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## Parental Involvement Plan Submitted September 30, 2013

**BERRYVILLE SCHOOL DISTRICT**  
902 West Trimble, Berryville, AR 72616

### Action Report

**For: Parental Engagement.**

**Generated on September 25, 2013**

#### **BERRYVILLE ELEMENTARY SCHOOL**

Action Type: Parental Engagement

**Priority 1: Literacy**

**Goal:** All students will improve in reading by using the components of comprehensive literacy to promote their phonemic awareness, phonics, fluency, vocabulary and comprehension.

**Priority 2: Mathematics**

**Goal:** All students will improve in the mathematics skills of Numbers and Operations, Data Analysis and Probability, and Measurement by applying standards based math curriculum and Cognitive Guided Instruction.

**Priority 3: Wellness**

**Goal:** Create an environment where students will show an increase in health and wellness.

#### **BERRYVILLE HIGH SCHOOL**

Action Type: Parental Engagement

**Priority 1: Literacy**

**Goal:** All students will improve in reading comprehension and written expression with additional attention to open-response passages.

**Priority 2: Mathematics**

**Goal:** All students will improve in mathematics skills and answering constructed/open response math questions.

**Priority 3: Wellness**

**Goal:** Create an environment where students will show an increase in health and wellness based on the BMI results and the SHI assessments.

#### **BERRYVILLE INTERMEDIATE**

Action Type: Parental Engagement

**Priority 1: Literacy**

**Goal:** All students will improve in reading comprehension of narrative, expository and practical text and writing to inform, to persuade and open response.

**Priority 2: Mathematics**

**Goal:** All students will improve in mathematics skills.

**Priority 3: Wellness**

**Goal:** Create an environment where students will show an increase in health and wellness.

#### **BERRYVILLE MIDDLE SCHOOL**

Action Type: Parental Engagement

##### **Priority 1: Literacy**

**Goal:** All students will improve in Reading Comprehension and Written Expression with additional attention to practical, literary and content reading passages and content and style writing passages

##### **Priority 2: Math**

**Goal:** All students will improve in Mathematics skills and responding to constructed response questions

##### **Priority 3: Wellness**

**Goal:** Create an environment where students will show an increase in health and wellness based on the BMI results and the SHI assessments.

#### **BERRYVILLE SCHOOL DISTRICT**

Action Type: Parental Engagement

##### **Priority 1: Safe and Drug Free Schools**

**Goal:** Create a Safe and Drug-free environment where students can learn and succeed.

##### **Priority 2: Provide administrative support to building level programs.**

**Goal:** Provide support for building level improvement programs.

##### **Priority 4: Wellness**

**Goal:** Create an environment where students will show an increase in health and wellness based on the BMI results and the SHI assessments.

##### **Priority 5: ELL- English Language Learners**

**Goal:** The District will support efforts of the schools to improve the literacy of all ELL students.

##### **Priority 6: SPED**

**Goal:** Provide comprehensive coordinated early intervening services to white K-5 students, specifically grades 3-5 students identified as needing SPED services.

#### **BERRYVILLE ELEMENTARY SCHOOL**

Action Report

For: Parental Engagement.

#### **Action Type: Parental Engagement**

Priority 1: Improving Literacy

Supporting  
Data:

1. NOTE: BERRYVILLE ELEMENTARY is a feeder school to the intermediate building which houses 3-5 grades. COMPREHENSIVE NEEDS ASSESSMENT: We formed ACSIP Leadership Teams and analyzed the test scores from the 2011 administration of the 3rd grade Augmented Benchmark, the 1st and 2nd grade ITBS Exams. We examined the results for both the combined population and EACH subpopulation. We heard a report from our Formative Assessment Team who showed written evidence documenting our main areas of weakness. (J-1) In addition, we studied our attendance, disciplinary, and achievement data over the past three years. We aggregated and disaggregated all the data for the purpose of determining student learning and behavioral needs. We looked at the trend data from NORMES and TLI in order to better identify the areas of need and help align classroom instruction with the CCSS (Common Core State Standards), in literacy.

We examined our routines, customs, norms and expectations in order to dig deeper for the root cause why more of our students are not achieving to their full potential. Our supporting data statements show the discrepancies in achievement, among our various populations. We are modifying our curriculum, instruction, assessment and professional development practices to better meet the needs of our populations. Our data analysis led us to prioritize these areas: Special Education literacy, reading as well as writing, analysis and use of literary devices with LEP students, analysis and use of literary devices and writing introductions for the general population of students. We will select interventions and use funds, that put us in the best position to address these needs. In addition, we meet in teams weekly and as an entire staff as needed so that we can review formative, real time classroom performance data, for the purpose of making decisions regarding direction, and focus of our classroom instruction. We will use TESS (Teacher Evaluation Support System) as a tool to improve student learning and instruction.

2. 2012 Arkansas School ESEA Accountability Report District: BERRYVILLE SCHOOL DISTRICT Superintendent: RANDY BYRD School: BERRYVILLE ELEMENTARY SCHOOL Principal: Kelly Swofford LEA: 801001 Grades: K - 02 Address: 902 W TRIMBLE AVE Enrollment: 457 BERRYVILLE, AR 72616 Attendance Rate: 94.00% (3 QTR AVG) Phone: 870-480-4640 Poverty Rate: 71.99% Achieving School  
 Achieving School Percent Tested # Expected Literacy Literacy # Expected Math Math All Students 441 YES 441 YES Targeted Achievement Gap Group 302 YES 302 YES ESEA Subgroups # Expected Literacy Literacy # Expected Math Math African Americans n < 10 n < 10 n < 10 n < 10 Hispanic 100 YES 100 YES White 329 YES 329 YES Economically Disadvantaged 279 YES 279 YES English Learners 82 YES 82 YES Students with Disabilities 61 YES 61 YES Achieving School in Literacy # Attempted Percentage 2012 AMO # Applicable Percentage 2012 AMO 2012 Performance 2012 Growth All Students 404 89.60 85.85 253 90.91 84.38 Targeted Achievement Gap Group 271 85.61 82.40 163 87.73 82.18 Three Year Performance Three Year Growth All Students 1259 84.27 85.85 803 85.43 84.38 Targeted Achievement Gap Group 850 79.29 82.40 528 82.95 82.18 ESEA Subgroups 2012 Performance 2012 Growth African Americans n < 10 n < 10 n < 10 n < 10 n < 10 Hispanic 90 90.00 84.37 54 87.04 81.03 White 304 89.47 85.81 191 91.62 84.72 Economically Disadvantaged 250 86.80 84.12 150 88.00 81.56 English Learners 72 87.50 86.42 46 89.13 82.37 Students with Disabilities 55 40.00 40.59 32 62.50 63.98 Achieving School in Math # Attempted Percentage 2012 AMO # Applicable Percentage 2012 AMO 2012 Performance 2012 Growth All Students 404 93.07 91.92 254 66.93 77.68 Targeted Achievement Gap Group 271 90.77 88.38 164 60.37 74.68 Three Year Performance Three Year Growth All Students 1261 90.80 91.92 805 74.78 77.68 Targeted Achievement Gap Group 852 87.21 88.38 530 69.62 74.68 ESEA Subgroups 2012 Performance 2012 Growth African Americans n < 10 n < 10 n < 10 n < 10 n < 10 Hispanic 90 90.00 87.50 54 53.70 77.87 White 304 94.41 93.49 191 70.68 77.98 Economically Disadvantaged 250 91.20 89.90 151 59.60 74.65 English Learners 72 87.50 85.29 47 48.94 74.06 Students with Disabilities 55 69.09 62.66 32 46.88 67.27 Page 1/1
3. Arkansas Comprehensive School Improvement Data Source for BERRYVILLE ES Norm Referenced Test-Report Completed August 15, 2013. ITBS Year 2012-2013- 1st Grade Tested 134 in Literacy Combined Population- Year 2010-2011 ITBS 1st Grade Test 125 in Literacy Combined Population-84% Scored at or above 50th Percentile Special Education-11 Tested-73% at or above 50th Percentile LEP-18 Tested-94% at or above 50th Percentile. Year 2011-12 ITBS 1st Grade Test Year 2010-2011 ITBS 2nd Grade Tested 140 in Literacy Combined Population 43% Scored at or above 50th Percentile Special Education-14 Tested-7% at or above 50th Percentile LEP-25 Tested-28% at or above 50th Percentile
4. Elementary Attendance Rate: In 2012-2013, attendance rate for the building was 94%. In 2011-2012, the attendance rate for the building was 94.5%. In 2010-2011 the attendance rate for the building was 93.7%. In 2009-2010 the attendance rate for the building was 95.2%.

Goal

All students will improve in reading by using the components of comprehensive literacy to

promote their phonemic awareness, phonics, fluency, vocabulary and comprehension.

2013 AMO Status Performance for Elementary/Intermediate Schools  
Literacy is: 87.13; TAGG: 84.00

2013 Percentage for Status Performance for  
Elementary/Intermediate Schools Literacy is: 85.35; TAGG:  
80.58

2013 ESEA AMOs  
BERRYVILLE SCHOOL DISTRICT WIDE

801000  
Literacy Performance

Group	Total Number						
	Attempting						
Year 2013	Literacy,		Percent Proficient				
	in Literacy,						
Year 2012	Year 2013						
AMO	Year 2014						
AMO	Year 2015						
AMO	Year 2016						
AMO	Year 2017						
AMO	Year 2018						
AMO							
Benchmark	All Students	1050	81.90	83.11	84.64	86.18	87.71
		89.25 90.79					
	Targeted Ach Gap	697	75.32	78.84	80.77	82.69	
		84.61 86.54	88.46				
	African American	2	100.00	.	.	.	.
	Hispanic	243	79.42	82.32	83.93	85.53	87.14
		88.75 90.36					
	Caucasian	772	83.68	83.12	84.66	86.19	87.73
		89.26 90.80					
	Econ Disa	637	78.65	80.29	82.08	83.88	85.67
		87.46 89.25					
	English Learners	193	69.95	80.63	82.39	84.15	
		85.91 87.67	89.44				
	Students with Disa	143	30.77	38.63	44.21	49.79	
		55.37 60.95	66.53				

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2013 ESEA AMOs  
BERRYVILLE SCHOOL DISTRICT

801000  
Literacy Growth

Group Total Number  
with a Growth  
Trajectory  
in Lit,  
Year 2013 Percent Making  
Growth in

Literacy,						
Year 2012	Year 2013					
AMO	Year 2013					
AMO	Year 2014					
AMO	Year 2015					
AMO	Year 2016					
AMO	Year 2017					
AMO						
All Students	684	85.47	84.01	85.47	86.92	88.37
	89.83	91.28				
Targeted Ach Gap		452	82.16	80.37	82.16	83.94
	85.73	87.51	89.30			
African American		1	100.00	.	.	.
Hispanic	155	75.48	83.86	85.33	86.79	88.26
	89.73	91.20				
Caucasian	514	81.13	83.71	85.19	86.67	88.15
	89.63	91.12				
Econ Disa	415	75.18	80.97	82.70	84.43	86.16
	87.89	89.62				
English Learners		122	68.85	81.29	82.99	84.69
	86.39	88.09	89.80			
Students with Disa		87	40.23	45.83	50.76	55.68
	60.61	65.53	70.46			

Intervention: Comprehensive Literacy Approach to Reading Comprehension
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Scientific Based Research: Citations: Johnson, P. (2010). Catching Readers Before They Fall. Portland, MA: Stenhouse Publishers. Dorn, L. & Soffas, C. (2012). Interventions that Work. Boston, MA: Pearson Education Inc. Pinnell, G. & Fountas, I. (2009). When Readers Struggle. Portsmouth, NH: Heinemann. Anderson, J. (2007). Everyday Editing. Stenhouse Publishers.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Students in K-2 will participate in the Book-It incentive reading program. Action Type: Parental Engagement	Lucy Thurman, Second Grade Teacher Kathy Kiraly, Paraprofessional	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Public Library</li> <li>School Library</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
The school will meet all requirements of Act 397 of 2009 to include: H1-a) informational packets (given to parents in English and Spanish during orientation and open house or as they enroll), H1-b)parent involvement meetings (handbook committee, ACSIP committee,	Linda Lavis, Counselor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> </ul>	<hr/> ACTION BUDGET: \$

<p>volunteer program), H1-c)volunteer resource book (kept by counselor), H1-d) school's process for resolving parental concerns in handbook, H1-e) seminars to inform the parents of high school students about how to be involved in decision, H1-f) enable formation of PTA/PTO (PTA meetings the second Tuesday of every month), H1-g) certified parent facilitator (Linda Lavis, Counselor) H1-h) two parent /teacher conferences (Sept. 24 and 26 March 18 and 20), H1-i)provide instruction to a parent on how to incorporate developmentally appropriate learning activities in the home environment (Math and Literacy nights), H1-j) engage in other activities determined by the school to help a parent assist in his or her child's learning (Edline, parent center in Library, Accelerated Reader, Science Fair, Communication logs).</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>				
<p>Develop AIP's for 2nd grade students who perform basic on the NRT, 1st grade students that perform basic or below basic on developmentally appropriate local</p>	<p>Sue Clanton, ESL teacher</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>assessments, and kindergarten students who score "not developed" in either oral or written communication on the Qualls. Teachers will analyze student strengths and deficiencies to build a flexible plan. Teachers will use standards-based supplemental and/or remedial strategies. Students will receive systematic and explicit instruction from highly qualified teachers until the child has reached grade level benchmarks in all essential levels. Formative assessments will provide data which will drive decision making in classroom instruction and interventions.</p> <p>Action Type: AIP/IRI Action Type: Parental Engagement</p>				
<p>Develop IRI's for students in kindergarten who score "not developed" in both oral and written communication on the Qualls, first grade students who score well below basic level on developmentally appropriate local assessments, and 2nd grade students who score below basic on the NRT. Teachers will analyze student strengths and deficiencies to build a flexible plan. Teachers will use standards-based supplemental and/or</p>	<p>Misty Holloway, Kindergarten Teacher and Stephanie Hopper, Second Grade Teacher</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

remedial strategies. Students will receive systematic and explicit instruction from highly qualified teachers until the child has reached grade level benchmarks in all essential levels. Formative assessments will provide data which will drive decision making in classroom instruction and interventions. Action Type: AIP/IRI Action Type: Parental Engagement				
A minimum of two hours training will be provided to the K-2 staff designed to enhance understanding of the ESL program. Action Type: Alignment Action Type: Equity Action Type: Parental Engagement	Linda Summers, ESL Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Organize Language Placement Assessment Committee (LPAC) to examine test data and teacher observation data. Meetings of the committee will expedite the placement and sharing of information on new students entering our district that qualify for ESL services. These meetings provide a time to discuss appropriate classroom and testing modification. Meetings are held with parents, counselors, administrators, and other certified staff to share information. Action Type: Collaboration	Mary Ann Pharis, ESL Teacher; Sue Clanton, ESL Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$



Action Type: Parental Engagement Action Type: Special Education				
A certified teacher, our school counselor, will be hired as a parent facilitator. This facilitator will develop a volunteer resource book which will include a parent interest survey. An option for parents to designate how frequently they would like to participate in the volunteer program and opportunities for parents to assist from home will be included on the survey. The facilitator will be the liaison to develop the school-parent compacts to provide assistance to parents as needed. The facilitator will provide parents with informational packets that include the parental involvement plan, school calendar, and a system encouraging home-school connection, among other items. The facilitator will coordinate and integrate parent involvement programs and activities. The facilitator will oversee the parent center, which will include resources such as, but not limited to, parent magazines, brochures, videos and informational packets. (H1-A, H1-C, H1-G, H2-B, H2-D, H2-F) Action Type: Parental Engagement	Linda Lavis, Counselor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	<hr/> ACTION BUDGET: \$
Parent involvement	Kelly Swofford,	Start:	<ul style="list-style-type: none"> <li>Community</li> </ul>	<hr/>

meetings, through orientation, literacy, math and science nights, and monthly local PTA meetings, will be held to discuss what students will be expected to learn, how student needs will be addressed, instructional practices, how to use Edline to monitor their child's progress how parents can assist to make a difference in his or her child's education, and relevant topics for parent education (H1-B, H1-F, H2-A) Action Type: Parental Engagement	Principal	07/01/2013 End: 06/30/2014	Leaders <ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

## Priority 2: Improving Mathematics

## Supporting Data:

- NOTE: BERRYVILLE ELEMENTARY is a feeder school to the intermediate building housing 3-5 grade students. COMPREHENSIVE NEEDS ASSESSMENT: We formed ACSIP Leadership Teams and analyzed the test scores from the 2011 administration of the 3rd grade Augmented Benchmark, the 1st and 2nd grade Iowa Test of Basic Skills (ITBS) Exams. We examined the results for both the combined population and EACH subpopulation. We heard a report from our Formative Assessment Team who showed written evidence documenting our main areas of weakness. (J-1) In addition, we studied our attendance, disciplinary, and achievement data over the past three years. We aggregated and disaggregated all the data for the purpose of determining student learning and behavioral needs. We looked at the trend data from NORMES and TLI in order to better identify the areas of need and help align classroom instruction with the curriculum frameworks, in mathematics. We examined our routines, customs, norms and expectations in order to dig deeper for the root cause why more of our students are not achieving to their full potential. Our supporting data statements show the discrepancies in achievement, among our various populations. We are modifying our curriculum, instruction, assessment and professional development practices to better meet the needs of our populations. Our data analysis led us to prioritize these areas: Special Education Math, Number Sense and Operations and Data Analysis and Probability for LEP students, and Measurement and Number Sense and Operations for the general population. We will select interventions and use funds, that put us in the best position to address these needs. In addition, we meet in teams weekly and as an entire staff as needed so that we can review formative, real time classroom performance data, for the purpose of making decisions regarding direction, and focus of our classroom instruction.
- 2012 Arkansas School ESEA Accountability Report District: BERRYVILLE SCHOOL DISTRICT Superintendent: RANDY BYRD School: BERRYVILLE ELEMENTARY SCHOOL Principal: TERESA WRIGHT LEA: 801001 Grades: K - 02 Address: 902 W TRIMBLE AVE Enrollment: 457 BERRYVILLE, AR 72616 Attendance Rate: 94.00% (3 QTR AVG) Phone: 870-480-4640 Poverty Rate: 71.99% Achieving School

Achieving School Percent Tested # Expected Literacy Literacy # Expected Math Math All Students 441 YES 441 YES Targeted Achievement Gap Group 302 YES 302 YES ESEA Subgroups # Expected Literacy Literacy # Expected Math Math African Americans n < 10 n < 10 n < 10 n < 10 Hispanic 100 YES 100 YES White 329 YES 329 YES Economically Disadvantaged 279 YES 279 YES English Learners 82 YES 82 YES Students with Disabilities 61 YES 61 YES Achieving School in Literacy # Attempted Percentage 2012 AMO # Applicable Percentage 2012 AMO 2012 Performance 2012 Growth All Students 404 89.60 85.85 253 90.91 84.38 Targeted Achievement Gap Group 271 85.61 82.40 163 87.73 82.18 Three Year Performance Three Year Growth All Students 1259 84.27 85.85 803 85.43 84.38 Targeted Achievement Gap Group 850 79.29 82.40 528 82.95 82.18 ESEA Subgroups 2012 Performance 2012 Growth African Americans n < 10 n < 10 n < 10 n < 10 n < 10 n < 10 Hispanic 90 90.00 84.37 54 87.04 81.03 White 304 89.47 85.81 191 91.62 84.72 Economically Disadvantaged 250 86.80 84.12 150 88.00 81.56 English Learners 72 87.50 86.42 46 89.13 82.37 Students with Disabilities 55 40.00 40.59 32 62.50 63.98 Achieving School in Math # Attempted Percentage 2012 AMO # Applicable Percentage 2012 AMO 2012 Performance 2012 Growth All Students 404 93.07 91.92 254 66.93 77.68 Targeted Achievement Gap Group 271 90.77 88.38 164 60.37 74.68 Three Year Performance Three Year Growth All Students 1261 90.80 91.92 805 74.78 77.68 Targeted Achievement Gap Group 852 87.21 88.38 530 69.62 74.68 ESEA Subgroups 2012 Performance 2012 Growth African Americans n < 10 n < 10 n < 10 n < 10 n < 10 n < 10 Hispanic 90 90.00 87.50 54 53.70 77.87 White 304 94.41 93.49 191 70.68 77.98 Economically Disadvantaged 250 91.20 89.90 151 59.60 74.65 English Learners 72 87.50 85.29 47 48.94 74.06 Students with Disabilities 55 69.09 62.66 32 46.88 67.27 Page 1/1

3. Norm Reference Test Report Completed August 31, 2011 for SAT10 or ITBS 1st Grade 2008-2009 SAT10 Math 133 Tested in Math Combined Population-80% Scored Proficient or Advanced Special Education Tested 12-67% Prof. or Adv. LEP Tested 25-64% Prof. or Adv. 2009-2010 SAT10 142 Tested in Math Combined Population-75% Scored Proficient or Advanced Special Education-Tested 11-45% Prof. or Adv. LEP Tested 36-73% Prof. or Adv. 2010-2011 ITBS 125 Tested in Math Combined Population-79% Scored at or Above 50th Percentile Special Education-Tested 11-64% Scored at or Above 50th Percentile LEP-Tested 18-72% Scored at or Above 50th Percentile 2nd Grade 2008-2009 SAT10 Math Tested in Math Combined Population- % Scored Proficient or Advanced Special Education- Tested- % Proficient or Adv. LEP- Tested- % Proficient or Adv. 2009-2010 SAT10 Math 127 Tested in Math Combined Population-65% Scored Proficient or Advanced Special Education-13 Tested-15% Proficient or Adv. LEP-23 Tested-30% Proficient or Adv. 2010-2011 ITBS Math 140 Tested in Math Combined Population-59% Scored at or Above 50th Percentile Special Education-14 Tested-36% Scored at or Above 50th Percentile LEP-26 Tested-38% Scored at or Above 50th Percentile
4. Elementary Attendance Rate: In 2011-2012, attendance rate for the building was not available at time of submission due date. In 2010-2011, the attendance rate for the building was 93.70%. In 2009-2010, the attendance rate for the building was 95.20%. In 2008-2009, the attendance rate for the building was 94.40%.

Goal All students will improve in the mathematics skills of Numbers and Operations, Data Analysis and Probability, and Measurement by applying standards based math curriculum and Cognitive Guided Instruction.

Benchmark 2013 AMO Status Performance for Elementary/Intermediate Schools Math is: 92.65; TAGG: 89.43  
2013 Percentage for Status Performance for Elementary/Intermediate Schools Math is: 86.04; TAGG: 81.88

2012 ESEA AMOs  
BERRYVILLE SCHOOL DISTRICT WIDE

801000  
Math Performance

Group	Total Number Attempting Math, Year	Percent Proficient in Math, Year	2011	2012	2013	2014	2015	2016	2017
AMO	Year	Year							
AMO	Year	Year							
AMO	Year	Year							
AMO	Year	Year							
AMO	Year	Year							
AMO	Year	Year							
AMO	Year	Year							
All Students	1089		86.13	87.29	88.44	89.60	90.75		
	91.91	93.07							
Targeted Ach Gap			687	81.37	82.92	84.48	86.03		
	87.58	89.13	90.69						
African American			0	.	.	.	.	.	.
Hispanic	243		80.66	82.27	83.88	85.50	87.11		
	88.72	90.33							
Caucasian	824		87.99	88.99	89.99	90.99	91.99		
	92.99	94.00							
Econ Disa	628		82.96	84.38	85.80	87.22	88.64		
	90.06	91.48							
English Learners			166	76.51	78.47	80.43	82.38		
	84.34	86.30	88.26						
Students with Disa			126	50.79	54.89	58.99	63.09		
	67.19	71.29	75.40						

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2012 ESEA AMOs  
BERRYVILLE SCHOOL DISTRICT

801000  
Math Growth

Group	Total Number with a Growth Trajectory in Math, Year 2011	Percent Making Growth in Math, Year	2011	2012	2013	2014	2015	2016	2017
AMO	Year	Year							
AMO	Year	Year							
AMO	Year	Year							
AMO	Year	Year							
AMO	Year	Year							
AMO	Year	Year							
AMO	Year	Year							
All Students	667		79.31	81.03	82.76	84.48	86.21		
	87.93	89.66							
Targeted Ach Gap			427	75.41	77.46	79.51	81.56		

	83.61	85.66	87.71				
African American			0	.	.	.	.
Hispanic	142		78.87	80.63	82.39	84.15	85.91
	87.67	89.44					
Caucasian	512		79.69	81.38	83.08	84.77	86.46
	88.15	89.85					
Econ Disa	397		75.82	77.84	79.85	81.87	83.88
	85.90	87.91					
English Learners			100	72.00	74.33	76.67	79.00
	81.33	83.67	86.00				
Students with Disa	66		51.52	55.56	59.60	63.64	
	67.68	71.72	75.76				

## Intervention: Standards Based Math Approach

Scientific Based Research: McTighe, J., & Wiggins, G. (2005). Understanding by Design, ACSD. Carpenter, T., Fennema, E., Franke, M., Levi, L., Empson, S. (1999). Children's Mathematics, Heinemann. Richardson, K., (1999). Developing Number Concepts Counting, Comparing, and Pattern, Dale Seymour Publication.

Actions	Person Responsible	Timeline	Resources	Source of Funds
S.L.A.M. (Science, Literacy, Arts, and Math) nights will be conducted to help students and parents gain a better understanding of a standards math approach and instructional practices parents can use at home. (H1-B, H1-J, H1-J) Action Type: Parental Engagement	Jill Jones, Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The school will meet all requirements of Act 397 of 2009 to include: 1) informational packets, 2) parent involvement meetings, 3) volunteer resource book, 4) school's process for resolving parental concerns in handbook, 5) seminars to inform the parents of high school students about how to be involved in decisions, 6) enable formation of PTA/PTO , 7) parent facilitator, 8) two parent/teacher	Linda Lavis, Counselor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>District Staff</li> <li>Outside Consultants</li> </ul>	ACTION BUDGET: \$

conferences, 9) Provide instruction to a parent on how to incorporate developmentally appropriate learning activities in the home environment; J) Engage in other activities determined by the school to help a parent assist in his or her child's learning. Action Type: Collaboration Action Type: Parental Engagement				
Area preschool students and parents will be invited to visit kindergarten classrooms prior to kindergarten registration. Students will be given a guided tour around the K-2 campus. Action Type: Parental Engagement Action Type: Title I Schoolwide	Kelly Swofford, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
PTA meetings will be advertised through the weekly news. Grade levels will be encouraged to publish meeting dates in their newsletters to parents. (H1-B, H1-F) Action Type: Parental Engagement	Kelly Swofford, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Administrators will receive a minimum of three hours of in-service to enhance understanding of effective parent involvement strategies and the importance of setting expectations and creating a climate that fosters parental participation. (H1-J, H2-B, H2-C) Action Type: Parental Engagement Action Type: Professional	Dr. Randy Byrd, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Outside Consultants</li> </ul>	<hr/> ACTION BUDGET: \$

Development				
Elementary Counselor will serve as parent facilitators to organize meaningful training for staff and parents and to undertake efforts to ensure that parental participation is recognized as an asset to the school. The district will pay the parent facilitator a stipend for assuming duties as required by ACT 397 of 2009. Every effort will be made to include and to involve every parent and/or guardian in all aspects of the education of every child. (H1-I, H1-G) Action Type: Parental Engagement	Dr. Randy Byrd, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	<hr/> ACTION BUDGET: \$
Parent involvement meetings, through orientation, S.L.A.M (Science, Literacy, Arts, and Math) nights, and monthly local PTA meetings, will be held throughout the year to discuss what students will be expected to learn, how students needs will be addressed, how parents can assist to make a difference in his or her child's education and relevant topics for parent education. (H1-B, H1-F, H2-A) Action Type: Parental Engagement Action Type: Special Education	Linda Lavis, Counselor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Outside Consultants</li> <li>Performance Assessments</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	<hr/> ACTION BUDGET: \$
The district will designate a Parent/Teacher Conference once per semester with 100% participation by school conference, phone conference or home visit.	Kelly Swofford, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	<hr/> ACTION BUDGET: \$

Parents will assist developing AIP's and/or IRI's for students needing remediation based on ITBS summative data. (H1-H, H2-A) Action Type: AIP/IRI Action Type: Parental Engagement Action Type: Technology Inclusion				
Parental awareness will broaden by use of weekly newsletters, monthly Accelerated Reader student progress reports, information sent via daily agenda books/communication logs, Parent Institute pamphlets, and on-line resources, such as the District's web site including Ed-line. (H1-J) Action Type: Equity Action Type: Parental Engagement	Heather Ogden, Kindergarten Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> <li>Teaching Aids</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
A targeted grade level will practice and perform a musical for the community to promote oral and visual communication Action Type: Collaboration Action Type: Parental Engagement	Deana Murray, Music Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Priority 3: Students participating in the BMI activity show a need to improve their cardiovascular, muscular strength/endurance, and flexibility activity.

Supporting Data:

1. COMPREHENSIVE NEEDS ASSESSMENT: We formed ACSIP Leadership Teams and analyzed the BMI, free and reduced lunch data, and discipline data for kindergarten through second grade. We examined the results for all populations. We heard a report from our Formative Assessment Team who showed written evidence documenting our main areas of weakness. BMI (Body Mass Index): In 2010-2011, BMI results for Berryville Elementary showed that 28% of males and 31.8% of females participating were at risk or currently overweight. In 2012-2013, BMI results for Berryville Elementary showed that 14.2% of males and 17.4% of females participating were overweight, 14.8% males obese and 15.3% females obese. In 2011-2012, BMI results for Berryville Elementary showed that 14% of males and 18.4% of females participating were overweight, 14% males



- obese and 17.6% females.
2. Free/Reduced: In 2010-2011, the Berryville Elementary had a free/reduced rate of 66%. In 2009-2010, the Berryville Elementary had a free/reduced lunch rate was 66.3%. In 2008-09, the Berryville Elementary had a free/reduced lunch rate of 62%. The data indicate that the Elementary is increasing in the percentage of free/reduced lunch students.
  3. Elementary Attendance Rate: In 2010-2011, the attendance rate for Berryville Elementary was %. In 2009-2010, the attendance rate for the building was 95.2%. In 2008-2009, the attendance rate for the building was 94.4%.

Goal Create an environment where students will show an increase in health and wellness.

Benchmark Berryville Elementary will encourage strategies and activities that promote healthier lifestyles and meet the requirements of Act 1220 of 2003.

Intervention: Berryville Elementary will encourage strategies and activities that promote healthier lifestyles and meet the requirements of Act 1220 of 2003.				
Scientific Based Research: Let's Get Physical- Promotion and Education Strategies by Dr. Hal Wechsler. <a href="http://www.fns.usda.gov/oane/menu/NNEC/Files/2003/LetsGetPhysical.pdf">http://www.fns.usda.gov/oane/menu/NNEC/Files/2003/LetsGetPhysical.pdf</a> ; Cooper, P. (2005). A Coordinated School Health Plan. Educational Leadership.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Staff will promote student participation by distributing information about cheerleading, basketball, and football camps held on/off campus. Action Type: Parental Engagement Action Type: Wellness	Kelly Swofford, Principal	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: \$
Select grade level will participate in Jump Rope for the heart. Proceeds are donated to the American Heart Association. Action Type: Parental Engagement	LeAnn Jackson, PE Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The schools process for resolving parental concerns will be outlined in the student handbook. Action Type: Parental Engagement	Kelly Swofford, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Parents' use of Edline will be encouraged as a method to	Debbie Harris,	Start: 07/01/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	

assist in his/her child's learning. Action Type: Parental Engagement Action Type: Technology Inclusion	APSCN; Tracy Holle, Technology Coordinator	End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Parent facilitators will develop a volunteer resource book which will include a parent interest survey. An option for parents to designate how frequently they would participate in the program and opportunities for parents to assist from home will be included on the survey. Action Type: Collaboration Action Type: Parental Engagement	Linda Lavis, Counselor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
All parents will receive informational packets that include: Parental Involvement Plan; school calendar; a system encouraging the home and school connection. Action Type: Equity Action Type: Parental Engagement	Linda Lavis, Counselor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
The principal will designate an area to be used as the Parent Center. Parenting books, magazines and other informative material regarding responsible parenting will be available for parents to borrow for review in each building. Parent Center materials, which may include, but not limited to, brochures, pamphlets, computers for use on-site, or laptops to be checked out will be available in each parent center. Action Type: Parental Engagement	Linda Lavis, Counselor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>School Library</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$

Parents will be issued a car tag with number if the student is a car rider. For the safety of the students, the car tags help ensure that students are leaving with the appropriate person. Action Type: Parental Engagement Action Type: Wellness	Priscilla Ray, Secretary	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>None</li> </ul>	ACTION BUDGET: \$
All K-2 students will participate in dental awareness week activities. Action Type: Parental Engagement Action Type: Wellness	Kristy Evans, Nurse	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

**BERRYVILLE HIGH SCHOOL**

## Action Report

For: Parental Engagement.

**Action Type: Parental Engagement**

Priority 1: Improving Literacy

Supporting  
Data:

1. **COMPREHENSIVE NEEDS ASSESSMENT:** We formed ACSIP leadership teams and analyzed the test scores from the 2009 administration of the Grade 11 Literacy Exam, End of Course exams for mathematics classes, and the SAT 10 Exam. We examined the results for both the combined population and each subpopulation. We heard a report from our formative assessment team who showed written evidence documenting our main areas of weakness based on TLI data. In addition, we studied our graduation rates and attendance, disciplinary, and achievement data from the past three years. We aggregated and disaggregated all the data for the purpose of determining student learning and behavioral needs. We looked at the trend data from NORMES in order to better identify the areas of need and to help align classroom instruction 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 of why more of our students are not achieving their full potential. Our supporting data statements show the discrepancies 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 prioritize these areas: special education students, ESL students, economically disadvantaged students, and migrant students. We will

select interventions and use funds that put us in the best position to address those needs. In addition, we will meet in teams semi-monthly and as a faculty monthly so that we can review formative, real-time classroom performance data for the purpose of making decisions regarding the direction and focus of our classroom instruction.

2. 2012 Arkansas School ESEA Accountability Report District: BERRYVILLE SCHOOL DISTRICT Superintendent: RANDY BYRD School: BERRYVILLE HIGH SCHOOL Principal: Owen Powell LEA: 801002 Grades: 09 - 12 Address: 902 W TRIMBLE AVE Enrollment: 504 BERRYVILLE, AR 72616 Attendance Rate: 92.93% (3 QTR AVG) Phone: 870-480-4632 Poverty Rate: 45.44% Needs Improvement School Needs Improvement School Percent Tested # Expected Literacy Literacy # Expected Math Math All Students 116 YES 257 NO(93%) Targeted Achievement Gap Group 55 YES 159 NO(90%) ESEA Subgroups # Expected Literacy Literacy # Expected Math Math African Americans n < 10 n < 10 n < 10 n < 10 Hispanic 24 NO(92%) 64 YES White 88 YES 186 NO(94%) Economically Disadvantaged 50 YES 147 NO(89%) English Learners 14 NO(79%) 28 NO(89%) Students with Disabilities 11 YES 21 NO(91%) Achieving School Graduation Rate # Expected Graduates Percentage 2011 AMO 2011 Graduation Rate All Students 152 81.58 70.03 Targeted Achievement Gap Group 75 77.33 67.34 ESEA Subgroups African Americans n < 10 n < 10 n < 10 Hispanic 28 85.71 84.20 White 117 80.34 66.73 Economically Disadvantaged 67 79.10 64.84 English Learners 15 86.67 81.67 Students with Disabilities 16 81.25 73.04 Needs Improvement School in Literacy Achieving School in Math # Attempted Percentage 2012 AMO # Attempted Percentage 2012 AMO 2012 Literacy 2012 Math All Students 110 81.82 76.13 228 88.16 82.71 Targeted Achievement Gap Group 51 66.67 68.70 133 84.96 75.32 Three Year Literacy Three Year Math All Students 328 68.90 76.13 710 78.45 82.71 Targeted Achievement Gap Group 163 57.67 68.70 407 72.24 75.32 ESEA Subgroups 2012 Literacy 2012 Math African Americans n < 10 n < 10 n < 10 n < 10 n < 10 Hispanic 21 57.14 56.86 59 81.36 65.82 White 85 88.24 80.27 165 91.52 89.25 Economically Disadvantaged 48 68.75 68.57 122 89.34 75.71 English Learners 10 10.00 38.89 23 60.87 55.64 Students with Disabilities 11 27.27 50.64 18 66.67 58.75 Page 1/1
3. Arkansas Comprehensive School Improvement Data Source for BERRYVILLE HIGH SCHOOL  
NORM REFERENCED TEST -- Report Completed: Sep 30, 2008  
Number Tested and Percent of Students Scoring At/Above 50th Percentile:

COMBINED POPULATION Grade:9

ITBS ITBS SAT10

Year 2006 2007 2008

Number Tested 122 135 148

% At/Above 50th NPR In:

Reading Comprehension 59.0% 46.7% 54.1%

Math Problem Solving 68.0% 61.5% 66.2%

AFRICAN AMERICAN POPULATION Grade:9

ITBS ITBS SAT10

Year 2006 2007 2008

Number Tested 0 0 1

% At/Above 50th NPR In:

Reading Comprehension N/A% N/A% 0.0%

Math Problem Solving N/A% N/A% 0.0%

HISPANIC POPULATION Grade:9

ITBS ITBS SAT10

Year 2006 2007 2008

Number Tested 18 21 27

% At/Above 50th NPR In:

Reading Comprehension 33.3% 33.3% 33.3%

Math Problem Solving 50.0% 57.1% 51.9%

CAUCASIAN POPULATION Grade:9

ITBS ITBS SAT10

Year 2006 2007 2008

Number Tested 99 110 116

- % At/Above 50th NPR In:  
 Reading Comprehension 63.6% 49.1% 60.3%  
 Math Problem Solving 71.7% 62.7% 70.7%  
 ECONOMICALLY DISADVANTAGED Grade: 9  
 ITBS ITBS SAT10  
 Year 2006 2007 2008  
 Number Tested 56 61 69  
 % At/Above 50th NPR In:  
 Reading Comprehension 42.9% 39.3% 43.5%  
 Math Problem Solving 57.1% 57.4% 58.0%  
 LIMITED ENGLISH PROFICIENT Grade: 9  
 ITBS ITBS SAT10  
 Year 2006 2007 2008  
 Number Tested 6 12 17  
 % At/Above 50th NPR In:  
 Reading Comprehension 0.0% 8.3% 23.5%  
 Math Problem Solving 16.7% 25.0% 41.2%  
 STUDENTS WITH DISABILITIES Grade: 9  
 ITBS ITBS SAT10  
 Year 2006 2007 2008  
 Number Tested 12 8 11  
 % At/Above 50th NPR In:  
 Reading Comprehension 8.3% 12.5% 18.2%  
 Math Problem Solving 0.0% 12.5% 0.0%
4. ACSIP CRT Data Source for BERRYVILLE HIGH SCHOOL  
 Literacy-11th Exam  
 Report Created: Sep 30, 2008  
 2006-# Tested & Percent of Students Scoring Proficient/Advanced:  
 121 Students: 45.5% of Combined Students  
 0 Students: .% of African American Students  
 24 Students: 41.7% of Hispanic Students  
 94 Students: 46.8% of Caucasian Students  
 36 Students: 41.7% of Econ. Disadvantaged Students  
 9 Students: 33.3% of LEP Students  
 14 Students: 0% of Students with Disabilities  
 2007-# Tested & Percent of Students Scoring Proficient/Advanced:  
 117 Students: 49.6% of Combined Students  
 0 Students: .% of African American Students  
 23 Students: 21.7% of Hispanic Students  
 93 Students: 57% of Caucasian Students  
 40 Students: 25% of Econ. Disadvantaged Students  
 9 Students: 11.1% of LEP Students  
 14 Students: 0% of Students with Disabilities  
 2008-# Tested & Percent of Students Scoring Proficient/Advanced:  
 105 Students: 41.9% of Combined Students  
 0 Students: .% of African American Students  
 21 Students: 33.3% of Hispanic Students  
 81 Students: 44.4% of Caucasian Students  
 33 Students: 30.3% of Econ. Disadvantaged Students  
 11 Students: 9.1% of LEP Students  
 11 Students: 9.1% of Students with Disabilities  
 The lowest identified areas for the combined population were: Practical- Open Response  
 The lowest identified areas for African Americans were: Not Applicable  
 The lowest identified areas for Hispanic were: Practical- Open Response  
 The lowest identified areas for Caucasian were: Practical- Open Response  
 The lowest identified areas for Econ. Disadvantaged students were: Practical- Open Response  
 The lowest identified areas for LEP students were: Practical- Open Response
5. ACT: In 2008, the composite average score was 20.2 while reading was 21.8. In

2007, 71 students were tested. The average ACT English score was 20.1 and the average ACT reading score was 20.8. In 2006, 73 students were tested. The average ACT English score was 21.4 and the average ACT reading score was 23.0.

6. Graduation Rate: The 2008 graduation rate is unavailable at this time and will be placed in the data as soon as the state releases the figures. The 2007 graduation rate was 84.7. The 2006 graduation rate was 76.8.

## Goal

All students will improve in reading comprehension and written expression with additional attention to open-response passages.

2013 AMO Status Performance for High School Literacy is:  
78.30; TAGG: 71.54

2013 Percentage for Status Performance for High School Literacy is: 79.71; TAGG: 67.61

2012 ESEA AMOs  
BERRYVILLE HIGH SCHOOL

801002  
Literacy Performance

## Benchmark

Group	Total Number Attempting Literacy,	Year 2011	Percent Proficient in Literacy,	Year 2011	Year 2012	Year 2013	Year 2014	Year 2015	Year 2016	Year 2017
AMO										
AMO										
AMO										
AMO										
AMO										
AMO										
All Students	96	73.96	76.13	78.30	80.47	82.64				
	84.81 86.98									
Targeted Ach Gap	41	65.85	68.70	71.54	74.39					
	77.23 80.08	82.93								
African American	0	.	.	.	.					
Hispanic	17	52.94	56.86	60.78	64.71	68.63				
	72.55 76.47									
Caucasian	79	78.48	80.27	82.07	83.86	85.65				
	87.45 89.24									
Econ Disa	35	65.71	68.57	71.43	74.28	77.14				
	80.00 82.86									
English Learners	9	33.33	38.89	44.44	50.00					
	55.55 61.11	66.67								
Students with Disa	13	46.15	50.64	55.13	59.61					
	64.10 68.59	73.08								

2012 ESEA AMOs  
BERRYVILLE HIGH SCHOOL

801002

## Graduation

Group	Number Expected to Graduate, Year 2010	Graduation Rate, Year 2010	Year 2011 AMO	Year 2012 AMO	Year 2013 AMO	Year 2014 AMO	Year 2015 AMO	Year 2016 AMO
All Students	107	80.93	83.65	67.30	70.03	72.75	75.48	78.20
Targeted Ach Gap		76.25	79.22	56	64.37	67.34	70.31	73.28
African American		100.00	100.00	1	100.00	100.00	100.00	100.00
Hispanic		89.94	91.38	82.76	84.20	85.63	87.07	88.51
Caucasian		78.83	81.86	63.71	66.73	69.76	72.78	75.81
Econ Disa		77.62	80.82	61.64	64.84	68.03	71.23	74.43
English Learners		86.67	88.33	12	80.00	81.67	83.33	85.00
Students with Disa		80.39	82.84	12	70.59	73.04	75.49	77.94
				85.30				

Intervention: Use of the Comprehensive Literacy Approach to reading and writing instruction.

Scientific Based Research: Stephens, Elaine C. & Brown Jean E. A (2005) Handbook of Content Literacy Strategies: 125 Practical Reading and Writing Ideas.

Actions	Person Responsible	Timeline	Resources	Source of Funds
The High School will meet all requirements of Act 307 of 2007 to include the following: 1) informational packets, 2) parent involvement meetings, 3) volunteer resource book, 4) school's process for resolving parental concerns in handbook, 5) seminars to inform the parents of high school students about how to be involved in decisions, 6) enable formation of PTA/PTO , 7) parent facilitator, 8) two parent/teacher conferences, 9) provide instruction to a parent on how to incorporate developmentally appropriate learning activities in the home environment, 10) engage in	Dena Putney	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	<hr/> ACTION BUDGET: \$

other activities determined by the school to help a parent assist in his or her child's learning. Action Type: Parental Engagement				
The school will develop school-parent compacts to meet the requirements of the ADE ACSIP Handbook. The school-parent compacts will be used to describe the school's responsibilities for high-quality curriculum, parents' responsibility in the child's learning, and address the importance of ongoing, open communication between faculty and parents. Action Type: Parental Engagement	Dena Putney	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
There will be no fewer than two parent-teacher conferences per year. These will be held in the fall (after five weeks) and spring (after the first five weeks of the third quarter). Action Type: Parental Engagement	Owen Powell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Parents are to have opportunities for engagement in other activities that promote responsible parenting, including helping students to study, checking Edline, chaperoning trips, and volunteering for the school. Action Type: Parental Engagement	Lisa Plagge	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> <li>District Staff</li> </ul>	<hr/> ACTION BUDGET: \$
Make statements available (information packets formerly known as family kits) that attest to Berryville School District's commitment to parental involvement. This is made available in the Student Handbook on page 12.	Dena Putney	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	<hr/> ACTION BUDGET: \$



Action Type: Parental Engagement				
The school district will seek the input and support of the alumni, CTE, FFA, Boosters, & East advisory committees. Action Type: Parental Engagement	Lisa Plagge	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> </ul>	<hr/> ACTION BUDGET: \$
Berryville High School will coordinate all parental involvement activities with all sources available to assure that parents are involved in their children's education. This enhanced effort will meet the standards and will inform the parents of plans to address all identified weakness areas. Action Type: Parental Engagement	Owen Powell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• District Staff</li> </ul>	<hr/> ACTION BUDGET: \$
Parents of all ESL program students including LEP students will be informed and given written consent forms for inclusion into the ESL services. Action Type: Parental Engagement	Linda Summers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> </ul>	<hr/> ACTION BUDGET: \$
Out of school time will be used to inform ESL parents in strategies that will improve literacy. Action Type: Parental Engagement	Linda Summers	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>	<hr/> ACTION BUDGET: \$
Have available for parents some "Parents Make a Difference" evenings. These should have reports concerning the state of the school and an overview of what students will be learning, how students will be assessed, what parents should expect for their child's education, and how parents can assist and make a difference. Action Type: Parental	Dena Putney, Lisa Plagge	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	<hr/> ACTION BUDGET: \$

Engagement				
Administrators will evaluate the entire parent involvement program and will receive at least 3 hours of professional development each year in parental involvement. Action Type: Parental Engagement	Doug Harris	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	<hr/> ACTION BUDGET: \$
High school teachers will attend focused professional development such as "Bridging the Gap" in order to foster the success of our school and develop meaningful strategies for improving student achievement, collaboration, and parent involvement. Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation	Owen Powell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Outside Consultants</li> </ul>	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

## Priority 2: Mathematics

Supporting  
Data:

1. COMPREHENSIVE NEEDS ASSESSMENT: We formed ACSIP leadership teams and analyzed the test scores from the 2009 administration of the Grade 11 Literacy Exam, End of Course exams for mathematics classes, and the SAT 10 Exam. We examined the results for both the combined population and each subpopulation. We heard a report from our formative assessment team who showed written evidence documenting our main areas of weakness based on TLI data. In addition, we studied our graduation rates and attendance, disciplinary, and achievement data from the past three years. We aggregated and disaggregated all the data for the purpose of determining student learning and behavioral needs. We looked at the trend data from NORMES in order to better identify the areas of need and to help align classroom instruction 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 of why more of our students are not achieving their full potential. Our supporting data statements show the discrepancies 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 prioritize these areas: special education students, ESL students, economically disadvantaged students, and migrant students. We will select interventions and use funds that put us in the best position to address those needs. In addition, we will meet in teams semi-monthly and as a faculty monthly so that we can review formative, real-time classroom performance data for the purpose of making decisions regarding the direction and focus of our classroom instruction.

2. 2012 Arkansas School ESEA Accountability Report District: BERRYVILLE SCHOOL DISTRICT Superintendent: RANDY BYRD School: BERRYVILLE HIGH SCHOOL Principal: OWEN POWELL LEA: 801002 Grades: 09 - 12 Address: 902 W TRIMBLE AVE Enrollment: 504 BERRYVILLE, AR 72616 Attendance Rate: 92.93% (3 QTR AVG) Phone: 870-480-4632 Poverty Rate: 45.44% Needs Improvement School Needs Improvement School Percent Tested # Expected Literacy Literacy # Expected Math Math All Students 116 YES 257 NO(93%) Targeted Achievement Gap Group 55 YES 159 NO(90%) ESEA Subgroups # Expected Literacy Literacy # Expected Math Math African Americans n < 10 n < 10 n < 10 n < 10 Hispanic 24 NO(92%) 64 YES White 88 YES 186 NO(94%) Economically Disadvantaged 50 YES 147 NO(89%) English Learners 14 NO(79%) 28 NO(89%) Students with Disabilities 11 YES 21 NO(91%) Achieving School Graduation Rate # Expected Graduates Percentage 2011 AMO 2011 Graduation Rate All Students 152 81.58 70.03 Targeted Achievement Gap Group 75 77.33 67.34 ESEA Subgroups African Americans n < 10 n < 10 n < 10 Hispanic 28 85.71 84.20 White 117 80.34 66.73 Economically Disadvantaged 67 79.10 64.84 English Learners 15 86.67 81.67 Students with Disabilities 16 81.25 73.04 Needs Improvement School in Literacy Achieving School in Math # Attempted Percentage 2012 AMO # Attempted Percentage 2012 AMO 2012 Literacy 2012 Math All Students 110 81.82 76.13 228 88.16 82.71 Targeted Achievement Gap Group 51 66.67 68.70 133 84.96 75.32 Three Year Literacy Three Year Math All Students 328 68.90 76.13 710 78.45 82.71 Targeted Achievement Gap Group 163 57.67 68.70 407 72.24 75.32 ESEA Subgroups 2012 Literacy 2012 Math African Americans n < 10 n < 10 n < 10 n < 10 n < 10 Hispanic 21 57.14 56.86 59 81.36 65.82 White 85 88.24 80.27 165 91.52 89.25 Economically Disadvantaged 48 68.75 68.57 122 89.34 75.71 English Learners 10 10.00 38.89 23 60.87 55.64 Students with Disabilities 11 27.27 50.64 18 66.67 58.75 Page 1/1
3. ACSIP CRT Data Source for BERRYVILLE HIGH SCHOOL  
EOC-Geometry Exam  
Report Created: Sep 30, 2008  
2007-# Tested and Percent of Students Scoring Proficient/Advanced:  
189 Students: 56.6% of Combined Students  
0 Students: .% of African American Students  
26 Students: 34.6% of Hispanic Students  
161 Students: 60.9% of Caucasian Students  
66 Students: 51.5% of Econ. Disadvantaged Students  
7 Students: 14.3% of LEP Students  
17 Students: 47.1% of Students with Disabilities  
2008-# Tested and Percent of Students Scoring Proficient/Advanced:  
121 Students: 52.1% of Combined Students  
0 Students: .% of African American Students  
30 Students: 46.7% of Hispanic Students  
86 Students: 53.5% of Caucasian Students  
52 Students: 46.2% of Econ. Disadvantaged Students  
18 Students: 27.8% of LEP Students  
17 Students: 5.9% of Students with Disabilities  
The lowest identified areas for the combined population were: Triangles- Open Response  
The lowest identified areas for African Americans were: Not Applicable  
The lowest identified areas for Hispanic were: Triangles- Open Response  
The lowest identified areas for Caucasian were: Triangles- Open Response  
The lowest identified areas for Econ. Disadvantaged students were: Triangles- Open Response  
The lowest identified areas for LEP students were: Measurement- Open Response
4. ACSIP CRT Data Source for BERRYVILLE HIGH SCHOOL  
EOC-Algebra Exam  
Report Created: Sep 30, 2008  
2007-# Tested and Percent of Students Scoring Proficient/Advanced:  
108 Students: 54.6% of Combined Students  
0 Students: .% of African American Students

26 Students: 46.2% of Hispanic Students  
 80 Students: 57.5% of Caucasian Students  
 54 Students: 48.1% of Econ. Disadvantaged Students  
 17 Students: 41.2% of LEP Students  
 6 Students: 0% of Students with Disabilities  
 2008-# Tested and Percent of Students Scoring Proficient/Advanced:  
 119 Students: 51.3% of Combined Students  
 0 Students: .% of African American Students  
 25 Students: 32% of Hispanic Students  
 88 Students: 58% of Caucasian Students  
 62 Students: 48.4% of Econ. Disadvantaged Students  
 16 Students: 31.3% of LEP Students  
 12 Students: 8.3% of Students with Disabilities  
 The lowest identified areas for the combined population were: Language of Algebra and Data Interpretation and Probability- Open Response  
 The lowest identified areas for African Americans were: Not Applicable  
 The lowest identified areas for Hispanic were: Language of Algebra and Data Interpretation and Probability- Open Response  
 The lowest identified areas for Caucasian were: Language of Algebra and Data Interpretation and Probability- Open Response  
 The lowest identified areas for Econ. Disadvantaged students were: Language of Algebra and Data Interpretation and Probability- Open Response  
 The lowest identified areas for LEP students were: Language of Algebra and Data Interpretation and Probability- Open Response

5. Arkansas Comprehensive School Improvement Data Source for  
 BERRYVILLE HIGH SCHOOL  
 NORM REFERENCED TEST -- Report Completed: Sep 30, 2008  
 Number Tested and Percent of Students Scoring At/Above 50th Percentile:

COMBINED POPULATION Grade: 9  
 ITBS ITBS SAT10  
 Year 2006 2007 2008  
 Number Tested 122 135 148  
 % At/Above 50th NPR In:  
 Reading Comprehension 59.0% 46.7% 54.1%  
 Math Problem Solving 68.0% 61.5% 66.2%  
 AFRICAN AMERICAN POPULATION Grade: 9  
 ITBS ITBS SAT10  
 Year 2006 2007 2008  
 Number Tested 0 0 1  
 % At/Above 50th NPR In:  
 Reading Comprehension N/A% N/A% 0.0%  
 Math Problem Solving N/A% N/A% 0.0%  
 HISPANIC POPULATION Grade: 9  
 ITBS ITBS SAT10  
 Year 2006 2007 2008  
 Number Tested 18 21 27  
 % At/Above 50th NPR In:  
 Reading Comprehension 33.3% 33.3% 33.3%  
 Math Problem Solving 50.0% 57.1% 51.9%  
 CAUCASIAN POPULATION Grade: 9  
 ITBS ITBS SAT10  
 Year 2006 2007 2008  
 Number Tested 99 110 116  
 % At/Above 50th NPR In:  
 Reading Comprehension 63.6% 49.1% 60.3%  
 Math Problem Solving 71.7% 62.7% 70.7%  
 ECONOMICALLY DISADVANTAGED Grade: 9  
 ITBS ITBS SAT10  
 Year 2006 2007 2008

Number Tested 56 61 69  
% At/Above 50th NPR In:  
Reading Comprehension 42.9% 39.3% 43.5%  
Math Problem Solving 57.1% 57.4% 58.0%  
LIMITED ENGLISH PROFICIENT Grade: 9

ITBS ITBS SAT10

Year 2006 2007 2008

Number Tested 6 12 17

% At/Above 50th NPR In:

Reading Comprehension 0.0% 8.3% 23.5%

Math Problem Solving 16.7% 25.0% 41.2%

STUDENTS WITH DISABILITIES Grade:9

ITBS ITBS SAT10

Year 2006 2007 2008

Number Tested 12 8 11

% At/Above 50th NPR In:

Reading Comprehension 8.3% 12.5% 18.2%

Math Problem Solving 0.0% 12.5% 0.0%

6. ACT: In 2008, the composite average score was 20.2 while the math was 19. In 2007, 71 students were tested. The average ACT math score was 18.6. The average ACT English score was 20.1 and the average ACT reading score was 23. In 2006, 73 students were tested. The average ACT English score was 21.4 and the average ACT reading score was 23.0.
7. Graduation Rate: The 2008 graduation rate is unavailable at this time and will be placed in the data as soon as the state releases the figures. The 2007 graduation rate was 84.7. The 2006 graduation rate was 76.8.

Goal	All students will improve in mathematics skills and answering constructed/open response math questions.
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2013 AMO Status Performance for High School Math is: 84.28;

TAGG: 77.57

2013 Percentage for Status Performance for High School Math is:

77.05; TAGG: 69.62

2012 ESEA AMOs

BERRYVILLE HIGH SCHOOL

801002

## Math Performance

Benchmark	Group	Total	Number
	Attempting		
	Math, Year		

2011	Percent Proficient in Math, Year
2011	60
2012	65
2013	70
2014	75
2015	80
2016	85
2017	90
2018	95
2019	100

2011	Year	2012
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AMO Year 2013

AMO      Year 2014

AMO Year 2015

AMO Year 2016

AMO Year 2017

AMO

All Students	228	81.14	82.71	84.28	85.86	87.43
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89.00	90.57
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Targeted Ach Gap	130	73.08	75.32	77.57	79.81	82.05
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84.30	86.54
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African American	0	.	.	.	.	.
Hispanic	59	62.71	65.82	68.93	72.03	75.14
	78.25	81.36				
Caucasian	162	88.27	89.25	90.23	91.20	92.18
	93.16	94.14				
Econ Disa	117	73.50	75.71	77.92	80.13	82.33
	84.54	86.75				
English Learners	31	51.61	55.64	59.68	63.71	
	67.74	71.77	75.81			
Students with Disa	20	55.00	58.75	62.50	66.25	
	70.00	73.75	77.50			

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2012 ESEA AMOs  
BERRYVILLE HIGH SCHOOL

801002  
Graduation

Group	Number Expected to Graduate, Year 2010	Graduation Rate, Year	2010 AMO	Year 2011 AMO	2012 AMO	Year 2013 AMO	Year 2014 AMO
All Students	107	67.30	70.03	72.75	75.48	78.20	
	80.93	83.65					
Targeted Ach Gap	56	64.37	67.34	70.31	73.28		
	76.25	79.22	82.19				
African American	1	100.00	100.00	100.00	100.00	100.00	
	100.00	100.00	100.00				
Hispanic	24	82.76	84.20	85.63	87.07	88.51	
	89.94	91.38					
Caucasian	79	63.71	66.73	69.76	72.78	75.81	
	78.83	81.86					
Econ Disa	45	61.64	64.84	68.03	71.23	74.43	
	77.62	80.82					
English Learners	12	80.00	81.67	83.33	85.00		
	86.67	88.33	90.00				
Students with Disa	12	70.59	73.04	75.49	77.94		
	80.39	82.84	85.30				

Intervention: Berryville High School Implements Standards-Based Mathematics Instruction.

Scientific Based Research: McTighe, J., & Wiggins, G. (2005). Understanding by Design, ACSD.

Actions	Person Responsible	Timeline	Resources	Source of Funds
ACT scores will be analyzed by students, parents, and teachers. Effectiveness of intervention will be	Suzanne Miner	Start: 07/01/2013 End:	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> </ul>	<div></div> <div>ACTION \$</div>

determined by comparison of last year's ACT scores. ACT Prep Class & ACT tutoring is available upon request. Action Type: Equity Action Type: Parental Engagement		06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	BUDGET:
In consultation with the parents, all students who score below proficiency on the Benchmark exam will be placed on an AIP. Action Type: AIP/IRI Action Type: Parental Engagement	Owen Powell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> </ul>	<hr/> ACTION BUDGET: \$
Students will be tutored before school, during lunch, and after school in areas identified as in need by both observations and by testing. Materials and supplies will be purchased to support the tutoring efforts. Action Type: Equity Action Type: Parental Engagement	Jennifer Feltman	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	<hr/> ACTION BUDGET: \$
The High School will meet all requirements of Act 307 of 2007 to include: 1) informational packets, 2) parent involvement meetings, 3) volunteer resource book, 4) school's process for resolving parental concerns in handbook, 5) seminars to inform the parents of high school students about how to be involved in decisions, 6) enable formation of PTA/PTO , 7) parent facilitator, 8) two parent/teacher conferences, 9) provide instruction to a parent on how to incorporate developmentally appropriate learning activities in the home environment, 10) engage in other activities determined by the school to help a parent assist in his or her child's	Dena Putney	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	<hr/> ACTION BUDGET: \$

learning. Action Type: Parental Engagement				
Parents will be notified in writing prior to the beginning of each year concerning course offerings. Action Type: Parental Engagement	Owen Powell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	<hr/> ACTION BUDGET: \$
The school will use a volunteer resource book. There will be a page in the parent kit listing needed resources and informing parent volunteers about the procedure for participating in these tasks. Action Type: Parental Engagement	Amanda Scitern	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	<hr/> ACTION BUDGET: \$
The school will provide parents with information about the procedure for contesting any student disciplinary ruling. This information is available in the Student Handbook on page 41 under "Due Process." Action Type: Parental Engagement	Owen Powell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> </ul>	<hr/> ACTION BUDGET: \$
The high school will continue use CAP conferences. The program will, however, be updated and refined with improvements suggested by students, parents, teachers and administrators. Professional development and other appropriate CAP training will be provided periodically throughout the year to teachers. These CAP conferences will provide information to parents of high school students about how to be involved in the decisions affecting course selection, career planning, and preparation for post-secondary opportunities.	Dena Putney, Lisa Plagge	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$



Strategies will be developed to improve the transition success of all students from school-to-school and from school-to-work. Action Type: Parental Engagement				
Parent facilitators will solicit and coordinate parent volunteers to assist staff in the daily activity of the school. Action Type: Parental Engagement	Dena Putney	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> </ul>	ACTION BUDGET: \$
Provide information regarding PTA/PTO formation and assist in the formation itself. Action Type: Parental Engagement	Owen Powell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• District Staff</li> </ul>	ACTION BUDGET: \$
The teleparent.net system has been implemented to keep parents informed using the telephone system. This system combined with edline and the school's website should keep the district's parents informed and involved in the students' progress. Action Type: Parental Engagement	Tracey Holle	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> </ul>	ACTION BUDGET: \$
In order to communicate, parents will be directed to the Bobcat Information Center on the district web page for information regarding school policy, announcements, lunch menus, phone numbers, etc. Action Type: Parental Engagement	Tracey Holle	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• District Staff</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Priority 3:

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

Supporting Data:

1. (Body Mass Index): In 2008-2009, BMI results for Berryville High School showed that 46% of males and 37.7% of females participating were either at risk or currently overweight. In 2007-08, BMI results for the Berryville High School showed that 48.6% of males and 33.6% of females participating were

either at risk or currently overweight. In 2006-07, BMI results for the Berryville High School showed that 42.3% of males and 33.7% of females participating were either at risk or currently overweight.

2. SHI (School Health Index): The 2006-07 SHI revealed that health promotion for staff for all schools was low at 29% while school health services score for all schools was less than 80%. In the elementary area, nutrition services score was 69% while rating 74% in the middle school area. All low-scoring areas will be addressed in the District's Health and Wellness Plan.
3. Free/Reduced: In 2008-09, the Berryville High School had a free/reduced lunch rate of 41% with 512 students. In 2007-08, the Berryville High School had a free/reduced lunch rate of 40% with 524 students. In 2006-07, the Berryville High School had a free/reduced lunch rate of 40.5% with 528 students. These data indicate that the District is growing both in the number of students and in the number and percentage of free/reduced lunch students. These data, when compared to District data and to the Census Poverty data, also indicate an "under-reporting" of free/reduced lunch status at the high school level.
4. Graduation Rate: The 2010 graduation rate is unavailable at this time and will be placed in the data as soon as the state releases the figures. The 2009 graduation rate is 74.9%. The 2008 graduation rate is 74.22.

Goal Create an environment where students will show an increase in health and wellness based on the BMI results and the SHI assessments.

Benchmark The BMI and risk assessments will show a 10% increase in the health and wellness of all students.

Intervention: Berryville High School will encourage strategies and activities that promote healthier lifestyles and meet the requirements of Act 1220 of 2003.				
Scientific Based Research: Let's Get Physical- Promotion and Education Strategies by Dr. Hal Wechsler. <a href="http://www.fns.usda.gov/oane/menu/NNEC/Files/2003/LetsGetPhysical.pdf">http://www.fns.usda.gov/oane/menu/NNEC/Files/2003/LetsGetPhysical.pdf</a>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Berryville High School will direct parents to <a href="http://www.state.ar.us/ha/physical/">http://www.state.ar.us/ha/physical/</a> to calculate BMI and to learn about healthy lifestyles. Action Type: Parental Engagement Action Type: Technology Inclusion	Doug Harris; Larry McCullough; Chrystal Finch	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	ACTION BUDGET: \$
Parenting books, magazines and other materials regarding responsible parenting and encouragement of healthy lifestyles are made available through the library and the parent center. These availabilities advertise the current selection, and give parents an opportunity	Lisa Plagge	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: \$

to borrow these materials. Action Type: Parental Engagement				
Total Budget:				\$0

**BERRYVILLE INTERMEDIATE**

Action Report

For: Parental Engagement.

**Action Type: Parental Engagement**

Priority 1: Improving Literacy

Supporting  
Data:

1. **COMPREHENSIVE NEEDS ASSESSMENT:** We formed ACSIP Leadership Teams and analyzed the test scores from the 2011 administration of the 3rd through 5th grade Augmented Benchmark and ITBS Exams. We examined the results for both the combined population and EACH subpopulation. We heard a report from our Formative Assessment Team who showed written evidence documenting our main areas of weakness. (J-1) In addition, we studied our attendance, disciplinary, and achievement data over the past three years. We reviewed all the data for the purpose of determining student learning and behavioral needs. We looked at the trend data, from NORMES and TLI, in order to better identify the areas of need and help align classroom instruction with the curriculum frameworks, in literacy and mathematics. We examined our routines, customs, norms, and expectations in order to dig deeper for the root cause why more of our students are not achieving to their full potential. Our supporting data statements show the discrepancies in achievement, among our various populations. We are modifying our curriculum, instruction, assessment, and professional development practices to better meet the needs of our populations. Our data analysis led us to prioritize these areas: Special Education Literacy; Special Education Mathematics. We will select interventions, and use funds, that put us in the best position to address these needs. In addition, we meet in teams weekly and as an entire staff as needed so that we can review formative, real time classroom performance data for the purpose of making decisions regarding direction, and focus, of our classroom instruction. ACSIP CRT Data Source for BERRYVILLE INTERMEDIATE SCHOOL Benchmark-3rd Grade Literacy Exam Report Created: Sept. 26, 2011 2009-3rd Grade # Tested & Percent of Students Scoring Proficient/Advanced: 166 students; 63% Combined 0 students; 0% African American 41 students; 61% Hispanic 123 students; 64% Caucasian 118 students; 53% Econ. Disadvantaged 38 students; 60% LEP Students 14 students; 14% Students with Disabilities The lowest identified areas for the combined population were: Literary, Content and Practical- Open Response and Multiple Choice Writing  
The lowest identified areas for African Americans were: Not Applicable  
The lowest identified areas for Hispanic were: Literary, Content and Practical- Open Response and Multiple Choice Writing  
The lowest identified areas for Caucasian were: Literary, Content and Practical- Open Response and Multiple Choice Writing

2010-3rd Grade Tested & Percent of Students Scoring Proficient/Advanced: 124 Students; 79% Combined Students 0 Students; 0% African American Students 28 Students; 65% Hispanic Students 123 Students; 81% Caucasian Students 101 Students; 74% Econ. Disadvantaged Students 24 Students; 67% LEP Students 22 Students; 50% Students with Disabilities The lowest identified area for remediation: Combined: Practical; Content; Style African American: NA Hispanic Students: Practical; Content; Style Caucasian Students: Practical; Content; Style Economically Disadvantaged: Practical; Content; Style LEP Students: Practical; Content; Style Students with Disabilities: Practical; Content; Style 2011-3rd Grade # Tested & Percent of Students Scoring Proficient/Advanced: 137 Students; 86% Combined Students 0 Students; 0% African American Students 31 Students; 84% Hispanic Students 105 Students; 85% Caucasian Students 89 Students; 82% Econ. Disadvantaged Students 28 Students; 86% LEP Students 19 Students; 48% Students with Disabilities The lowest identified area for remediation: Combined: Practical; Content; Style African American: NA Hispanic Students: Practical; Content; Style Caucasian Students: Practical; Content; Style Economically Disadvantaged: Practical; Content; Style LEP Students: Practical; Content; Style Students with Disabilities: Literary; Content; Style ACSIP CRT Data Source for BERRYVILLE INTERMEDIATE SCHOOL Benchmark-4th Grade Literacy Exam Report Created: Sept. 26, 2011 2009-4th Grade # Tested & Percent of Students Scoring Proficient/Advanced: 137 Students; 86% Combined Students 0 Students; 0% African American Students 31 Students; 84% Hispanic Students 105 Students; 85% Caucasian Students 89 Students; 82% Econ. Disadvantaged Students 28 Students; 86% LEP Students 19 Students; 48% Students with Disabilities The lowest identified areas for the combined population were: Literary and Content- Open Response  
The lowest identified areas for African Americans were: Not Applicable  
The lowest identified areas for Hispanic were: Literary, Content and Practical- Open Response  
The lowest identified areas for Caucasian were: Literary, Content and Practical- Open Response  
The lowest identified areas for Econ. Disadvantaged students were: Literary, Content and Practical- Open Response  
The lowest identified areas for LEP students were: Literary, Content and Practical- Open Response

2010-4th Grade # Tested & Percent of Students Scoring Proficient/Advanced: 152 Students; 83% Combined Students 1 Students; 0% African American Students 32 Students; 81% Hispanic Students 116 Students; 85% Caucasian Students 105 Students; 79% Econ. Disadvantaged Students 31 Students; 78% LEP Students 17 Students; 35% Students with Disabilities The lowest identified area for remediation: Combined: Literary; Content; Style African American: NA Hispanic Students: Literary; Content; Style Caucasian Students: Literary; Mechanics Economically Disadvantaged: Literary; Content; Style LEP Students: Literary; Content; Style Students with Disabilities: Literary; Content; Style; Mechanics 2011-4th Grade # Tested & Percent of Students Scoring Proficient/Advanced: 150 Students; 88% Combined Students 0 Students; 0% African American Students 26 Students; 81% Hispanic Students 115 Students; 90% Caucasian Students 93 Students; 88% Econ. Disadvantaged Students 23 Students; 83% LEP Students 17 Students; 41% Students with Disabilities The lowest identified area for remediation: Combined: Practical; Content; Style African American: NA Hispanic Students: Practical; Content; Style Caucasian Students: Practical; Content; Style Economically Disadvantaged: Practical; Content; Style LEP Students: Practical; Content; Style Students with Disabilities: Practical; Content; Style ACSIP CRT Data Source for BERRYVILLE INTERMEDIATE SCHOOL Benchmark-5th Grade Literacy Exam Report Created: Sept. 26, 2011 2009-5th Grade # Tested & Percent of Students Scoring Proficient/Advanced: 141 Students; 75% Combined Students 0 Students; 0% African American Students 31 Students; 71% Hispanic Students 108 Students; 77% Caucasian Students 78 Students; 73% Econ. Disadvantaged Students 23 Students; 66% LEP Students 20 Students; 20% Students with Disabilities The lowest identified areas for the combined population were: Literary, Content and

Practical- Open Response and Multiple Choice Writing

The lowest identified areas for African Americans were: Not Applicable

The lowest identified areas for Hispanic were: Literary, Content and Practical- Open Response and Multiple Choice Writing

The lowest identified areas for Caucasian were: Literary, Content and Practical- Open Response and Multiple Choice Writing

The lowest identified areas for Econ. Disadvantaged students were: Literary, Content and Practical- Open Response and Multiple Choice Writing

The lowest identified areas for LEP students were: Literary, Content and Practical- Open Response and Multiple Choice Writing 2010-5th Grade # Tested & Percent of Students Scoring Proficient/Advanced:

157 Students; 81% Combined Students 0 Students; 0% African American Students

30 Students; 76% Hispanic Students 126 Students; 81% Caucasian Students 89

Students; 76% Econ. Disadvantaged Students 23 Students; 74% LEP Students 18

Students; 23% Students with Disabilities The lowest identified area for

remediation: Combined: Content; Content; Style African American: NA Hispanic

Students: Content; Content; Style Caucasian Students: Content; Content; Style

Economically Disadvantaged: Content; Content; Style LEP Students: Content;

Content; Style Students with Disabilities: Content; Content; Style 2011-5th Grade

# Tested & Percent of Students Scoring Proficient/Advanced:

149 Students; 80% Combined Students 0 Students; 0% African American Students

35 Students; 80% Hispanic Students 112 Students; 81% Caucasian Students 99

Students; 76% Econ. Disadvantaged Students 35 Students; 77% LEP Students 15

Students; 26% Students with Disabilities The lowest identified area for

remediation: Combined: Literary; Content; Style African American: NA Hispanic

Students: Literary; Content; Style Caucasian Students: Literary; Content; Style

Economically Disadvantaged: Literary; Content; Style LEP Students: Literary;

Content; Style Students with Disabilities: Literary; Content; Style

2. 2012 Arkansas School ESEA Accountability Report District: BERRYVILLE SCHOOL DISTRICT Superintendent: RANDY BYRD School: BERRYVILLE INTERMEDIATE SCH Principal: SHELLY OSNES LEA: 801004 Grades: 03 - 05 Address: 902 W TRIMBLE AVE Enrollment: 437 BERRYVILLE, AR 72616 Attendance Rate: 95.25% (3 QTR AVG) Phone: 870-480-4647 Poverty Rate: 62.47% Achieving School Achieving School Percent Tested # Expected Literacy Literacy # Expected Math Math All Students 441 YES 441 YES Targeted Achievement Gap Group 302 YES 302 YES ESEA Subgroups # Expected Literacy Literacy # Expected Math Math African Americans n < 10 n < 10 n < 10 n < 10 Hispanic 100 YES 100 YES White 329 YES 329 YES Economically Disadvantaged 279 YES 279 YES English Learners 82 YES 82 YES Students with Disabilities 61 YES 61 YES Achieving School in Literacy # Attempted Percentage 2012 AMO # Applicable Percentage 2012 AMO 2012 Performance 2012 Growth All Students 404 89.60 85.85 253 90.91 84.38 Targeted Achievement Gap Group 271 85.61 82.40 163 87.73 82.18 Three Year Performance Three Year Growth All Students 1259 84.27 85.85 803 85.43 84.38 Targeted Achievement Gap Group 850 79.29 82.40 528 82.95 82.18 ESEA Subgroups 2012 Performance 2012 Growth African Americans n < 10 n < 10 n < 10 n < 10 n < 10 Hispanic 90 90.00 84.37 54 87.04 81.03 White 304 89.47 85.81 191 91.62 84.72 Economically Disadvantaged 250 86.80 84.12 150 88.00 81.56 English Learners 72 87.50 86.42 46 89.13 82.37 Students with Disabilities 55 40.00 40.59 32 62.50 63.98 Achieving School in Math # Attempted Percentage 2012 AMO # Applicable Percentage 2012 AMO 2012 Performance 2012 Growth All Students 404 93.07 91.92 254 66.93 77.68 Targeted Achievement Gap Group 271 90.77 88.38 164 60.37 74.68 Three Year Performance Three Year Growth All Students 1261 90.80 91.92 805 74.78 77.68 Targeted Achievement Gap Group 852 87.21 88.38 530 69.62 74.68 ESEA Subgroups 2012 Performance 2012 Growth African Americans n < 10 n < 10 n < 10 n < 10 n < 10 Hispanic 90 90.00 87.50 54 53.70 77.87 White 304 94.41 93.49 191 70.68 77.98 Economically Disadvantaged 250 91.20 89.90 151 59.60 74.65 English Learners 72 87.50 85.29 47 48.94 74.06 Students with Disabilities 55 69.09 62.66 32 46.88 67.27

3. Arkansas Comprehensive School Improvement Data Source for BERRYVILLE INTERMEDIATE SCHOOL NORM REFERENCED TEST -- Report Completed: Sep 26, 2011

2011 ITBS Summary: Number Tested and Percent of Students Scoring At or Above the 50%: 3rd Grade Combined Population: Reading-126 students; 50%; Language-126 students; 40% 4th Grade Combined Population: Reading-144 students; 60%; Language-144 students; 53% 5th Grade Combined Population: Reading-81 students; 57%; Language-76 students; 53% TLI-Three Year Formative Assessment Data: 3rd Grade: Reading Skills: 2009-64%; 2010-65%; 2011-71%. Writing Overall: 2009-60%; 2010-63%; 2011-64%. Mechanics: 2009-66%; 2010-75%; 2011-66%. Usage: 2009-40%; 2010-49%; 2011-65%. Writing Skills: 2009-62%; 2010-61%; 2011-61%. 4th Grade: Reading Skills: 2009-72%; 2010-71%; 2011-73%. Writing Overall: 2009-54%; 2010-62%; 2011-65%. Mechanics: 2009-57%; 2010-65%; 2011-67%. Usage: 2009-49%; 2010-63%; 2011-62%. Writing Skills: 2009-55%; 2010-59%; 2011-65%. 5th Grade: Reading Skills: 2009-69%; 2010-72%; 2011-75%. Writing Overall: 2009-57%; 2010-59%; 2011-59%. Mechanics: 2009-57%; 2010-69%; 2011-64%. Usage: 2009-51%; 2010-49%; 2011-61%. Writing Skills: 2009-62%; 2010-61%; 2011-56%.

4. Berryville Intermediate School Student Daily Average Attendance Rate: In 2011-2012, attendance rate for the building was not available at time of submission due date. In 2010-2011, the average daily attendance rate was 94.93%. In 2009-2010, the average daily attendance rate was 94.88%.

Goal All students will improve in reading comprehension of narrative, expository and practical text and writing to inform, to persuade and open response.

2013 AMO Status Performance for Elementary/Intermediate Schools  
Literacy is: 87.13; TAGG: 84.00  
2013 Percentage for Status Performance for  
Elementary/Intermediate Schools Literacy is: 85.35; TAGG:  
80.58

2012 ESEA AMOs  
BERRYVILLE INTERMEDIATE SCH

801004  
Literacy Performance

Benchmark	Group Total Number		Percent Proficient				
	Attempting		in Literacy,				
	Year 2011		Year 2012				
	Year 2011	Year 2012					
AMO	Year 2013						
AMO	Year 2014						
AMO	Year 2015						
AMO	Year 2016						
AMO	Year 2017						
AMO							
All Students	408	84.56	85.85	87.13	88.42	89.71	
	90.99	92.28					
Targeted Ach Gap	276	80.80	82.40	84.00	85.60		
	87.20	88.80	90.40				
African American	0	.	.	.	.	.	.
Hispanic	88	82.95	84.37	85.79	87.21	88.63	
	90.05	91.48					
Caucasian	310	84.52	85.81	87.10	88.39	89.68	
	90.97	92.26					

Econ Disad	254	82.68	84.12	85.57	87.01	88.45
89.90	91.34					
English Learners	81	85.19	86.42	87.66	88.89	
90.13	91.36	92.60				
Students with Disa	54	35.19	40.59	45.99	51.39	
56.79	62.19	67.60				

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2012 ESEA AMOs

BERRYVILLE INTERMEDIATE SCH

801004

Literacy Growth

Group Total Number

with a Growth

Trajectory

in Lit,

Year 2011 Percent Making

Growth in

Literacy,

Year 2011 Year 2012

AMO Year 2013

AMO Year 2014

AMO Year 2015

AMO Year 2016

AMO Year 2017

AMO

All Students	270	82.96	84.38	85.80	87.22	88.64
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90.06	91.48					
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Targeted Ach Gap	180	80.56	82.18	83.80	85.42	
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87.04	88.66	90.28				
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African American

Hispanic	58	79.31	81.03	82.76	84.48	86.21
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87.93	89.66					
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Caucasian	204	83.33	84.72	86.11	87.50	88.89
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90.28	91.67					
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Econ Disa	169	79.88	81.56	83.23	84.91	86.59
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88.26	89.94					
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English Learners	52	80.77	82.37	83.98	85.58	
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87.18	88.78	90.39				
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Students with Disa	28	60.71	63.98	67.26	70.53	
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73.81	77.08	80.36				
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Intervention: Comprehensive Literacy Approach to Writing Instruction				
Scientific Based Research: Citations: National Reading Panel Report, Teaching Children to Read, (2000); Harvey, Stephanie, Goudvis, Anne, Strategies That Work Stenhouse, (2007)				
Actions	Person Responsible	Timeline	Resources	Source of Funds

Utilize services of K-5 Instructional Facilitator to train teachers/aides in the best practices in literacy (including the components of comprehensive literacy). The instructional facilitator will assist all teachers with instructional strategies and curriculum modification. The instructional facilitator and the instructional staff will develop school-wide reform strategies as identified in the needs assessments. Strategies will be developed to improve the transition success of all students from school-to-school and from school-to-work. Action Type: Collaboration Action Type: Parental Engagement	Christy Graham, Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	<hr/> ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Comprehensive Literacy Approach to Reading Comprehension				
Scientific Based Research: Citations: National Reading Panel Report, Teaching Children to Read, (2000); Harvey, Stephanie, Goudvis, Anne, Strategies That Work Stenhouse, (2000) Hall, S.L. (2006). I've dibel'd, now what? Longmont, Colorado. Sopris West Educational Services.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Students in 3-5 will participate in the Book-It incentive reading program. Action Type: Equity Action Type: Parental Engagement	Eryn Killingsworth, Fifth Grade Teacher; Yvonne Kesler, Paraprofessional, Tammy Hood, Paraprofessional	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Public Library</li> <li>School Library</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Communication materials, such as the student handbook which outlines policies, such as resolving parental concerns, calendar, classroom newsletters, disciplinary referrals, and other necessary paperwork, will be sent home and sent in Spanish when applicable. ELL Program will purchase home language versions of AR Reader and other	Linda Summers, ELL Coordinator	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET: \$



materials to improve literacy of all ELL students. This is to promote communication and the sharing of information between home and school. Our school website is also available in Spanish. (H1-D, H2-E) Action Type: Equity Action Type: Parental Engagement				
Parent involvement meetings, through orientation, Literacy, Math and Science nights, and local PTA meetings, will be held to discuss what students will be expected to learn, how student needs will be addressed, instructional practices, how to use Edline to monitor their child's progress, how to register for Teleparent through Edline to receive important school announcements, Berryville School information center online, how parents can assist to make a difference in his or her child's education, and relevant topics for parent education. (H1-B, H1-F, H2-A) Action Type: Parental Engagement	Kerri Gustavus, Teresa Wright, Intermediate Principal; Melinda Logan, Fourth Grade Teacher; Eryn Killingsworth, Fifth G	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
The library will host a book fair twice per year to enhance student access to print. Grandparents will have a special invitation during Book Fair week to promote reading with their grandchild. Action Type: Parental Engagement	Teresa Wright, Intermediate Principal; Erin Brewer, Librarian	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>School Library</li> </ul>	ACTION BUDGET: \$
Computers and staff will be readily available during	Brent Spurlock, Art Teacher; Dr.	Start: 07/01/2013		

parent-teacher conferences to assist parents in activating their Edline codes in order to increase communication between home and school. Action Type: Parental Engagement Action Type: Technology Inclusion	Desiree Atchley, Music Teacher; Isy Dean, Tech 1	End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

Priority 2: Improving Mathematics

1. **COMPREHENSIVE NEEDS ASSESSMENT:** We formed ACSIP Leadership Teams and analyzed the test scores from the 2011 administration of the third through fifth grade Augmented Benchmark and ITBS exams. We examined the results for both the combined population and EACH subpopulation. We heard a report from our Formative Assessment Team who showed written evidence documenting our main areas of weakness. In addition, we studied our attendance, disciplinary, and achievement data over the past three years. We disaggregated all the data for the purpose of determining student learning and behavioral needs. We looked at the trend data, from NORMES and TLI, in order to better identify the areas of need and help align classroom instruction with the curriculum frameworks in literacy and mathematics. We examined our routines, customs, norms, and expectations in order to dig deeper for the root cause why more of our students are not achieving to their full potential. Our supporting data statements show the discrepancies 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 prioritize these areas: special education literacy gr. 3-5 and special education mathematics gr. 3-5. We will select interventions, and use funds, that put us in the best position to address these needs. In addition, we meet in PLC teams weekly and as an entire faculty as needed so that we can review formative, real time classroom performance data for the purpose of making decisions regarding the direction, and focus, of our classroom instruction. ACSIP CRT Data Source for BERRYVILLE INTERMEDIATE SCHOOL

Supporting  
Data:

Benchmark-3rd Grade Mathematics Exam  
Report Created: Sept. 26, 2011 2009-3rd Grade # Tested & Percent of Students Scoring Proficient/Advanced: 166 Students; 88% Combined Students 0 Students; 0% African American Students 41 Students; 97% Hispanic Students 123 Students; 84% Caucasian Students 118 Students; 85% Econ. Disadvantaged Students 38 Students; 97% LEP Students 14 Students; 58% Students with Disabilities The lowest identified area for remediation: Combined: Data Analysis & Probability African American: NA Hispanic Students: Data Analysis & Probability Caucasian Students: Data Analysis & Probability Economically Disadvantaged: Data Analysis & Probability LEP Students: Data Analysis & Probability Students with Disabilities: Data Analysis & Probability 2010-3rd Grade # Tested & Percent of Students Scoring Proficient/Advanced: 159 Students; 80% Combined Students 0 Students; 0% African American Students 28 Students; 75% Hispanic Students 123 Students; 92% Caucasian Students 102 Students; 87% Econ. Disadvantaged Students 25 Students; 76% LEP Students 23 Students; 70% Students with Disabilities The lowest identified area for remediation: Combined: Geometry African American: NA Hispanic Students: Geometry Caucasian Students: Geometry Economically Disadvantaged: Geometry LEP Students: Geometry Students with Disabilities: Geometry 2011-3rd Grade # Tested & Percent of Students Scoring Proficient/Advanced: 137 Students; 97% Combined Students 0 Students; 0%

- African American Students 31 Students; 94% Hispanic Students 105 Students; 98% Caucasian Students 89 Students; 95% Econ. Disadvantaged Students 28 Students; 91% LEP Students 19 Students; 84% Students with Disabilities The lowest identified area for remediation: Combined: Data Analysis & Probability African American: NA Hispanic Students: Data Analysis & Probability Caucasian Students: Data Analysis & Probability Economically Disadvantaged: Data Analysis & Probability LEP Students: Data Analysis & Probability Students with Disabilities: Measurement 2009-4th Grade # Tested & Percent of Students Scoring Proficient/Advanced: 150 Students; 91% Combined Students 0 Students; 0% African American Students 28 Students; 88% Hispanic Students 121 Students; 93% Caucasian Students 90 Students; 86% Econ. Disadvantaged Students 20 Students; 85% LEP Students 20 Students; 70% Students with Disabilities The lowest identified area for remediation: Combined: Measurement African American: NA Hispanic Students: Measurement Caucasian Students: Measurement Economically Disadvantaged: Measurement LEP Students: Measurement Students with Disabilities: Measurement 2010-4th Grade # Tested & Percent of Students Scoring Proficient/Advanced: 154 Students; 93% Combined Students 1 Students; 100% African American Students 34 Students; 94% Hispanic Students 116 Students; 93% Caucasian Students 107 Students; 90% Econ. Disadvantaged Students 33 Students; 91% LEP Students 18 Students; 77% Students with Disabilities The lowest identified area for remediation: Combined: Geometry African American: NA Hispanic Students: Geometry Caucasian Students: Geometry Economically Disadvantaged: Geometry LEP Students: Geometry Students with Disabilities: Data Analysis & Probability 2011-4th Grade # Tested & Percent of Students Scoring Proficient/Advanced: 150 Students; 89% Combined Students 0 Students; 0% African American Students 26 Students; 81% Hispanic Students 115 Students; 92% Caucasian Students 93 Students; 87% Econ. Disadvantaged Students 23 Students; 74% LEP Students 17 Students; 53% Students with Disabilities The lowest identified area for remediation: Combined: Data Analysis & Probability African American: NA Hispanic Students: Numbers and Operations Caucasian Students: Data Analysis & Probability Economically Disadvantaged: Data Analysis & Probability LEP Students: Numbers and Operations Students with Disabilities: Measurement 2009-5th Grade # Tested & Percent of Students Scoring Proficient/Advanced: 141 Students; 87% Combined Students 0 Students; 0% African American Students 31 Students; 84% Hispanic Students 108 Students; 88% Caucasian Students 78 Students; 81% Econ. Disadvantaged Students 23 Students; 74% LEP Students 20 Students; 55% Students with Disabilities The lowest identified area for remediation: Combined: Measurement African American: NA Hispanic Students: Measurement Caucasian Students: Measurement Economically Disadvantaged: Measurement LEP Students: Measurement Students with Disabilities: Measurement 2010-5th Grade # Tested & Percent of Students Scoring Proficient/Advanced: 158 Students; 85% Combined Students 0 Students; 0% African American Students 30 Students; 87% Hispanic Students 126 Students; 85% Caucasian Students 90 Students; 81% Econ. Disadvantaged Students 24 Students; 79% LEP Students 18 Students; 45% Students with Disabilities The lowest identified area for remediation: Combined: Geometry African American: NA Hispanic Students: Geometry Caucasian Students: Geometry Economically Disadvantaged: Geometry LEP Students: Geometry Students with Disabilities: Geometry 2011-5th Grade # Tested & Percent of Students Scoring Proficient/Advanced: 149 Students; 88% Combined Students 0 Students; 0% African American Students 35 Students; 80% Hispanic Students 112 Students; 92% Caucasian Students 99 Students; 85% Econ. Disadvantaged Students 35 Students; 74% LEP Students 15 Students; 60% Students with Disabilities The lowest identified area for remediation: Combined: Numbers and Operations African American: NA Hispanic Students: Numbers and Operations Caucasian Students: Numbers and Operations Economically Disadvantaged: Numbers and Operations LEP Students: Numbers and Operations Students with Disabilities: Numbers and Operations
2. 2012 Arkansas School ESEA Accountability Report District: BERRYVILLE SCHOOL DISTRICT Superintendent: RANDY BYRD School: BERRYVILLE INTERMEDIATE SCH Principal: SHELLY OSNES LEA: 801004 Grades: 03 - 05 Address: 902 W TRIMBLE AVE Enrollment: 437 BERRYVILLE, AR 72616 Attendance Rate: 95.25% (3 QTR

- AVG) Phone: 870-480-4647 Poverty Rate: 62.47% Achieving School Achieving School Percent Tested # Expected Literacy Literacy # Expected Math Math All Students 441 YES 441 YES Targeted Achievement Gap Group 302 YES 302 YES ESEA Subgroups # Expected Literacy Literacy # Expected Math Math African Americans n < 10 n < 10 n < 10 n < 10 Hispanic 100 YES 100 YES White 329 YES 329 YES Economically Disadvantaged 279 YES 279 YES English Learners 82 YES 82 YES Students with Disabilities 61 YES 61 YES Achieving School in Literacy # Attempted Percentage 2012 AMO # Applicable Percentage 2012 AMO 2012 Performance 2012 Growth All Students 404 89.60 85.85 253 90.91 84.38 Targeted Achievement Gap Group 271 85.61 82.40 163 87.73 82.18 Three Year Performance Three Year Growth All Students 1259 84.27 85.85 803 85.43 84.38 Targeted Achievement Gap Group 850 79.29 82.40 528 82.95 82.18 ESEA Subgroups 2012 Performance 2012 Growth African Americans n < 10 n < 10 n < 10 n < 10 n < 10 n < 10 Hispanic 90 90.00 84.37 54 87.04 81.03 White 304 89.47 85.81 191 91.62 84.72 Economically Disadvantaged 250 86.80 84.12 150 88.00 81.56 English Learners 72 87.50 86.42 46 89.13 82.37 Students with Disabilities 55 40.00 40.59 32 62.50 63.98 Achieving School in Math # Attempted Percentage 2012 AMO # Applicable Percentage 2012 AMO 2012 Performance 2012 Growth All Students 404 93.07 91.92 254 66.93 77.68 Targeted Achievement Gap Group 271 90.77 88.38 164 60.37 74.68 Three Year Performance Three Year Growth All Students 1261 90.80 91.92 805 74.78 77.68 Targeted Achievement Gap Group 852 87.21 88.38 530 69.62 74.68 ESEA Subgroups 2012 Performance 2012 Growth African Americans n < 10 n < 10 n < 10 n < 10 n < 10 n < 10 Hispanic 90 90.00 87.50 54 53.70 77.87 White 304 94.41 93.49 191 70.68 77.98 Economically Disadvantaged 250 91.20 89.90 151 59.60 74.65 English Learners 72 87.50 85.29 47 48.94 74.06 Students with Disabilities 55 69.09 62.66 32 46.88 67.27
3. Arkansas Comprehensive School Improvement Data Source for BERRYVILLE Intermediate SCHOOL  
NORM REFERENCED TEST -- Report Completed: Sep 26, 2011  
2011 ITBS Summary: Number Tested and Percent of Students Scoring At or Above the 50%: 3rd Grade Combined Population: 126 students, 69% 4th Grade Combined Population: 144 students, 75% 5th Grade Combined Population: 98 students; 69% TLI-Three Year Formative Assessment Data: 3rd Grade: Math Overall: 2009-63%; 2010-67%; 2011-73%. Numbers and Operations: 2009-63%; 2010-67%; 2011-72%. Algebra: 2009-62%; 2010-67%; 2011-74%. Geometry: 2009-69%; 2010-74%; 2011-79%. Measurement: 2009-60%; 2010-66%; 2011-73%. Data Analysis & Probability: 2009-67%; 2010-64%; 2011-65%. 4th Grade: Math Overall: 2009-60%; 2010-62%; 2011-66%. Numbers and Operations: 2009-59%; 2010-61%; 2011-66%. Algebra: 2009-62%; 2010-63%; 2011-70%. Geometry: 2009-64%; 2010-66%; 2011-66%. Measurement: 2009-63%; 2010-61%; 2011-64%. Data Analysis & Probability: 2009-52%; 2010-63%; 2011-65%. 5th Grade: Math Overall: 2009-63%; 2010-70%; 2011-65%. Numbers and Operations: 2009-62%; 2010-71%; 2011-63%. Algebra: 2009-68%; 2010-73%; 2011-65%. Geometry: 2009-72%; 2010-78%; 2011-78%. Measurement: 2009-56%; 2010-65%; 2011-66%. Data Analysis & Probability: 2009-64%; 2010-67%; 2011-64%.
  4. Intermediate Attendance Rate: In 2011-2012, attendance rate for the building was not available at time of submission due date. In 2010-2011, attendance rate for the building was 94.93%. In 2009-2010, attendance rate for the building was 94.88%.
  - 5.

Goal All students will improve in mathematics skills.

2013 AMO Status Performance for Elementary/Intermediate Schools  
Math is: 92.65; TAGG: 89.43  
Benchmark 2013 Percentage for Status Performance for  
Elementary/Intermediate Schools Math is: 86.04; TAGG: 81.88

2012 ESEA AMOs  
BERRYVILLE INTERMEDIATE SCH

801004  
Math Performance

Group Total Number  
Attempting  
Math, Year  
2011 Percent Proficient  
in Math, Year  
2011 Year 2012  
AMO Year 2013  
AMO Year 2014  
AMO Year 2015  
AMO Year 2016  
AMO Year 2017  
AMO

All Students	408	91.18	91.92	92.65	93.39	94.12
	94.86 95.59					
Targeted Ach Gap	276	87.32	88.38	89.43	90.49	91.55
	92.60 93.66					
African American	0	.	.	.	.	.
Hispanic	88	86.36	87.50	88.63	89.77	90.91
	92.04 93.18					
Caucasian	310	92.90	93.49	94.08	94.68	95.27
	95.86 96.45					
Econ Disa	254	88.98	89.90	90.82	91.74	92.65
	93.57 94.49					
English Learners	81	83.95	85.29	86.63	87.96	
	89.30 90.64	91.98				
Students with Disa	54	59.26	62.66	66.05	69.45	
	72.84 76.24	79.63				

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2012 ESEA AMOs  
BERRYVILLE INTERMEDIATE SCH

801004  
Math Growth

Group Total Number  
with a Growth  
Trajectory  
in Math,  
Year 2011 Percent Making  
Growth in  
Math, Year  
2011 Year 2012  
AMO Year 2013  
AMO Year 2014  
AMO Year 2015  
AMO Year 2016  
AMO Year 2017  
AMO

All Students	271	75.65	77.68	79.71	81.74	83.77
	85.80 87.83					
Targeted Ach Gap	181	72.38	74.68	76.98	79.29	81.59
	83.89 86.19					
African American	0					
Hispanic	58	75.86	77.87	79.88	81.90	83.91
	85.92 87.93					
Caucasian	204	75.98	77.98	79.98	81.99	83.99
	85.99 87.99					
Econ Disa	170	72.35	74.65	76.96	79.26	81.57
	83.87 86.18					
English Learners	53		71.70	74.06	76.42	78.78
	81.13 83.49	85.85				
Students with Disa	28		64.29	67.27	70.24	73.22
	76.19 79.17	82.15				

Intervention: Standards Based Math Approach

Scientific Based Research: McTighe, J., & Wiggins, G. (2005). Understanding by Design, ACSD. Van De Walle, J., Karp, K., and Bay-Williams, J. (2010). Elementary and Middle School Mathematics: Teaching Developmentally, Allyn & Bacon. Carpenter, T., Franke, M., and Levi, L. (2003). Thinking Mathematically: Integrating Arithmetic & Algebra in Elementary School, Heinemann.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Family math and science nights will be conducted to help students and parents get a better understanding of a standards math approach and instructional practices parents can use at home. (H1-I, H1-J) Action Type: AIP/IRI Action Type: Parental Engagement	Holly Morris, Third Grade Teacher; Angie Winters, Fourth Grade Teacher; Kristen Cole, Fifth Grade Teacher	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
The school will meet all requirements of Act 397 of 2009 to include: H1-a) informational packets (given to parents in English and Spanish during orientation and open house or as they enroll), H1-b) parent involvement meetings (handbook committee, acsip committee, volunteer program), H1-c) volunteer resource book (kept by counselor), H1-d) school's process for resolving parental	Cheryl Shadrack, Counselor; Lisa Youngblood, Third Grade Teacher	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

<p>concerns in handbook, H1-e) seminars to inform the parents of high school students about how to be involved in decisions, H1-f) enable formation of PTA/PTO (PTA meetings the second Tuesday of every month), H1-g) certified parent facilitator (Cheryl Shadrick, Counselor), H1-h) two parent/teacher conferences (Sept. 22, Sept. 24, March 12, and March 14), H1-i) provide instruction to a parent on how to incorporate developmentally appropriate learning activities in the home environment (Math, Literacy and Science Night), H1-j) engage in other activities determined by the school to help a parent assist in his or her child's learning (Edline, parent center in Library, Accelerated Reader, Science Fair, Agenda books).</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>				
<p>The district will designate a parent/teacher conference once per semester with 100% participation required, either by school conference, phone conference, or home visit. Parents will assist in developing AIPs and/or IRIs for students needing remediation based on the ITBS or Benchmark Exam. Teachers will provide assistance to parents in understanding content and how to monitor a child's progress with interpreter services if necessary. (H1-H, H2-A)</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	<p>Teresa Wright, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<hr/> <p>ACTION BUDGET: \$</p>

Teachers will receive a minimum of two hours, and administrators three hours, of parental involvement training that includes the importance of effective communication, value of contributions of parents, ways to provide materials and training to help parents work with their children to improve academic achievement, and develop a climate that fosters parental participation. (H1-J, H2-B, H2-C) Action Type: Parental Engagement Action Type: Professional Development	Dr. Byrd, Superintendent; Cheryl Shadrick, Counselor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	<div style="border-bottom: 1px solid black; width: 100%;"></div> ACTION BUDGET: \$
Total Budget:				\$0

Priority 3: Students participating in the BMI activity show a need to improve their cardiovascular, muscular strength/endurance, and flexibility activity.

Supporting Data:

1. BMI (Body Mass Index): In 2010-2011, 4th Grade BMI results for the Berryville Intermediate School showed that 46.5% of males and 66.3% of females were either overweight or obese. We compared this percentage to the current 5th graders for 2011-2012 school year, which is our best source of comparison for the same group of students. Our findings were that 57.3% of males and 45.5% of females were either overweight or obese. In 2009-2010, BMI results for the Berryville Intermediate School showed that 28.7% of males and 34.7% of females were either overweight or obese. In, 2008-2009, BMI results for the Berryville Intermediate School showed that 39.5% of males and 36.5% of females were either overweight or obese. In 2007-08, BMI results for the Berryville Elementary showed that 40.2% of males and 37.7% of females participating were either at risk or currently overweight. In 2006-2007, BMI results for Berryville Elementary showed that 38.2% of males and 37.1% of females participating were either at risk or currently overweight. In 2005-06, BMI results for the Berryville Elementary showed that 39.5% of males and 37.8% of females participating were either at risk or currently overweight. In 2004-05, BMI results for the Berryville Elementary showed that 40.2% of males and 37.7% of females participating were either at risk or currently overweight.
2. A four-year longitudinal comparison of the 2007-2008, 2008-2009, 2009-2010, and 2010-2011 school year disciplinary reports for the Berryville Intermediate School revealed that: Disorderly Conduct reports were 41 (07-08), 46 (08-09), 47 (09-10), 61 (10-11); Insubordination reports were 8 (07-08), 10 (08-09), 27 (09-10), 41 (10-11); Bullying reports were 20 (07-08), 3 (08-09), 14 (09-10), 10 (10-11); Fighting reports were 12 (07-08), 5 (08-09), 5 (09-10), 5 (10-11); Dangerous Contraband reports were 2 (07-08), 1 (08-09), 1 (09-10), 3 (10-11); Destruction of School Property/Vandalism were 1 (07-09), 1 (08-09), 0 (09-10), 0 (10-11); and Truancy were 3 (07-08), 0 (08-09), 0 (09-10), 0 (10-11). Total discipline for 2009-2010 was 94, compared to 120 for 2010-2011, and increase of 26 incidences.
3. Free/Reduced: In 2010-2011, the Berryville Intermediate free/reduced lunch rate was 63%. In 2009-2010, the Berryville Intermediate free/reduced lunch



rate was 63%. In 2008-2009, the Berryville Intermediate had a free/reduced lunch rate of 59.3%. In 2007-08, the Berryville Elementary had a free/reduced lunch rate of 58.1%. In 2006-07, the Berryville Elementary had a free/reduced lunch rate of 58.1%. In 2005-06, the Berryville Elementary had a free/reduced lunch rate of 57.8%. The data indicates that the Intermediate School is stable with a slight increase in the percentage of free/reduced lunch students.

4. Intermediate Attendance Rate: In 2010-2011, the attendance rate for the building was 94.93%. In 2009-2010, the attendance rate for the building was 94.88%. In 2008, the attendance rate for the building was 95.1%. In 2007, the attendance rate for the building was 95.2%. In 2006, attendance rate for the building was 95%.

Goal Create an environment where students will show an increase in health and wellness.

Benchmark The BMI will show a 5% increase in the healthy or underweight category. The attendance rate will remain at an acceptable compliance level. Total discipline referrals will decrease by ten incidents.

Intervention: Berryville Intermediate will encourage strategies and activities that promote healthier lifestyles and meet the requirements of Act 1220 of 2003.				
Scientific Based Research: Let's Get Physical- Promotion and Education Strategies by Dr. Hal Wechsler. <a href="http://www.fns.usda.gov/oane/menu/NNEC/Files/2003/LetsGetPhysical.pdf">http://www.fns.usda.gov/oane/menu/NNEC/Files/2003/LetsGetPhysical.pdf</a> ; Cooper, P. (2005). A Coordinated School Health Plan. Educational Leadership.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Parents will be issued a car tag with number if the student is a car rider. For the safety of the students, the car tags help ensure that students are leaving with the appropriate person. Action Type: Parental Engagement Action Type: Wellness	Brent Spurlock, Art; Kim Phillips, Secretary; Mahalie Armstrong, Paraprofessional	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
The district will appoint the school counselor as a parent facilitator. This facilitator will develop a volunteer resource book which will include a parent interest survey to see how frequently parents would like to participate in the volunteer program and highlight opportunities for parents to assist from home. The facilitator will be the liaison to develop the school-parent contacts to provide assistance to parents as	Cheryl Shadrick, Counselor	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

needed. The facilitator will provide parents with informational packets that include the parental involvement plan, school calendar, a system encouraging home-school connection, among other items. The facilitator will coordinate and integrate parent involvement programs and activities. The facilitator will oversee the parent center, which will include resources such as, but not limited to, parent magazines, brochures, videos, and informational packets. (H1-A, H1-C, H1-G, H2-B, H2-D, H2-F) Action Type: Parental Engagement				
School-based mental health (SBMH) program, sponsored by Ozark Guidance Center, will provide services for students and parents after an initial referral process through OGC. Services will be provided on-site and at their office by a case manager and site therapist. Action Type: Parental Engagement Action Type: Wellness	Cheryl Shadrick, Counselor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Outside Consultants</li> </ul>	<div style="border-top: 1px solid black; padding-top: 5px;">ACTION BUDGET: \$</div>
Total Budget:				\$0

**BERRYVILLE MIDDLE SCHOOL**

Action Report

For: Parental Engagement.

**Action Type: Parental Engagement**

## Priority 1: Improving Literacy

Supporting  
Data:

1. COMPREHENSIVE NEEDS ASSESSMENT We formed ACSIP Leadership Teams and analyzed the test scores from the 2009 administration of the 6-8 grade Augmented Benchmark and SAT 10 Exams. We examined the results for both the combined population and EACH subpopulation. We heard a report from our Formative Assessment Team who showed written evidence documenting our main areas of weakness. In addition, we studied our Attendance, Disciplinary, and Achievement Data over the past three years. Based on the data, we have identified areas of need to help align classroom instruction in literacy. Based on our analyses of the data, we have concluded that Special Education (SPED) students and English Language Learners (ELLs) reflect the greatest challenge in meeting future AYP.
2. 2012 Arkansas School ESEA Accountability Report District: BERRYVILLE SCHOOL DISTRICT Superintendent: RANDY BYRD School: BERRYVILLE MIDDLE SCHOOL Principal: PHILLIP SUMMERS LEA: 801003 Grades: 06 - 08 Address: 902 W TRIMBLE AVE Enrollment: 474 BERRYVILLE, AR 72616 Attendance Rate: 94.20% (3 QTR AVG) Phone: 870-480-4633 Poverty Rate: 55.70% Needs Improvement School Achieving School Percent Tested # Expected Literacy Literacy # Expected Math Math All Students 479 YES 503 YES Targeted Achievement Gap Group 311 YES 318 YES ESEA Subgroups # Expected Literacy Literacy # Expected Math Math African Americans n < 10 n < 10 n < 10 n < 10 Hispanic 111 YES 115 YES White 356 YES 375 YES Economically Disadvantaged 281 YES 287 YES English Learners 83 YES 84 YES Students with Disabilities 58 YES 58 YES Achieving School in Literacy # Attempted Percentage 2012 AMO # Applicable Percentage 2012 AMO 2012 Performance 2012 Growth All Students 443 83.30 82.41 411 84.67 83.76 Targeted Achievement Gap Group 281 76.16 77.26 252 79.37 79.05 Three Year Performance Three Year Growth All Students 1262 80.11 82.41 1173 82.61 83.76 Targeted Achievement Gap Group 793 73.14 77.26 720 76.67 79.05 ESEA Subgroups 2012 Performance 2012 Growth African Americans n < 10 n < 10 n < 10 n < 10 n < 10 Hispanic 103 80.58 85.06 93 82.80 85.81 White 332 84.64 81.72 314 85.03 83.03 Economically Disadvantaged 252 78.57 78.59 226 81.42 80.53 English Learners 74 71.62 78.84 66 77.27 80.07 Students with Disabilities 53 32.08 33.50 42 35.71 32.46 Needs Improvement School in Math # Attempted Percentage 2012 AMO # Applicable Percentage 2012 AMO 2012 Performance 2012 Growth All Students 466 82.40 85.95 413 79.66 83.34 Targeted Achievement Gap Group 287 76.31 81.87 254 72.44 79.50 Three Year Performance Three Year Growth All Students 1340 84.03 85.95 1176 81.89 83.34 Targeted Achievement Gap Group 818 78.36 81.87 723 76.07 79.50 ESEA Subgroups 2012 Performance 2012 Growth African Americans n < 10 n < 10 n < 10 n < 10 n < 10 Hispanic 107 79.44 88.42 94 72.34 82.54 White 351 83.76 85.33 314 81.85 83.63 Economically Disadvantaged 257 78.60 83.46 228 74.56 80.21 English Learners 75 72.00 81.33 68 63.24 74.65 Students with Disabilities 53 43.40 46.08 42 38.10 46.93
3. ACSIP CRT Data Source for BERRYVILLE MIDDLE SCHOOL  
Benchmark-6th Grade Literacy Exam  
Report Created: Sep 30, 2008  
2006-# Tested & Percent of Students Scoring Proficient/Advanced:  
123 Students: 61% of Combined Students  
0 Students: .% of African American Students  
20 Students: 45% of Hispanic Students  
102 Students: 64.7% of Caucasian Students  
66 Students: 50% of Econ. Disadvantaged Students  
11 Students: 18.2% of LEP Students  
17 Students: 5.9% of Students with Disabilities  
2007-# Tested & Percent of Students Scoring Proficient/Advanced:  
125 Students: 67.2% of Combined Students  
0 Students: .% of African American Students  
21 Students: 71.4% of Hispanic Students  
103 Students: 66% of Caucasian Students  
57 Students: 61.4% of Econ. Disadvantaged Students

5 Students: 40% of LEP Students  
 7 Students: 14.3% of Students with Disabilities  
 2008-# Tested & Percent of Students Scoring Proficient/Advanced:  
 138 Students: 72.5% of Combined Students  
 0 Students: .% of African American Students  
 36 Students: 63.9% of Hispanic Students  
 100 Students: 75% of Caucasian Students  
 70 Students: 62.9% of Econ. Disadvantaged Students  
 17 Students: 35.3% of LEP Students  
 13 Students: 38.5% of Students with Disabilities  
 The lowest identified areas for the combined population were: Literary- Open Response  
 The lowest identified areas for African Americans were: Not Applicable  
 The lowest identified areas for Hispanic were: Literary- Open Response  
 The lowest identified areas for Caucasian were: Literary- Open Response  
 The lowest identified areas for Econ. Disadvantaged students were: Literary- Open Response  
 The lowest identified areas for LEP students were: Literary- Open Response

ACSIP CRT Data Source for BERRYVILLE MIDDLE SCHOOL  
 Benchmark-7th Grade Literacy Exam  
 Report Created: Sep 10, 2007  
 ACSIP CRT Data Source for BERRYVILLE MIDDLE SCHOOL  
 Benchmark-7th Grade Literacy Exam  
 Report Created: Sep 30, 2008  
 2006-# Tested & Percent of Students Scoring Proficient/Advanced:  
 125 Students: 65.6% of Combined Students  
 0 Students: .% of African American Students  
 19 Students: 52.6% of Hispanic Students  
 103 Students: 68% of Caucasian Students  
 60 Students: 56.7% of Econ. Disadvantaged Students  
 7 Students: 28.6% of LEP Students  
 17 Students: 0% of Students with Disabilities  
 2007-# Tested & Percent of Students Scoring Proficient/Advanced:  
 113 Students: 61.1% of Combined Students  
 0 Students: .% of African American Students  
 18 Students: 33.3% of Hispanic Students  
 94 Students: 67% of Caucasian Students  
 55 Students: 54.5% of Econ. Disadvantaged Students  
 12 Students: 16.7% of LEP Students  
 17 Students: 11.8% of Students with Disabilities  
 2008-# Tested & Percent of Students Scoring Proficient/Advanced:  
 126 Students: 66.7% of Combined Students  
 0 Students: .% of African American Students  
 20 Students: 60% of Hispanic Students  
 105 Students: 67.6% of Caucasian Students  
 59 Students: 49.2% of Econ. Disadvantaged Students  
 7 Students: 0% of LEP Students  
 8 Students: 0% of Students with Disabilities  
 The lowest identified areas for the combined population were: Literary- Open Response  
 The lowest identified areas for African Americans were: Not Applicable  
 The lowest identified areas for Hispanic were: Literary- Open Response  
 The lowest identified areas for Caucasian were: Literary- Open Response  
 The lowest identified areas for Econ. Disadvantaged students were: Literary- Open Response  
 The lowest identified areas for LEP students were: Multiple Choice Writing

ACSIP CRT Data Source for BERRYVILLE MIDDLE SCHOOL  
 Benchmark-8th Grade Literacy Exam  
 Report Created: Sep 10, 2007  
 ACSIP CRT Data Source for BERRYVILLE MIDDLE SCHOOL

## Benchmark-8th Grade Literacy Exam

Report Created: Sep 30, 2008

2006-# Tested &amp; Percent of Students Scoring Proficient/Advanced:

138 Students: 74.6% of Combined Students

0 Students: .% of African American Students

18 Students: 72.2% of Hispanic Students

116 Students: 75% of Caucasian Students

77 Students: 67.5% of Econ. Disadvantaged Students

7 Students: 85.7% of LEP Students

19 Students: 21.1% of Students with Disabilities

2007-# Tested &amp; Percent of Students Scoring Proficient/Advanced:

133 Students: 72.2% of Combined Students

0 Students: .% of African American Students

25 Students: 64% of Hispanic Students

106 Students: 74.5% of Caucasian Students

68 Students: 63.2% of Econ. Disadvantaged Students

11 Students: 45.5% of LEP Students

15 Students: 6.7% of Students with Disabilities

2008-# Tested &amp; Percent of Students Scoring Proficient/Advanced:

117 Students: 65.8% of Combined Students

0 Students: .% of African American Students

19 Students: 36.8% of Hispanic Students

97 Students: 72.2% of Caucasian Students

53 Students: 56.6% of Econ. Disadvantaged Students

12 Students: 33.3% of LEP Students

15 Students: 6.7% of Students with Disabilities

The lowest identified areas for the combined population were: Content- Open Response

The lowest identified areas for African Americans were: Not Applicable

The lowest identified areas for Hispanic were: Content- Open Response

The lowest identified areas for Caucasian were: Content- Open Response

The lowest identified areas for Econ. Disadvantaged students were: Content- Open Response

The lowest identified areas for LEP students were: Content- Open Response and Multiple Choice Writing

## 4. Arkansas Comprehensive School Improvement Data Source for

BERRYVILLE MIDDLE SCHOOL

NORM REFERENCED TEST -- Report Completed: Sep 30, 2008

Number Tested and Percent of Students Scoring At/Above 50th Percentile:

COMBINED POPULATION Grade: 6

ITBS ITBS SAT10

Year 2006 2007 2008

Number Tested 124 129 140

% At/Above 50th NPR In:

Reading Comprehension 57.3% 72.9% 52.1%

Math Problem Solving 56.9% 67.4% 78.6%

AFRICAN AMERICAN POPULATION Grade: 6

ITBS ITBS SAT10

Year 2006 2007 2008

Number Tested 0 0 0

% At/Above 50th NPR In:

Reading Comprehension N/A% N/A% N/A%

Math Problem Solving N/A% N/A% N/A%

HISPANIC POPULATION Grade: 6

ITBS ITBS SAT10

Year 2006 2007 2008

Number Tested 22 22 35

% At/Above 50th NPR In:

Reading Comprehension 31.8% 45.5% 28.6%

Math Problem Solving 33.3% 59.1% 80.0%

CAUCASIAN POPULATION Grade: 6

ITBS ITBS SAT10  
 Year 2006 2007 2008  
 Number Tested 101 100 103  
 % At/Above 50th NPR In:  
 Reading Comprehension 63.4% 80.0% 60.2%  
 Math Problem Solving 62.4% 70.0% 77.7%  
 ECONOMICALLY DISADVANTAGED Grade: 6  
 ITBS ITBS SAT10  
 Year 2006 2007 2008  
 Number Tested 64 62 72  
 % At/Above 50th NPR In:  
 Reading Comprehension 46.9% 64.5% 37.5%  
 Math Problem Solving 54.0% 58.1% 70.8%  
 LIMITED ENGLISH PROFICIENT Grade: 6  
 ITBS ITBS SAT10  
 Year 2006 2007 2008  
 Number Tested 10 5 17  
 % At/Above 50th NPR In:  
 Reading Comprehension 0.0% 0.0% 11.8%  
 Math Problem Solving 10.0% 20.0% 64.7%  
 STUDENTS WITH DISABILITIES Grade: 6  
 ITBS ITBS SAT10  
 Year 2006 2007 2008  
 Number Tested 15 6 12  
 % At/Above 50th NPR In:  
 Reading Comprehension 6.7% 16.7% 16.7%  
 Math Problem Solving 6.7% 0.0% 58.3%  
 Arkansas Comprehensive School Improvement Data Source for  
 BERRYVILLE MIDDLE SCHOOL  
 NORM REFERENCED TEST -- Report Completed: Sep 30, 2008  
 Number Tested and Percent of Students Scoring At/Above 50th Percentile:

COMBINED POPULATION Grade: 7  
 ITBS ITBS SAT10  
 Year 2006 2007 2008  
 Number Tested 132 111 127  
 % At/Above 50th NPR In:  
 Reading Comprehension 63.6% 63.1% 67.7%  
 Math Problem Solving 62.1% 60.4% 69.8%  
 AFRICAN AMERICAN POPULATION Grade: 7  
 ITBS ITBS SAT10  
 Year 2006 2007 2008  
 Number Tested 0 0 0  
 % At/Above 50th NPR In:  
 Reading Comprehension N/A% N/A% N/A%  
 Math Problem Solving N/A% N/A% N/A%  
 HISPANIC POPULATION Grade: 7  
 ITBS ITBS SAT10  
 Year 2006 2007 2008  
 Number Tested 21 19 21  
 % At/Above 50th NPR In:  
 Reading Comprehension 33.3% 21.1% 66.7%  
 Math Problem Solving 52.4% 42.1% 65.0%  
 CAUCASIAN POPULATION Grade: 7  
 ITBS ITBS SAT10  
 Year 2006 2007 2008  
 Number Tested 107 89 105  
 % At/Above 50th NPR In:  
 Reading Comprehension 70.1% 70.8% 67.6%  
 Math Problem Solving 64.5% 62.9% 70.5%  
 ECONOMICALLY DISADVANTAGED Grade: 7  
 ITBS ITBS SAT10

Year 2006 2007 2008  
 Number Tested 68 53 60  
 % At/Above 50th NPR In:  
 Reading Comprehension 57.4% 49.1% 56.7%  
 Math Problem Solving 58.8% 54.7% 61.0%  
 LIMITED ENGLISH PROFICIENT Grade: 7  
 ITBS ITBS SAT10  
 Year 2006 2007 2008  
 Number Tested 6 11 7  
 % At/Above 50th NPR In:  
 Reading Comprehension 0.0% 9.1% 14.3%  
 Math Problem Solving 16.7% 36.4% 33.3%  
 STUDENTS WITH DISABILITIES Grade: 7  
 ITBS ITBS SAT10  
 Year 2006 2007 2008  
 Number Tested 15 14 8  
 % At/Above 50th NPR In:  
 Reading Comprehension 0.0% 14.3% 25.0%  
 Math Problem Solving 0.0% 7.1% 12.5%  
 Arkansas Comprehensive School Improvement Data Source for  
 BERRYVILLE MIDDLE SCHOOL  
 NORM REFERENCED TEST -- Report Completed: Sep 30, 2008  
 Number Tested and Percent of Students Scoring At/Above 50th Percentile:

COMBINED POPULATION Grade: 8  
 ITBS ITBS SAT10  
 Year 2006 2007 2008  
 Number Tested 137 138 121  
 % At/Above 50th NPR In:  
 Reading Comprehension 60.6% 66.7% 54.5%  
 Math Problem Solving 60.6% 61.6% 70.2%  
 AFRICAN AMERICAN POPULATION Grade: 8  
 ITBS ITBS SAT10  
 Year 2006 2007 2008  
 Number Tested 0 1 0  
 % At/Above 50th NPR In:  
 Reading Comprehension N/A% 100.0% N/A%  
 Math Problem Solving N/A% 100.0% N/A%  
 HISPANIC POPULATION Grade: 8  
 ITBS ITBS SAT10  
 Year 2006 2007 2008  
 Number Tested 19 26 19  
 % At/Above 50th NPR In:  
 Reading Comprehension 36.8% 38.5% 31.6%  
 Math Problem Solving 47.4% 46.2% 42.1%  
 CAUCASIAN POPULATION Grade: 8  
 ITBS ITBS SAT10  
 Year 2006 2007 2008  
 Number Tested 114 105 102  
 % At/Above 50th NPR In:  
 Reading Comprehension 64.9% 73.3% 58.8%  
 Math Problem Solving 63.2% 66.7% 75.5%  
 ECONOMICALLY DISADVANTAGED Grade: 8  
 ITBS ITBS SAT10  
 Year 2006 2007 2008  
 Number Tested 76 71 57  
 % At/Above 50th NPR In:  
 Reading Comprehension 46.1% 59.2% 49.1%  
 Math Problem Solving 48.7% 57.7% 68.4%  
 LIMITED ENGLISH PROFICIENT Grade: 8  
 ITBS ITBS SAT10  
 Year 2006 2007 2008

Number Tested 10 12 12  
 % At/Above 50th NPR In:  
 Reading Comprehension 10.0% 16.7% 16.7%  
 Math Problem Solving 30.0% 25.0% 25.0%  
 STUDENTS WITH DISABILITIES Grade:8

ITBS ITBS SAT10  
 Year 2006 2007 2008  
 Number Tested 19 16 15  
 % At/Above 50th NPR In:  
 Reading Comprehension 21.1% 18.8% 13.3%  
 Math Problem Solving 5.3% 0.0% 26.7%

5. Middle School Attendance Rate: In 2011-2012, attendance rate for the building was not available at time of submission due date. In 2007-08, the attendance rate for the building was 95.5%. In 2006-07, the attendance rate for the building was 95.9%. In 2005-06, the attendance rate for the building was 95.9%.

Goal All students will improve in Reading Comprehension and Written Expression with additional attention to practical, literary and content reading passages and content and style writing passages

2013 AMO Status Performance for Middle School Literacy is:  
 84.01; TAGG: 79.33  
 2013 Percentage for Status Performance for Middle School  
 Literacy is: 79.37; TAGG: 71.92

2012 ESEA AMOs  
 BERRYVILLE MIDDLE SCHOOL

801003  
 Literacy Performance

Benchmark	Group Total Number		Percent Proficient				
	Attempting Literacy,		in Literacy,				
	Year 2011	Year 2012	Year 2011	Year 2012	Year 2013	Year 2014	Year 2015
AMO	Year 2013						
AMO	Year 2014						
AMO	Year 2015						
AMO	Year 2016						
AMO	Year 2017						
AMO							
All Students	422	88.81 90.41	80.81	82.41	84.01	85.61	87.21
Targeted Ach Gap			266	75.19	77.26	79.33	81.39
		83.46 85.53	87.60				
African American			0	.	.	.	.
Hispanic	92	90.49 91.85	83.70	85.06	86.42	87.78	89.13
Caucasian	326	88.37 90.03	80.06	81.72	83.38	85.05	86.71
Econ Disa	244	86.37 88.32	76.64	78.59	80.53	82.48	84.43
English Learners	52	84.61 86.54	76.92	78.84	80.77	82.69	
			88.46				



Students with Disa	51	27.45	33.50	39.54	45.59
51.63 57.68	63.73				

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2012 ESEA AMOs  
BERRYVILLE MIDDLE SCHOOL

801003  
Literacy Growth

Group	Total Number					
with a Growth						
Trajectory						
in Lit,						
Year 2011	Percent Making					
Growth in						
Literacy,						
Year 2011	Year 2012					
AMO	Year 2013					
AMO	Year 2014					
AMO	Year 2015					
AMO	Year 2016					
AMO	Year 2017					
AMO						
All Students	395	82.28	83.76	85.23	86.71	88.19
	89.66 91.14					
Targeted Ach Gap	245	77.14	79.05	80.95	82.86	
	84.76 86.67	88.57				
African American	0	.	.	.	.	.
Hispanic	84	84.52	85.81	87.10	88.39	89.68
	90.97 92.26					
Caucasian	308	81.49	83.03	84.58	86.12	87.66
	89.20 90.75					
Econ Disa	226	78.76	80.53	82.30	84.07	85.84
	87.61 89.38					
English Learners	46	78.26	80.07	81.88	83.70	
	85.51 87.32	89.13				
Students with Disa	38	26.32	32.46	38.60	44.74	
	50.88 57.02	63.16				

Intervention: Comprehensive Literacy Approach				
Scientific Based Research: Brown, J. and Stephens, E. (2005) A Handbook of Content Literacy Strategies: 125 Practical Reading and Writing Ideas.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Parents will have access to Accelerated Reader quiz list online through the school web page.	Tracie Holle	Start: 07/01/2013 End:	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Outside Consultants</li> </ul>	<div></div> <div>ACTION</div> <div>\$</div>

Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion		06/30/2014	<ul style="list-style-type: none"> <li>School Library</li> </ul>	BUDGET:
Evaluate Accelerated Reader comprehension test data to determine student achievement by the number of books read, tests mastered, and reading goals met. Parents will receive a quarterly report of student progress toward meeting Accelerated Reader goals. Action Type: Alignment Action Type: Parental Engagement Action Type: Special Education Action Type: Technology Inclusion	Rebecca Jones	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>School Library</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Parents and community leaders will volunteer to help students create and present literacy projects. Action Type: Parental Engagement	Linda Winkle	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>School Library</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Literacy night will be held to showcase students' reading and writing. Action Type: Collaboration Action Type: Parental Engagement	Eileen Raines	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Teachers will use Gradequick to record attendance and grades. These will be uploaded weekly to Edline for parents to view current grades through the school website. Parents may contact their child's teachers via e-mail. To obtain teachers' addresses, parents may go to the school's webpage, bobcat.k12.ar.us, and choose the teacher from the list of users, or may click the teacher's name while in Edline. Action Type: Collaboration Action Type: Parental	Debbie Harris	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$

Engagement Action Type: Special Education Action Type: Technology Inclusion				
The school will comply with Parent Engagement: Act 307, 2007 by 1. Informational Packets 2. Parent Involvement Meetings 3. Volunteer Resource Book 4. School's process for resolving parental concerns in handbook 5. Enable formation of PTA/PTO 6. Parent Facilitator 7. Two Parent/Teacher Conferences Requirement 8. School Handbook 9. E-mail addresses of teachers and other general information 10. Web page address for the school <a href="http://bobcat.oursd.k12.ar.us">http://bobcat.oursd.k12.ar.us</a> 11. Web addresses for parents <a href="http://www.familylit.com">http://www.familylit.com</a> , <a href="http://www.arkansaspta.org">http://www.arkansaspta.org</a> , <a href="http://www.parentsplace.com">http://www.parentsplace.com</a> , <a href="http://www.parentsoup.com">http://www.parentsoup.com</a> , <a href="http://www.parenthoodweb.com">http://www.parenthoodweb.com</a> , <a href="http://www.parenting-ed.org">http://www.parenting-ed.org</a> 12. Tips for Parents concerning ways to foster student success 13. Information about the parent center 14. Policies for parent visitation and pick-up procedures Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Linda Winkle	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	<hr/> ACTION BUDGET: \$
Hold annual CAP conferences for parents, student, and teacher advisor to discuss curriculum planning and elective scheduling for the move to high school. Individual appointments are required of all 8th grade students and their parents, who are notified by mail and by telephone. Career and long-term educational planning are also discussed, as well as EXPLORE test national comparison results.	Cheryl Howard	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET: \$

Strategies will be developed to improve the transition success of all students from school-to-school and from school-to-work. Action Type: Parental Engagement				
Students and teachers will use Flip Video cameras to increase student participation in literacy programs (Literacy Night) and in daily classroom activities. Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion	Kevin Matthews	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Computers</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The Berryville School Information Center has been established on the school website so that parents and other interested parties may send information request to the school using the school website. Action Type: Parental Engagement Action Type: Technology Inclusion	Tracie Holle	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
The School Reach Program has been implemented to keep parents informed using the telephone system. This system combined with Edline and the school website should keep the district's parents informed and involved in school activities. Action Type: Parental Engagement Action Type: Technology Inclusion	Tracie Holle	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

Priority 2: Improving mathematics

Supporting  
Data:

1. COMPREHENSIVE NEEDS ASSESSMENT We formed ACSIP Leadership Teams and analyzed the test scores from the 2009 administration of the 6-8 grade Augmented Benchmark and SAT 10 Exams. We examined the results for both the combined population and EACH subpopulation. We heard a report from our Formative Assessment Team who showed written evidence documenting our main

areas of weakness. In addition, we studied our Attendance, Disciplinary, and Achievement Data over the past three years. Based on the data, we have identified areas of need to help align classroom instruction in math. Based on our analyses of the data, we have concluded that Special Education (SPED) students and English Language Learners (ELLs) reflect the greatest challenge in meeting future AYP.

2. 2012 Arkansas School ESEA Accountability Report District: BERRYVILLE SCHOOL DISTRICT Superintendent: RANDY BYRD School: BERRYVILLE MIDDLE SCHOOL Principal: PHILLIP SUMMERS LEA: 801003 Grades: 06 - 08 Address: 902 W TRIMBLE AVE Enrollment: 474 BERRYVILLE, AR 72616 Attendance Rate: 94.20% (3 QTR AVG) Phone: 870-480-4633 Poverty Rate: 55.70% Needs Improvement School Achieving School Percent Tested # Expected Literacy Literacy # Expected Math Math All Students 479 YES 503 YES Targeted Achievement Gap Group 311 YES 318 YES ESEA Subgroups # Expected Literacy Literacy # Expected Math Math African Americans n < 10 n < 10 n < 10 n < 10 Hispanic 111 YES 115 YES White 356 YES 375 YES Economically Disadvantaged 281 YES 287 YES English Learners 83 YES 84 YES Students with Disabilities 58 YES 58 YES Achieving School in Literacy # Attempted Percentage 2012 AMO # Applicable Percentage 2012 AMO 2012 Performance 2012 Growth All Students 443 83.30 82.41 411 84.67 83.76 Targeted Achievement Gap Group 281 76.16 77.26 252 79.37 79.05 Three Year Performance Three Year Growth All Students 1262 80.11 82.41 1173 82.61 83.76 Targeted Achievement Gap Group 793 73.14 77.26 720 76.67 79.05 ESEA Subgroups 2012 Performance 2012 Growth African Americans n < 10 n < 10 n < 10 n < 10 n < 10 Hispanic 103 80.58 85.06 93 82.80 85.81 White 332 84.64 81.72 314 85.03 83.03 Economically Disadvantaged 252 78.57 78.59 226 81.42 80.53 English Learners 74 71.62 78.84 66 77.27 80.07 Students with Disabilities 53 32.08 33.50 42 35.71 32.46 Needs Improvement School in Math # Attempted Percentage 2012 AMO # Applicable Percentage 2012 AMO 2012 Performance 2012 Growth All Students 466 82.40 85.95 413 79.66 83.34 Targeted Achievement Gap Group 287 76.31 81.87 254 72.44 79.50 Three Year Performance Three Year Growth All Students 1340 84.03 85.95 1176 81.89 83.34 Targeted Achievement Gap Group 818 78.36 81.87 723 76.07 79.50 ESEA Subgroups 2012 Performance 2012 Growth African Americans n < 10 n < 10 n < 10 n < 10 n < 10 Hispanic 107 79.44 88.42 94 72.34 82.54 White 351 83.76 85.33 314 81.85 83.63 Economically Disadvantaged 257 78.60 83.46 228 74.56 80.21 English Learners 75 72.00 81.33 68 63.24 74.65 Students with Disabilities 53 43.40 46.08 42 38.10 46.93 Page 1/1
3. ACSIP CRT Data Source for BERRYVILLE MIDDLE SCHOOL  
Benchmark-6th Grade Mathematics Exam  
Report Created: Sep 30, 2008  
2006-# Tested & Percent of Students Scoring Proficient/Advanced:  
123 Students: 53.7% of Combined Students  
0 Students: .% of African American Students  
20 Students: 40% of Hispanic Students  
102 Students: 56.9% of Caucasian Students  
66 Students: 50% of Econ. Disadvantaged Students  
11 Students: 27.3% of LEP Students  
17 Students: 5.9% of Students with Disabilities  
2007-# Tested & Percent of Students Scoring Proficient/Advanced:  
126 Students: 78.6% of Combined Students  
0 Students: .% of African American Students  
22 Students: 63.6% of Hispanic Students  
103 Students: 82.5% of Caucasian Students  
58 Students: 72.4% of Econ. Disadvantaged Students  
6 Students: 33.3% of LEP Students  
7 Students: 0% of Students with Disabilities  
2008-# Tested & Percent of Students Scoring Proficient/Advanced:  
138 Students: 80.4% of Combined Students  
0 Students: .% of African American Students  
36 Students: 83.3% of Hispanic Students  
100 Students: 79% of Caucasian Students  
70 Students: 74.3% of Econ. Disadvantaged Students

17 Students: 64.7% of LEP Students  
 13 Students: 61.5% of Students with Disabilities  
 The lowest identified areas for the combined population were: Number and Operations and Algebra- Open Response  
 The lowest identified areas for African Americans were: Not Applicable  
 The lowest identified areas for Hispanic were: Number and Operations and Algebra- Open Response  
 The lowest identified areas for Caucasian were: Number and Operations and Algebra- Open Response  
 The lowest identified areas for Econ. Disadvantaged students were: Number And Operations and Algebra- Open Response  
 The lowest identified areas for LEP students were: Data Analysis and Probability- Open Response

ACSIP CRT Data Source for BERRYVILLE MIDDLE SCHOOL  
 Benchmark-7th Grade Mathematics Exam

Report Created: Sep 30, 2008

2006-# Tested & Percent of Students Scoring Proficient/Advanced:

125 Students: 51.2% of Combined Students

0 Students: .% of African American Students

19 Students: 31.6% of Hispanic Students

103 Students: 54.4% of Caucasian Students

60 Students: 40% of Econ. Disadvantaged Students

7 Students: 0% of LEP Students

17 Students: 0% of Students with Disabilities

2007-# Tested & Percent of Students Scoring Proficient/Advanced:

113 Students: 54.9% of Combined Students

0 Students: .% of African American Students

18 Students: 16.7% of Hispanic Students

94 Students: 62.8% of Caucasian Students

55 Students: 43.6% of Econ. Disadvantaged Students

12 Students: 16.7% of LEP Students

17 Students: 5.9% of Students with Disabilities

2008-# Tested & Percent of Students Scoring Proficient/Advanced:

126 Students: 68.3% of Combined Students

0 Students: .% of African American Students

20 Students: 60% of Hispanic Students

105 Students: 70.5% of Caucasian Students

59 Students: 55.9% of Econ. Disadvantaged Students

7 Students: 14.3% of LEP Students

8 Students: 25% of Students with Disabilities

The lowest identified areas for the combined population were: Algebra- Open Response

The lowest identified areas for African Americans were: Not Applicable

The lowest identified areas for Hispanic were: Algebra- Open Response

The lowest identified areas for Caucasian were: Algebra- Open Response

The lowest identified areas for Econ. Disadvantaged students were: Algebra- Open Response

The lowest identified areas for LEP students were: Algebra- Open Response

ACSIP CRT Data Source for BERRYVILLE MIDDLE SCHOOL  
 Benchmark-8th Grade Mathematics Exam

Report Created: Sep 30, 2008

2006-# Tested & Percent of Students Scoring Proficient/Advanced:

138 Students: 56.5% of Combined Students

0 Students: .% of African American Students

18 Students: 61.1% of Hispanic Students

116 Students: 55.2% of Caucasian Students

77 Students: 50.6% of Econ. Disadvantaged Students

7 Students: 85.7% of LEP Students

19 Students: 5.3% of Students with Disabilities

2007-# Tested & Percent of Students Scoring Proficient/Advanced:

133 Students: 50.4% of Combined Students  
 0 Students: .% of African American Students  
 25 Students: 32% of Hispanic Students  
 106 Students: 54.7% of Caucasian Students  
 68 Students: 41.2% of Econ. Disadvantaged Students  
 11 Students: 9.1% of LEP Students  
 15 Students: 0% of Students with Disabilities  
 2008-# Tested & Percent of Students Scoring Proficient/Advanced:  
 117 Students: 59% of Combined Students  
 0 Students: .% of African American Students  
 19 Students: 42.1% of Hispanic Students  
 97 Students: 62.9% of Caucasian Students  
 53 Students: 50.9% of Econ. Disadvantaged Students  
 12 Students: 41.7% of LEP Students  
 15 Students: 13.3% of Students with Disabilities  
 The lowest identified areas for the combined population were: Measurement-Open Response  
 The lowest identified areas for African Americans were: Not Applicable  
 The lowest identified areas for Hispanic were: Measurement- Open Response  
 The lowest identified areas for Caucasian were: Measurement- Open Response  
 The lowest identified areas for Econ. Disadvantaged students were: Measurement- Open Response  
 The lowest identified areas for LEP students were: Numbers and Operations and Measurement- Open Response  
 4. Middle School Attendance Rate: In 2011-2012, attendance rate for the building was not available at time of submission due date. In 2007-08, the attendance rate for the building was 95.5%. In 2006-07, the attendance rate for the building was 95.9%. In 2005-06, the attendance rate for the building was 95.5%.

Goal All students will improve in Mathematics skills and responding to constructed response questions

2013 AMO Status Performance for Middle School Math is: 87.23;  
 TAGG: 83.52  
 2013 Percentage for Status Performance for Middle School Math is: 75.37; TAGG: 68.45

2012 ESEA AMOs  
 BERRYVILLE MIDDLE SCHOOL

801003  
 Math Performance

Benchmark	Group	Total Number Attempting Math, Year	2011 Percent Proficient in Math, Year	2011 Year	2012 Year	2013 Year	2014 Year	2015 Year	2016 Year	2017 Year
	All Students	450	84.67	85.95	87.23	88.50	89.78			
			91.06	92.34						

Targeted Ach Gap	278	80.22	81.87	83.52	85.17
86.81 88.46	90.11				
African American	0	.	.	.	.
Hispanic	95	87.37	88.42	89.48	90.53
92.63 93.69					
Caucasian	350	84.00	85.33	86.67	88.00
90.67 92.00					
Econ Disa	255	81.96	83.46	84.97	86.47
89.48 90.98					
English Learners	54	79.63	81.33	83.03	84.72
86.42 88.12	89.82				
Students with Disa	51	41.18	46.08	50.98	55.89
60.79 65.69	70.59				

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2012 ESEA AMOs  
BERRYVILLE MIDDLE SCHOOL

801003  
Math Growth

Group	Total Number					
with a Growth						
Trajectory						
in Math,						
Year 2011	Percent Making					
Growth in						
Math, Year						
2011	Year 2012					
AMO	Year 2013					
AMO	Year 2014					
AMO	Year 2015					
AMO	Year 2016					
AMO	Year 2017					
AMO						
All Students	396	81.82	83.34	84.85	86.37	87.88
89.40 90.91						
Targeted Ach Gap	246	77.64	79.50	81.37	83.23	85.09
86.96 88.82						
African American	0	.	.	.	.	.
Hispanic	84	80.95	82.54	84.13	85.71	87.30
88.89 90.48						
Caucasian	308	82.14	83.63	85.12	86.61	88.09
89.58 91.07						
Econ Disa	227	78.41	80.21	82.01	83.81	85.61
87.41 89.21						
English Learners	47	72.34	74.65	76.95	79.26	
81.56 83.87	86.17					
Students with Disa	38	42.11	46.93	51.76	56.58	
61.41 66.23	71.06					

Intervention: Standards-Based Mathematics Instruction
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Scientific Based Research: McTighe, J., & Wiggins, G. (2005). Understanding by Design, ACSD.
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Actions	Person Responsible	Timeline	Resources	Source of Funds
A copy of the math rubric/scoring guide will be available to parents with an explanation of its use. Action Type: Collaboration Action Type: Parental Engagement	Leonda Davis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
The school will notify the parents of school improvement status through direct mail, school website, and local news media explaining what SI means, the reason for the designation, an explanation of what the school is doing about the issues, an explanation of how parents can become involved, and the options offered to parents under the NCLB law. Action Type: Parental Engagement	David Gilmore	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>District Staff</li> </ul>	<hr/> ACTION BUDGET: \$
Community members will provide refreshments, incentives, and rewards for student participants. Action Type: Collaboration Action Type: Parental Engagement	Beth Swallow	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> </ul>	<hr/> ACTION BUDGET: \$
The school will comply with Parent Engagement: Act 307, 2007 by 1. Informational Packets 2. Parent Involvement Meetings 3. Volunteer Resource Book 4. School's process for resolving parental concerns in handbook 5. Enable formation of PTA/PTO 6. Parent Facilitator 7. Two Parent/Teacher Conferences Requirement 8. School Handbook 9. E-mail addresses of teachers and other general information 10. Web page address for the school <a href="http://bobcat.oursc.k12.ar.us">http://bobcat.oursc.k12.ar.us</a>	Linda Winkle	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	<hr/> ACTION BUDGET: \$

11. Web addresses for parents <a href="http://www.familylit.com">http://www.familylit.com</a> , <a href="http://www.arkansaspta.org">http://www.arkansaspta.org</a> , <a href="http://www.parentsplace.com">http://www.parentsplace.com</a> , <a href="http://www.parentsoup.com">http://www.parentsoup.com</a> , <a href="http://www.parenthoodweb.com">http://www.parenthoodweb.com</a> , <a href="http://www.parenting-ed.org">http://www.parenting-ed.org</a> 12. Tips for Parents concerning ways to foster student success 13. Information about the parent center 14. Policies for parent visitation and pick-up procedures Action Type: Parental Engagement				
Total Budget:				\$0

Priority 3: Students participating in the BMI activity show a need to improve their cardiovascular, muscular strength/endurance, and flexibility.

Supporting  
Data:

1. COMPREHENSIVE NEEDS ASSESSMENT: We formed ACSIP Leadership Teams and analyzed the BMI, free and reduced lunch, discipline and attendance data. We heard a report from our Formative Assessment Team who showed written evidence documenting our main areas of weakness. In addition, we studied our Attendance, Disciplinary, and Achievement Data over the past three years. Based on the data, we have identified areas of need to help promote wellness within our student population.
2. BMI (Body Mass Index): In 2007-08, BMI results for the Berryville Middle School showed that 43.9% of males and 39.3% of females participating were either at risk or currently overweight. In 2006-07, BMI results for the Berryville Middle School showed that 44% of males and 40.6% of females participating were either at risk or currently overweight. In 2005-06, BMI results for the Berryville Middle School showed that 44.6% of males and 38.4% of females participating were either at risk or currently overweight. These data indicate an increasing trend in the number of students who are either at-risk or currently overweight.
3. SHI (School Health Index): The 2006-07 SHI revealed that health promotion for staff for all schools was low at 29% while school health services score for all schools was less than 80%. In the elementary area, nutrition services score was 69% while rating 74% in the middle school area. All low-scoring areas will be addressed in the District's Health and Wellness Plan.
4. Free/Reduced: In 2007-08, the Berryville Middle School had a free/reduced lunch rate of 48% with 407 students. In 2006-07, the Berryville Middle School had a free/reduced lunch rate of 50% with 416 students. In 2005-06, the Berryville Middle School had a free/reduced lunch rate of 52.1% with 413 students. The data indicates that the Middle School student population and percentage of free/reduced lunch students seems to be dropping. However, poverty statistics do not agree with this drop so underreporting at this school seems to be indicated.
5. Middle School Attendance Rate: In 2007-08, the attendance rate for the building was 95.5%. In 2006-07, the attendance rate from the building was 95.9%. In 2005-06, the attendance rate for the building was 93.9%.

Goal Create an environment where students will show an increase in health and wellness based on the BMI results and the SHI assessments.

Benchmark      The BMI and risk assessments will show a 10% increase in the health and wellness of all students.

Intervention: Berryville Middle School will encourage strategies and activities that promote healthier lifestyles and meet the requirements of Act 1220 of 2003.				
Scientific Based Research: Let's Get Physical- Promotion and Education Strategies by Dr. Hal Wechsler. <a href="http://www.fns.usda.gov/oane/menu/NNEC/Files/2003/LetsGetPhysical.pdf">http://www.fns.usda.gov/oane/menu/NNEC/Files/2003/LetsGetPhysical.pdf</a>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Promote the reduction of time that students spend in sedentary activities such as watching television or playing video games. Action Type: Parental Engagement	Tye Roberts	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

## BERRYVILLE SCHOOL DISTRICT

Action Report

For: Parental Engagement.

### Action Type: Parental Engagement

Priority 1:      The District will support the safe and drug free schools initiative.

Supporting Data:

1. NEEDS ASSESSMENT, SAFE AND DRUG FREE: Our ACSIP Leadership Teams analyzed at each appropriate grade level the results from the administration of the ADPNA Survey, referrals for disorderly conduct, and referrals for student assaults. We examined the results from both the combined population and the subpopulations, and conducted data analysis to determine our main areas of need. In addition, we studied the three most recent years of Attendance, (Graduation Rate) Disciplinary, Formative and Summative Data across grade levels within our building, and compared combined population data with that from the subpopulations for the purpose of identifying learning and behavior needs of these students. We looked at trend data in order to better identify the specific areas of need and to help modify classroom instruction, curriculum, assessment, and professional development to meet the needs of all students and families. We examined our routines, customs, and expectations in order to identify areas for improvement. We continually evaluate and modify our Curriculum, Instruction, Assessment and Professional Development practices to better meet the needs of all our populations. Based on our Data Analysis we

came to the conclusion that the following areas reflect our greatest need within this Priority: education about drug prevention especially alcohol and tobacco use. We will select Interventions and coordinate our local funds with state funding to address these areas.

Goal Create a Safe and Drug-free environment where students can learn and succeed.

Benchmark There will be a 10% decrease in student referrals and drug use.

Intervention: Create a safe and drug-free environment by focusing on character-centered curriculum.				
Scientific Based Research: Voltz, D., Sims, M., Nelsom, B. (2010). Connecting teachers, students and standards: strategies for success in diverse and inclusive classrooms. ASCD, Alexandria, VA.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Parental awareness will broaden by use of newsletters, information sent via daily agenda books, monthly Parent Institute pamphlets, printed and broadcast announcements, radio spots, and other means necessary to inform all parents. All correspondence from the schools, including parent information and notification, will be in multiple languages to accommodate and include the diverse ethnicity of the district's families. Action Type: Parental Engagement	Dr. Doug Harris	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	<hr/> ACTION BUDGET: \$
Title I and/or Title VI-A funds will be used to purchase services and supplemental materials that will continue to complement the state-required effort of the schools to improve parental involvement. Parental involvement will increase by the implementation of the Parent/Guardian Involvement Plan which will include, but not limited to: responsible parenting resources, publishing lists of parents/guardians who attend all parent-teacher conferences scheduled by the school, parent/guardian center, scheduling regular "Parents Make the Difference" evenings, publishing a volunteer resource book, utilizing community resources to strengthen school programs, family practices, and student learning. Professional	Dr. Doug Harris	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	<hr/> ACTION BUDGET: \$

development will be offered to teachers OFF CONTRACT and/or above the 60 hours required by the state to strengthen the parental involvement program. Action Type: Alignment Action Type: Parental Engagement Action Type: Professional Development				
Total Budget:				\$0

Priority 2: Provide administrative support to building level programs.

Supporting Data: 1. NEEDS ASSESSMENT, PROVIDE ADMINISTRATIVE SUPPORT: Our ACSIP Leadership Teams analyzed at each appropriate grade level the results from all administrations of all assessments. We examined the results from both the combined population and the subpopulations, and conducted data analysis to determine our main areas of need. In addition, we studied the three most recent years of Attendance, (Graduation Rate) Disciplinary, Formative and Summative Data across grade levels both within and across all buildings, and compared combined population data with that from the subpopulations for the purpose of identifying learning and behavior needs of these students. We looked at trend data in order to better identify the specific areas of need and to help modify classroom instruction, curriculum, assessment, and professional development to meet the needs of all students and families. We examined our routines, customs, and expectations in order to identify areas for improvement. We continually evaluate and modify our Curriculum, Instruction, Assessment and Professional Development practices to better meet the needs of all our populations. Based on our Data Analysis we came to the conclusion that the following areas reflect our greatest need within this Priority: 11th grade literacy. We will select Interventions and coordinate our local funds with state funding to address these areas.

Goal Provide support for building level improvement programs.

Benchmark Intensive professional development and mentoring will be provided by the district to faculty in schools where students are scoring below AMO including subgroups. Success will be measured as schools show an annual increase in the number of students scoring from below proficient to proficient or above on all school-specified state benchmark, content, or end-of-course exams. See individual schools for the AMO growth rate.

Intervention: Provide administrative support.				
Scientific Based Research: Mercurius, N. Teachers' perception of administrators who help them promote learning, 2006, (ED492637). Reeves, D. (2009). Leading change in your school. ASCD, Alexandria, VA.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
1. The District will assure that all schools articulate and confirm the various	Apryl Harmon	Start: 07/01/2013 End:	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	Title I - \$1000.00 Materials

<p>steps each school implements to meet the needs of all students identified as "homeless" including the procedure for identification. 2. Title I funds will be increased if needed to meet the needs of all homeless students. BERRYVILLE'S TITLE I, PART A SET-ASIDE FORMULA IS LAST YEAR'S EXPENDITURE PER STUDENT MULTIPLIED BY THE ANTICIPATED NUMBER OF STUDENTS FOR THE CURRENT FUNDING YEAR. IF MORE FUNDS ARE NEEDED THROUGHOUT THE YEAR, THE HOMELESS LIASON WILL CONTACT THE FEDERAL PROGRAMS DIRECTOR TO REQUEST MORE FUNDS. 3. The District will use Title I funds to provide support to Homeless and welfare programs. Each school will have a procedure for identifying homeless students. Teachers will complete a homeless survey to better identify the needs of our students which is due to our Homeless Liaison Coordinator by October 15th. After that date, any teacher or staff member may report to the counselor or coordinator any changes in homeless status for any students. The Homeless Liaison is responsible for coordinating all efforts and storing documentation that proves the District is in compliance with the McKinney-Vento Homeless Education Act.</p> <p>Action Type: Equity</p>		06/30/2014		<p>&amp; Supplies:</p> <p>Title I - Purchased \$1000.00 Services:</p> <hr/> <p>ACTION BUDGET: \$2000</p>
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Action Type: Parental Engagement				
The District will hire or work with the OUR Coop to hire a HIPPY coordinator to work with home instruction of preschool children. Action Type: Parental Engagement	Dr. Randy Byrd	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	<hr/> ACTION BUDGET: \$
The District will support the efforts in all schools to develop school-parent compacts to meet the requirements of the ADE ACSIP Handbook. The compacts will be used to describe the school's responsibilities for high-quality curriculum, parents' responsibility in the child's learning, and address the importance of ongoing, open communication between faculty and parents. All correspondence from the schools, including parent information and notification, will be in multiple languages to accommodate and include the diverse ethnicity of the district's families. Action Type: Parental Engagement	Dr. Doug Harris	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	<hr/> ACTION BUDGET: \$
Title I funds will be used to supplement the local efforts and state requirements to develop measures to include all stakeholders in all relevant decisions. Title I funds will also be used to purchase supplies and materials costing less than \$1,000 each to support these efforts. A district-wide parent involvement	Dr. Doug Harris	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	Title I - Materials & Supplies: \$5500.00 <hr/> ACTION BUDGET: \$5500

system may also be added and maintained to improve parental involvement. Stakeholders in education include parents, teachers, student, faculty, administration, and community members. Action Type: Collaboration Action Type: Parental Engagement				
When necessary and required by the state, SES funds will be used to provide identified qualified students supplement tutoring as requested by parents after all state-required rules are followed to both identify and to provide supplemental services. The school will hold two enrollment periods to assure that all students have opportunities to participate. Funds will be allocated in the District ACSIP. Action Type: Collaboration Action Type: Parental Engagement	Dr. Doug Harris	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	<hr/> ACTION BUDGET: \$
Total Budget:				\$7500

Priority 4: Students participating in the BMI activity show a need to improve their cardiovascular, muscular strength/endurance, and flexibility activity.

Supporting Data:

1. NEEDS ASSESSMENT, WELLNESS: Our ACSIP Leadership Teams analyzed at each appropriate grade level the results from the current administration of the BMI. We examined the results from both the combined population and the subpopulations, and conducted data analysis to determine our main areas of need. In addition, we studied the three most recent years of Attendance, (Graduation Rate) Disciplinary, Formative and Summative Data across grade levels within all buildings, and compared combined population data with that from the subpopulations for the purpose of identifying learning and behavior needs of these students. We looked at trend data in order to better identify the specific areas of need and to help modify classroom instruction, curriculum, assessment, and professional development to meet the needs of all students and families. We examined our routines, customs, and expectations in order to identify areas for improvement. We continually evaluate and modify our Curriculum, Instruction, Assessment and Professional Development practices to better meet the needs of all our populations. Based on our Data Analysis we



came to the conclusion that the following areas reflect our greatest need within this Priority: at-risk or currently overweight. We will select Interventions and coordinate our local funds with state funding to address these areas.

Goal Create an environment where students will show an increase in health and wellness based on the BMI results and the SHI assessments.

Benchmark The BMI and risk assessments will show a 10% increase in the health and wellness of all students.

Intervention: Berryville District will encourage strategies and activities that promote healthier lifestyles and meet the requirements of Act 1220 of 2003.				
Scientific Based Research: Calories in, calories out: food and exercise in public elementary schools, 2005. NCES.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Promote the reduction of time that students spend in sedentary activities such as watching television or playing video games. All correspondence from the schools, including parent information and notification, will be in multiple languages to accommodate and include the diverse ethnicity of the district's families. Action Type: Parental Engagement Action Type: Wellness	Dr. Doug Harris	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	<hr/> ACTION BUDGET: \$
Evaluate all wellness actions for effectiveness. Encourage development and implementation of family-oriented, community-based physical activity and wellness programs. PROGRAM EVALUATION: BMI (Body Mass Index): BMI results for the Berryville District for the past 3 years show an average of 40.8% of males and 37.4% of females participating were either at risk or currently overweight. An analysis of these data indicates a continuing trend in the high number of students who are either at-risk or currently overweight. The conclusion of	Dr. Doug Harris	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>District Staff</li> </ul>	<hr/> ACTION BUDGET: \$

the District is that appropriate support for activities and/or programs to increase the wellness and activity level of the student population is needed. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness				
Total Budget:				\$0

Priority 5: The District will coordinate local, state, and federal funding to support the efforts to meet the needs of all students identified as "English Language Learners".

Supporting Data:

1. NEEDS ASSESSMENT: Our ACSIP Leadership Teams analyzed at each grade level the test scores from the current administration of the Augmented Benchmark, EOC, Exit, SAT 10, and ELDA exams. We examined the results from both the combined population and the ELL subpopulation, and conducted data analysis to determine our main areas of need. In addition, we studied the three most recent years of Attendance, (Graduation Rate) Disciplinary, Formative and Summative Achievement Data across grade levels within our building, and compared combined population data with that from the ELL subpopulation for the purpose of identifying learning and behavior needs of this special subpopulation of students. We looked at trend data in order to better identify the specific areas of need and to help modify classroom instruction, curriculum, assessment, and professional development to meet the needs of ELL students and families. We examined our routines, customs, and expectations in order to identify areas for improvement. We continually evaluate and modify our Curriculum, Instruction, Assessment and Professional Development practices to better meet the needs of all our populations. Based on our Data Analysis we came to the conclusion that the following areas reflect our greatest need within the ELL Priority: Instructional tutoring, Verbal and written translations for students and parents, On-going monitoring of these special services. We will select Interventions and coordinate our local funds with state ELL funding to address these areas.

Goal The District will support efforts of the schools to improve the literacy of all ELL students.

Benchmark Professional development and mentoring will be provided by the district to all faculty members to increase the number of ESL endorsed teachers and the effectiveness of ESL instruction. Success will be measured by a 5% annual increase in the number of ELL students scoring proficient on the benchmark tests.

Intervention: Comprehensive ESL through content area instruction for balanced academic and language acquisition with primary and/or supplemental ELL services

Scientific Based Research: Making Content Comprehensible for English Language Learners—SIOP Model SHELTERED INSTRUCTION— for Academic Achievement. <http://www.misd.net/bilingual/ELL.pdf>. 7/7/2011.

Actions	Person Responsible	Timeline	Resources	Source of Funds
1. Parents of all ESL program students including LEP students will be informed and given written consent forms for inclusion into the ESL services. 2. Parent nights and other times will be used to inform ESL parents in strategies that will improve literacy. 3. All correspondence from the schools, including parent information and notification, will be in multiple languages to accommodate and include the diverse ethnicity of the district's families. Action Type: Parental Engagement	Linda Summers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>District Staff</li> </ul>	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Priority 6: Special Education Trigger in disproportionality for having too many white students identified as other health impairment based on three consecutive years of over-representation.

Supporting Data:

1. SPED Referrals: The referrals to SPED were 2010=53, 2011-2012=51, and 2013-13=42, with a three year average of 48.6%. The district has reduced the number of SPED referrals and the has decreased the number of students placed under the "other health impairment" category which includes: 2010-11=13, 2011-12=14, and 2012-13=7.
2. ADE SPED: Disproportionality: 2010-11, 5.37% of white students identified as other health impairment, 2011-12 was 8.26%, and 2012-13 was 4.6%.

Goal: Provide comprehensive coordinated early intervening services to white K-5 students, specifically grades 3-5 students identified as needing SPED services.

Benchmark: The district will provide comprehensive coordinated early intervening services to white grades k-5 students in the area of response to intervention to reduce by 5% the number of students who are at risk of referral to SPED services.

Intervention: The district will provide comprehensive coordinated early intervening services to white grades k-5 students in the area of response to intervention to reduce the number of students who are at risk of referral to SPED services.

Scientific Based Research: National Joint Committee of Learning Disabilities. (2005). RTI

Actions	Person	Timeline	Resources	Source of Funds
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	Responsible			
<p>After a student is identified as needing early intervention services, the intervention committee will collect data including academic and behavior records, AIP's, IRI's, and other related information. The committee will meet with parents, guardians, and teachers to write the student's intervention plan that will be the basis for formative and summative evaluation.</p> <p>Action Type: Collaboration  Action Type: Equity  Action Type: Parental Engagement  Action Type: Program Evaluation  Action Type: Special Education</p>	Teresa Wright, Kelly Swofford	<p>Start: 07/01/2013  End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
Total Budget:				\$0