benefits for 10 certified teachers will be provided. The rate of pay is \$30 per hour. Tutoring will be held at least 3 days per week, one hour per session. Action Type: AIP/IRI Action Type: Special Education	Linda Abbott, Federal Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Implement and administer end of quarter benchmarks in literacy for each grade level.				
Scientific Based Research: "Making Standards Work," Doug Reeves, 1996-1998, Center for Performance Assessment, 1660 South Albionk Denver, CO 80222				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Implement end of quarter benchmark for each grade level in literacy. Action Type: Program Evaluation Action Type: Special Education Action Type: Title I Schoolwide	Barbette Smithson, Mike Nichols , Principals	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Refer students scoring below proficiency level on end of quarter target assessments to after-school studies. Action Type: Technology Inclusion Action Type: Title I Schoolwide	Principals Barbette Smithson and Mike Nichols	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$
Analyze and use target assessment data from literacy end of quarter benchmarks to drive instructional decisions. Action Type: Collaboration Action Type: Program Evaluation	Barbette Smithson Mike Nichols, Principals	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Reduce pupil-teacher ratios below state standards to improve literacy skills at designated grade levels.				
Scientific Based Research: "What We Have Learned About Class Size Reduction in California," California Department of Education, 2002. "Synthesis of Research on Effects of Class Size," Educational Leadership, 1990. "A Critical Look at Reduced Class Size," Contemporary Education, 1990.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Evaluate the results of reducing class size by examining related data. Action Type: Program Evaluation Action Type: Title I Schoolwide	Principals Barbette Smithson, Mike Nichols	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$



Mentoring program for new teachers will include current best practices for continued improvement of student achievement in literacy. Action Type: Equity Action Type: Title I Schoolwide	Principals Barbette Smithson and Mike Nichols	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> </ul>	ACTION BUDGET: \$
NSLA: One Counselor (1.00 FTE) April McLean, above State Standards will be paid for out of NSLA funds. Action Type: Wellness	Barbette Smithson, Mike Nichols, Principals	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Central Office</li> </ul>	NSLA (State-281) - Employee \$11687.00 Benefits: NSLA (State-281) - Employee \$38500.00 Salaries:  ACTION BUDGET: \$50187
One Librarian Anna Tharel (1.0 FTE) above State standards will be paid for using NSLA funds. Action Type: Equity	Barbette Smithson, Mike Nichols, Principals,	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>School Library</li> </ul>	NSLA (State-281) - Employee \$14600.00 Benefits: NSLA (State-281) - Employee \$54000.00 Salaries:  ACTION BUDGET: \$68600
Total Budget:				\$118787

Intervention: Title I instructional aides, and tutors will assist students in literacy and mathematics, providing supplemental instruction.

Scientific Based Research: "Paraprofessionals: A Resource for Tomorrow's Teachers," Mary Jean LeTendre, U.S. Department of Education

Actions	Person Responsible	Timeline	Resources	Source of Funds
Four para-professionals Tony Walker, Sheryl Smith, Audrey Logan, Wendy Lear, will assist students with academics through small group and individualized instruction in math and literacy. These instructional aides may utilize the Compass Lab in order to assist students with skills in Literacy and Mathematics. These highly qualified para-professionals will attend staff development with regular classroom teachers. Salaries and benefits will be paid for these paras. Examine pre and post tests (Target Assessments) as part of the plan evaluation. Also, CWT will be utilized for program effectiveness. Action Type: Alignment Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation	Linda Abbott, Federal Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>Performance Assessments</li> <li>Teachers</li> <li>Teaching Aids</li> <li>Title Teachers</li> </ul>	Title I - Employee \$75000.00 Salaries: Title I - Employee \$32864.55 Benefits:  ACTION BUDGET: \$107864.55

Action Type: Technology Inclusion Action Type: Title I Schoolwide				
Two Literacy Instructional Facilitators Amanda Siddons, Betty Cook, will be utilized K-6 as a resource for teachers and students to help improve literacy scores. These highly qualified teachers will be provided with funds for salary and benefits. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Barbette Smithson, Mike Nichols, Principals	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> </ul>	Title I - Employee Salaries: \$90000.00 Title I - Employee Benefits: \$25100.00 <hr/> ACTION BUDGET: \$115100
In order to expand the Elementary School's existing Reading Program, Supplemental Instructional Materials such as leveled readers, books of high interest, books to promote a rich vocabulary, and books that yield informational type reading will be purchased. All of these materials will be beyond the scope of what is required of districts. Action Type: Equity Action Type: Title I Schoolwide	Linda Abbott	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	Title I - Materials & Supplies: \$20000.00 <hr/> ACTION BUDGET: \$20000
Total Budget:				\$242964.55
Intervention: Provide technology for the remediation of students' literacy skills.				
Scientific Based Research: "Getting the Most from Technology in Schools," Noel White, Cathy Ringstaff, Loretta Kelley, West Ed.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Students reading growth will be measured through the Star Reading Program. The Star Reading test is given each quarter. Results will be used to plan interventions for any students not showing gains. During the 2011-2012 school year pre and post reading tests were given. During that year, grade equivalents showed an increase varying from 0.4 to 1.0. Action Type: AIP/IRI	Betty Cook, Literacy Chair	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Computers</li> <li>Performance Assessments</li> <li>School Library</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
All students, including special education students, will participate in the accelerated reading program. Action Type: Equity	Betty Cook, Literacy Chair	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Computers</li> <li>Performance Assessments</li> <li>School Library</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
All students will use the computer lab (Odyssey) for writing and reading opportunities. Action Type: Special Education	Linda Abbott, Federal Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Student Response Systems were purchased as recommended by our Leadership Team. 15 units were purchased for the	Barbette Smithson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$

elementary school for teachers to engage all learners, and to better reach our target group. Action Type: Technology Inclusion Action Type: Title I Schoolwide				
Kindles and ipads will be purchased for use by students to increase reading at the Elementary School. Action Type: Technology Inclusion	Misty Simpson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	Title VI State - Materials & Supplies: \$8110.50  ACTION BUDGET: \$8110.5
Computers for the students will be replaced at the Elementary. Having access to technology will better prepare our students for learning.	Barbette Smithson	Start: 07/01/2013 End: 06/30/2014		NSLA (State-281) - Materials & Supplies: \$115000.00  ACTION BUDGET: \$115000
Technology debt will be paid down utilizing NSLA funds. This action will enable the district to better provide existing educational services to our students.	John Parrish	Start: 07/01/2013 End: 06/30/2014		NSLA (State-281) - Other Objects: \$100000.00  ACTION BUDGET: \$100000
Total Budget:				\$223110.5

Intervention: Involve parents in their child's education.

Scientific Based Research: "Partners for Student Success," National PTA, 2002.

Actions	Person Responsible	Timeline	Resources	Source of Funds
An annual "Report to the Public" will be presented to parents and the community. Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Title I Schoolwide	Principals Barbette Smithson and Mike Nichols	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
A Veterans Day program will be performed for the community and parents. Action Type: Parental Engagement	Debbra Renfro	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Provide information to parents regarding their child's progress. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education	April McLean/Erin Baker, Counselors	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Parent volunteers are encouraged to participate with "Peanut Patch Olympics" and "Team Game Day". Action Type: Parental Engagement Action Type: Title I Schoolwide	Principals Barbette Smithson and Mike Nichols	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> </ul>	ACTION BUDGET: \$

			<ul style="list-style-type: none"> <li>Teachers</li> </ul>	
A minimum of two parent/teacher conferences will be held each school year. Action Type: Parental Engagement	Principals Barbette Smithson and Mike Nichols	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Parent, teacher, student agreements will be discussed and signed. Action Type: Collaboration	Classroom Teacher Jamey Garner	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
The Parent Center will include parenting books and other materials regarding responsible parenting. Action Type: Parental Engagement	Parent Involvement Facilitators Erin Baker and April McLean	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>School Library</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
A monthly calendar is sent home with students to inform parents of school events. Action Type: Parental Engagement	Principals Barbette Smithson and Mike Nichols	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Parents will be welcomed in the school after registering in the office and obtaining a visitor's badge. Action Type: Parental Engagement	Principals Barbette Smithson and Mike Nichols	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Engage parents in the education of their children through providing parenting materials BEYOND the requirements of ACT 307. Parenting materials will be purchased. These will be available in the parent center or sent home with the students. Action Type: Parental Engagement	April McLean and Erin Baker, Parent Involvement Facilitators	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	Title I - Materials \$2000.00 & Supplies:  ACTION BUDGET: \$2000
School will prepare parent involvement information packets and distribute them. Action Type: Parental Engagement	Linda Abbott, Federal Programs Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
A refrigerator curriculum will be provided to each parent to inform them of their child's curriculum. Action Type: Parental Engagement	Principals Barbette Smithson and Mike Nichols	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Hold Parent Involvement Meetings. Action Type: Parental Engagement	Principals Barbette Smithson and Mike Nichols	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Administrators and teachers will receive training to enhance understanding of effective parent involvement strategies. Two hours for teachers and 3 hours for administrators as required by ACT 397. Sign in sheets will be kept.	Principals Barbette Smithson and Mike Nichols	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$

Action Type: Parental Engagement Action Type: Title I Schoolwide				
Parent representation is in place on Advisory Committees and on Handbook Review Committees. Action Type: Professional Development Action Type: Program Evaluation	Principals Barbette Smithson and Federal Coordinator Linda Abbott	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
The principal of each school shall designate one certified staff member that is willing to serve as a parent facilitator to organize meaningful training for staff and parents promoting and encouraging a welcoming atmosphere to parents involvement in the school and to undertake efforts to ensure that parental participation is recognized as an asset to the school. Action Type: Parental Engagement	Barbette Smithson Mike Nicholst, Principals	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	ACTION BUDGET: \$
Publish a volunteer resource book, listing the interests and availability of volunteers for school staff members' use, specifically including: 1. Survey parents regarding their interests, so volunteer work will be meaningful. 2. Determine how frequently a volunteer would like to participate, including the option of just one time per year. 3. Include options for those who are available to help at home. 4. Use the resource book to help match school needs with volunteer interests. Action Type: Parental Engagement	Erin Baker and April McLean, Parent Involvement Facilitators	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Frequently publish the school's process for resolving parental concerns, including how to define the problem, whom to approach first, and how to develop a solution. Parent Teacher conference sign up sheets were collected in the instances where this policy was made available to parents. Seventy-five percent of parents attended spring conferences. Action Type: Parental Engagement	Barbette Smithson Mike Nicholst, Principals	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	ACTION BUDGET: \$
Evaluate parent involvement plan for effectiveness through a school wide survey and periodic updates of scrapbook for evolving parental engagement events. Action Type: Parental Engagement Action Type: Program Evaluation	Erin Baker and April McLean, Parent Involvement Facilitators	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$2000
Intervention: Building collaboration activities will be used to increase student achievement.				
Scientific Based Research: "Data Driven Decision Making," Doug Reeves, NSCI Educators Edge.				

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will be given opportunities to attend seminars and training to improve literacy performance by students. Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide	Principals Barbette Smithson and Mike Nichols	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The literacy committee will meet annually to analyze the most current data including special education student population data and make modifications in the literacy portion of the school improvement plan to increase student achievement. Action Type: Program Evaluation Action Type: Special Education	Librarians Lea Ann Fox and Anna Tharel	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Literacy committee will meet annually to analyze the most current data and make modifications in the literacy portion of the school improvement plan to increase student achievement. Action Type: Collaboration Action Type: Program Evaluation Action Type: Technology Inclusion	Principals Barbette Smithson and Mike Nichols	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Parents are involved on the literacy selection committee and Book Fair for the library. Action Type: Parental Engagement	Librarians Lea Ann Fox and Anna Tharel	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>School Library</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0
Intervention: School Improvement Best Practices				
Scientific Based Research: The Model Schools Conference, Nashville, TN 2005. Daggett, Willard R. Preparing Students for Their Future, Successful Schools: From Research to Action Plans, 2005. Collins, Jim. Good to Great, Harper Business. 2001.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
SCHOOL IMPROVEMENT: Teachers will work collaboratively using the DIBELS Assessment, local assessments, and teacher observations to create groups for intervention and enrichment to insure all students needs are met. Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide	Betty Cook, Reading Interventionist	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The LEA will conduct a peer review and approve the school's ACSIP prior to submitting to ADE. Action Type: Collaboration Action Type: Title I Schoolwide	Barbette Smithson and Mike Nichols, Principals	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
SCHOOL IMPROVEMENT: The literacy coach will provide assistance to teachers. In reading, instruction will target reading vocabulary and comprehension. In writing, instruction will target open response literary and practical applications, as well as spelling, punctuation, usage, and	Amanda Siddons, Literacy Coach	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$



expression. The literacy coach will meet with teachers at all grade levels on a continuing basis to provide assistance in aligning instruction to the Literacy Model to the TIA (Total Instructional Alignment). Action Type: Collaboration Action Type: Title I Schoolwide				
EVALUATION PROTOCOL FOR THE 10-11 PLAN DATA TREND: Leadership strategies for School Improvement: The ACSIP Leadership committee will meet as needed having an established agenda focusing on the goals and objectives of our ACSIP plan. Norms for conducting the meetings will be established and minutes will be recorded and filed. Special concentration on Professional Development and monitoring of programs/processes designed to address the need for school improvement of the targeted subpopulation. Review and planning will occur throughout the school year to commit to best practices in instruction and assessment to improve student performance. The principals will conduct daily CWT to monitor instruction and implementation of curriculum. Action Type: Special Education Action Type: Title I Schoolwide	Barbette Smithson and Mike Nichols, Principals	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
SCHOOL IMPROVEMENT: An early intervention committee will be established to investigate and implement a student assistance team to insure students needs are met. Action Type: AIP/IRI Action Type: Collaboration Action Type: Special Education Action Type: Title I Schoolwide	Barbette Smithson and Mike Nichols, Principals	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
PROFESSIONAL DEVELOPMENT Professional Development that directly addresses the academic achievement problems of low-performing students in the area of performance in answering open response questions in literary and content areas with emphasis on improving comprehension and writing content and style. The Literacy coach will conduct the professional development for the Regular Classroom as well as the core-curriculum teachers to insure that best practices with differentiated instruction is occurring for all students. Action Type: Collaboration Action Type: Professional Development Action Type: Special Education Action Type: Title I Schoolwide	Amanda Siddons, Literacy Coach	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
PEER REVIEW FOR SCHOOL IMPROVEMENT: The ACSIP District and Building Leadership teams will meet having an established agenda that focuses on the goals and objectives of Booneville Elementary School Improvement status. This PEER REVIEW will establish a consensus for best practices that will contribute to the overall academic performance for the entire district effort.	Linda Abbott, Federal Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$

<p>There will be special concentration on the Professional Development and monitoring of programs and processes designed to address the need for school improvement. Outcomes will be documented for review and adjustment throughout the year to insure implementation and success of the School Improvement objectives in 2011-2012.</p> <p>Action Type: Collaboration</p>				
Total Budget:				\$0
Intervention: School Wide Components to increase student achievement.				
Scientific Based Research: The Model Schools Conference, Nashville, TN 2005. Daggett, Willard R. Preparing Students for Their Future, Successful Schools: From Research to Action Plans, 2005. Collins, Jim. Good to Great, Harper Business. 2001.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>NEEDS ASSESSMENT: We formed Grade Level teams and analyzed the test scores from the 3-6 grade Augmented Benchmark, and NRT Exams. We examined the results for both the combined population and EACH subpopulation. In addition, we studied our attendance and disciplinary data over the past three years. We aggregated and disaggregated this data for the purpose of determining student learning and behavioral needs. We looked at the trends in order to better shape instruction and align it with the curriculum frameworks, in literacy and math. We examined our routines, customs, norms and expectations in order to dig deeper for the root cause why our special education students are not achieving to the expected full potential. Our Supporting Data Statements show the differences in achievement, among our various populations. We are modifying our curriculum, instruction, assessment and Professional Development practices to better meet the needs of all our populations. Our data analysis led us to conclude that the following areas reflect our greatest need: special education students in literacy skills including reading comprehension and writing. IN addition, we have "formed a school ACSIP leadership team that is responsible for reviewing progress, monitoring data and making adjustments in student interventions on a monthly basis. This team oversees the implementation of our ACSIP Plan" and analyzes formative, real time classroom performance data. This data is reflected on our "Assessment Wall" and is used to make decisions regarding the direction, and focus, of our classroom Instruction.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Title I Schoolwide</p>	Barbette Smithson, Mike Nichols, Principals, Amanda Siddons, Literacy Chair	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
<p>SCHOOLWIDE REFORM STRATEGIES: Our school faculty is divided into Grade Level Teams. We meet weekly to examine classroom performance data and set short-term goals for improvement. It is during these meetings that we develop a common purpose and are able to focus on those areas where our students struggle. We commonly use Rubrics to measure student performance. "Student</p>	Barbette Smithson, Mike Nichols, Principals	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

<p>Learning is assessed frequently with standards based assessments and our Principal has conducted an "audit of time resource allocation" in order to increase the amount of time devoted to instructional leadership. Through our comprehensive core literacy program we meet the needs of our student population by instructing in the 5 essential elements, as determined by the National Reading Panel. We continually align our curriculum and assessments with the Common Core State Standards. The school provides a 2 hour literacy block with 60 minutes of uninterrupted instruction time to meet diverse student needs. Intervention and remediation is included in this 2 hour time period. The strategies we incorporate are based on scientifically based research.</p> <p>Action Type: Alignment  Action Type: Collaboration  Action Type: Equity  Action Type: Parental Engagement  Action Type: Professional Development  Action Type: Special Education  Action Type: Title I Schoolwide</p>				
<p><b>INSTRUCTION BY HIGHLY QUALIFIED TEACHERS:</b> All certified personnel and paraprofessionals in the school will be highly qualified when they are hired or will become highly qualified through an Alternative Licensure Plan in the required time period. Action Type: Equity Action Type: Title I Schoolwide  Action Type: Equity  Action Type: Title I Schoolwide</p>	Barbette Smithson, Mike Nichols, Principals	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
<p><b>PROFESSIONAL DEVELOPMENT:</b> The district will provide all teachers and administrators with no less than 60 hours of professional development including 6 hours of technology and 2 hours of parental involvement (3 hours parental involvement for administrators). Teachers responsible for teaching Arkansas History will receive 2 hours of professional development for that area. In addition to the teacher requirements, administrators will annually receive professional development in data analysis, instructional leadership, and fiscal management. "Individual Teacher Professional Development Plans are developed using student data and classroom observations and all of our faculty participate in Professional Development on how to analyze and effectively use Data."  Action Type: Professional Development  Action Type: Program Evaluation  Action Type: Title I Schoolwide</p>	Barbette Smithson and Mike Nichols, Principals	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
<p><b>STRATEGIES TO ATTRACT HIGHLY QUALIFIED TEACHERS:</b> The district will advertise vacant positions in local and state newspapers, online websites, and offer a competitive salary. When necessary, School representatives will attend job fairs throughout the state to search for highly qualified teachers. 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.  Action Type: Equity</p>	Barbette Smithson and Mike Nichols, Principals	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide				
<p>PARENT INVOLVEMENT: A variety of strategies are used to involve our parents in their child's education. Opportunities are provided for parents to attend parent engagement nights, parent teacher conferences, and "Back to School Night." Our school works with the Parent Coordinator and Parent Center to create a welcoming environment for parental involvement. Parents also serve on our ACSIP committee and help shape our parental involvement plan. We have a Parent Center that is welcoming and offers a variety of materials for our parents to check out and use at home. On a regular basis we utilize parent input to review policies, procedures and practices that might present barriers to student achievement.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	Barbette Smithson, Mike Nichols , Principals	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
<p>TRANSITION: Conferences are held in the spring to transition students into kindergarten. Parents are provided with a kindergarten readiness checklist at the time of registration. Current students are introduced to their next year's assigned teacher before the summer break.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education Action Type: Title I Schoolwide</p>	Barbette Smithson, Mike Nichols, Principals, Betty Cook, Literacy Chair	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
<p>INVOLVE TEACHERS IN DECISION MAKING: Teachers participate in the decision making process through membership on the ACSIP committees. All teachers will influence the Title I program by having input concerning changes in the ACSIP plan. We survey all faculty to assess the validity of each Professional Development that is provided. Those results are used to make decisions about what Professional Development is offered in the future. Our faculty leadership teams report School Improvement Plan progress to the Superintendent on a Quarterly Basis.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	Barbette Smithson, Mike Nichols, Principals	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
<p>POINT IN TIME REMEDIATION: We ensure that all our students experience a rigorous curriculum that is aligned to the Common Core State Standards. When considering students at risk we look beyond NRT and CRT scores and include the QUALLS, DIBELS, DRA, and DSA which give us a complete assessment to determine intervention needs. Based on these needs, intervention plans are written on an individual basis to continually monitor student achievement and progress. The intervention, AIP and/or IRI, plans include scientifically based strategies for students who</p>	Barbette Smithson, Mike Nichols, Principals, Amanda Siddons, Literacy Chair	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

have difficulty mastering standards. The plans are adjusted based on bi-monthly progress monitoring. Intervention plans are implemented by Title I Para-Pros and Licensed teachers, on a daily basis. Our AIP's and IRI's are posted on-line. Action Type: Alignment Action Type: Equity Action Type: Title I Schoolwide				
COORDINATE AND INTEGRATE STATE AND FEDERAL PROGRAMS: We coordinate and integrate our programs by using various funding sources to support a seamless curriculum in our school. Whenever possible we combine federal and state resources in order to provide supplemental services for our students. NSLA and Title One Funds are used to hire Instructional Facilitators who help provide coordinate our Literacy and Math Curriculum as well as provide mentoring activities. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide	Barbette Smithson, Mike Nichols, Principals	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Federal and State Categoricals will be allocated to enhance the education of all students at Booneville Elementary School.				
Scientific Based Research:				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Materials and supplies will be provided, such as literacy games, to support literacy program. Action Type: Title I Schoolwide	Mike Nichols, Principal	Start: 07/01/2013 End: 06/30/2014	• Teachers	ACTION BUDGET: \$
A field trip, speaker, and supplies will be provided to enhance the existing Accelerated Reading program. Action Type: Title I Schoolwide	Mark Clemmons	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Trade books will be purchased to build upon existing classroom libraries. Action Type: Title I Schoolwide	Barbette Smithson, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Parental engagement will be built upon by providing leveled readers to be utilized in the home. Action Type: Title I Schoolwide	Betty Cook, Literacy Chair	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
A Comprehensive Literacy program will be expanded in the Elementary School. Materials and supplies will be provided to support this action. Action Type: Title I Schoolwide	Mike Nichols, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Professional reading materials will be provided for staff to increase their knowledge of literacy education. Action Type: Title I Schoolwide	Barbette Smithson, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
The existing Summer School Program will be enhanced by providing SBMH services during the summer. Salary, benefits, and funds for activities will be provided. Action Type: Title I Target Assistance	Dan Baker	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Literacy Events will be held at Booneville Elementary School. Each will center around a book	Linda Abbott	Start: 07/01/2013		

for the students, and have activities that involve parents. Parents will have reading aloud modeled for them. High School students will participate. Action Type: SIF 1003(a) 12-13		End: 06/30/2014		ACTION BUDGET: \$
Pre K: Booneville School district receives an ABC grant to fund a pre k program for high need children. Title I funds will be used to support this program. Salaries and benefits of 2 certified teachers .5 FTE and 2 paraprofessionals .5 FTE will be paid. Title I funds will also be allocated for snacks and materials and supplies for the program. NSLA funds will be used to provide materials and supplies. Action Type: Title I Schoolwide	Linda Abbott	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0
Intervention: A Teachers Academy will be implemented during the 2013-2014 school year to help increase student achievement through ongoing, work-embedded, professional development.				
Scientific Based Research: Jacobs, H.H.(Ed.)(2010). Curriculum 21: Essential education for a changing world. Alexandria, VA: ASCD				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Materials and supplies will be purchased for teachers to carry out professional development needs. Action Type: Collaboration Action Type: Professional Development	Karen Hart, Curriculum	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Teachers who choose to attend the weekly after school sessions at Teacher Academy will be paid \$30 per session. Teachers who present at the Teacher Academy sessions will be paid for two hours, one for prep and the other for teaching the session. The sum will be \$60. Action Type: Professional Development Action Type: Technology Inclusion	Karen Hart, Curriculum	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Needs surveys will be conducted several times each year in order to make sure the Teacher Academy sessions match the teachers professional development needs for increasing student achievement. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion	Karen Hart, Curriculum	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Teachers will give feedback after each Teacher Academy session by completing an exit evaluation. The information from these exit evaluations will be used to help drive the Teachers Academy. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Karen Hart, Curriculum	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Priority 2: To improve math skills especially in numbers and operations, geometry, measurement and algebra.

Supporting Data: 1. 2011 3rd Grade Benchmark: Number Tested & Percent Scoring Proficient/Advanced: 84% of 109 Combined students; 84% of 103 Caucasian students; 81% of 81 Economically Disadvantaged students; 67% of 15 Students with Disabilities. 2012 3rd Grade Benchmark: Number Tested & Percent Scoring Proficient/Advanced: 94% of 93 Combined students; 93% of 88 Caucasian students; 93% of 67 Economically Disadvantaged students; 63% of 8



- Students with Disabilities. 2013 Augmented Benchmark Grade 3: Number Tested & Percent of Students Scoring Proficient/Advanced: 106 Students: 81% of Combined Students; Students: 96 Students: 83% of Caucasian Students; 84 Students: 76% of Econ. Disadvantaged Students; Students: 18 Students: 78% of Students with Disabilities.
2. 2011 Benchmark-4th grade Mathematics Exam Number Tested & Percent of Students Scoring Proficient/Advanced: 84% of 113 Combined Students; 84% of 108 Caucasian Students; 79% of 80 Econ. Disadvantaged Students; 60% of 20 Students with Disabilities. 2012 Benchmark-4th grade Mathematics Exam Number Tested & Percent of Students Scoring Proficient/Advanced: 88% of 95 Combined Students; 88% of 91 Caucasian Students; 85% of 69 Econ. Disadvantaged Students; 55% of 9 Students with Disabilities. 2013 Benchmark-4th grade Mathematics Exam Number Tested & Percent of Students Scoring Proficient/Advanced: 97 Students: 92% of Combined Students; 95 Students: 91% of Caucasian Students; 73 Students: 91% of Econ. Disadvantaged Students; Students: 6 Students: 33% of Students with Disabilities.
  3. 2011 5th Grade Augmented Benchmark Exam-Number tested and scoring Proficient/Advanced in Math; 88% of 111 Combined Population students; 88% of 100 Caucasian students; 43% of 11 Students with Disabilities; 85% of 73 Economically Disadvantaged students. 2012 5th Grade Augmented Benchmark Exam-Number tested and scoring Proficient/Advanced in Math; 83% of 104 Combined Population students; 82% of 100 Caucasian students; 47% of 17 Students with Disabilities; 76% of 73 Economically Disadvantaged students. 2013 5th Grade Augmented Benchmark Exam-Number tested and scoring Proficient/Advanced in Math; 74% of 99 Combined Population students; 73% of 97 Caucasian students; 33% of 12 Students with Disabilities; 81% of 72 Economically Disadvantaged students.
  4. 2011 6th grade Benchmark Results-Number Tested & Percent of Students Scoring Proficient/Advanced: 77% of 97 Combined Students; 76% of 92 Caucasian Students; 70% of 67 Econ. Disadvantaged Students; 32% of 22 Students with Disabilities. 2012 6th grade Benchmark Results-Number Tested & Percent of Students Scoring Proficient/Advanced: 85% of 101 Combined Students; 84% of 90 Caucasian Students; 81% of 73 Econ. Disadvantaged Students; 20% of 10 Students with Disabilities. 2013 6th grade Benchmark Results-Number Tested & Percent of Students Scoring Proficient/Advanced: 105 Students: 82% of Combined Students; 85 Students: 82% of Caucasian Students; 70 Students: 80% of Econ. Disadvantaged Students; 14 Students: 50% of Students with Disabilities.
  5. METROPOLITAN ACHIEVEMENT TEST--Number and percent of students scoring at or above the 50th percentile: 2010- Kindergarten: COMBINED: 109 tested; Math Total 44%. CAUCASIAN: 100 tested; Math total 44%. ECONOMICALLY DISADVANTAGED: 84 tested; Math Total 38%. STUDENTS WITH DISABILITIES: 15 tested; Math Total 53%. Arkansas Comprehensive School Improvement Report Information for Booneville Elementary School IOWA TEST OF BASIC SKILLS--Number and percent of students scoring at or above the 50th percentile: 2011- Grade Kindergarten: COMBINED POPULATION: 109 Tested; 65.2%. CAUCASIAN: 96 Tested; Math Total 65.6%. ECONOMICALLY DISADVANTAGED: 81 Tested; 56%. STUDENTS WITH DISABILITIES: 9 Tested: 77.7%.
  6. 2010- 1st Grade: COMBINED: 116 tested; Total Math 64%. CAUCASIAN: 101 tested; Total Math 66%. ECONOMICALLY DISADVANTAGED: 92 tested; Total Math 61%. STUDENTS WITH DISABILITIES: 16 tested; Total Math 27%. Arkansas Comprehensive School Improvement Report Information for Booneville Elementary School IOWA TEST OF BASIC SKILLS--Number and percent of students scoring at or above the 50th percentile: 2011- Grade 1st: COMBINED POPULATION: 103 Tested; Concepts 58.2%; Problems & Data Inter. 64.1%; Math Total 66.1%; CAUCASIAN POPULATION: 95 Tested; Concepts 60%; Problems & Data Inter. 65.3%; Math Total 68.4%; ECONOMICALLY DISADVANTAGED: 82 Tested; Concepts 64.9%; Problems & Data Inter. 61%; Math Total 85.8%; STUDENTS WITH DISABILITIES: 13 Tested: Concepts 61.5%; Problems & Data Inter. 69.3%; Math Total 61.6%. 2012- Grade 1st: COMBINED POPULATION: 104 Tested; Concepts 52.9%; Problems & Data Inter. 46.1%; Math Total 52.9%; CAUCASIAN POPULATION: 93 Tested; Concepts 50.5%; Problems & Data Inter. 44.1%; Math Total 50.5%; ECONOMICALLY DISADVANTAGED: 83 Tested; Concepts 42.2%; Problems & Data Inter. 35.0%; Math Total 41.0%; STUDENTS WITH DISABILITIES: 7 Tested: Concepts 28.6%; Problems & Data Inter. 0%; Math Total 14.3%. 2013- Grade 1st: COMBINED POPULATION: 91 Tested; Concepts 70%; Problems 65%; Math Total 68%; CAUCASIAN POPULATION: 82 Tested; Concepts 71%; Problems 67%; Math Total 70%; ECONOMICALLY DISADVANTAGED: 83 Tested; Concepts 42.2%; Problems & Data Inter. 35.0%; Math Total 41.0%; STUDENTS WITH DISABILITIES: 13 Tested: Concepts 45%; Problems 57%; Math Total 52%.
  7. 2010- 2nd Grade: COMBINED: 116 tested; Total Math 72%. STUDENTS WITH DISABILITIES: 18 tested; Total Math 41%. ECONOMICALLY DISADVANTAGED: 84 tested; Total Math 70%. CAUCASIAN: 111 tested; Total Math 72%. Arkansas Comprehensive School Improvement Report Information for Booneville Elementary School IOWA TEST OF BASIC SKILLS--Number and percent of students scoring at or above the 50th percentile:

2011- Grade 2nd: COMBINED POPULATION: 99 Tested; Concepts 85.9%; Problems & Data Inter. 78.8%; Math Total 81.8%; CAUCASIAN POPULATION: 95 Tested; Concepts 85.3%; Problems & Data Inter. 78.9%; Math Total 82.1%; ECONOMICALLY DISADVANTAGED: 72 Tested; Concepts 83.4%; Problems & Data Inter. 75%; Math Total 81.2%; STUDENTS WITH DISABILITIES: 4 Tested: Concepts 50%; Problems & Data Inter. 75%; Math Total 50%. 2012- Grade 2nd: COMBINED POPULATION: 106 Tested; Concepts 67.9%; Problems & Data Inter. 52.9%; Math Total 56.6%; CAUCASIAN POPULATION: 95 Tested; Concepts 68.4%; Problems & Data Inter. 53.7%; Math Total 57.9%; ECONOMICALLY DISADVANTAGED: 83 Tested; Concepts 63.8%; Problems & Data Inter. 45.8%; Math Total 50.6%; STUDENTS WITH DISABILITIES: 14 Tested: Concepts 50%; Problems & Data Inter. 42.9%; Math Total 28.6%. 2013- Grade 2nd: COMBINED POPULATION: 97 Tested; Concepts 54%; Problems 57%; Math Total 55%; CAUCASIAN POPULATION: 91 Tested; Concepts 70%; Problems 65%; Math Total 68%; ECONOMICALLY DISADVANTAGED: 83 Tested; Concepts 63.8%; Problems & Data Inter. 45.8%; Math Total 50.6%; STUDENTS WITH DISABILITIES: 9 Tested: Concepts 50%; Problems & Data Inter. 42%; Math Total 28%.

8. Attendance Rate: In 2010, the attendance rate was 93.4%. In 2011, the attendance rate was 93.5%. In 2012, the attendance rate was 94.5%.

9.

Goal All students will show improvement on open response items and measurement and algebra related concepts.

Benchmark In math, the All Students subgroup scored 86.36% percent proficient and advanced missing the math 2012 AMO performance target of 86.52% by .16 tenths of a percent. The all students subgroup in math growth was 72.46% not meeting the 2012 AMO growth target of 81.67%. The 2013 AMO growth target was 83.33% for the all students category.

Intervention: Implement strategies K-6 to prepare all students for open response items on the Primary Benchmark.				
Scientific Based Research: Scientific based research: "Partners for Student Success," National PTA, 2002				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will cooperatively develop an Academic Improvement Plan for all students not scoring proficient or above on the math portion of the Benchmark Exam. Action Type: AIP/IRI Action Type: Collaboration	Principals Barbette Smithson and Mike Nichols	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Outside Consultants</li> <li>Performance Assessments</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Teachers will attend staff development on teaching open response items. Action Type: Collaboration Action Type: Professional Development Action Type: Special Education Action Type: Title I Schoolwide	Principals Barbette Smithson and Mike Nichols	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Outside Consultants</li> <li>Performance Assessments</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Teachers will meet and design units that utilize open-ended response and are linked to the Common Core State Standards. Action Type: Alignment Action Type: Collaboration Action Type: Special Education	Principals Barbette Smithson and Mike Nichols	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Outside Consultants</li> <li>Performance Assessments</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$

Math committee will meet each semester to discuss strategies at each grade level to prepare all, including special education students, for open response items. Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education	Principals Barbette Smithson and Mike Nichols	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Teachers will administer state mandated tests and compare scores on a yearly basis for student improvement. Action Type: AIP/IRI Action Type: Program Evaluation	Principals Barbette Smithson and Mike Nichols	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Teachers will instruct and provide students with opportunities to respond to open response items. Action Type: Alignment Action Type: Special Education	Principals Barbette Smithson and Mike Nichols	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>Performance Assessments</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Teachers will instruct students on areas of weakness as indicated by tests. Action Type: AIP/IRI Action Type: Equity Action Type: Special Education	Principals Barbette Smithson and Mike Nichols	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>Performance Assessments</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Teachers will implement strategies suggested by math committee for each grade level. Action Type: AIP/IRI Action Type: Equity	Principals Barbette Smithson and Mike Nichols	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
PROGRAM EVALUATION: Math committee will meet each semester to discuss strategies at each grade level to improve math skills. Action Type: Collaboration Action Type: Technology Inclusion	Math Chair Garnetta Bonner	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>Performance Assessments</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Implement and administer end of quarter benchmarks in mathematics for each grade level.				
Scientific Based Research: "Making Standards Work," Doug Reeves, 1996-1998, Center for Performance Assessment, 1660 South Albion St., Denver, CO 80222				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Implement the use of end of quarter benchmarks at each grade level in mathematics. Action Type: Alignment Action Type: Technology Inclusion	Principals Barbette Smithson and Mike Nichols	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$

Refer students scoring below 70% on end of quarter benchmarks to after-school studies. Action Type: AIP/IRI	Principals Barbette Smithson and Mike Nichols	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Computers</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
IN ORDER TO MEET THE REQUIREMENTS SET FORTH IN ACT 35 and the rules and regulations governing the ACTAAP process, the Booneville Elementary School will develop an Academic Improvement Plan for each student scoring below proficient on State Benchmark Exams. These AIP's will be developed by parents and teachers and will show a management plan for eliminating deficiencies in mathematics or literacy by the end of the school year. Actions on the AIP will include such things as peer tutoring, extra help at home, after school tutoring, private tutor, homework log, daily notes, use of manipulatives, extra time, and shortened assignments. Action Type: AIP/IRI	Barbette Smithson Mike Nichols, Principals	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Teachers will identify methods of assessing student learning during the unit study to guide instruction, to adapt to individual needs, and to provide point-in-time interventions. Evidences of learning will be described that will determine if a student has met desired goals. Action Type: Alignment Action Type: Title I Schoolwide	Garnetta Bonner, Math Chairperson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> </ul>	ACTION BUDGET: \$
PROGRAM EVALUATION: Results of Target Assessments will be used to identify improvement in student achievement. Action Type: Program Evaluation	Garnetta Bonner, Math Chairperson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
ON A SEMI ANNUAL BASIS, ALL NRT (ITBS), END OF COURSE AND BENCHMARK DATA, ALONG WITH OTHER SCHOOL-BASED DATA, WILL BE ANALYZED TO DETERMINE CURRICULUM, INSTRUCTION, AND STAFF DEVELOPMENT NEEDS. Curriculum maps will be adjusted for gaps and redundancies. Students scoring below proficient will have requirements to meet according to AIP's and individual professional development needs will be determined and addressed. Our ACSIP plan will be reviewed and modified based on the results of this data analysis. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation	Barbette Smithson, Mike Nichols, Principals	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Supplemental instruction will be provided for students in the area of mathematics.				
Scientific Based Research: "Paraprofessional: A Resource for Tomorrow's Teachers," Mary Jean LeTendre, U.S. Department of Education.				
Actions	Person Responsible	Timeline	Resources	Source of Funds

Provide five instructional aides, along with math materials to assist qualifying students with mathematics through small group instruction in the classroom. Action Type: Technology Inclusion Action Type: Title I Schoolwide	Linda Abbott, Federal Programs Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Examine Pre and Post tests as part of the plan evaluation. Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide	Linda Abbott, Federal Programs Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Summer school will be provided for all students who need remediation. Teachers will identify students who would benefit from summer school in the area of mathematics. All students will receive summer school instruction in math. Pay will be \$30 per hour. Summer School will run for 25 days for approx. 4 hours a day during the summer. Action Type: AIP/IRI	Barbette Smithson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
After School tutoring and homework help will be provided for students needing remediation in math. Students will be identified by teachers. Hours will be from 3:00-4:00 daily. Pay will be \$30 per hour. Action Type: AIP/IRI	Barbette Smithson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Elementary students will be periodically reviewed for learning in the area of math and literacy. These reviews will be used to provide teachers with direction.	Barbette Smithson	Start: 07/01/2013 End: 06/30/2014		NSLA (State-281) \$6000.00 - Purchased Services:  ACTION BUDGET: \$6000
Total Budget:				\$6000
Intervention: Math curriculum will be aligned to Common Core State Standards and adjusted periodically throughout the year.				
Scientific Based Research: "Data Driven Decision Making," Doug Reeves, NSCI Educators Edge				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Frameworks and curriculum mapping review will be made on a yearly basis. Action Type: Alignment	Math Chair Garnetta Bonner	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Teachers will continue to attend training in mathematics. Action Type: Professional Development	Linda Jones, Federal Programs Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Outside Consultants</li> </ul>	ACTION BUDGET: \$

			<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	
PROGRAM EVALUATION: The math committee will meet periodically to examine the data and modify the plan to increase student achievement. Action Type: AIP/IRI Action Type: Technology Inclusion Action Type: Title I Schoolwide	Principals Barbette Smithson and Mike Nichols	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$
Teachers will be given opportunities to attend seminars and training to help improve math performance of their students. Substitutes will be used for teachers attending workshops during the school day. Action Type: Technology Inclusion Action Type: Title I Schoolwide	Principals Barbette Smithson and Mike Nichols	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$
An awards assembly will be held for the 4th and 5th grades. The 6th grade students will be honored at a special Celebration time. Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation	Mike Nichols, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
All teachers work together to map aligned curriculum for instructional and assessment purposes. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Garnetta Bonner, Math Chairperson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Technology will used to enhance learning in math and literacy.				
Scientific Based Research: From Black and White to Color: Technology, Professional Development and Changing Practice By Mary Burns <a href="http://www.thejournal.com/articles/16020">http://www.thejournal.com/articles/16020</a>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will be trained in the use of Smartboards and software and how cross curricular projects can be assigned to increase student interest and understanding. Action Type: Technology Inclusion	Principals Barbette Smithson and Mike Nichols	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Classroom access to technology and software will increase through use of student response systems, document cameras, smartboards, ipads, and web based programs such as Education City. Action Type: Technology Inclusion	Principals Barbette Smithson and Mike Nichols	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	NSLA (State -281) - Purchased Services: \$19000.00 NSLA (State -281) - Materials & Supplies: \$1000.00 ACTION BUDGET: \$20000



Utilize Harcourt's computerized, individualized math program to work toward each student's individual needs. Action Type: AIP/IRI Action Type: Equity Action Type: Special Education	Garnetta Bonner, Math Chairperson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
PROGRAM EVALUATION: Teachers will evaluate the success of implementation of technology into the classroom. Of all teachers K-6 95% utilize technology on a daily basis. Action Type: Technology Inclusion	Barbette Smithson, Mike Nichols	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$20000

Priority 3: To improve the health and wellness of the student body and staff through education and physical activity.

- Supporting Data:
1. In 2012, BMI results for Booneville Elementary School indicated that 32.9% of the student male population were at risk of being overweight. This is a decrease of 3.7% over the 2007 screening. In 2006, BMI results for Booneville Elementary School indicated that 38% of the student male population were at risk of being overweight. This is an increase of .7% over the 2005 screening. In 2007, BMI results for Booneville Elementary School indicated that 36.6% of the student male population were at risk of being overweight. This is a decrease of 1.4% over the 2006 screening.
  2. In 2012, BMI results for Booneville Elementary School indicated that 33% of the student female population were at risk of being overweight. This is a decrease of .3% over the 2007 screening. In 2006, BMI results for Booneville Elementary School indicated that 29.5% of the student female population were at risk of being overweight. This is an increase of 1.2% over the 2005 screening. In 2007, BMI results for Booneville Elementary School indicated that 30.3% of the student female population were at risk of being overweight. This is an increase of 0.8% over the 2006 screening.
  3. The 2007, 2008 and 2009 School Health Index indicated that not all students took advantage of the time allotted to physical activity in the weekly schedule.
  4. The 2007 Governor's Initiative Healthy Arkansas indicated that 55.3% of Arkansans did not meet recommendations for moderate to vigorous physical activity. In 2012 approximately 13.4% of all children measured at BES were in the overweight category. Approximately 19.6% of all children were identified as Obese.

Goal Students participating in the BMI activity show a need to improve their cardiovascular, muscular strength/endurance, and flexibility.

Benchmark Healthier BMI results will be evident. There will be an improvement in the 2013-2014 BMI results indicating healthier lifestyles are being practiced and sedate lifestyles are being reduced.

Intervention: Booneville Elementary School will encourage strategies and activities that encourage a non-sedentary lifestyle.				
Scientific Based Research: "Let's Get Physical - Promotion and Education Strategies" by Dr. Hal Welchsler. <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
Implement and encourage participation in extracurricular programs that support physical activity, i.e. Boys and Girls Club, T-ball/Baseball, Soccer and other community based programs. Action Type: Parental Engagement Action Type: Wellness	Sally Hardin, Lesia Deeds	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Incorporation of developmentally appropriate physical activity in physical	Sally Hardin, Lesia Deeds	Start: 07/01/2013	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	

education classes and supervised recess. Action Type: Wellness		End: 06/30/2014		ACTION BUDGET: \$
Promote a reduction in the amount of time children spend in sedentary activities such as watching TV and playing video games. The school website, newsletter and other take home materials will be used to contact parents. Action Type: Parental Engagement Action Type: Wellness	Sally Hardin, Lesia Deeds	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Promote the health and well-being of every staff member by working to plan and implement activities and policies that support personal efforts by staff to maintain a healthy lifestyle. Action Type: Professional Development Action Type: Wellness	Principals Barbette Smithson,, Mike Nichols	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
Business Representative	Robert Herrera	Member	Federal Programs
Business Representative	Ross Kent	Member	Math
Classroom Teacher	Allie Turner	Member	Math
Classroom Teacher	Amanda Bingham	Member	Math
Classroom Teacher	Amanda Siddons	Member	Math
Classroom Teacher	Amy Gregory	Member	Literacy
Classroom Teacher	Andrea Reyes	Member	Literacy
Classroom Teacher	Anetta Garner	Member	Literacy
Classroom Teacher	Ann Remy	Member	Literacy
Classroom Teacher	Annetta Garner	Member	Math
Classroom Teacher	Audrey Logan	Member	Math
Classroom Teacher	Becky Suttles	Member	Literacy
Classroom Teacher	Becky Weaver	Member	Math
Classroom Teacher	Belinda Austin	Member	Literacy
Classroom Teacher	Beth Corley	Member	Math
Classroom Teacher	Betty Cook	Member	Literacy
Classroom Teacher	Brandy Ryan	Member	Math
Classroom Teacher	Brittany Goff	Member	Literacy
Classroom Teacher	Brittany Morrison	Literacy	Member
Classroom Teacher	Brooke Helton	Member	Math
Classroom Teacher	Darlene Chambers	Member	Math
Classroom Teacher	Debra Renfro	Member	Literacy
Classroom Teacher	Donna Farris	Member	Literacy
Classroom Teacher	Emily Crowley	Member	Literacy
Classroom Teacher	Erin Bearden	Member	Literacy
Classroom Teacher	Garnetta Bonner	Chairperson	Math
Classroom Teacher	Georgia Littleton	Member	Math
Classroom Teacher	Gyana Garner	Member	Literacy
Classroom Teacher	Jamey Garner	Member	Math
Classroom Teacher	Jan Taylor	Member	Literacy
Classroom Teacher	Jenifer Herrera	Member	Literacy
Classroom Teacher	Jennifer Haynes	Member	Literacy
Classroom Teacher	Jessica Lewter	Member	Math

Classroom Teacher	Julia Haller	Member	Math
Classroom Teacher	Katelin Carson	Member	Literacy
Classroom Teacher	Kayla Pennebaker	member	math
Classroom Teacher	Kelsey Sutterfield	Member	Literacy
Classroom Teacher	Kyla Turley	Member	Math
Classroom Teacher	Laina Holt	Member	Literacy
Classroom Teacher	Laura Duffey	Member	Literacy
Classroom Teacher	Laura Schmidt	Member	Math
Classroom Teacher	Leah Cagle	Member	Literacy
Classroom Teacher	Lesia Deeds	Member	Math
Classroom Teacher	Marcia Ford	Member	Literacy
Classroom Teacher	Mary Murray	Member	Math
Classroom Teacher	Michelle Whitaker	Math	Member
Classroom Teacher	Nancy Dean	Member	Math
Classroom Teacher	Pazley Akins	Member	Math
Classroom Teacher	ReJeanna Bokker	Member	literacy
Classroom Teacher	Sally Hardin	Member	Math
Classroom Teacher	Sonyia Winfield	Member	Math
Classroom Teacher	Susan Fackler	Member	Math
Classroom Teacher	Tasha Wilson	Member	Literacy
Classroom Teacher	Teresa Johnson	Member	Math
Classroom Teacher	Teri Storing	Member	Literacy
Classroom Teacher	Terrie Hamilton	Member	Math
Classroom Teacher	Tony Walker	Member	Literacy
Classroom Teacher	Vicky Chambers	Member	Literacy
Classroom Teacher	Virginia Elkins	Member	Literacy
Classroom Teacher	Wendy Dean	Member	math
Classroom Teacher	Wendy Lear	Member	literacy
Community Representative	Rick Scott	Member	Literacy
Community Representative	Robert Abbott	Member	Math
District-Level Professional	John Parrish	Member	Federal Programs
District-Level Professional	Linda Abbott	Member	Federal Programs
Non-Classroom Professional Staff	Ann Jester	Member	Federal Programs
Non-Classroom Professional Staff	Anna Tharel	Member	Literacy
Non-Classroom Professional Staff	April Mclean	member	Literacy
Non-Classroom Professional Staff	Debby Scoggin	Member	Math
Non-Classroom Professional Staff	Erin Baker	Member	Math
Non-Classroom Professional Staff	Karen Hart	Chairperson	Literacy
Non-Classroom Professional Staff	LeaAnn Jensen	Member	Literacy
Non-Classroom Professional Staff	Sharla Stiles	Member	Literacy
Non-Classroom Professional Staff	Sheryl Smith	Member	Math
Parent	Carrie Ray	Member	Federal Programs
Parent	Pam Scott	Member	Federal Programs
Principal	Barbette Smithson	Chairperson	Math
Principal	Mike Nichols	Chairperson	Math