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School Plan Submitted September 30, 2013

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BERRYVILLE INTERMEDIATE
902 West Trimble, Berryville, AR 72616

Arkansas Comprehensive School Improvement Plan

2013-2014

The Berryville Intermediate School is committed to educating the whole child in a safe, nurturing environment while promoting respect for self and others.

Grade Span: 3-5 Title I: Title I Schoolwide

School Status: Needs Improvement

Table of Contents

Priority 1: Literacy

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

Priority 2: Mathematics

Goal: All students will improve in mathematics skills.

Priority 3: Wellness

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

Priority 1: Improving Literacy

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

Supporting
Data:

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

Benchmark

2012 ESEA AMOs
BERRYVILLE INTERMEDIATE SCH

801004
Literacy Performance

Group Attempting Literacy, Year 2011	Total Number	Percent Proficient in Literacy, Year 2011	Year 2012	Year 2013	Year 2014	Year 2015	Year 2016	Year 2017
AMO								
All Students	408	84.56	85.85	87.13	88.42	89.71		
	90.99	92.28						
Targeted Ach Gap	276	80.80	82.40	84.00	85.60			
	87.20	88.80	90.40					
African American	0	.	.	.	.	.		
Hispanic	88	82.95	84.37	85.79	87.21	88.63		
	90.05	91.48						
Caucasian	310	84.52	85.81	87.10	88.39	89.68		
	90.97	92.26						
Econ Disad	254	82.68	84.12	85.57	87.01	88.45		
	89.90	91.34						
English Learners	81	85.19	86.42	87.66	88.89			
	90.13	91.36	92.60					
Students with Disa	54	35.19	40.59	45.99	51.39			
	56.79	62.19	67.60					

2012 ESEA AMOs
BERRYVILLE INTERMEDIATE SCH

801004
Literacy Growth

Group with a Growth Trajectory in Lit, Year 2011	Total Number	Percent Making Growth in Literacy, Year 2011	Year 2012	Year 2013	Year 2014	Year 2015	Year 2016	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: \$
Purchase books and supplies to assist with implementation Effective Literacy and Smart Step Literacy Lab concepts, and to supplement the curriculum and classroom libraries. Action Type: Special Education	Christy Graham, Instructional Facilitator;	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - Central Office - District Staff - Teachers - Title Teachers	ACTION BUDGET: \$
Utilize services of K-5 Instructional Facilitator to train teachers/aides in the best practices in literacy (including the components of comprehensive literacy). The instructional facilitator will assist all teachers with instructional strategies and curriculum modification. The instructional facilitator and the instructional staff will	Christy Graham, Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014	District Staff	ACTION BUDGET: \$

develop school-wide reform strategies as identified in the needs assessments. Strategies will be developed to improve the transition success of all students from school-to-school and from school-to-work. Action Type: Collaboration Action Type: Parental Engagement				
District evaluations, including Arkansas Buckle Down Benchmark Assessment, TLI formative assessments, DRA, DIBELS Next online vport, WRAP, RAPS 360, and other assessments, will be used in grades 3-5 to monitor progress. Action Type: Equity	Melissa Swofford, Fourth Grade Teacher	Start: 07/01/2013 End: 06/30/2014	• Performance Assessments • Teachers	ACTION BUDGET: \$
All students will participate in explicit and systematic word study/spelling instruction. This includes teacher explanation and modeling of all word study/spelling skills, followed by guided practice and independent practice. Additional practice may be integrated in literacy centers or as homework. Students will be encouraged to participate in the spelling bee. Action Type: Alignment	Christy Graham, Instructional Facilitator; Paula Engel, Special Education Teacher; Jessica Gilmore, Paraprofessional	Start: 07/01/2013 End: 06/30/2014	• Teachers • Teaching Aids	ACTION BUDGET: \$
All instructors, including classroom and ancillary staff, will incorporate explicit vocabulary instruction supplied by classroom teachers into daily lessons. Additional practice may be integrated in literacy centers or as homework. Action Type: Alignment	Mike Spears, Fourth Grade Teacher; Jill Nance, Third Grade Teacher;	Start: 07/01/2013 End: 06/30/2014	• Teachers • Teaching Aids • Title Teachers	ACTION BUDGET: \$
All students will participate in writing workshop. This includes teacher explanation and modeling of all writing skills, followed by guided practice and independent practice. Additional	Nikki Tarvin, Fourth Grade Teacher; Jill Nance, Third Grade Teacher; Eryn Killingsworth, Fifth Grade Teacher;	Start: 07/01/2013 End: 06/30/2014	• Computers • Teachers • Teaching Aids • Title Teachers	ACTION BUDGET: \$

practice may be integrated in literacy center or as homework. Action Type: Alignment Action Type: Equity	Kim Ray,			
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 Development	Teresa Wright, Intermediate Principal	Start: 07/01/2013 End: 06/30/2014	- District Staff - Outside Consultants	ACTION BUDGET: \$
A minimum of two hours of training will be provided to the 3-5 staff designed to enhance understanding of Special Education laws and procedures. Action Type: Equity Action Type: Special Education	Apryl Harmon, Special Education Supervisor	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - Teachers	ACTION BUDGET: \$
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: \$
Purchase hardware and software that costs less than \$1,000 per item such as printers, LCD projectors, ScanTron machines, ELMO's and other technology hardware and supplies and materials to encourage research and to enhance literacy. This	Tracy Holle, Technology	Start: 07/01/2013 End: 06/30/2014	District Staff	ACTION BUDGET: \$

will allow for more student publication, access to Accelerated Reader program, and familiarity with other technology resources. Action Type: Technology Inclusion				
Title I funds will be used to hire four .5 FTE Highly-Qualified Paraprofessionals who will work under the direct supervision of the certified staff to assist using methods learned in Effective Literacy and Smart Step Literacy Lab. Selected staff will use Levelized Literacy Intervention kits as a supplement to our curriculum. 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. Action Type: Collaboration	Dr. Doug Harris, Federal Programs/Curriculum Coordinator; Christy Graham; Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - Teachers	Title I - Employee Salaries : \$41000.00 Title I - Employee Benefits : \$10500.80 ACTION BUDGET : \$51500.8
Title I and/or 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 after school tutoring and 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 purchase hardware that costs less than \$1,000 per item, including Guided Readers, manipulatives, software, materials, and/or supplies to support extended learning. Title VI funds may be used to purchase hardware that costs more than \$1,000 per item, software, materials, and/or supplies to support extended learning. The School will	Teresa Wright, Intermediate Principal	Start: 07/01/2013 End: 06/30/2014	Teachers	Title I - Employee Benefits: \$2139.35 Title I - Employee Salaries: \$6000.00 ACTION BUDGET : \$8139.35

assure that needs assessments are conducted often enough to assure that learning is occurring. Action Type: Equity				
Title I funds will be used to purchase supplemental materials, i.e., Arkansas Buckle Down Benchmark Assessment 3-5 Writing and Reading program, to improve literacy and to support the district plan. Action Type: Alignment Action Type: Equity	Teresa Wright, Intermediate Principal	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - Teachers	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: \$
Point-in-time remediation will be provided to all students who are identified as in need of	Christy Graham, Instructional Facilitator	Start: 07/01/2013 End:	Teachers	ACTION BUDGET: \$

intervention. (J-9) Action Type: Equity		06/30/2014		
Develop AIP's for students who fail to achieve at the proficient level on the CRT, third through fifth grade students who score basic or below on the CRT. 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, such as TLI and others, will provide data which will drive decision making in classroom instruction and interventions. PROGRAM EVALUATION: According to TLI formative assessment trend data, 3rd grade students: Writing Overall- 64%(2011);68%(2012);66%(2013); Mechanics 66%(2011);74%(2012) Usage,65%(2011);72%(2012) Writing Skills 61%(2011)64%(2012); Language 66%(2013); 4th grade students: Writing Overall 65%(2011);65%(2012)60%(2013) Mechanics 67%(2011);73%(2012) Usage 63% 62%(2011); 60%(2012) Writing Skills 65%(2011)60%(2012). Language 60% (2013); 5th grade students: Writing Overall 59% (2011);64%, (2012); 63%(2013); Mechanics 64% (2011); 66% (2012); 61% (2011); 55% (2012) Writing Skills 56%(2011); 69% (2012) Language 62% (2013) Our goal is to see an increase in all writing strands across grades 3-5.Progress monitor students on AIPs with the use of formative	Teresa Wright, Intermediate Principal; Mindy Hickets, Testing Coordinator	Start: 07/01/2013 End: 06/30/2014	Performance Assessments	ACTION BUDGET: \$

assessment modules in writing. Students will obtain a level of mastery to be set at a minimum of 75% adjusted score or will be remediated beginning the following school day with supplemental materials such as TLI quiz builder. Following the administration of a Literacy TLI formative assessment, all classroom teachers will complete a TLI Reflective Data Analysis Form. The purpose is to draw conclusions about specific strengths and weakness and to document and make adjustments to the existing curriculum and instruction. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Program Evaluation Action Type: Special Education				
Teachers will use TLI Quiz Builder to practice reading narrative, expository, and practical text. TLI formative assessments will be analyzed per module. Students will practice writing to inform, entertain, and persuade via open response items. Action Type: Equity	Eryn Killingsworth, Fifth Grade Teacher; Melissa Swofford, Fourth Grade Teacher;	Start: 07/01/2013 End: 06/30/2014	Teachers	ACTION BUDGET: \$
One computer lab, consisting of access points, computers, monitors, printers, and associated networking components, will be maintained and expanded to support the literacy and math school-wide instruction initiatives to improve math comprehension and overall literacy in core academic areas. All listed items will cost less than \$1,000 each. Action Type: Technology Inclusion	Dr. Doug Harris, Federal Programs; Tracy Holle, Technology Director	Start: 07/01/2013 End: 06/30/2014	Computers	ACTION BUDGET: \$

Action Type: Title I Schoolwide				
Title I funds will be used to purchase services and supplies that will exceed and 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	Dr. Doug Harris, Federal Programs; Mindy Hicks, Testing Coordinator	Start: 07/01/2013 End: 06/30/2014	- District Staff - Teachers	ACTION 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: \$
According to the 2011-2012 data from TLI (The Learning Institute) formative assessments, student learning expectations were ranked in order of priority and under 50% correct. The results indicate additional attention in our curriculum, instruction and interventions for the following: (3rd grade) clauses, syntax (4th grade) Conclusion, Revise for Style, Abbreviations, Revise for Content (5th grade) Revise for Content, Sentence Combinations, Parts of Speech, and Fragments/Run-ons. Action Type: Alignment	Amanda Farrar, ESL Teacher; Jill Nance, Third Grade Teacher; Ashley Asbury, Paraprofessional	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

Total Budget:				\$59640.15
Intervention: Comprehensive Literacy Approach to Reading Comprehension				
Scientific Based Research: Citations: National Reading Panel Report, Teaching Children to Read, (2000); Harvey, Stephanie, Goudvis, Anne, Strategies That Work Stenhouse, (2000) Hall, S.L. (2006). I've dibel'd, now what? Longmont, Colorado. Sopris West Educational Services.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Students in 3-5 will participate in the Book-It incentive reading program. Action Type: Equity Action Type: Parental Engagement	Eryn Killingsworth, Fifth Grade Teacher; Yvonne Kesler, Paraprofessional, Tammy Hood, Paraprofessional	Start: 07/01/2013 End: 06/30/2014	- Public Library - School Library - Teachers	ACTION BUDGET: \$
All students will participate in fluency instruction. This includes teacher explanation and modeling of all fluency skills following the gradual release model. Fluency phrases, DIBELS Next Online Check Port, Reader's Theater, among other practices (see "The Fluent Reader" by Timothy Rasiski) will be incorporated into the literacy block. Additional practice may be integrated in literacy centers or as homework. Fluency interventions will be added to AIP's and/or IRI's. Action Type: AIP/IRI Action Type: Alignment	Amanda Farrar, ESL; Mike Spears, Fourth Grade Teacher	Start: 07/01/2013 End: 06/30/2014	Teachers	ACTION BUDGET: \$
The online DIBELS Next Check Port will be administered to third through fifth grade students three times a year to identify those students who are on track for reading success as well as those who may be at risk for reading difficulties. Additional formative diagnostic assessments, such as TLI, will be administered to all students, especially to those students shown to be at risk of reading failure. Progress will be monitored using DIBELS Next bi-monthly until the student reaches expected	Shilo Evans, Third Grade Teacher; Melissa Swofford, Fourth Grade Teacher; Jessica Traylor, Fifth Grade Teacher	Start: 07/01/2013 End: 06/30/2014	- Performance Assessments - Teachers	ACTION BUDGET: \$

levels of performance. Action Type: AIP/IRI				
All students will participate in Close Reading instruction to improve comprehension. This includes teacher explanation and modeling of all comprehension strategies, followed by guided practice and independent practice. Additional practice may be integrated in literacy centers, book talks, or as homework. Action Type: Equity Action Type: Special Education	Jill Nance, Third Grade Teacher; Brenda Norris, ESL Teacher	Start: 07/01/2013 End: 06/30/2014	- Teachers - Teaching Aids - Title Teachers	ACTION BUDGET: \$
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: \$
Purchase supplies to assist with content reading, support materials for Common Core Comprehension Literacy 2-5 CCCL-2-5 and Smart Step Literacy Lab in the classrooms, including but not limited to, guided reading books, quick reads, non-fiction Science support readers, interactive read alouds, and development of classroom libraries. Action Type: Equity Action Type: Special Education Action Type: Title I Schoolwide	Christy Graham, Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014		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: \$
Teachers will revise grade-level curriculum and pacing guides. Action Type: Alignment Action Type: Collaboration	Melinda Logan, Fourth Grade Teacher; Amanda Farrar, ESL Teacher	Start: 07/01/2013 End: 06/30/2014	- Performance Assessments - Teachers	ACTION BUDGET: \$
Develop AIP's for students who qualify. 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. Formative assessments will provide data which will drive decision making in classroom instruction and interventions. PROGRAM EVALUATION: According to our TLI formative assessment trend data, 3rd grade Reading Skills: 71% (2011); 77%(2012); Reading Overall 63%	Jill Nance, Third Grade Teacher; Nikki Tarvin, Fourth Grade Teacher; Jessica Traylor, Fifth Grade Teacher	Start: 07/01/2013 End: 06/30/2014	Performance Assessments	ACTION BUDGET: \$

(2013), Reading for Literature 66%(2013), Reading for Informational Text 61%(2013) 4th grade Reading Skills 73% (2011);63%(2012);Reading Overall 69%(2013); Reading for Literature 69%(2013); Reading for Informational Text 69%(2013); 5th grade Reading Skills: 75% (2011)76%(2012);Overall Reading 69%(2013) Reading for Literature 78%(2013); Reading for Informational Text 60%(2013) Our goal is to increase those TLI scores in each grade. We will progress monitor students on AIPs with the use of formative assessment modules in reading. Students will obtain a level of mastery to be set at a minimum of 75% adjusted score or will be remediated beginning the following school day with supplemental materials such as TLI quiz builder. Following the administration of a Literacy TLI formative assessment, all classroom teachers will complete a TLI Reflective Data Analysis Form. The purpose is to draw conclusions about specific strengths and weakness and to document and make adjustments to the existing curriculum and instruction. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Program Evaluation Action Type: Special Education				
All students will participate in explicit and systematic word study instruction. This includes teacher explanation and modeling of all word study/spelling skills.	Christy Graham, Instructional Facilitator; Paula Engel, Special Education Teacher; Jessica Gilmore, Paraprofessional	Start: 07/01/2013 End: 06/30/2014	- Teachers - Teaching Aids	ACTION BUDGET: \$

followed by guided practice and independent practice. Additional practice may be integrated in literacy centers or as homework. Action Type: Alignment				
All students will participate in explicit vocabulary instruction. Additional practice may be integrated in literacy centers, anchor charts, word walls or as homework. Action Type: Alignment	Nikki Tarvin, Fourth Grade Teacher; Brenda Norris, ESL Teacher	Start: 07/01/2013 End: 06/30/2014	- Teachers - Teaching Aids - Title Teachers	ACTION BUDGET: \$
Select staff will attend the Arkansas Reading Conference. These teachers will present information gained to the rest of the staff during PLC meetings. Action Type: Professional Development Action Type: Special Education	Teresa Wright, Intermediate Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
A total of two hours of training will be provided to the 3-5 staff designed to enhance understanding of Special Education and Gifted and Talented laws and procedures. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Teresa Wright, Intermediate Principal; Apryl Harmon, Special Education Supervisor	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - Teachers	ACTION BUDGET: \$
Purchase hardware that costs less than \$1,000 per item such as printers, LCD projectors and other technology hardware and supplies and materials to encourage research and to enhance literacy. This will allow for more student publication, access to Accelerated Reader program, and familiarity with other technology resources. Action Type: Technology Inclusion	Tracy Holle, Technology Coordinator	Start: 07/01/2013 End: 06/30/2014	- District Staff - Outside Consultants - Teaching Aids	ACTION BUDGET: \$
Title I funds may be used to purchase supplemental materials to improve	Teresa Wright, Intermediate Principal	Start: 07/01/2013	Administrative Staff	ACTION BUDGET: \$

literacy and to support the district plan. Action Type: Alignment Action Type: Equity		End: 06/30/2014	Teachers	
Point-in-time remediation will be provided to all students who are identified as in need of formative assistance. Action Type: Equity	Christy Graham, Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014	Teachers	ACTION BUDGET: \$
Maintain and expand a literacy lab containing computers, desks, chairs, printer, anchor charts, and software (including educational software, ex: Reading Coach, FLRT, and RAPS 360) that teachers and students can use on a daily basis to increase literacy skills. Action Type: Technology Inclusion Action Type: Title I Schoolwide	Teresa Wright, Principal	Start: 07/01/2013 End: 06/30/2014	Computers	ACTION BUDGET: \$
The special education department will continue to use the "Reading Coach" program for all special education students in K-5. The program is not only used as a diagnostic indicator of reading deficiencies, but provides individualized, computer-based lessons that address each area of the reading continuum. Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	Apryl Harmon, Special Education Supervisor	Start: 07/01/2013 End: 06/30/2014	Computers	ACTION BUDGET: \$
All students in grades 3-5 will participate in the components of the comprehensive literacy program. Materials and supplies will be purchased to support this implementation. Action Type: Alignment Action Type: Equity	Christy Graham, Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014	Teachers	ACTION BUDGET: \$
All special education teachers, including our speech therapist, will attend visual perception	Apryl Harmon, Special Education Supervisor; Schel Seel, Speech	Start: 07/01/2013 End:	Teachers	ACTION BUDGET: \$

training. After training, teachers will screen students for visual perception difficulties. Teachers will train other teachers in how to recognize visual perception deficiencies, and provide possible strategies, example: color overlays, to compensate for the weakness. Action Type: Special Education	Pathologist	06/30/2014		
Our ELL program will identify students through the LPAC committee, and provide those students with content area and language acquisition instruction from two, certified ELL teachers with primary and/or supplementary services including classroom modifications and interventions as needed. Action Type: Collaboration Action Type: Equity	Linda Summers, ESL Coordinator; Amanda Farrar, ESL Teacher	Start: 07/01/2013 End: 06/30/2014	Performance Assessments	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: \$
Communication materials, such as the student handbook which outlines policies, such as resolving parental concerns, calendar, classroom newsletters, disciplinary referrals, and other necessary paperwork, will be sent home and sent in Spanish when applicable. ELL Program will purchase home language versions of AR Reader and other	Linda Summers, ELL Coordinator	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

materials to improve literacy of all ELL students. This is to promote communication and the sharing of information between home and school. Our school website is also available in Spanish. (H1-D, H2-E) Action Type: Equity Action Type: Parental Engagement				
Parent involvement meetings, through orientation, Literacy, Math and Science nights, and local PTA meetings, will be held to discuss what students will be expected to learn, how student needs will be addressed, instructional practices, how to use Edline to monitor their child's progress, how to register for Teleparent through Edline to receive important school announcements, Berryville School information center online, how parents can assist to make a difference in his or her child's education, and relevant topics for parent education. (H1-B, H1-F, H2-A) Action Type: Parental Engagement	Kerri Gustavus, Teresa Wright, Intermediate Principal; Melinda Logan, Fourth Grade Teacher; Eryn Killingsworth, Fifth G	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
The library will host a book fair twice per year to enhance student access to print. Grandparents will have a special invitation during Book Fair week to promote reading with their grandchild. Action Type: Parental Engagement	Teresa Wright, Intermediate Principal; Erin Brewer, Librarian	Start: 07/01/2013 End: 06/30/2014	School Library	ACTION BUDGET: \$
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	Teresa Wright, Intermediate Principal	Start: 07/01/2013 End: 06/30/2014	Teachers	ACTION BUDGET: \$

explaining the field trip experience. Teachers will keep student-produced essays as evidence that the field trips meet federal guidelines for improving literacy efforts. Action Type: Alignment Action Type: Equity Action Type: Program Evaluation				
Computers and staff will be readily available during parent-teacher conferences to assist parents in activating their Edline codes in order to increase communication between home and school. Action Type: Parental Engagement Action Type: Technology Inclusion	Brent Spurlock, Art Teacher; Dr. Desiree Atchley, Music Teacher; Isy Dean, Tech 1	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
A literacy resource entitled "Good Habits, Great Readers," published by Pearson, will continue to be implemented in all 3rd-5th grade classrooms, including ESL, Special Education, and will be used by ASAP (After School Advantage Program) teachers. This resource follows the comprehensive literacy model suggested by the Arkansas Department of Education (Shared Reading/Read Aloud, Familiar Reading, Guided Reading, Writing, Phonics, Word Study). Action Type: Alignment	Teresa Wright, Intermediate Principal; Christy Graham, Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Teacher Excellence and Support System will be implemented as the evaluation tool to improve instructional practices of teachers to improve student learning.	Teresa Wright, Intermediate Principal	Start: 07/01/2013 End: 06/30/2013		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 |
| ESEA Subgroups | # Expected Literacy | Literacy | # Expected Math | Math | |
| African Americans | n < 10 | n < 10 | n < 10 | n < 10 | Hispanic 100 |
| White | 329 | YES | 329 | YES | Economically Disadvantaged 279 |
| English Learners | 82 | YES | 82 | YES | Students with Disabilities 61 |
| Achieving School in Literacy | # Attempted Percentage | 2012 AMO | # Applicable Percentage | 2012 AMO | |
| 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 | School in | Math | # Attempted Percentage | 2012 AMO | # Applicable Percentage |
| 2012 AMO | | | | | |

2012 Performance 2012 Growth All Students 404 93.07 91.92 254 66.93 77.68
 Targeted Achievement Gap Group 271 90.77 88.38 164 60.37 74.68 Three Year
 Performance Three Year Growth All Students 1261 90.80 91.92 805 74.78 77.68
 Targeted Achievement Gap Group 852 87.21 88.38 530 69.62 74.68 ESEA
 Subgroups 2012 Performance 2012 Growth African Americans n < 10 n < 10 n
 < 10 n < 10 n < 10 n < 10 Hispanic 90 90.00 87.50 54 53.70 77.87 White 304
 94.41 93.49 191 70.68 77.98 Economically Disadvantaged 250 91.20 89.90 151
 59.60 74.65 English Learners 72 87.50 85.29 47 48.94 74.06 Students with
 Disabilities 55 69.09 62.66 32 46.88 67.27

3. Arkansas Comprehensive School Improvement Data Source for
 BERRYVILLE Intermediate SCHOOL
 NORM REFERENCED TEST -- Report Completed: Sep 26, 2011
 2011 ITBS Summary: Number Tested and Percent of Students Scoring At or
 Above the 50%: 3rd Grade Combined Population: 126 students, 69% 4th Grade
 Combined Population: 144 students, 75% 5th Grade Combined Population: 98
 students; 69% TLI-Three Year Formative Assessment Data: 3rd Grade: Math
 Overall: 2009-63%; 2010-67%; 2011-73%. Numbers and Operations: 2009-
 63%; 2010-67%; 2011-72%. Algebra: 2009-62%; 2010-67%; 2011-74%.
 Geometry: 2009-69%; 2010-74%; 2011-79%. Measurement: 2009-60%; 2010-
 66%; 2011-73%. Data Analysis & Probability: 2009-67%; 2010-64%; 2011-
 65%. 4th Grade: Math Overall: 2009-60%; 2010-62%; 2011-66%. Numbers
 and Operations: 2009-59%; 2010-61%; 2011-66%. Algebra: 2009-62%; 2010-
 63%; 2011-70%. Geometry: 2009-64%; 2010-66%; 2011-66%. Measurement:
 2009-63%; 2010-61%; 2011-64%. Data Analysis & Probability: 2009-52%;
 2010-63%; 2011-65%. 5th Grade: Math Overall: 2009-63%; 2010-70%; 2011-
 65%. Numbers and Operations: 2009-62%; 2010-71%; 2011-63%. Algebra:
 2009-68%; 2010-73%; 2011-65%. Geometry: 2009-72%; 2010-78%; 2011-
 78%. Measurement: 2009-56%; 2010-65%; 2011-66%. Data Analysis &
 Probability: 2009-64%; 2010-67%; 2011-64%.
4. Intermediate Attendance Rate: In 2011-2012, attendance rate for the building
 was not available at time of submission due date. In 2010-2011, attendance
 rate for the building was 94.93%. In 2009-2010, attendance rate for the
 building was 94.88%.
- 5.

Goal All students will improve in mathematics skills.
 2013 AMO Status Performance for Elementary/Intermediate Schools
 Math is: 92.65; TAGG: 89.43
 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, 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	Sarah Logan, Third Grade Teacher; Veronica Cooper, Fourth Grade Teacher; Kristen Cole, Fifth Grade Teacher; Jared Wolfin	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
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: \$
Gather, distribute and review newly released Benchmark items and TLI data. Action Type: Alignment	Jill Jones, Instructional Facilitator; Teresa Wright, Principal	Start: 07/01/2013 End: 06/30/2014	Performance Assessments	ACTION BUDGET: \$
All 3-5 teachers and paraprofessionals will meet to determine use and scoring of open responses with rubrics. Action Type: Alignment Action Type: Collaboration	Lea Ford, Third Grade Teacher; Veronica Cooper, Fourth Grade Teacher; Lisa Youngblood, Fifth Grade Teacher	Start: 07/01/2013 End: 06/30/2014	- Teachers - Title Teachers	ACTION BUDGET: \$
Monitor effectiveness of intervention by comparing last year's Augmented Benchmark and TLI Formative Assessment data to current scores to	Jill Jones, Instructional Facilitator, Leslie Sooter, Tech 1	Start: 07/01/2013 End: 06/30/2014	- District Staff - Performance Assessments	ACTION BUDGET: \$

determine strengths and weaknesses of district, building level, grade level, and individual teacher.		4	Teachers	
Develop AIP's for students who fail to achieve at the proficient level on the CRT, third through fifth grade students who score basic or below on the CRT (current 3rd grade will be measured by performance on 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, such as TLI and others, will provide data which will drive decision making in classroom instruction and interventions. PROGRAM EVALUATION: According to our TLI formative assessment trend data: Third grade: Math Overall 73%(2011); 76%(2012);69% (2013) Numbers and Operations 72%(2011) 73%(2012); Algebra 74% (2011)77%(2012);Operations and Algebraic Thinking 72%(2013); Geometry 79%(2011); 81%(2012);67% (2013) Numbers and Operations in Base Ten 75% (2013); Measurement 73%(2011); 75%(2012); Measurement and Data 65% (2013)Data Analysis and Probability 65%(2011); 84%(2012); Fourth Grade: Math Overall 66%(2011); 63%(2012);62% (2013); Numbers and Operations 66%(2011); 61%(2012); Operations and Algebraic Thinking 65% (2013) Algebra 70%(2011); 67%(2012); 66% (2011); 69%(2012); 52%(2013)Numbers and Operations in Base Ten 61% (2013); Measurement 64%(2011); 62%(2012); Measurement and Data 56% (2013)Numbers and Operation	Teresa Wright, Intermediate Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

Fractions 65% (2013) DAP 65%(2011); 66%(2012); Fifth Grade: Math Overall 55%(2011);61%(2012); 69% (2013); Numbers and Operations 58%(2011);63%(2012); Algebra 52% (2011); 64% (2012), Operations and Algebraic Thinking 66%(2013), Geometry 56% (2011), 56%(2012); 58% (2013); Numbers and Operations in Base Ten 65%(2013) Measurement 53%(2011);59%(2012);Numbers and Operations-Fractions 70%(2013); DAP 53%(2011);62%(2012)Measurement and Data 72% (2013) Our goal is to increase those percentages by 5% in all strands across the grades. Third grade met the goal in Data Analysis and Probability.Fourth grade did not increase their percentage. Fifth grade met their Math Overall Goal. Progress monitor students on AIPs with the use of formative assessment modules in mathematics. Students will obtain a level of mastery to be set at a minimum of 75% adjusted score or will be remediated beginning the following school day with supplemental materials such as TLI quiz builder. Following the administration of a Math TLI formative assessment, all classroom teachers will complete a TLI Reflective Data Analysis Form. The purpose is to draw conclusions about specific strengths and weakness and to document and make adjustments to the existing curriculum and instruction. Action Type: AIP/IRI Action Type: Program Evaluation				
Paraprofessionals will be hired to work as interventionists under the direct supervision of the Instructional Coaches and certified teachers to improve math skills of students. Action Type: AIP/IRI Action Type: Title I Schoolwide	Teresa Wright, Intermediate Principal; Jill Jones, Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014	Title Teachers	ACTION BUDGET: \$
Selected students will receive supplemental instruction after the school day in areas of need	Teresa Wright, Intermediate Principal; Mike	Start: 07/01/2013	Performance Assessments	ACTION BUDGET: \$

as identified by observations and testing. Materials such as supplemental books, manipulatives, supplies, technology, and access to programs will be purchased. Action Type: AIP/IRI Action Type: Title I Schoolwide	Spears; Fourth Grade Teacher; Veronica Cooper, Fourth Grade Teacher; Angie W	End: 06/30/2014	Teachers	
Use TLI quiz builder to supplement EM curriculum in each math strand. Formative assessments will be analyzed quarterly. Action Type: AIP/IRI Action Type: Alignment	Shelia Ryan, Special Education Teacher; Isy Dean, Tech I	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Family math and science nights will be conducted to help students and parents get a better understanding of a standards math approach and instructional practices parents can use at home. (H1-I, H1-J) Action Type: AIP/IRI Action Type: Parental Engagement	Holly Morris, Third Grade Teacher; Angie Winters, Fourth Grade Teacher; Kristen Cole, Fifth Grade Teacher	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
The school will meet all requirements of Act 397 of 2009 to include: H1-a) informational packets (given to parents in English and Spanish during orientation and open house or as they enroll), H1-b) parent involvement meetings (handbook committee, acsip committee, volunteer program), H1-c) volunteer resource book (kept by counselor), H1-d) school's process for resolving parental concerns in handbook, H1-e) seminars to inform the parents of high school students about how to be involved in decisions, H1-f) enable formation of PTA/PTO (PTA meetings the second Tuesday of every month), H1-g) certified parent facilitator (Cheryl Shadrack, Counselor), H1-h) two parent/teacher conferences (Sept. 22, Sept. 24, March 12, and March 14), H1-i) provide instruction to a parent on how to incorporate developmentally appropriate learning activities in the home environment (Math, Literacy and Science Night), H1-j) engage in other activities determined by the school to help a parent assist in his or her child's learning (Edline, parent	Cheryl Shadrack, Counselor; Lisa Youngblood, Third Grade Teacher	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

center in Library, Accelerated Reader, Science Fair, Agenda books). Action Type: Collaboration Action Type: Parental Engagement				
The school will meet all requirements of the Schoolwide components for Schoolwide Title Schools including: J-1) needs assessment, J-2) schoolwide reform strategies, J-3) instruction from highly qualified teachers and paraprofessionals, J-4) professional development, J-5) recruiting and maintaining of highly qualified teachers and paraprofessionals, J-6) parental involvement, J-7) early childhood transition activities, J-8) teachers are involved in decision making activities, J-9) timely and effective remediation, and J-10) coordination and integration of funds and services (fed/state). Action Type: Title I Schoolwide	Doug Harris, Federal Programs	Start: 07/01/2013 End: 06/30/2014	District Staff	ACTION BUDGET: \$
Continue to develop the Walker/Floyd Outdoor Classroom for all grade 3-5 students who will use the classroom at least once each week. This classroom will house multiple on-going projects and opportunities for investigating and hands-on learning in math, science, and literacy. Examples of projects would be an archeological dig, plants in differing soil conditions, water quality testing, weather measuring stations, solar and wind power, sustainability, green power, recycling, composting, litter-free zones, et cetera, with a pavilion to complete data collections, investigations, experiments, and presentations. Progress will be measured by TLI Math Assessments and Benchmark Math results at each grade level. Action Type: Equity Action Type: Special Education	Jared Wolfinbarger, Fifth Grade Teacher; Melissa Swofford, Fourth Grade Teacher; Lisa Youngblood, Third Grade Teacher	Start: 07/01/2013 End: 06/30/2014	Teachers	ACTION BUDGET: \$
According to the 2012-2013 data from TLI (The Learning Institute) formative assessments, student learning expectations were ranked in order of priority. The results indicate additional attention in our curriculum.	Jared Wolfinbarger, Fifth Grade Teacher; Angela Robinson, Fourth Grade	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

instruction and interventions for the following SLEs below the 50th percent correct (ranked in order of priority): (3rd grade) 3.OA.8(A),3.OA.8(B),3.MD.1(A), 3.MD.2(A),3.MD.7d, 3.MD.8(B)(4th Grade)4.OA.3(A),4.OA.3(C), 4.OA.4(A),4.OA.5(B), 4.NBT.4, 4.NF.2(A),4.MD.1(A),4.MD.2(C), 4.MD.2(D), 4.MD.3(A),4.MD.6, 4.G.2.(5th grade) 5.OA.1(B),5.OA.2,5.OA.3(A), OA.1(A),OA.3(B), 5.OA.3(C),5.NBT.1(A),5.NBT.1(B), NBT.2(A), 5.NBT.2(B),5.NBT.3a(A), 5.NBT.3a(B),5.NBT.3b, 5.NBT.4, 5.NBT.5, 5.NBT.6, 5.NBT.7(A),5.NBT.7(B), 5.NF.1(A), 5.NF.1(B), 5.NF.2, 5.NF.3(A), 5.NF.3(B),5.NF.4a, 5.NF.4b, 5.NF.5a, 5.NF.5b, 5.NF.6, 5.NF.7a, 5.NF.7b, 5.NF.7c, 5.MD.1(A), 5.MD.1(B), 5.MD.1(C), 5.MD.2, 5.MD.3a, 5.MD3b, 5.MD.4, 5.MD.5a, 5.MD.5b, 5.MD.5c, 5.G.1, 5.G.2, 5.G.3, 5.G.4 Action Type: Alignment	Teacher; Holly Morris, Third Grade Teacher			
Select teachers will be trained in Cognitively Guided Instruction (CGI) or Extending Children's Mathematics (ECM)through the OUR Coop along with our Math Instructional Facilitator to increase student ability to problem solve.	Jill Jones, Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
The district will designate a parent/teacher conference once per semester with 100% participation required, either by school conference, phone conference, or home visit. Parents will assist in developing AIPs and/or IRIs for students needing remediation based on the ITBS or Benchmark Exam. Teachers will provide assistance to parents in understanding content and how to monitor a child's progress with interpreter services if necessary. (H1-H, H2-A) Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Teresa Wright, Principal	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: \$
An advisory committee, including principal, one teacher per grade, one ancillary teacher, one classified staff member, a parent, and one student will be formed to discuss matters of school-wide reform strategies (i.e., interventionist, intervention strategies, Accelerated Math, ASAP (After School Advantage Program), Summer School). (J-2, J-8) Action Type: Collaboration	Teresa Wright, Principal; Sarah Logan, Third Grade Teacher; Angie Winters, Fourth Grade Teacher; Kristen Cole, Fifth G	Start: 07/01/2013 End: 06/30/2014		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: \$
Coordination and integration of funds is done by district team to determine needs and disperse funds based on those needs. (J-10) Action Type: Collaboration	Dr. Byrd, Superintendent	Start: 07/01/2013 End: 06/30/2014	Administrative Staff	ACTION BUDGET: \$
Select students will participate in Quiz Bowl, Chess Club, or Math Carnival to increase higher order thinking skills.	Larissa Allen, GT; Jill Jones, Inst. Facilitator; Kristen Cole, Fifth Grade Teacher	Start: 07/01/2013 End: 06/30/2014	Outside Consultants	ACTION BUDGET: \$
Accelerated Math will be purchased to provide intervention for at-risk students. Action Type: Title I Schoolwide	Jill Jones, Instructional Facilitator; Jessica Gilmore, Paraprofessional	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Star Math will be purchased to	Jill Jones,	Start:		

assess all 3-5 students. Assessment will be used to progress monitor students. Strengths and weaknesses identified will guide intervention for at-risk students.	Instructional Facilitator; Karen Tisevich, Paraprofessional	07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Teachers will grow professionally by researching purchased math materials and resources designed to improve their implementation of the CCSS.	Jill Jones, Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Select teachers will attend workshops, seminars, and conferences to gain skills in the current best practices of teaching mathematics.	Teresa Wright, Intermediate Principal; Jill Jones, Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014		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.

1. BMI (Body Mass Index): In 2010-2011, 4th Grade BMI results for the Berryville Intermediate School showed that 46.5% of males and 66.3% of females were either overweight or obese. We compared this percentage to the current 5th graders for 2011-2012 school year, which is our best source of comparison for the same group of students. Our findings were that 57.3% of males and 45.5% of females were either overweight or obese. In 2009-2010, BMI results for the Berryville Intermediate School showed that 28.7% of males and 34.7% of females were either overweight or obese. In, 2008-2009, BMI results for the Berryville Intermediate School showed that 39.5% of males and 36.5% of females were either overweight or obese. In 2007-08, BMI results for the Berryville Elementary showed that 40.2% of males and 37.7% of females participating were either at risk or currently overweight. In 2006-2007, BMI results for Berryville Elementary showed that 38.2% of males and 37.1% of females participating were either at risk or currently overweight. In 2005-06, BMI results for the Berryville Elementary showed that 39.5% of males and 37.8% of females participating were either at risk or currently overweight. In 2004-05, BMI results for the Berryville Elementary showed that 40.2% of males and 37.7% of females participating were either at risk or currently overweight.
2. A four-year longitudinal comparison of the 2007-2008, 2008-2009, 2009-2010, and 2010-2011 school year disciplinary reports for the Berryville Intermediate School revealed that: Disorderly Conduct reports were 41 (07-08), 46 (08-09), 47 (09-10), 61 (10-11); Insubordination reports were 8 (07-08), 10 (08-09), 27 (09-10), 41 (10-11); Bullying reports were 20 (07-08), 3 (08-09), 14 (09-10), 10 (10-11); Fighting reports were 12 (07-08), 5 (08-09), 5 (09-10), 5 (10-11); Dangerous Contraband reports were 2 (07-08), 1 (08-09), 1 (09-10), 3 (10-11); Destruction of School Property/Vandalism were 1 (07-09), 1 (08-09), 0 (09-10), 0 (10-11); and Truancy were 3 (07-08), 0 (08-09), 0 (09-10), 0 (10-11). Total discipline for 2009-2010 was 94, compared to 120 for 2010-2011, and increase of 26 incidences.
3. Free/Reduced: In 2010-2011, the Berryville Intermediate free/reduced lunch rate was 63%. In 2009-2010, the Berryville Intermediate free/reduced lunch rate was 63%. In 2008-2009, the Berryville Intermediate had a free/reduced lunch rate of 59.3%. In 2007-08, the Berryville Elementary had a free/reduced lunch rate of 58.1%. In 2006-07, the Berryville Elementary had a free/reduced lunch rate of 58.1%. In 2005-06, the Berryville Elementary had a free/reduced lunch rate of 57.8%. The data indicates that the Intermediate School is stable

Supporting Data:

- with a slight increase in the percentage of free/reduced lunch students.
4. Intermediate Attendance Rate: In 2010-2011, the attendance rate for the building was 94.93%. In 2009-2010, the attendance rate for the building was 94.88%. In 2008, the attendance rate for the building was 95.1%. In 2007, the attendance rate for the building was 95.2%. In 2006, attendance rate for the building was 95%.

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

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

Intervention: Berryville Intermediate will encourage strategies and activities that promote healthier lifestyles and meet the requirements of Act 1220 of 2003.				
Scientific Based Research: Let's Get Physical- Promotion and Education Strategies by Dr. Hal Wechsler. 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
Students will participate bi-annually (September and March) in a nationally recognized health and fitness assessment called The Fitnessgram. This program evaluates five levels of fitness: cardio respiratory endurance; muscular strength; muscular endurance; body composition; and flexibility. PROGRAM EVALUATION: Pre and post assessments will be compared against national criteria. The district's goal is for 70% of our total student population would reach the healthy fitness zone for their age group and subsequently lower the percentage of students in the overweight and obese categories by 3%. In 2012-2013, BMI results for the Berryville Intermediate School showed that 42.5% of males and 42.4% of females were either classified as overweight or obese. In 2011-2012, BMI results for the Berryville Intermediate School showed that 47.8% of males and 48.6% of females were either in the overweight	Keri Lee, PE Teacher	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

or obese categories. In 2010-2011, BMI results for the Berryville Intermediate School showed that 47.9% of males and 38.5% of females were either in the overweight or obese category. BMI results will continue to be analyzed, and a goal of 5% decrease in body mass is expected. Action Type: Program Evaluation Action Type: Wellness				
Working in conjunction with the Berryville High School Athletics Department and the Berryville Community Center, our school will help distribute information to families on extra-curricular activities provided through the school and center. Action Type: Wellness	Keri Lee, PE Teacher	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Fourth and fifth grade students will participate in a Hoops for Heart Program sponsored by the American Heart Association. Action Type: Collaboration	Keri Lee, PE Teacher	Start: 07/01/2013 End: 06/30/2014	Community Leaders	ACTION BUDGET: \$
Camp War Eagle's Mission is to enhance the understanding, appreciation, and stewardship of the Ozark Natural Environment and will provide a model of life skills which the students can take back to their schools and homes and use to enhance qualities of their lives and others. The program emphasizes the three R's: respect, readiness, and responsibility. The program promotes healthy living with healthy foods, healthy alternatives to drugs like tobacco, and	Keri Lee, PE Teacher, Shelia Ryan, Special Education Teacher	Start: 07/01/2013 End: 06/30/2014	Outside Consultants	ACTION BUDGET: \$

conservation and preservation of the environment and includes field investigations. All fifth grade students will be given the opportunity to attend the overnight camp at no cost to the student. Action Type: Equity				
A Manner's Day for third through fifth grades will be incorporated around Thanksgiving, which will include a culminating activity where students use appropriate manners during lunch. A yearly Grandparent's Day will take place in September where brochures will be distributed to grandparents to promote literacy and student involvement. Action Type: Wellness	Cheryl Shadrick, Counselor; Kim Ray, Fifth Grade Teacher; Lauren Compton, Student	Start: 07/01/2013 End: 06/30/2014	District Staff	ACTION BUDGET: \$
The U of A Cooperative Extension Service agent will present a Agricultural experience to Third grade students, fire prevention to Fourth grade students, and ATV safety, and Wagon Masters Economics to Fifth grade students. Action Type: Collaboration	Mahalie Armstrong, Paraprofessional; Jennifer Depew, Nurse; Kim Ray, Fifth Grade Teacher; Melinda Logan, Four	Start: 07/01/2013 End: 06/30/2014	Teachers	ACTION BUDGET: \$
The school nurse will teach an appropriate dental and nutrition unit to third grade students, hygiene unit to fourth grade students, and puberty unit to fifth grade students. A first-aid course will be taught by the Co-op nurse to 5th grade students. Action Type: Technology Inclusion Action Type: Wellness	Jennifer Depew, Nurse; Cheryl Shadrick, Counselor	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Teachers will complete a homeless survey to better identify the needs of our students which is due to our Homeless Liaison Coordinator by	Apryl Harmon, Special Education Administrator	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

October 15th. After that date, any teacher or staff member may report to the counselor or coordinator any changes in homeless status for any students. Action Type: Equity				
Carroll Electric Company will provide electrical safety and education programs. Action Type: Wellness	Jared Wolfinbarger, Fifth Grade Teacher	Start: 07/01/2013 End: 06/30/2014	Outside Consultants	ACTION BUDGET: \$
The Arkansas Attorney General's Office will sponsor and provide an Internet Safety and Smart Choices presentation for grades 3-5. Action Type: Technology Inclusion Action Type: Wellness	Isy Dean, Tech, Erin Brewer, Librarian	Start: 07/01/2013 End: 06/30/2014	Outside Consultants	ACTION BUDGET: \$
Maintain mounted hand sanitizers in every classroom, office, restroom, activity classroom, et cetera, and encourage students to use them regularly. Action Type: Wellness	Doug Harris, Special Programs; Carolyn Sue Maxwell, Custodian; Landon Ginn, Custodian; Dee Standlee, Custodian	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Parents will be issued a car tag with number if the student is a car rider. For the safety of the students, the car tags help ensure that students are leaving with the appropriate person. Action Type: Parental Engagement Action Type: Wellness	Brent Spurlock, Art; Kim Phillips, Secretary; Mahalie Armstrong, Paraprofessional	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Steps to Respect: A Bullying Prevention Program will continue in grades 3-5. The Intermediate Counselor will visit each class on a bi-weekly basis. PROGRAM EVALUATION: In 2010-2011 there were 10 reports of bullying. In 2011-2012 there were 15 incident reports of bullying. In 2012-2013 there were 6 incident reports of bullying. This	Cheryl Shadrick, Counselor	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

is a significant decrease from 2007-08, when there were 20 incidents of bullying. Data will again be recorded and compared as the program continues. Our Steps to Respect implementation will have a positive effect on student behavior and we will continue using this program. Action Type: Program Evaluation Action Type: Wellness				
Project Wisdom materials will continue to be purchased and used during every morning assembly. Cheryl Shadrick, school counselor, will read the Words of Wisdom each morning to all staff and students. The object is to begin the day with an up-lifting, thought-provoking boost. Action Type: Wellness	Cheryl Shadrick, Counselor	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
All students will participate in Red Ribbon Week activities in October. A responsible and healthy lifestyle choice for a safe and drug-free life will be emphasized. Several different daily activities, including pledge day and school spirit day, among others, will be scheduled. In conjunction with the Elk's Club, the school will provide a drug awareness video, presentation, and activities. Action Type: Equity Action Type: Wellness	Cheryl Shadrick, Counselor; Dr. Desiree Atchley, Music; Karen Tisevich, Paraprofessional	Start: 07/01/2013 End: 06/30/2014	Outside Consultants	ACTION BUDGET: \$
The district will appoint the school counselor as a parent facilitator. This facilitator will develop a volunteer resource book which will include a parent interest survey to see how frequently	Cheryl Shadrick, Counselor	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

parents would like to participate in the volunteer program and highlight opportunities for parents to assist from home. The facilitator will be the liaison to develop the school-parent contacts to provide assistance to parents as needed. The facilitator will provide parents with informational packets that include the parental involvement plan, school calendar, a system encouraging home-school connection, among other items. The facilitator will coordinate and integrate parent involvement programs and activities. The facilitator will oversee the parent center, which will include resources such as, but not limited to, parent magazines, brochures, videos, and informational packets. (H1-A, H1-C, H1-G, H2-B, H2-D, H2-F) Action Type: Parental Engagement				
All Intermediate students will participate in the nationally recognized Jump Rope for Heart sponsored by the American Heart Association during the spring semester. Action Type: Wellness	Keri Lee, PE Teacher	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
School-based mental health (SBMH) program, sponsored by Ozark Guidance Center, will provide services for students and parents after an initial referral process through OGC. Services will be provided on-site and at their office by a case manager and site therapist. Action Type: Parental Engagement Action Type: Wellness	Cheryl Shadrack, Counselor	Start: 07/01/2013 End: 06/30/2014	Outside Consultants	ACTION BUDGET: \$

First Aid kits will be located at the beginning of each grade-level hallway available for staff at any time, and specifically to be taken out while students participate in physical activity. Action Type: Wellness	Joanna Coatney, paraprofessional; Jessica Gilmore, Paraprofessional	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
All students and staff will participate in the Food Choice program. The goal is to create healthier school environments by providing healthier food choices, expand the variety of fruits and vegetables children experience, increase children's fruit and vegetable consumption, make a difference in children's diets to impact present and future health. Action Type: Equity Action Type: Wellness	Denise VanHook, Cafeteria Manager; Regina Jennings, Food Service	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

- Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Lauren Compton	Student	Wellness
Classroom Teacher	Amanda Farrar	ESL	Literacy, Chair
Classroom Teacher	Angela Robinson	Fourth Grade	Mathematics
Classroom Teacher	Angie Winters	Fourth Grade Teacher	Mathematics
Classroom Teacher	Brenda Norris	ESL Teacher	Literacy
Classroom Teacher	Brent Spurlock	Art	Parental Involvement
Classroom Teacher	Casey Wade	Special Education	Wellness
Classroom Teacher	Christy Graham	Instructional Facilitator	Literacy
Classroom Teacher	Donnel Armstrong	Fifth Grade	ACSIP Leadership
Classroom Teacher	Dr. Desiree Atchley	Music	ACSIP Leadership, Chair
Classroom Teacher	Erin Brewer	Librarian	Literacy
Classroom Teacher	Eryn Killingsworth	Fifth Grade	Literacy
Classroom Teacher	Holly Morris	Third Grade	Mathematics
Classroom Teacher	Jared Wolfinbarger	Fifth Grade	Mathematics
Classroom Teacher	Jessica Traylor	Fifth Grade	Literacy
Classroom Teacher	Jill Jones	Instructional Facilitator Math	Mathematics
Classroom Teacher	Jill Nance	Third Grade	Literacy
Classroom Teacher	Keri Lee	Physical Education	Wellness
Classroom Teacher	Kim Ray	Fifth Grade	Literacy
Classroom Teacher	Kristin Cole	Fifth Grade	Mathematics
Classroom Teacher	Larissa Allen	Gifted and Talented	Parental Involvement

Classroom Teacher	Lisa Youngblood	Third Grade	Parental Involvement
Classroom Teacher	Melinda Logan	Fourth Grade	ACSIP Leadership
Classroom Teacher	Melissa Swofford	Fourth Grade	Literacy
Classroom Teacher	Mike Spears	Fourth Grade	Literacy
Classroom Teacher	Nicole Tarvin	Fourth Grade	Math
Classroom Teacher	Paula Engel	Special Education	Parental Involvement
Classroom Teacher	Rachel Gardner	Special Education	Wellness
Classroom Teacher	Sarah Logan	Third Grade	Mathematics
Classroom Teacher	Schel Seel	Speech Pathologist	Literacy
Classroom Teacher	Shelia Ryan	Special Education	Mathematics
Classroom Teacher	Shilo Evans	Third Grade	ACSIP Leadership
Classroom Teacher	Tilenna Hill	Third Grade	Wellness
Classroom Teacher	Veronica Cooper	Fourth Grade	Mathematics, Chair
Community Representative	Craig Hicks	Resource Officer	Wellness
District-Level Professional	Apryl Harmon	Special Education Supervisor/ 504 Coordinator	ACSIP Leadership
District-Level Professional	Dr. Doug Harris	Administration	Wellness
District-Level Professional	Dr. Doug Harris	Federal Programs	ACSIP Leadership
District-Level Professional	Dr. Randy Byrd	Superintendent	Parental Involvement
Non-Classroom Professional Staff	Alice Smith	Paraprofessional	Literacy
Non-Classroom Professional Staff	Anna Randall	Paraprofessional	Wellness
Non-Classroom Professional Staff	Ashley Asbury	Paraprofessional	Parental Involvement
Non-Classroom Professional Staff	Carolyn "Sue" Maxwell	Custodian	Wellness
Non-Classroom Professional Staff	Cheryl Shadrick	Counselor	Parental Involvement, Chairperson
Non-Classroom Professional Staff	Debbie Harris	APSCN Secretary	Parental Involvement
Non-Classroom Professional Staff	Dee Standlee	Custodian	Wellness
Non-Classroom Professional Staff	Denise VanHook	Cafeteria Manager	Wellness
Non-Classroom Professional Staff	Eric Evans	Cafeteria Staff	Wellness
Non-Classroom Professional Staff	Evelyn Williams	Cafeteria Staff	Wellness
Non-Classroom Professional Staff	Isabel Dean	Technology Staff	Mathematics
Non-Classroom Professional Staff	Jennifer DePew	Nurse	Wellness, Chair
Non-Classroom Professional Staff	Jessica Gilmore	Paraprofessional	Literacy
Non-Classroom Professional Staff	Joanna Coatney	Paraprofessional	Wellness
Non-Classroom Professional Staff	Karen Tisevich	Paraprofessional	Mathematics
Non-Classroom Professional Staff	Kim Phillips	Secretary	Wellness
Non-Classroom Professional Staff	Landon Ginn	Custodian	Wellness
Non-Classroom Professional Staff	Linda Summers	ESL Coordinator	Parental Involvement

Non-Classroom Professional Staff	Lola Stidham	Cafeteria Staff	Wellness
Non-Classroom Professional Staff	Loretta Wisdom	Cafeteria Staff	Wellness
Non-Classroom Professional Staff	Mahalie Armstrong	Paraprofessional	Wellness
Non-Classroom Professional Staff	Melissa Chapin	Cafeteria Staff	Wellness
Non-Classroom Professional Staff	Rita Patty	Paraprofessional	Literacy
Non-Classroom Professional Staff	Shirley Dooty	Cafeteria Staff	Wellness
Non-Classroom Professional Staff	Tammy Hood	Paraprofessional	Parental Involvement
Non-Classroom Professional Staff	Theresa Wallace	Paraprofessional	parental involvement
Non-Classroom Professional Staff	Tracy Holle	Technology Coordinator	ACSIP Leadership
Non-Classroom Professional Staff	Yvonne Kesler	Paraprofessional	Literacy
Parent	Tina Stockton	Substitute	Wellness
Principal	Kenneth Van Vlymen	Transportation Supervisor	Parental Involvement
Principal	Teresa Wright	Principal	Mathematics
Principal	Teresa Wright	Principal	Wellness
Principal	Teresa Wright	Principal	ACSIP Leadership
Principal	Teresa Wright	Principal	Literacy