



[District Menu Page](#) | [Work On Your ACSIP](#) | [Reports](#) | [Federal/State Budgets](#) | [School Completion Status](#) | [FAQ](#) | [Feedback](#) | [Logout](#)

Professional Development Plan

Submitted September 30, 2013

BERRYVILLE SCHOOL DISTRICT
902 West Trimble, Berryville, AR 72616

Action Report

For: Professional Development.

Generated on September 25, 2013

BERRYVILLE ELEMENTARY SCHOOL

Action Type: Professional Development

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.

BERRYVILLE HIGH SCHOOL

Action Type: Professional Development

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.

BERRYVILLE INTERMEDIATE

Action Type: Professional Development

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.

BERRYVILLE MIDDLE SCHOOL

Action Type: Professional Development

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: Professional Development

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.

BERRYVILLE ELEMENTARY SCHOOL

Action Report

For: Professional Development.

Action Type: Professional Development

Priority 1: Improving Literacy

Supporting
Data:

- 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 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. 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.

Benchmark

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 Literacy, Year 2013	Percent Proficient in Literacy, Year 2012	Year 2013	Year 2014	Year 2015	Year 2016	Year 2017	Year 2018
AMO									
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						

 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	Year 2014	Year 2015	Year 2016	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
--

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
All instructional and support staff will receive appropriate professional development. Select teachers or staff will attend in district and out of district workshops, seminars and conferences to gain skills in the current best practices. Teachers will be encouraged to attend Common Core Comprehensive Literacy K-1 (CCCL K-1), Common Core Comprehensive Literacy 2-5 (CCCL 2-5), ESL Academy, and the	Kelly Swofford, Elementary Principal	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - Outside Consultants - Teachers	ACTION BUDGET: \$

Arkansas Reading Conference. Skills gained will be brought back and shared with the entire faculty and staff. Action Type: Professional Development				
Utilize services of K-5 instructional facilitator to train teachers/paras in the implementation of teacher evaluation. The facilitator will assist all teachers with instructional strategies and curriculum modification. The 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: Professional Development	Dr. Doug Harris, Federal Programs/Curriculum Coordinator	Start: 07/01/2013 End: 06/30/2014	District Staff	ACTION BUDGET: \$
Implement professional learning community to provide increase	Kelly Swofford, Principal	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - Teachers - Teaching Aids	ACTION BUDGET: \$

in professional knowledge base of teachers through book clubs and classroom visits. Purchase professional reading texts for teachers to use and complete book studies. Teachers will state how they are using the strategies and their effectiveness during team meetings. Action Type: Professional Development		4		
A minimum of six hours of training will be provided to the K-2 staff designed to enhance the integration of technology using programs such as AR Reader, ARIdeas, STAR Testing, Edline, Email, Grade Quick, 20/20, Web page design, Excel, Power Point, United Streaming, RubiStar, Publisher, Movie Maker among other topics. Action Type: Professional Development Action Type: Technology Inclusion	Tracy Holle, Technology Coordinator	Start: 07/01/2013 End: 06/30/2014	- Computers - District Staff - Outside Consultants - Title Teachers	ACTION BUDGET: \$

A minimum of fifty hours of training will be provided to the K-2 staff designed to enhance curriculum alignment, interventions, rubric design and usage, language arts strategies, learning styles, classroom management, alternative portfolio assessment, highly effective questioning, positive reinforcement and discipline among other topics. (J-4, J-6) Action Type: Equity Action Type: Professional Development	Kelly Swofford, Principal	Start: 07/01/2013 End: 06/30/2014	- District Staff - Outside Consultants	ACTION BUDGET: \$
Utilize TLI writing rubric and train teachers on its use in the classroom. Action Type: Alignment Action Type: Professional Development	Christy Graham, Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014	- District Staff - Teachers - Teaching Aids	ACTION BUDGET: \$
Title II-A funds will be used to reduce class size by hiring UP TO two 1.0 FTE additional teachers in grades kindergarten	Dr. Randy Byrd, Superintendent	Start: 07/01/2013 End: 06/30/2014	- Central Office - Community Leaders - Teachers	Title II-A - \$57378.0 Employee 0 Salaries: Title II-A \$13124.9 - 9 Employee

through five. The teacher/student ratio in first grade before the additional teachers was 23:1 and after the addition of teachers it was 20:1. The teacher/student ratio in second grade before the additional teachers was 22:1 and after the addition of teachers it was 19:1. THESE FUNDS MAY ALSO BE USED FOR PROFESSIONAL DEVELOPMENT THAT EXCEEDS THE STATE REQUIRED 60 HOURS. Action Type: Equity Action Type: Professional Development				e Benefits: ACTION \$70502.9 BUDGET: 9
All instruction will be delivered by highly-qualified staff consisting of highly-qualified teachers and highly-qualified paraprofessionals . All teachers will have HQ forms on file in the Elementary Office. Strategies to attract highly-qualified staff in all areas will be developed and implemented across the	Kelly Swofford, Principal	Start: 07/01/2013 End: 06/30/2014	Administrative Staff	ACTION BUDGET: \$

District. Measures will be developed to include all stakeholders in all relevant decisions. Stakeholders in education include parents, teachers, students, faculty, administration, and community members. All programs across the district will be coordinated and integrated to assure that the most effective and most efficient use of all resources is occurring. Action Type: Collaboration Action Type: Professional Development				
Title I funds will be used to purchase services and supplies that will exceed and therefore supplement the state-required 60 hours including in-district and out-of-district professional development for all instructional staff. The emphasis of all professional development is the improvement of instruction through multi-day or continual-oriented training.	Dr. Doug Harris, Federal Programs	Start: 07/01/2013 End: 06/30/2014	• District Staff • Teachers	ACTION BUDGET: \$

Action Type: Professional Development				
Instructional Facilitator will accompany teachers into classrooms for peer instructional rounds. Teachers will be guided to look for ways to assist in their own presentation of the academics by learning from each other. Action Type: Collaboration Action Type: Professional Development	Christy Graham, Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014	Teachers	ACTION BUDGET: \$
Backward Design lesson planning professional development was given to all staff in an effort to increase the rigor and relevance of daily lessons. Teachers will submit electronic lesson plans using the Backward Design. Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion	Mindy Hicks, District Testing Coordinator	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - Computers - Teachers	ACTION BUDGET: \$
Total Budget:				\$70502.99

Priority 2: Improving Mathematics

Supporting 1. NOTE: BERRYVILLE ELEMENTARY is a feeder school to the intermediate building

Data: 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.

2. 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.

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

Benchmark	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	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				

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 Year 2012
AMO Year 2013
AMO Year 2014
AMO Year 2015
AMO Year 2016
AMO Year 2017
AMO

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
Teachers will receive training on implementing and using researched based instructional practices using primary	Staci Ray, Kindergarten Teacher	Start: 07/01/2013 End: 06/30/2014	- District Staff - Outside Consultants - Teachers	ACTION BUDGET: \$

resources including games and manipulatives as an instructional strategy in the classrooms. Materials such as supplemental resource books, guides, supplies, technology, and access to programs will be purchased to support the professional development. Action Type: Professional Development			Teaching Aids	
Teachers will receive Cognitive Guided Instruction (CGI) training from OUR Cooperative and support from the instructional facilitator. Action Type: Professional Development	Kelly Swofford, Principal	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - Outside Consultants - Teachers	ACTION BUDGET: \$
Select teachers, instructional facilitators, and administration will attend training in math curriculum alignment from the Learning Institute to develop pacing guides (modules) aligned with Arkansas frameworks that correlates with interim assessments designed by TLI. Action Type: Alignment Action Type: Professional Development Action Type: Technology Inclusion	Kelly Swofford, Principal	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - Computers - Teachers	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	Dr. Randy Byrd, Superintendent	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - Outside Consultants	ACTION BUDGET: \$

Engagement Action Type: Professional Development				
Teachers will receive a minimum of two hours of in-service to enhance understanding of effective parental involvement strategies. (H1-J, H2-B, H2-C) Action Type: Professional Development	Dr. Doug Harris, Federal Programs	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Outside Consultants • Teachers • Title Teachers	ACTION BUDGET: \$
Total Budget:				\$0

BERRYVILLE HIGH SCHOOL

Action Report

For: Professional Development.

Action Type: Professional Development

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 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

Group	Total Number		Percent Proficient				
	Attempting		in Literacy,				
Year 2011	Year 2011		Year 2012				
	Year 2013		Year 2014				
AMO	Year 2014		Year 2015				
	Year 2016		Year 2017				
Benchmark	Year 2017		Year 2018				
	Year 2019		Year 2020				
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 Rate, Year	Graduation						
2010 AMO	Year 2011 AMO	Year 2012 AMO	Year 2013 AMO	Year 2014 AMO	Year 2015 AMO	Year 2016 AMO	Year 2017 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				
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: 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
Provide training to instructional staff in LEP strategies to improve literacy. Action Type: Equity Action Type: Professional Development	Linda Summers	Start: 07/01/2013 End: 06/30/2014	- District Staff - Outside Consultants	ACTION BUDGET: \$
Title I funds will be used to provide all instructional staff professional development that will enhance their ability to facilitate learning especially in the area of literacy. These professional development opportunities will include both in-district and out-of-district training, inservice, professional networking, and all activities that comply with the ADE rules for professional development. All instructional staff will submit periodic assessments and evaluations	Owen Powell	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - Teachers	ACTION BUDGET: \$

for current professional development opportunities and areas needed. Materials/supplies costing less than \$1,000 per item will be purchased to support this effort. Action Type: Professional Development				
Berryville High School will plan and implement an intense program of professional development that addresses the academic problems in the literacy area in the economically disadvantaged sub-group, special education sub-group, and the ELL sub-group. Action Type: Professional Development	Owen Powell	Start: 07/01/2013 End: 06/30/2014	Teachers	ACTION BUDGET: \$
Select teachers will attend workshops, seminars and conferences to gain skills in implementing technology and to learn more about current best practices. Skills gained will be brought back and shared with the full faculty. Action Type: Professional Development	Owen Powell, Mindy Hicks	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - District Staff	ACTION BUDGET: \$
Teachers will receive at least 2 hours of professional development each year in parental involvement. Action Type: Professional Development	Doug Harris	Start: 07/01/2013 End: 06/30/2014	District Staff	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	Owen Powell	Start: 07/01/2013 End: 06/30/2014	Outside Consultants	ACTION BUDGET: \$

Engagement Action Type: Professional Development Action Type: Program Evaluation				
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 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.

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

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

Benchmark	All Students	228	81.14	82.71	84.28	85.86	87.43
		89.00 90.57					
	Targeted Ach Gap	130	73.08	75.32	77.57	79.81	82.05
		84.30 86.54					
	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				

2012 ESEA AMOs

BERRYVILLE HIGH SCHOOL

801002

Graduation

Group Number Expected

to Graduate,

Year 2010 Rate, Year	Graduation						
2010 AMO	Year 2011 AMO	2011 AMO	Year 2012 AMO	2012 AMO	Year 2013 AMO	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				
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
Math teachers will receive in-school training or attend appropriate workshops for updating instructional activities and newly adopted materials. Action Type: Professional Development	Adam Wade	Start: 07/01/2013 End: 06/30/2014	Outside Consultants	ACTION BUDGET: \$
Teachers will be trained on how to create and use rubrics. Action Type: Professional Development	Jennifer Feltmann	Start: 07/01/2013 End: 06/30/2014	- District Staff - Outside Consultants	ACTION BUDGET: \$
Math teachers will receive in-school training and attend workshops to assist in the evaluation of standards based mathematics curriculum corresponding with ADE frameworks. This training will include items such as updating instructional activities, creating rubrics, and implementing new materials.	Barry Buck	Start: 07/01/2013 End: 06/30/2014	- District Staff - Outside Consultants	ACTION BUDGET: \$

Action Type: Professional Development				
Math teachers pursue advanced technologies and software for curriculum implementation. Action Type: Collaboration Action Type: Professional Development	Jennifer Feltmann	Start: 07/01/2013 End: 06/30/2014	Teachers	ACTION BUDGET: \$
Total Budget:				\$0

BERRYVILLE INTERMEDIATE

Action Report

For: Professional Development.

Action Type: Professional Development

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 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	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				

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
	90.06	91.48					
Targeted Ach Gap	180		80.56	82.18	83.80	85.42	
	87.04	88.66	90.28				
African American	0		.	.	.	.	.
Hispanic	58		79.31	81.03	82.76	84.48	86.21
	87.93	89.66					
Caucasian	204		83.33	84.72	86.11	87.50	88.89
	90.28	91.67					
Econ Disa	169		79.88	81.56	83.23	84.91	86.59
	88.26	89.94					
English Learners	52		80.77	82.37	83.98	85.58	
	87.18	88.78	90.39				
Students with Disa	28		60.71	63.98	67.26	70.53	
	73.81	77.08	80.36				

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
All instructional staff will participate in professional development in a focused environment, will work together with nationally recognized, educational professionals to maximize the impact of teacher performance and student learning. Select teachers will attend workshops, seminars and conferences to gain skills in the current best practices of literacy. Skills gained will be brought back and shared with the entire faculty. Action Type: Professional Development	Teresa Wright, Intermediate Principal	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - Outside Consultants - Teachers	ACTION BUDGET: \$
A minimum of six hours of training will be provided to the 3-5 staff designed to enhance the integration of technology. Action Type: Professional Development Action Type: Technology Inclusion	Brent Spurlock, Art; Eryn Killingsworth, Fifth Grade Teacher	Start: 07/01/2013 End: 06/30/2014	- Computers - District Staff - Outside Consultants - Teachers - Teaching Aids	ACTION BUDGET: \$
Training will be provided to support implementation of curriculum alignment, pacing guides, rubric design and usage, open response strategies, language arts strategies, learning styles, classroom management, alternative portfolio assessment, highly effective questioning, positive reinforcement, and discipline among other topics. Action Type: Professional	Teresa Wright, Intermediate Principal	Start: 07/01/2013 End: 06/30/2014	- District Staff - Outside Consultants	ACTION BUDGET: \$

Development				
Continue to use the district-wide TLI writing rubric and train teachers on its use in the classroom. Action Type: Alignment Action Type: Professional Development	Mike Spears, Fourth Grade Teacher	Start: 07/01/2013 End: 06/30/2014	- District Staff - Teachers - Teaching Aids	ACTION BUDGET: \$
All instruction will be delivered by highly-qualified staff consisting of highly-qualified teachers and highly-qualified paraprofessionals. All teachers will have HQ forms on file in the building principal's office. Strategies to attract highly-qualified staff in all areas will be developed and implemented across the District. Measures will be developed to include all stakeholders in all relevant decisions. Stakeholders in education include parents, teachers, student, faculty, administration, and community members. All programs across the district will be coordinated and integrated to assure that the most effective and most efficient use of all resources is occurring. In an effort to recruit and maintain highly-qualified staff, representatives will attend job fairs, advertise for positions on-line, and/or advertise in local or state-wide newspapers. (J-3, J-5) Action Type: Collaboration Action Type: Professional Development	Teresa Wright, Intermediate Principal	Start: 07/01/2013 End: 06/30/2014	Administrative Staff	ACTION BUDGET: \$
Title I funds will be used to purchase services and supplies that will exceed and supplement the state-	Dr. Doug Harris, Federal Programs; Mindy Hicks.	Start: 07/01/2013 End:	- District Staff - Teachers	ACTION \$

required 60 hours including in-district and out-of-district professional development for all instructional staff. The emphasis of all professional development is the improvement of instruction through multi-day or continual-oriented training. Action Type: Professional Development	Testing Coordinator	06/30/2014		BUDGET:
Purchase professional texts for teachers and conduct book studies during weekly PLC meetings in order to improve and align instructional strategies. Teachers will state how they are using the strategies and document their effectiveness during PLC meetings. Action Type: Alignment Action Type: Professional Development Action Type: Title I Schoolwide	Teresa Wright, Principal	Start: 07/01/2013 End: 06/30/2014		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
Select teachers in grade three will be trained in Common Core Comprehensive Literacy 2-5 CCCL 2-5, through the OUR Cooperative. Action Type: Professional Development	Teresa Wright, Intermediate Principal	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - District Staff - Outside Consultants - Teachers - Teaching Aids	ACTION BUDGET: \$

Select teachers in grades four and five will receive training in Smart Step Literacy Lab through Harding University. Action Type: Professional Development	Teresa Wright, Intermediate Principal; Jessica Traylor, Fifth Grade Teacher; Mike Spears, Fourth Grade Teacher	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • District Staff • Outside Consultants • Public Library • School Library • Teachers	ACTION BUDGET: \$
Utilize services of K-5 Literacy Instructional Facilitator to train teachers/aides in the best practices in literacy. The Instructional Facilitator will assist all teachers with instructional strategies and curriculum modification. The learning specialists 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: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide	Dr. Doug Harris, Federal Programs/Curriculum Coordinator	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Select staff will attend the Arkansas Reading Conference.	Teresa Wright, Intermediate Principal	Start: 07/01/2013 End:		

These teachers will present information gained to the rest of the staff during PLC meetings. Action Type: Professional Development Action Type: Special Education		06/30/2014		ACTION BUDGET: \$
Select teachers will attend the ESL Academy sponsored by the ADE to promote literacy with LEP populations. The ELL Coordinator will hold professional development for all staff in the culture, assessment, instruction, second language acquisition, and ELL methods and strategies. Action Type: Equity Action Type: Professional Development	Linda Summers, ELL Coordinator	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 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

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 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: 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
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

Benchmark	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				

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
Teachers will implement best practices based on researched-based instructional models for mathematics instruction.	Sarah Logan, Third Grade Teacher; Veronica Cooper, Fourth Grade Teacher; Kristen	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

incorporating manipulatives as an instructional strategy in the classroom. Materials such as supplemental resource books, guides, supplies, technology software and/or hardware, games, manipulatives, and access to technology programs will be purchased to support the instructional program. Action Type: Professional Development Action Type: Title I Schoolwide	Cole, Fifth Grade Teacher; Jared Wolfin			
All 3-5 teachers will plan and share math strategies with peers during weekly PLC meetings. Book studies will be conducted throughout the year to learn best practice with teachers being responsible for presenting selected chapters to colleagues. Action Type: Collaboration Action Type: Professional Development	Holly Morris, Third Grade Teacher; Kristen Cole, Fifth Grade Teacher	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
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	District Staff	ACTION BUDGET: \$

Our school will meet or exceed the 60 hour minimum of professional development with an emphasis of our targeted priorities. (J-4,J-6) Action Type: Professional Development	Teresa Wright, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

BERRYVILLE MIDDLE SCHOOL

Action Report

For: Professional Development.

Action Type: Professional Development

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 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 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 & 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 & 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 & 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

Benchmark 2012 ESEA AMOs
 BERRYVILLE MIDDLE SCHOOL

 801003
 Literacy Performance

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									
All Students	422	88.81	90.41	80.81	82.41	84.01	85.61	87.21	
Targeted Ach Gap		83.46	85.53	266	75.19	77.26	79.33	81.39	
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	76.92	78.84	80.77	82.69	
Students with Disa				51	27.45	33.50	39.54	45.59	
		51.63	57.68	63.73					

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	Year 2013	Year 2014	Year 2015	Year 2016	Year 2017
AMO									
All Students	395	89.66	91.14	82.28	83.76	85.23	86.71	88.19	
Targeted Ach Gap		84.76	86.67	245	77.14	79.05	80.95	82.86	
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
Selected staff members will attend training sessions for increased understanding of the "Comprehensive Literacy Approach." Information and instructional strategies will be shared with Reading and English teachers during team meetings. Action Type: Collaboration Action Type: Professional Development	David Gilmore	Start: 07/01/2013 End: 06/30/2014	- District Staff - Outside Consultants	ACTION BUDGET: \$
Each literacy classroom will receive funding for books and other materials to keep libraries current and updated, following SLLCP training. Action Type: Alignment Action Type: Professional Development	David Gilmore	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - District Staff	ACTION BUDGET: \$
Title I funds will be used to provide all instructional staff with professional development that exceeds the state-required 60 hours to enhance their ability to facilitate learning. These professional development opportunities will include both in-district and out-of-district training, inservice, professional networking, and all activities	Dr. Doug Harris	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - Teachers	ACTION BUDGET: \$

that comply with the ADE rules for professional development. All instructional staff will submit periodic assessments and evaluations for current professional development opportunities and areas needed. Action Type: Professional Development				
Highly Qualified teachers will be recruited, hired, and retained. Teachers who are not highly qualified will receive mentoring. Action Type: Professional Development	David Gilmore	Start: 07/01/2013 End: 06/30/2014	District Staff	ACTION BUDGET: \$
ELL Coordinator will hold staff development for all staff in the culture, assessment, instruction, second language acquisition, and ELL methods and strategies. Action Type: Professional Development	Linda Summers	Start: 07/01/2013 End: 06/30/2014	District Staff	ACTION BUDGET: \$
Teachers will participate in a professional development in a focused environment. Teachers will work together with the direction of nationally recognized education professionals to maximize the impact of teacher performance and student learning. Action Type: Collaboration Action Type: Professional Development	David Gilmore	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - Teachers	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 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 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					
	AMO	Year 2013					
	AMO	Year 2014					
	AMO	Year 2015					
	AMO	Year 2016					
	AMO	Year 2017					
	AMO						
	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	91.58
	92.63 93.69					
Caucasian	350	84.00	85.33	86.67	88.00	89.33
	90.67 92.00					
Econ Disa	255	81.96	83.46	84.97	86.47	87.97
	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				

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

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

Actions	Person	Timeline	Resources	Source of Funds
---------	--------	----------	-----------	-----------------

	Responsible			
Training will be provided to math teachers in task-specific scoring guides. New teachers will be trained as needed. Action Type: Professional Development Action Type: Special Education	David Gilmore	Start: 07/01/2013 End: 06/30/2014	- District Staff - Outside Consultants	ACTION BUDGET: \$
New math teachers (6th grade) will receive AR Math training. Action Type: Professional Development	David Gilmore	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - District Staff - Teachers	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.

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 of 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. http://www.fns.usda.gov/oane/menu/NNEC/Files/2003/LetsGetPhysical.pdf				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Encourage development and implementation of family-oriented, community-based physical activity and wellness programs. Action Type: Professional Development	David Gilmore	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - Teachers	ACTION BUDGET: \$
Total Budget:				\$0

BERRYVILLE SCHOOL DISTRICT

Action Report

For: Professional Development.

Action Type: Professional Development

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
All staff will receive professional development for the materials purchased in the use and implementation of Character-Education Curriculum and a safe and drug-free school. All professional development will be appropriate to increase student achievement in literacy and math. Action Type: Professional Development	Dr. Doug Harris	Start: 07/01/2013 End: 06/30/2014	District Staff	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	Dr. Doug Harris	Start: 07/01/2013 End: 06/30/2014	District Staff	ACTION BUDGET: \$

programs, family practices, and student learning. Professional 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

Act 59 PD Funds, both new and carried over from last year, will be used to provide resources to support district professional development to teachers to meet or exceed the 60 hours required by the state in the technology inclusion area and to purchase materials and supplies that conform with PD regulations. This professional development may included but not limited to the technology professional development required by the state, parental involvement, and all other state-required PD. All professional development will be prior-approved by the building Principal and will be appropriate to increase student achievement in literacy and math and will include formative assessments such as TLI (The learning Institute) program and others. Action Type: Professional Development Action Type: Technology Inclusion	Dr. Doug Harris	Start: 07/01/2013 End: 06/30/2014	- District Staff - Outside Consultants	PD (State-223) - Materials & Supplies: \$10000.00 PD (State-223) - Purchased Services: \$77525.16 ACTION BUDGET: \$87525.16
Use Title I funds to provide professional development opportunities to teachers OFF CONTRACT and/or above the 60 hours required by the state to include but not limited to TLI, the Hot Springs technology Institute, Arkansas Mathematics and Science Summer Institute, Math Solutions, and other opportunities that will help in retaining and/or recruiting highly qualified teachers. All professional development will be appropriate to increase student achievement in literacy and math. Title I funds will be used to provide	Dr. Doug Harris	Start: 07/01/2013 End: 06/30/2014	- District Staff - Outside Consultants	ACTION BUDGET: \$

supplemental in-district and/or out-of-district professional development to all instructional personnel and/or to teachers OFF CONTRACT and/or above the 60 hours required by the state in math and literacy. These Title I funds will supplement any and/or all state and/or local funds provided and/or required by the state of Arkansas for professional development that exceeds the 60 hours required by the current state law and/or the ADE Rules and Regulations relating to any and/or all professional development. Action Type: Professional Development Action Type: Technology Inclusion				
Provide support for vocational teachers to attend both in-district and out-of-district professional development. All professional development will be appropriate to increase student achievement in literacy and math. Action Type: Professional Development Action Type: Technology Inclusion	Dr. Doug Harris	Start: 07/01/2013 End: 06/30/2014	District Staff	ACTION BUDGET: \$
Title I funds will be used to provide the Federal Programs Director office professional development, purchase services, supplies/materials and support. Action Type: Professional Development	Dr. Doug Harris	Start: 07/01/2013 End: 06/30/2014	District Staff	Title I - Materials & \$5000.00 Supplies: Title I - Purchased \$8000.00 Services: ACTION BUDGET: \$13000
The District will administer mentoring activities to	Dr. Doug	Start: 07/01/2013	District Staff	

support the District Mentoring plan. Action Type: Professional Development	Harris	End: 06/30/2014		ACTION BUDGET: \$
Title I funds will be used to continue The Learning Institute (TLI) formative assessment and evaluation program District-wide to provide teachers with tools to improve learning. The schools will provide the district with data to evaluate this action. Action Type: Professional Development Action Type: Program Evaluation	Dr. Randy Byrd	Start: 07/01/2013 End: 06/30/2014	District Staff	ACTION BUDGET: \$
ACT 59 NSLA funds (along with Title II-A funds) will be used to reduce class size by hiring UP TO two (2) 1.0 FTE HQ ADDITIONAL CLASSROOM teachers in grades kindergarten through five. THE FIRST GRADE TEACHER NAME IS BETH SUMMERS AND THE SECOND GRADE TEACHER NAME IS NANCY MARTIN. The teacher/student ratio in kindergarten before the additional teachers was 1/18.1 and after the addition of teachers it was 1/16.1. The teacher/student ratio in second grade before the additional teachers was 1/22.8 and after the addition of teachers it was 1/20. Instruction will be delivered by highly-qualified staff consisting of highly-qualified teachers and highly-qualified paraprofessionals. All teachers will have HQ forms on file in the schools where they work. NSLA funds will be used to provide PD to all employees of the district and certified staff above the 60 hours required by the state. NEEDS	Dr. Randy Byrd	Start: 07/01/2013 End: 06/30/2014	- District Staff - Teachers	ACTION BUDGET: \$

ASSESSMENT: Test scores and/or retention rates will be used to determine the effectiveness of this intervention. Action Type: Equity Action Type: Professional Development				
Total Budget:				\$100525.16

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
Provide professional development to all staff in safety, health, and wellness. Action Type: Professional	Dr. Doug Harris	Start: 07/01/2013 End: 06/30/2014	District Staff	ACTION BUDGET: \$

Development 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
ESL Coordinator will hold staff development for all staff in the culture, assessment, instruction, second language acquisition, and ESL methods and	Linda Summers	Start: 07/01/2013 End: 06/30/2014	District Staff	ACTION BUDGET: \$

strategies. Action Type: Professional Development				
Title III funds will be used to provide classroom teachers AND ELL STAFF materials and/or supplies costing less than \$1000 per item SUCH AS EDGE MULTI-MEDIA READING SPEAKING PROGRAM, HABLO INGLES BOOKS, PARENT INVOLVEMENT MATERIALS, ENGLISH/SPANISH VERSION OF NOVELS/BOOKS, OXFORD PICTURE DICTIONARIES, AND OTHER MATERIALS to work with ESL students through accommodations recommended by the ELL staff. Title III funds will be used to send teachers to professional development opportunities that will be OFF CONTRACT and/or above the 60 hours required by the state including but not limited to SIOP (Sheltered Instruction Observation Protocol), TESOL and other ELL training that supplements the locally-funded District effort. Title III funds will be used to purchase services for translation, clerical support, and parental engagement. Use Title III funds to purchase computers, laptops, or other hardware costing more than \$1,000 each to support the ELL program of study. Action Type: Professional Development Action Type: Technology Inclusion	Dr. Doug Harris	Start: 07/01/2013 End: 06/30/2014	District Staff	Title III - Purchased \$10000.00 Services: Title III - Materials & Supplies: \$28048.59 ACTION BUDGET: \$38048.59
Total Budget:				\$38048.59