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School Plan Submitted September 30, 2013

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BERRYVILLE ELEMENTARY SCHOOL
 902 West Trimble, Berryville, AR 72616

Arkansas Comprehensive School Improvement Plan

2013-2014

The mission of Berryville Elementary School is to be committed to educating the whole child in a safe, nurturing environment while promoting respect for self and others. Our vision is to produce successful, responsible, self-disciplined, self-motivated, life-long learners. We aim to provide a balanced education in a safe, positive learning environment where parent and community are an integral part.

Grade Span: K-2 Title I: Title I Schoolwide School Improvement: MS

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Priority 1: Literacy

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

Priority 2: Mathematics

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

Priority 3: Wellness

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

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 Hispanic 90 90.00 84.37 54 87.04 81.03 White 304 89.47 85.81 191 91.62 84.72 Economically Disadvantaged 250 86.80 84.12 150 88.00 81.56 English Learners 72 87.50 86.42 46 89.13 82.37 Students with Disabilities 55 40.00 40.59 32 62.50 63.98 Achieving School in Math # Attempted Percentage 2012 AMO # Applicable Percentage 2012 AMO 2012 Performance 2012 Growth All Students 404 93.07 91.92 254 66.93 77.68 Targeted Achievement Gap Group 271 90.77 88.38 164 60.37 74.68 Three Year Performance Three Year Growth All Students 1261 90.80 91.92 805 74.78 77.68 Targeted Achievement Gap Group 852 87.21 88.38 530 69.62 74.68 ESEA Subgroups 2012 Performance 2012 Growth African Americans n < 10 n < 10 n < 10 n < 10 n < 10 Hispanic 90 90.00 87.50 54 53.70 77.87 White 304 94.41 93.49 191 70.68 77.98 Economically Disadvantaged 250 91.20 89.90 151 59.60 74.65 English Learners 72 87.50 85.29 47 48.94 74.06 Students with Disabilities 55 69.09 62.66 32 46.88 67.27 Page 1/1
3. Arkansas Comprehensive School Improvement Data Source for BERRYVILLE ES Norm Referenced Test-Report Completed August 15, 2013. ITBS Year 2012-2013- 1st Grade Tested 134 in Literacy Combined Population- Year 2010-2011 ITBS 1st Grade Test 125 in Literacy Combined Population-84% Scored at or above 50th Percentile Special Education-11 Tested-73% at or above 50th Percentile LEP-18 Tested-94% at or above 50th Percentile. Year 2011-12 ITBS 1st Grade Test Year 2010-2011 ITBS 2nd Grade Tested 140 in Literacy Combined Population 43% Scored at or above 50th Percentile Special Education-14 Tested-7% at or above 50th Percentile LEP-25 Tested-28% at or above 50th Percentile
4. Elementary Attendance Rate: In 2012-2013, attendance rate for the building was 94%. In 2011-2012, the attendance rate for the building was 94.5%. In 2010-2011 the attendance rate for the building was 93.7%. In 2009-2010 the attendance rate for the building was 95.2%.

Goal All students will improve in reading by using the components of comprehensive literacy to promote their phonemic awareness, phonics, fluency, vocabulary and comprehension.
 2013 AMO Status Performance for Elementary/Intermediate Schools Literacy is: 87.13; TAGG: 84.00
 2013 Percentage for Status Performance for Elementary/Intermediate Schools Literacy is: 85.35; TAGG: 80.58

2013 ESEA AMOs
 BERRYVILLE SCHOOL DISTRICT WIDE

801000
 Literacy Performance

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

2013 ESEA AMOs
 BERRYVILLE SCHOOL DISTRICT

801000
 Literacy Growth

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

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

Intervention: Comprehensive Literacy Approach to Reading Comprehension				
Scientific Based Research: Citations: Johnson, P. (2010). Catching Readers Before They Fall. Portland, MA: Stenhouse Publishers. Dorn, L. & Soffas, C. (2012). Interventions that Work. Boston, MA: Pearson Education Inc. Pinnell, G. & Fountas, I. (2009). When Readers Struggle. Portsmouth, NH: Heinemann. Anderson, J. (2007). Everyday Editing. Stenhouse Publishers.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Students in K-2 will participate in the Book-It incentive reading program. Action Type: Parental Engagement	Lucy Thurman, Second Grade Teacher Kathy Kiraly, Paraprofessional	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Public Library School Library Teachers 	ACTION BUDGET: \$
K-2 students will participate in explicit and systematic phonemic awareness and phonics/spelling instruction using Phonetic Connections. This includes teacher explanation and modeling of all phonemic awareness and phonics skills, followed by guided practice	Tonja Smith, Special Education Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$

and independent practice. Action Type: Title I Schoolwide				
K-2 students will be administered DIBELS Next Online V-Port assessments at least three times a year to identify those students on track for success as well as those students at risk. Students identified at risk will be progress monitored bi-monthly until they reach and maintain benchmark. K-2 utilizes TLI DIBELS Manager from the Learning Institute to help manage data collected from DIBELS benchmark and progress monitoring assessments. Action Type: Equity	Stacie Johnson, Second Grade Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
All students will participate in the gradual release of responsibility model to teach comprehension strategies. This includes teacher explanation and modeling of all comprehension strategies, followed by guided practice and independent practice. Additional practice may be integrated in literacy center or as homework. Action Type: Alignment	Karen Helmlinger, Kindergarten Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers Teaching Aids Title Teachers 	<hr/> ACTION BUDGET: \$

<p>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 Arkansas Reading Conference. Skills gained will be brought back and shared with the entire faculty and staff.</p> <p>Action Type: Professional Development</p>	<p>Kelly Swofford, Elementary Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>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.</p>	<p>Dr. Doug Harris, Federal Programs/Curriculum Coordinator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> District Staff 	<hr/> <p>ACTION BUDGET: \$</p>

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				
TLI, DIBELS, WRAP (Writing and Reading Assessment Profile), running records and use of assessment wall will be used in grades K-2 to monitor progress. Assessments are conducted often enough to assure that learning is occurring. EVALUATION RESULTS: In the 2012-2013 school year, second grade students scored 70% on reading TLI assessments. This was a decrease of 1% from 2011-2012 school year. This fell short of meeting our goal. In conclusion, continued emphasis in reading and writing will continue for K-2 students through school wide implementation of Good Habits, Great Readers (Pearson), and Shared Reading and Shared Writing components. Teachers will utilize Leveled Literacy	Christy Graham, Instructional Facilitator; Jill Jones, Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$

Intervention Kits (Fountas Pinell) for classroom remediation. Our goal is to score at least 10% higher on reading TLI assessments in the 2013-2014 school year. Action Type: Program Evaluation Action Type: Special Education				
All students will participate in explicit vocabulary instruction. Additional practice may be integrated in literacy centers or as homework. Action Type: Alignment	Nancy Martin Second Grade Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers Teaching Aids Title Teachers 	ACTION BUDGET: \$
Title I funds may be used to purchase supplemental materials to improve literacy and to support the district plan. Action Type: Alignment Action Type: Equity	Kelly Swofford, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Point-in-time remediation will be provided to all students who are identified at-risk or at-some- risk in a timely and effective manner. Action Type: Equity Action Type: Title I Schoolwide	Kelly Swofford, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
The school will meet all requirements of Act 397 of 2009 to include: H1-a) informational packets (given to parents in English	Linda Lavis, Counselor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Community Leaders 	ACTION BUDGET: \$

<p>and Spanish during orientation and open house or as they enroll), H1-b)parent involvement meetings (handbook committee, ACSIP committee, volunteer program), H1-c)volunteer resource book (kept by counselor), H1-d) school's process for resolving parental concerns in handbook, H1-e) seminars to inform the parents of high school students about how to be involved in decision, H1-f) enable formation of PTA/PTO (PTA meetings the second Tuesday of every month), H1-g) certified parent facilitator (Linda Lavis, Counselor) H1-h) two parent /teacher conferences (Sept. 24 and 26 March 18 and 20), H1-i)provide instruction to a parent on how to incorporate developmentally appropriate learning activities in the home environment (Math and Literacy nights), H1-j) engage in other activities determined by the school to help a parent assist in his or her child's learning (Edline, parent center in</p>				
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Library, Accelerated Reader, Science Fair, Communication logs). Action Type: Collaboration Action Type: Parental Engagement				
The school will meet all requirements of the Schoolwide components for Schoolwide Title Schools including: 1) needs assessment, 2) alignment, 3) instruction from highly qualified teachers, 4) professional development, 5) recruiting and maintaining of highly qualified teachers, 6) parental involvement, 7) transition, 8) collaboration, 9) point-in-time remediation, and 10) coordination of funds (fed/state). Action Type: Title I Schoolwide	Doug Harris, Federal Programs	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$
TLI interim assessments will be given in the format of Benchmark/ITBS to all first and second grade students. Data from these results will be used to drive instruction. Action Type: Alignment	Kelly Swofford, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> ACTION BUDGET: \$
All elementary students will participate in fluency instruction. This	Beth Summers, First Grade Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers Title Teachers 	<hr/> ACTION BUDGET: \$

includes teacher explanation and modeling of all fluency skills, followed by guided practice and independent practice. Quick Reads will be utilized in second grade classrooms. Additional practice may be integrated in literacy center or as homework. Action Type: Collaboration Action Type: Equity		4		
Purchase supplies and materials that support the implementation and teaching of comprehensive literacy such as leveled reader sets, big books, intervention kits, My Reading Coach, Raps 360, FLRT. Action Type: Collaboration Action Type: Equity	Christy Graham, Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Teaching Aids 	ACTION BUDGET: \$
Implement professional learning community to provide increase 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	Kelly Swofford, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Teaching Aids 	ACTION BUDGET: \$

effectiveness during team meetings. Action Type: Professional Development				
Instructional facilitator will work directly with paraprofessionals in providing intervention to all at risk students. Targeted students will be identified based on needs assessment as those in need of AIP/IRI, Scoring weak on TLI modules, below benchmark on DIBELS Next or teacher recommendation. Leveled Literacy Kits from Fountas and Pinnell will be used to accelerate student learning. Materials and supplies will be purchased to supplement intervention program. Action Type: Equity Action Type: Title I Schoolwide	Christy Graham, Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET: \$
All special education students qualifying for services in the areas of language arts and/or reading will receive remediation through the use of the computer program, My Reading Coach, and Fountas and Pinnell's Levelized Intervention kits while under the	Colleen Powell, Special Education Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Computers • Teachers 	<hr/> ACTION BUDGET: \$

supervision of the special education teacher. Action Type: Special Education Action Type: Technology Inclusion				
Local funds will be used to purchase books, books on tape, and other library materials to improve literacy by supporting the Accelerated Reader program. The library will increase AR book collections to include reading levels for K-1 students. Action Type: Alignment Action Type: Equity	Colleen High, Media Specialist	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers School Library 	ACTION BUDGET: \$
Utilizing research of best practices, TLI assessments, daily writer's workshop and weekly student writing conferences teachers will monitor student's knowledge of the writing process and use information to drive instruction. Assessments will be conducted often enough to insure that learning is occurring. EVALUATION RESULTS: In the 2012-2013 school year, second grade students scored 76% on overall writing skills; This is a decrease of 4% from 2011-2012.	Sue Clanton, ESL teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers Performance Assessments Teachers 	ACTION BUDGET: \$

<p>We will continue to emphasize mechanics in daily writer's workshop. K-2 will continue implementation of comprehensive literacy program, including daily writer's workshop. Our goal for the 2013-2014 school year is for the second grade students to score at least 5% higher than previous year in writing.</p> <p>Action Type: Program Evaluation</p>				
<p>All students will participate in explicit writing instruction. This includes teacher explanation and modeling of all writing skills, followed by guided practice and independent practice. Additional practice may be integrated in literacy centers or as homework.</p> <p>Action Type: Alignment Action Type: Equity</p>	<p>Christy Graham, Instructional Facilitator; Stephanie Hopper, Second Grade Teacher</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Computers • Teachers • Teaching Aids • Title Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>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.</p>	<p>Tracy Holle, Technology Coordinator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Computers • District Staff • Outside Consultants • Title Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

Excel, Power Point, United Streaming, RubiStar, Publisher, Movie Maker among other topics. Action Type: Professional Development Action Type: Technology Inclusion				
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	<ul style="list-style-type: none"> District Staff Outside Consultants 	<hr/> ACTION BUDGET: \$
A minimum of two hours of training will be provided to the K-2 staff designed to enhance understanding of Special Education and 504 laws and procedures. Action Type: Equity Action Type: Special Education	Apryl Harmon, Special Education Supervisor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	<hr/> ACTION BUDGET: \$
Utilize TLI writing rubric and train	Christy Graham, Instructional	Start: 07/01/2013	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> ACTION BUDGET: \$

teachers on its use in the classroom. Action Type: Alignment Action Type: Professional Development	Facilitator	3 End: 06/30/2014	<ul style="list-style-type: none"> Teaching Aids 	
Title II-A funds will be used to reduce class size by hiring UP TO two 1.0 FTE additional teachers in grades kindergarten 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	Dr. Randy Byrd, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Central Office Community Leaders Teachers 	Title II-A - Employee \$57378.00 Salaries: Title II-A - Employee \$13124.99 Benefits: <hr/> ACTION \$70502.9 BUDGET: 9
Use Title I funds to hire three (3) .5 FTE Highly-Qualified Paraprofessionals who will work under the direct supervision of the certified staff to assist in	Dr. Doug Harris, Federal Programs	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	Title I - Materials \$72000.00 & Supplies: Title I - Employee \$81000.00 Salaries: Title I - \$20500.5

classrooms using methods learned in Common Core Comprehensive Literacy K-1 (CCCL K-1) and Common Core Comprehensive Literacy 2-5 (CCCL 2-5). The District will also use Title I funds to hire one 1.0 FTE teacher to work in the elementary school area with identified students to improve learning. Title I funds will be used to purchase services to improve student learning and to purchase supplies and materials costing less than \$1,000 per item from companies such as Accelerated Math and Reading, TLI, NASCO, and EAST programs. Action Type: Collaboration				<div> <div>Employee</div> <div>0</div> </div> <div>Benefits:</div> <hr/> <div> <div>ACTION</div> <div>\$173500.</div> </div> <div> <div>BUDGET:</div> <div>5</div> </div>
Title VI funds will be used to hire staff to provide students the opportunity for learning that will supplement the state-funded school day and include summer school programming in areas identified as below proficient by observation, test scores, district assessments, and/or other recommendations . Title VI funds may be used to	Kelly Swofford, Principal	<div>Start:</div> <div>07/01/2013</div> <div>End:</div> <div>06/30/2014</div>	<ul style="list-style-type: none"> Teachers 	<div> <div>Title VI</div> <div>State -</div> <div>Materials</div> <div>\$2821.69</div> </div> <div>&</div> <div>Supplies:</div> <div> <div>Title VI</div> <div>State -</div> <div>Employee</div> <div>\$28000.00</div> </div> <div>Salaries:</div> <div> <div>Title VI</div> <div>State -</div> <div>Employee</div> <div>\$8000.00</div> </div> <div>Benefits:</div> <hr/> <div> <div>ACTION</div> <div>\$38821.6</div> </div> <div> <div>BUDGET:</div> <div>9</div> </div>

purchase hardware that costs less than \$1,000 or more than \$1,000.00 per item, including Guided Readers, manipulatives, software, materials, and/or supplies to support extended learning. Action Type: Equity				
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 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	Kelly Swofford, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	<hr/> ACTION BUDGET: \$

Action Type: Professional Development				
Develop AIP's for 2nd grade students who perform basic on the NRT, 1st grade students that perform basic or below basic on developmentally appropriate local assessments, and kindergarten students who score "not developed" in either oral or written communication on the Qualls. Teachers will analyze student strengths and deficiencies to build a flexible plan. Teachers will use standards-based supplemental and/or remedial strategies. Students will receive systematic and explicit instruction from highly qualified teachers until the child has reached grade level benchmarks in all essential levels. Formative assessments will provide data which will drive decision making in classroom instruction and interventions. Action Type: AIP/IRI Action Type: Parental Engagement	Sue Clanton, ESL teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers Performance Assessments Teachers 	ACTION BUDGET: \$
Develop IRI's for	Misty Holloway,	Start:	<ul style="list-style-type: none"> Computers 	

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

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. Action Type: Professional Development				
Two computer labs, in the elementary school, consisting of computers, monitors, printers, and associated networking components, will be utilized to support the literacy and math school-wide instruction initiatives to improve overall literacy in content academic areas. All listed items will cost less than \$1,000 each. Action Type: Equity Action Type: Technology Inclusion	Dr. Doug Harris, Federal Programs	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers District Staff 	ACTION BUDGET: \$
Data meetings will be conducted to analyze information collected from TLI module assessments, collaborate on best practice and make revisions to the pacing guides.	Kelly Swofford, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$

Action Type: Collaboration Action Type: Special Education				
Disaggregate data from ITBS, and TLI to determine effectiveness of our ESL program and instruction. EVALUATION RESULTS: Based on TLI results for 2012-2013, students scored 67% on reading skills; 73% on writing overall. This is a decrease of 3% on reading skills, 7% on writing overall. In conclusion ELL learners will continue with comprehensive literacy instruction K-2 with emphasis on vocabulary development. Our goal is for ELL learners to score at least 8% higher in 2013-2014. Action Type: Program Evaluation	Sue Clanton, ESL Teacher; Mary Ann Pharis, ESL Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Performance Assessments • Teachers • Title Teachers 	ACTION BUDGET: \$
A minimum of two hours training will be provided to the K-2 staff designed to enhance understanding of the ESL program. Action Type: Alignment Action Type: Equity Action Type: Parental Engagement	Linda Summers, ESL Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
Organize Language Placement Assessment	Mary Ann Pharis, ESL Teacher; Sue Clanton, ESL Teacher	Start: 07/01/2013 End:	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$

Committee (LPAC) to examine test data and teacher observation data. Meetings of the committee will expedite the placement and sharing of information on new students entering our district that qualify for ESL services. These meetings provide a time to discuss appropriate classroom and testing modification. Meetings are held with parents, counselors, administrators, and other certified staff to share information. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education		06/30/2014		
A certified teacher, our school counselor, will be hired as a parent facilitator. This facilitator will develop a volunteer resource book which will include a parent interest survey. An option for parents to designate how frequently they would like to participate in the volunteer program and opportunities for parents to assist from home will be included on the	Linda Lavis, Counselor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	<hr/> <hr/> ACTION BUDGET: \$

<p>survey. The facilitator will be the liaison to develop the school-parent compacts to provide assistance to parents as needed. The facilitator will provide parents with informational packets that include the parental involvement plan, school calendar, and a system encouraging home-school connection, among other items. The facilitator will coordinate and integrate parent involvement programs and activities. The facilitator will oversee the parent center, which will include resources such as, but not limited to, parent magazines, brochures, videos and informational packets. (H1-A, H1-C, H1-G, H2-B, H2-D, H2-F)</p> <p>Action Type: Parental Engagement</p>				
<p>Parent involvement meetings, through orientation, literacy, math and science nights, and monthly local PTA meetings, will be held to discuss what students will be expected to learn, how</p>	<p>Kelly Swofford, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Community Leaders • Outside Consultants • Teachers • Title Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>student needs will be addressed, instructional practices, how to use Edline to monitor their child's progress how parents can assist to make a difference in his or her child's education, and relevant topics for parent education (H1-B, H1-F, H2-A)</p> <p>Action Type: Parental Engagement</p>				
<p>Title I funds may be used for field trips that improve literacy by the teacher articulating the who, what, when, where, and how and by assessing each event by each student writing an essay explaining the field trip experience. Teachers will keep student-produced essays as evidence that the field trips meet federal guidelines for improving literacy efforts.</p> <p>Action Type: Alignment Action Type: Equity Action Type: Program Evaluation</p>	<p>Kelly Swofford, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Community Leaders 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Instructional Facilitator will accompany teachers into classrooms for peer instructional rounds. Teachers will be guided to look for ways to</p>	<p>Christy Graham, Instructional Facilitator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

assist in their own presentation of the academics by learning from each other. Action Type: Collaboration Action Type: Professional Development				
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	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers 	ACTION BUDGET: \$
TESS (Teacher Evaluation Support System) will be the evaluation tool used to improve instruction and student learning.	Kelly Swofford	Start: 07/01/2013 End: 06/01/2014		ACTION BUDGET: \$
Total Budget:				\$282825.18

Priority 2: Improving Mathematics

Supporting Data:

- NOTE: BERRYVILLE ELEMENTARY is a feeder school to the intermediate building housing 3-5 grade students. COMPREHENSIVE NEEDS ASSESSMENT: We formed ACSIP Leadership Teams and analyzed the test scores from the 2011 administration of the 3rd grade Augmented Benchmark, the 1st and 2nd grade Iowa Test of Basic Skills (ITBS) Exams. We examined the results for both the combined population and EACH subpopulation. We heard a report from our Formative Assessment Team who showed written evidence documenting our main areas of weakness. (J-1) In addition, we studied our attendance, disciplinary, and achievement data over the past three years. We aggregated and disaggregated all the data for the purpose of determining student learning and behavioral needs. We looked at the trend data from NORMES and TLI in order to better identify the areas of need and help align classroom instruction with the curriculum frameworks, in mathematics. We examined our routines, customs, norms and expectations in order to dig deeper for the root cause why more of our students are not achieving to their full potential. Our supporting data statements show the discrepancies in achievement, among our various

populations. We are modifying our curriculum, instruction, assessment and professional development practices to better meet the needs of our populations. Our data analysis led us to prioritize these areas: Special Education Math, Number Sense and Operations and Data Analysis and Probability for LEP students, and Measurement and Number Sense and Operations for the general population. We will select interventions and use funds, that put us in the best position to address these needs. In addition, we meet in teams weekly and as an entire staff as needed so that we can review formative, real time classroom performance data, for the purpose of making decisions regarding direction, and focus of our classroom instruction.

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 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

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	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,		Percent Making					
Year 2011		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 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	Staci Ray, Kindergarten Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Outside Consultants Teachers Teaching Aids 	ACTION BUDGET: \$
Teachers will plan and share math strategies with peers during weekly meetings. Book studies will be conducted	Kim Walker, First Grade Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers Title Teachers 	ACTION BUDGET: \$

throughout the year to learn best practice. Purchase of said books may be necessary. Action Type: Collaboration Action Type: Special Education				
Monitor effectiveness of intervention by observing progress on TLI assessments of first and second grade students to determine strengths and weaknesses at building level. EVALUATION RESULTS: In first grade, overall math students scored 82% which increased 4%; Operations and Algebraic Thinking 82%, an increase of 7%; Geometry 79% an increase of 5%; Numbers and Operations in Base Ten 78%, a decrease of 4%; Measurement and Data 84%, a decrease of 7%. First grade will work toward making gains in Measurement and Data. In second grade, overall Math 82% an increase of 3%. Geometry 93% an increase of 2%; Operations and Algebraic Thinking 83% an increase of 4%; Numbers and Operations in Base Ten 78% a decrease of 1%; Measurement and Data 83% an increase of 11%. In second grade, Numbers and Operations in Base Ten will be emphasized. It is our goal to increase all targeted subsets by at least 5%. Action Type: Program Evaluation	Shaanti O'Dell, Second Grade Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Performance Assessments Teachers 	ACTION BUDGET: \$
Develop AIP's for students who fail to achieve at the proficient level on the CRT, kindergarten students who score not developed in math on the Qualls, first grade students who score basic or below basic on developmentally	Kelly Swofford, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$

appropriate local assessments, and second grade students who are not proficient or advanced in math on the NRT. Teachers will analyze student strengths and deficiencies to build a flexible plan. Teachers will use standards-based supplemental and/or remedial strategies. Students will receive systematic and explicit instruction from highly qualified teachers until the child has reached grade level benchmarks in all essential levels. Formative assessments will provide data which will drive decision making in classroom instruction and interventions. Action Type: AIP/IRI				
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	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	<hr/> ACTION BUDGET: \$
Paraprofessionals, under the direct supervision of instructional facilitator, will work with targeted students on interventions to improve math skills. Materials and supplies will be purchased to supplement the intervention program. Action Type: Collaboration Action Type: Equity	Kelly Swofford, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Teachers • Title Teachers 	<hr/> ACTION BUDGET: \$
Selected students will receive supplemental instruction after the school day in areas of need as identified by observations and testing. Materials such as supplemental books, manipulatives, supplies, technology, and access to programs will be purchased. Action Type: Equity	Kelly Swofford, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	<hr/> ACTION BUDGET: \$

S.L.A.M. (Science, Literacy, Arts, and Math) nights will be conducted to help students and parents gain a better understanding of a standards math approach and instructional practices parents can use at home. (H1-B, H1-J, H1-J) Action Type: Parental Engagement	Jill Jones, Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	<hr/> ACTION BUDGET: \$
The school will meet all requirements of Act 397 of 2009 to include: 1) informational packets, 2) parent involvement meetings, 3) volunteer resource book, 4) school's process for resolving parental concerns in handbook, 5) seminars to inform the parents of high school students about how to be involved in decisions, 6) enable formation of PTA/PTO , 7) parent facilitator, 8) two parent/teacher conferences, 9) Provide instruction to a parent on how to incorporate developmentally appropriate learning activities in the home environment; J) Engage in other activities determined by the school to help a parent assist in his or her child's learning. Action Type: Collaboration Action Type: Parental Engagement	Linda Lavis, Counselor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Community Leaders • District Staff • Outside Consultants 	<hr/> ACTION BUDGET: \$
The school will meet all requirements of the Schoolwide components for Schoolwide Title Schools including: 1) needs assessment, 2)alignment, 3) instruction from highly qualified teachers, 4) professional development, 5) recruiting and maintaining of highly qualified teachers, 6) parental involvement, 7) transition, 8) collaboration. 9) point-in-	Doug Harris, Federal Programs	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • District Staff 	<hr/> ACTION BUDGET: \$

time remediation, and 10) coordination of funds (fed/state). Action Type: Title I Schoolwide				
Teachers will use the quiz builder component from TLI to develop sample open response or multiple choice practice problems. Action Type: Collaboration	Colette Cook-Tabor, Kindergarten ESL Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
Instructional facilitator will work directly with paraprofessionals in providing intervention to all at risk students. Targeted students will be identified as those students needing AIP's, scoring below proficient on Test of Early Numeracy (TEN) for kindergarten and first grade or teacher recommendations. Second grade will be monitored using STAR math. Further diagnostic assessments may include Assessing Math Concepts online. Materials and supplies will be purchased to aid in the intervention process. Action Type: Alignment Action Type: Equity	Jill Jones, Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
Using the results of the TLI math assessments, students in grades one and two will be taught on his/her instructional level. Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion	Larissa Allen, Gifted and Talented	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers Teachers 	<hr/> 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	Kelly Swofford, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers Teachers 	<hr/> ACTION BUDGET: \$

Inclusion				
Data meetings will be conducted to analyze information collected from TLI module assessments, collaborate on best practice and make revisions to the pacing guides. Action Type: Collaboration	Kelly Swofford, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers Teachers 	<hr/> ACTION BUDGET: \$
Teachers will document Common Core frameworks taught on weekly lesson plans and will be confirmed by classroom walk-throughs. Action Type: Collaboration Action Type: Technology Inclusion	Kelly Swofford, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
In an effort to recruit and maintain highly qualified teachers and paraprofessionals representatives will attend job fairs, advertise for positions online, or in local and state newspapers. Action Type: Title I Schoolwide	Dr. Randy Byrd, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants 	<hr/> ACTION BUDGET: \$
Area preschool students and parents will be invited to visit kindergarten classrooms prior to kindergarten registration. Students will be given a guided tour around the K-2 campus. Action Type: Parental Engagement Action Type: Title I Schoolwide	Kelly Swofford, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
An advisory committee will be formed to discuss school-wide reform strategies. (J-2, J-8) Action Type: Collaboration Action Type: Title I Schoolwide	Kelly Swofford, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
At district level administration meetings coordination and integration of funds of services are discussed and distributed as needed. (J-10) Action Type: Title I Schoolwide	Dr. Randy Byrd, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff 	<hr/> ACTION BUDGET: \$

PTA meetings will be advertised through the weekly news. Grade levels will be encouraged to publish meeting dates in their newsletters to parents. (H1-B, H1-F) Action Type: Parental Engagement	Kelly Swofford, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
Administrators will receive a minimum of three hours of in-service to enhance understanding of effective parent involvement strategies and the importance of setting expectations and creating a climate that fosters parental participation. (H1-J, H2-B, H2-C) Action Type: Parental Engagement Action Type: Professional Development	Dr. Randy Byrd, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Outside Consultants 	<hr/> ACTION BUDGET: \$
Elementary Counselor will serve as parent facilitators to organize meaningful training for staff and parents and to undertake efforts to ensure that parental participation is recognized as an asset to the school. The district will pay the parent facilitator a stipend for assuming duties as required by ACT 397 of 2009. Every effort will be made to include and to involve every parent and/or guardian in all aspects of the education of every child. (H1-I, H1-G) Action Type: Parental Engagement	Dr. Randy Byrd, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$
Parent involvement meetings, through orientation, S.L.A.M (Science, Literacy, Arts, and Math) nights, and monthly local PTA meetings, will be held throughout the year to discuss what students will be expected to learn, how students needs will be addressed, how parents can assist to make a	Linda Lavis, Counselor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Outside Consultants Performance Assessments Teachers Teaching Aids 	<hr/> ACTION BUDGET: \$

<p>difference in his or her child's education and relevant topics for parent education. (H1-B, H1-F, H2-A)</p> <p>Action Type: Parental Engagement</p> <p>Action Type: Special Education</p>				
<p>The district will designate a Parent/Teacher Conference once per semester with 100% participation by school conference, phone conference or home visit. Parents will assist developing AIP's and/or IRI's for students needing remediation based on ITBS summative data. (H1-H, H2-A)</p> <p>Action Type: AIP/IRI</p> <p>Action Type: Parental Engagement</p> <p>Action Type: Technology Inclusion</p>	Kelly Swofford, Principal	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</p>	<ul style="list-style-type: none"> Administrative Staff Teachers Title Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>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)</p> <p>Action Type: Professional Development</p>	Dr. Doug Harris, Federal Programs	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</p>	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers Title Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Parental awareness will broaden by use of weekly newsletters, monthly Accelerated Reader student progress reports, information sent via daily agenda books/communication logs, Parent Institute pamphlets, and on-line resources, such as the District's web site including Ed-line. (H1-J)</p> <p>Action Type: Equity</p> <p>Action Type: Parental Engagement</p>	Heather Ogden, Kindergarten Teacher	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</p>	<ul style="list-style-type: none"> Computers Teachers Teaching Aids Title Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>A targeted grade level will practice and perform a musical for the community to promote oral and visual communication</p> <p>Action Type: Collaboration</p>	Deana Murray, Music Teacher	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</p>	<ul style="list-style-type: none"> Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

Action Type: Parental Engagement				
Share first grade TLI assessments and scores with kindergarten teachers to increase their awareness of expectations for first grade students. Action Type: Collaboration Action Type: Equity	Ann Dee Stone, First Grade Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
TESS (Teacher Evaluation Support System) will be the evaluation tool to improve instruction and student learning.	Kelly Swofford	Start: 07/01/2013 End: 06/01/2014		ACTION BUDGET: \$
Total Budget:				\$0

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

Supporting Data:

1. COMPREHENSIVE NEEDS ASSESSMENT: We formed ACSIP Leadership Teams and analyzed the BMI, free and reduced lunch data, and discipline data for kindergarten through second grade. We examined the results for all populations. We heard a report from our Formative Assessment Team who showed written evidence documenting our main areas of weakness. BMI (Body Mass Index): In 2010-2011, BMI results for Berryville Elementary showed that 28% of males and 31.8% of females participating were at risk or currently overweight. In 2012-2013, BMI results for Berryville Elementary showed that 14.2% of males and 17.4% of females participating were overweight, 14.8% males obese and 15.3% females obese. In 2011-2012, BMI results for Berryville Elementary showed that 14% of males and 18.4% of females participating were overweight, 14% males obese and 17.6% females.
2. Free/Reduced: In 2010-2011, the Berryville Elementary had a free/reduced rate of 66%. In 2009-2010, the Berryville Elementary had a free/reduced lunch rate was 66.3%. In 2008-09, the Berryville Elementary had a free/reduced lunch rate of 62%. The data indicate that the Elementary is increasing in the percentage of free/reduced lunch students.
3. Elementary Attendance Rate: In 2010-2011, the attendance rate for Berryville Elementary was %. In 2009-2010, the attendance rate for the building was 95.2%. In 2008-2009, the attendance rate for the building was 94.4%.

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

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

Intervention: Berryville Elementary will encourage strategies and activities that promote healthier lifestyles and meet the requirements of Act 1220 of 2003.				
Scientific Based Research: Let's Get Physical- Promotion and Education Strategies by Dr. Hal Wechsler. http://www.fns.usda.gov/oane/menu/NNEC/Files/2003/LetsGetPhysical.pdf ; Cooper, P. (2005). A Coordinated School Health Plan. Educational Leadership.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Incorporate developmentally appropriate physical activity into during-school curriculum. Action Type: Wellness	LeaAnn Jackson, Physical Education Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$

Staff will promote student participation by distributing information about cheerleading, basketball, and football camps held on/off campus. Action Type: Parental Engagement Action Type: Wellness	Kelly Swofford, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	<hr/> ACTION BUDGET: \$
Select grade level will participate in Jump Rope for the heart. Proceeds are donated to the American Heart Association. Action Type: Parental Engagement	LeAnn Jackson, PE Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
Project Wisdom materials (for character development) and Just Do the Right Thing in the Classroom program (for behavior management and character development) will be implemented during morning assemblies. Additional supplies and materials will be purchased to assist in promoting healthy lifestyles. Action Type: Alignment	Linda Lavis, Counselor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers Teaching Aids 	<hr/> ACTION BUDGET: \$
Compare elementary disciplinary referrals from the 2012-2013 school year to previous year to determine impact of Project Wisdom, and other character based curriculum programs. EVALUATION RESULTS: In the 12-13 school year.	Linda Lavis, Counselor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers Teachers 	<hr/> ACTION BUDGET: \$

139 disciplinary referrals were submitted and acted upon by the office. That is an increase of referrals from the 11-12 school year in which 43 disciplinary referrals were submitted and acted upon by the office. In conclusion, Project Wisdom and Second Step curriculum will continue to be emphasized. TESS (Teacher Evaluation Support System) will help teachers improve classroom management skills. Our goal is to decrease referrals. Action Type: Alignment Action Type: Program Evaluation Action Type: Technology Inclusion				
All students will participate in red ribbon week activities in October. A responsible and healthy life style choice for a drug free life will be emphasized. Action Type: Collaboration Action Type: Equity	Linda Lavis, Counselor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
Facilitators will consult with the SPED area in identifying and providing services to students who are identified as needing early intervention. Intervention data will be used as part of the documentation for AIP/IRI.	Christy Graham, Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$

Action Type: AIP/IRI Action Type: Special Education				
The schools process for resolving parental concerns will be outlined in the student handbook. Action Type: Parental Engagement	Kelly Swofford, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
Parents' use of Edline will be encouraged as a method to assist in his/her child's learning. Action Type: Parental Engagement Action Type: Technology Inclusion	Debbie Harris, APSCN; Tracy Holle, Technology Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
Parent facilitators will develop a volunteer resource book which will include a parent interest survey. An option for parents to designate how frequently they would participate in the program and opportunities for parents to assist from home will be included on the survey. Action Type: Collaboration Action Type: Parental Engagement	Linda Lavis, Counselor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Community Leaders Teachers 	<hr/> ACTION BUDGET: \$
All parents will receive informational packets that include: Parental Involvement Plan; school calendar; a system encouraging the home and school connection. Action Type: Equity Action Type: Parental	Linda Lavis, Counselor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers Title Teachers 	<hr/> ACTION BUDGET: \$

Engagement				
The principal will designate an area to be used as the Parent Center. Parenting books, magazines and other informative material regarding responsible parenting will be available for parents to borrow for review in each building. Parent Center materials, which may include, but not limited to, brochures, pamphlets, computers for use on-site, or laptops to be checked out will be available in each parent center. Action Type: Parental Engagement	Linda Lavis, Counselor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Computers • School Library • Teachers • Title Teachers 	<hr/> ACTION BUDGET: \$
HOMELESS: The district will identify homeless students by sending a survey to all K-12 staff and distribute homeless materials such as posters and pamphlets to each school in the district. The district will also provide homeless students access to after school tutoring if they are in need of tutoring services. K-2 will collect nonperishable foods to be donated to local food banks. Action Type: Equity	Linda Lavis, Counselor; Apryl Harmon, Special Education Supervisor/Homeless Liaison, Kelly Swofford, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$
Parents will be issued a car tag with number if the student is a car rider. For the safety of the students, the car tags help ensure that students are leaving	Priscilla Ray, Secretary	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • None 	<hr/> ACTION BUDGET: \$

with the appropriate person. Action Type: Parental Engagement Action Type: Wellness				
Installed hand sanitizers in every classroom, office, restroom, activity classroom, et cetera, will be utilized. Students will be asked to use them regularly. Action Type: Wellness	Doug Harris, Special Programs	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Outside Consultants 	<hr/> ACTION BUDGET: \$
All K-2 students will participate in dental awareness week activities. Action Type: Parental Engagement Action Type: Wellness	Kristy Evans, Nurse	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Outside Consultants Teachers 	<hr/> ACTION BUDGET: \$
Establish a recycle program for K-2 with the assistance of a second grade leadership committee. Students will be responsible for collecting information regarding recycle habits in our school. The committee members will establish a weekly routine of recycling in conjunction with our campus-wide program.	Kelly Swofford, Principal	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET: \$
The cafeteria will implement a fresh fruit and vegetable program. Each grade level receives either a fresh fruit or vegetable one day a week to encourage healthy eating habits.	Threasa Newberry	Start: 07/01/2013 End: 06/30/2013		<hr/> ACTION BUDGET: \$
Total Budget:				\$0

- Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Ann Dee Stone	First Grade	Mathematics
Classroom Teacher	Beth Duncan	Kindergarten	Literacy
Classroom Teacher	Beth Summers	First Grade	Literacy
Classroom Teacher	Bree Adams	First Grade Teacher	Mathematics
Classroom Teacher	Christy Graham	Reading Specialist	Literacy
Classroom Teacher	Colette Cook-Tabor	Kindergarten ESL Teacher	Wellness
Classroom Teacher	Colleen Powell	Special Education	Mathematics
Classroom Teacher	Deana Murray	Music	ACSIP Leadership, Co-Chairperson
Classroom Teacher	Heather Ogden	Kindergarten	Parental Involvement
Classroom Teacher	Janie De Anda	Second Grade	ACSIP Leadership
Classroom Teacher	Jill Jones	Math Coach	Mathematics
Classroom Teacher	Kandra Davis	First Grade	Literacy
Classroom Teacher	Karen Helmlinger	Kindergarten	Literacy
Classroom Teacher	Kim Walker	First Grade	ACSIP Leadership, Co-Chairperson
Classroom Teacher	Lea Ann Jackson	Physical Education	Wellness
Classroom Teacher	Lucy Thurman	Second Grade	ACSIP Leadership
Classroom Teacher	Mandy Williams	Kindergarten	Literacy
Classroom Teacher	Mary Ann Pharis	ESL Instructor	ACSIP Leadership
Classroom Teacher	Michelle Blevins	First Grade	Parental Involvement
Classroom Teacher	Michelle Knapp	First Grade	Mathematics
Classroom Teacher	Misty Holloway	Kindergarten	ACSIP Leadership
Classroom Teacher	Nancy Martin	Second Grade	Literacy
Classroom Teacher	Rachel Kendrick	Speech	Health and Wellness
Classroom Teacher	Rebecca Scroggins	Kindergarten	Wellness
Classroom Teacher	Shaanti O'Dell	Second Grade	Parental Involvement
Classroom Teacher	Shirley Ann Wright	Art	Parental Involvement
Classroom Teacher	Staci Ray	Kindergarten	Mathematics
Classroom Teacher	Stacie Johnson	Second Grade	Parental Involvement
Classroom Teacher	Stephanie Hopper	Second Grade	Literacy
Classroom Teacher	Sue Clanton	ESL Instructor	ACSIP Leadership
Classroom Teacher	Tasha Hutchison	First Grade	Mathematics
Classroom Teacher	Tonja Smith	Special Education	Literacy
Classroom Teacher	Traci Morrell	Kindergarten	Mathematics
Classroom Teacher	Tracy Maupin	First Grade	Parental Involvement
Classroom Teacher	Whitney McMasters	Kindergarten	Mathematics
Community Representative	Craig Hicks	Resource Officer	Wellness
Community Representative	Sherry Plumlee	RN	Wellness
District-Level Professional	Apryl Harmon	Special Education Supervisor	ACSIP Leadership
District-Level Professional	Dr. Doug Harris	Federal Programs	ACSIP Leadership
District-Level Professional	Dr. Doug Harris	Administration	Wellness
District-Level Professional	Dr. Randy Byrd	Superintendent	Parental Involvement
Non-Classroom Professional Staff	Andrea Jones	Paraprofessional	Mathematics
Non-Classroom Professional Staff	Beth Ann Broeker	Cafeteria staff	Health and Wellness
Non-Classroom Professional	Beth McCormick	Paraprofessional	Parental Involvement

Staff			
Non-Classroom Professional Staff	Colleen High	Librarian	Literacy
Non-Classroom Professional Staff	Danette Youngblood	Cafeteria staff	Health and Wellness
Non-Classroom Professional Staff	Darla Edwards	Paraprofessional	Literacy
Non-Classroom Professional Staff	Debbie Harris	APSCN Secretary	Parental Involvement
Non-Classroom Professional Staff	Donna Janeway	Cafeteria staff	Health and Wellness
Non-Classroom Professional Staff	Emily Kesler	Paraprofessional	Parental Involvement
Non-Classroom Professional Staff	Gayla Swofford	Paraprofessional	Mathematics
Non-Classroom Professional Staff	Jackie Robinson	Custodian	Parental Involvement
Non-Classroom Professional Staff	Jana Fancher	Paraprofessional	Mathematics
Non-Classroom Professional Staff	Jannea Howze	Paraprofessional	Wellness
Non-Classroom Professional Staff	Kathy Kiraly	Paraprofessional	Wellness
Non-Classroom Professional Staff	Kelly Swofford	Principal	Wellness
Non-Classroom Professional Staff	Kristi Evans	Nurse	Wellness
Non-Classroom Professional Staff	Larissa Allen	Gifted and Talented	Mathematics
Non-Classroom Professional Staff	Linda Lavis	Counselor	Parental Involvement
Non-Classroom Professional Staff	Linda Summers	ESL Coordinator	ACSIP Leadership
Non-Classroom Professional Staff	Liz Davidson	Paraprofessional	Literacy
Non-Classroom Professional Staff	Lou Parker	Custodian	Parental Involvement
Non-Classroom Professional Staff	Margarita Hernandez-Flores	Cafeteria staff	Health and Wellness
Non-Classroom Professional Staff	Molly Sroges	ESL Paraprofessional	Literacy
Non-Classroom Professional Staff	Noelia Moreno	Secretary	Parental Involvement
Non-Classroom Professional Staff	Pam Curtis	Paraprofessional	Parental Involvement
Non-Classroom Professional Staff	Paula Kelley	Custodian	Wellness
Non-Classroom Professional Staff	Peggy Menley	Cafeteria staff	Health and Wellness
Non-Classroom Professional Staff	Priscilla Ray	Secretary	ACSIP Leadership
Non-Classroom Professional Staff	Sara Summers	Paraprofessional	Literacy
Non-Classroom Professional Staff	Sharon Edens	Cafeteria staff	Health and Wellness
Non-Classroom Professional Staff	Tammy Johnson	Paraprofessional	Mathematics

Non-Classroom Professional Staff	Threasa Newberry	Cafeteria Manager	Wellness
Non-Classroom Professional Staff	Tracy Holle	Technology Coordinator	ACSIP Leadership
Parent	Ashley Worley	Parent	Parent Involvement
Parent	Pam Richter	Parent	Parental Involvement
Parent	Sara Allen	parent	Parental Involvement
Principal	John McClellan	Transportation Supervisor	Parental Involvement
Principal	Kelly Swofford	Principal	Literacy
Principal	Kelly Swofford	Principal	ACSIP Leadership
