

Approved at the 4-20-2015 Regular Board meeting

BERRYVILLE SCHOOL DISTRICT
902 West Trimble, Berryville, AR 72616

Arkansas Comprehensive School Improvement Plan

2014-2015

The Berryville District will administer both internal and external support, including Federal programs, for the Consolidated Improvement Plan of all schools.

Grade Span:Title I: Not ApplicableSchool Improvement: NA

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Goal: To further the development of an effective learning community and support a climate conducive to performance excellence reducing

the achievement gap between all ESEA identified sub-groups. All Berryville Schools will meet or exceed their Annual Measureable Objectives (AMO) in the following areas: a. Literacy: All Students Group Performance percentage and TAGG Group Performance percentage; b. Math: All Students Group Performance percentage and TAGG Group Performance percentage.

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

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

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

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

Intervention: Create a safe and drug-free environment by focusing on character-centered curriculum.

Scientific Based Research: Voltz, D., Sims, M., Nelsom, B. (2010). Connecting teachers, students and standards: strategies for success in diverse and inclusive classrooms. ASCD, Alexandria, VA.

Actions	Person Responsible	Timeline	Resources	Source of Funds
All staff will receive professional development for the materials purchased in the use and implementation of Character-Education Curriculum and a safe and drug-free school. All professional development will be appropriate to increase student achievement in literacy and math. Action Type: Professional Development	Dr. Doug Harris	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
Parental awareness will broaden by use of newsletters, information sent via daily agenda books, monthly Parent Institute pamphlets, printed and broadcast announcements, radio spots, and other means necessary to inform all parents. All correspondence from the schools, including parent information and notification, will be in multiple languages to accommodate and include the diverse ethnicity of the district's families. Action Type: Parental Engagement	Dr. Doug Harris	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$

Teachers will set aside time daily to promote organizational skills for students by the use of organizational notebooks, daily agenda books, and other materials. Action Type: Equity	Dr. Doug Harris	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$
Encourage importance of perfect attendance for grades K-5 through local media using radio and newspaper. Encourage one school wide attendance day per semester and character education supplemental materials will be purchased. Action Type: Collaboration	Dr. Doug Harris	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$
Annually evaluate discipline referrals and other school incidents reports including the Prevention Assessment Survey to determine effectiveness of the District's plan. Parent and faculty committees will make recommendations for implementation of next year's plan. The District will assure that all needs assessments are conducted often enough to assure that learning is occurring. Attendance will be checked each nine weeks to see if more students are attending school. Compare disciplinary referrals from the previous two school years to this school year to determine effectiveness of the Character Education and Second Step Curriculums. Character-Centered Curriculum will be added as appropriate supplemental materials for the purpose of increasing student achievement in both literacy and math. The district will evaluate the progress of character-centered curriculum through the use of self-reported drug surveys and the number of violence incidents. The District will assure that needs assessments are conducted often enough to assure that learning is occurring. PROGRAM EVALUATION: ADPNA survey average results were: Any drug use in the past 30 days category indicated that 49.2% of 10th grade and 54.6% of 12th grade self-reported use. A further analysis of the data reveals that both tobacco use and alcohol use is above the state average for the 3-year period. The conclusion of the District is that appropriate support for activities and/or programs to decrease any drug use among the student population is needed. Action Type: Equity Action Type: Program Evaluation	Dr. Doug Harris	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$
Safe and Drug Free programs will collaborate with SPED staff and programs to meet the needs of all students. Action Type: Special Education	Dr. Doug Harris	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$
Safe and Drug Free programs will be incorporated with the all disciplines to support meeting the state required AIP or IRI requirements for all students.	Dr. Doug Harris	Start: 07/01/2014 End:	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$

Action Type: AIP/IRI		06/30/2015		
Total Budget:				\$0

Priority 2: Provide administrative support to building level programs.

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

Goal Provide support for building level improvement programs.

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

Intervention: Provide administrative support.				
Scientific Based Research: Mercurius, N. Teachers' perception of administrators who help them promote learning, 2006, (ED492637). Reeves, D. (2009). Leading change in your school. ASCD, Alexandria, VA.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The District will use Title I funds to hire Dr. Doug Harris as Federal Programs Director (.5 FTE) to administer Title I funding and to direct supplemental school improvement issues such as curriculum and instruction. All programs across the district will be coordinated and integrated to assure that the most effective and most efficient use of all resources is occurring. Action Type: Collaboration Action Type: Equity	Dr. Phil Clark	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	Title I - Employee Salaries: \$38000.00 Title I - Employee Benefits: \$9500.00 <hr/> ACTION BUDGET: \$47500
Act 59 PD Funds, both new and carried over from last	Dr. Doug	Start:	<ul style="list-style-type: none"> District Staff 	PD (State- \$57500.00

<p>year, will be used to provide resources to support district professional development to teachers to meet or exceed the 60 hours required by the state in the technology inclusion area and to purchase materials and supplies that conform with PD regulations. This professional development may included but not limited to the technology professional development required by the state, parental involvement, and all other state-required PD. All professional development will be prior-approved by the building Principal and will be appropriate to increase student achievement in literacy and math and will include formative assessments such as TLI (The learning Institute) program and others. Act 59 PD funds will be used to provide PD such as Security and Safety, Improving Instruction, and other training to all certified employees of the district and to purchase materials and supplies such as CWT software and other supporting supplies. Certified staff will be paid for any PD required by the district and presented outside their contracted days at a rate of \$25.00 per hour not to exceed their respective per diem. ACT 59 PD funds will be used to provide PD such as Security and Safety, Improving Instruction, and other training to all employees of the district and to purchase materials and supplies such as CWT software and other supporting supplies. ACT 59 PD funds will be used to provide PD to all employees of the district PER ADE GUIDANCE 10-20-2014. NEEDS ASSESSMENT: Test scores, graduation rates, and/or retention rates will be used to determine the effectiveness of this intervention. Action Type: Professional Development Action Type: Technology Inclusion</p>	Harris	07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Outside Consultants 	<p>223) - Purchased Services: PD (State-223) - Materials & Supplies: \$10850.00</p> <hr/> <p>ACTION BUDGET: \$68350</p>
<p>Use Title I funds to provide professional development opportunities to teachers OFF CONTRACT and/or above the 60 hours required by the state to include but not limited to TLI, the Hot Springs technology Institute, Arkansas Mathematics and Science Summer Institute, Math Solutions, and other opportunities that will help in retaining and/or recruiting highly qualified teachers. All professional development will be appropriate to increase student achievement in literacy and math. Title I funds will be used to provide supplemental in-district and/or</p>	Dr. Doug Harris	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Outside Consultants 	<p>Title I - Purchased Services: \$500.00</p> <hr/> <p>ACTION BUDGET: \$500</p>

out-of-district professional development to all instructional personnel and/or to teachers OFF CONTRACT and/or above the 60 hours required by the state in math and literacy. These Title I funds will supplement any and/or all state and/or local funds provided and/or required by the state of Arkansas for professional development that exceeds the 60 hours required by the current state law and/or the ADE Rules and Regulations relating to any and/or all professional development. Action Type: Professional Development Action Type: Technology Inclusion				
Provide support for vocational teachers to attend both in-district and out-of-district professional development. All professional development will be appropriate to increase student achievement in literacy and math. Action Type: Professional Development Action Type: Technology Inclusion	Dr. Doug Harris	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$
ACT 59 ELL funds will be used to provide salary support, benefits, purchased services and materials/supplies costing less than \$1,000 per item SUCH AS WIFI ACCESS POINTS (\$900), HP PRO BOOK (\$725 EA), IPADS (\$600 EA), CHROME BOOKS (\$400 EA), LOW COST TECHNOLOGY EQUIPMENT (BETWEEN \$1-\$999 EA), SOFTWARE LICENSES (BETWEEN \$1-\$999 EA), AND OTHER ITEMS THAT SUPPORT THE TEACHING OF ENGLISH AS A SECOND LANGUAGE (BETWEEN \$1-\$999 EA) and items costing more than \$1,000 per item SUCH AS EPSON BRIGHTLINK PROJECTOR W/WALL MOUNT (\$1,700 EA), ANYWHERE SLIM CHARGING CART (\$1,400 EA), CHROME BOOK CHARGING CART (\$1,600 EA), LAPTOPS (\$1,200 EA) that support the ESL programs and professional development. The district will also support the coordination of SPED, ELL, and other special need populations. All professional development will be appropriate to increase student achievement in literacy and math. The district will hire four 1.0 FTE summer school teachers, one 1.0 FTE ELL support staff (NOELIA MORENO) and 0.1 FTE LITERACY FACILITATOR/ELL Coordinator (Mary Ann Pharis) to supplement the current staff. THE PURCHASED SERVICES WILL INCLUDE TRANSLATION SERVICES FOR PARENT NIGHTS.	Dr. Doug Harris	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	<div> <div>ELL (State-276) - Capital</div> <div>\$41320.46</div> </div> <div> <div>Outlay:</div> <div></div> </div> <div> <div>ELL (State-276) - Purchased Services:</div> <div>\$20486.36</div> </div> <div> <div>ELL (State-276) - Materials & Supplies:</div> <div>\$128208.54</div> </div> <div> <div>ELL (State-276) - Employee Benefits:</div> <div>\$12125.00</div> </div> <div> <div>ELL (State-276) - Employee Salaries:</div> <div>\$47640.00</div> </div> <hr/> <div> <div>ACTION</div> <div>\$249780.36</div> </div>

LITERACY NIGHTS, PARENT/TEACHER CONFERENCES, REGISTRATIONS, AND OTHER FUNCTIONS NECESSARY TO PROVIDE LITERACY SUPPORT, PROFESSIONAL DEVELOPMENT TO STAFF AND SUPPORT PERSONNEL TO IMPROVE LITERACY IN THIS SPECIAL POPULATION, AND OTHER SERVICES VITAL TO STUDENT SUCCESS. ELL funds will be used to provide classroom teachers AND ELL STAFF materials and/or supplies costing less than \$1000 per item SUCH AS EDGE MULTI-MEDIA READING SPEAKING PROGRAM, HABLO INGLES BOOKS, PARENT INVOLVEMENT MATERIALS, ENGLISH/SPANISH VERSION OF NOVELS/BOOKS, OXFORD PICTURE DICTIONARIES, AND OTHER MATERIALS to work with ESL students through accommodations recommended by the ELL staff. Action Type: Collaboration Action Type: Equity				BUDGET:
1. The District will assure that all schools articulate and confirm the various steps each school implements to meet the needs of all students identified as "homeless" including the procedure for identification. 2. Title I funds will be increased if needed to meet the needs of all homeless students. BERRYVILLE'S TITLE I, PART A SET-ASIDE FORMULA IS LAST YEAR'S EXPENDITURE PER STUDENT MULTIPLIED BY THE ANTICIPATED NUMBER OF STUDENTS FOR THE CURRENT FUNDING YEAR. IF MORE FUNDS ARE NEEDED THROUGHOUT THE YEAR, THE HOMELESS LIASON WILL CONTACT THE FEDERAL PROGRAMS DIRECTOR TO REQUEST MORE FUNDS. 3. The District will use Title I funds to provide support to Homeless and welfare programs. Each school will have a procedure for identifying homeless students. Teachers will complete a homeless survey to better identify the needs of our students which is due to our Homeless Liaison Coordinator by October 15th. After that date, any teacher or staff member may report to the counselor or coordinator any changes in homeless status for any students. The Homeless Liaison is responsible for coordinating all efforts and storing documentation that proves the District is in compliance with the McKinney-Vento Homeless Education Act. Action Type: Equity Action Type: Parental Engagement	Apryl Harmon	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	Title I - Materials & Supplies: \$1000.00 Title I - Purchased Services: \$1000.00 <hr/> ACTION BUDGET: \$2000

The District will hire or work with the OUR Coop to hire a HIPPY coordinator to work with home instruction of preschool children. Action Type: Parental Engagement	Dr. Phil Clark	Start: 07/01/2014 End: 06/30/2015	• District Staff	<hr/> ACTION BUDGET: \$
Act 59 ALE funds will be used to hire five teachers (.125 FTE each) and one teacher (.10 FTE) and to fund salary benefits associated with the salaries, supplies to work with students in an approved alternative learning environment, and any professional development required to serve this student population. Other funding will be used to expand the program to serve more students. Act 59 ALE funds will be used to purchase materials and supplies costing less than \$1,000 each to support the instruction of alternative school students. THE LIST OF THE SIX TEACHERS AS REQUIRED TO BE LISTED BY ADE ARE AS FOLLOWS: Compton, Brent; Vance, Robbin; Felman, Jennifer; Crowder, Charles; Hawkins, Elizabeth; Cormack, Annette. Action Type: Equity	Dr. Doug Harris	Start: 07/01/2014 End: 06/30/2015	• District Staff	<p>ALE (State-275) - Purchased Services: \$1000.00</p> <p>ALE (State-275) - Materials & Supplies: \$9000.00</p> <p>ALE (State-275) - Employee Benefits: \$9837.78</p> <p>ALE (State-275) - Employee Salaries: \$35000.00</p> <hr/> <p>ACTION BUDGET: \$54837.78</p>
ACT 59 NSLA funds will be used to hire the following employees as listed: 0.5 FTE Classroom Paraprofessionals-NAMES and AREAS: Johnson, Tammy (el) Kiraly, Kathy (el) Tisevich, Karen (int) Armstrong, Mahalie (int) Asbury, Ashely(int) Phillips, Natasha (el) Lehr, Heather (int ISS and Intervention) [REFER TO 6.07.7], Two 1.0 FTE HQ ESL Paraprofessionals- NAMES: Sroges, Molly (ESL) Edwards, Darla (ESL) , One 0.5 FTE Instructional Library Aides- NAME: Library Aide- Liz Davidson (.5) , Three 1.0 FTE Technology Paraprofessionals who work in computer labs- NAMES: Jones, Andrea (elem) Coatney, Joanna (HS) Smith, Crista (MS) , Three 1.0 FTE HQ Academic FACILITATORS- NAMES: Graham, Christy- IF (Lit) Jones, Jill- IF (Math) Holly, Tracy- IF(District) and One 0.5 FTE HQ ACADEMIC FACILITATOR- NAME: Hicks, Mindy- IF (6-12 Grade Range) who will follow the duties and requirements listed	Dr. Phil Clark	Start: 07/01/2014 End: 06/30/2015	• District Staff	<p>NSLA (State-281) - Purchased Services: \$28750.00</p> <p>NSLA (State-281) - Employee Benefits: \$106000.00</p> <p>NSLA (State-281) - Employee Salaries: \$338600.00</p> <hr/> <p>ACTION BUDGET: \$473350</p>

in 6.07.1 and WILL ASSIST IN CURRICULUM ALIGNMENT WITH STATE CURRICULUM DOCUMENTS, THE ALIGNMENT OF CLASSROOM ASSESSMENT WITH STATEWIDE EXAMS, and ASSIST IN THE data incorporation in all schools across the district, to work with students across all areas, and other staff that exceed state requirements. 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 schools where they work. Strategies to attract highly-qualified staff in all areas will be developed and implemented across the District. [THE DISTRICT WILL ALSO HIRE A SCHOOL RESOURCE OFFICER .5 FTE- NAME: Craig Hicks (K-12 Grade Range), SHARING THE EXPENSE WITH THE CITY, REFER TO 6.06.14, WHO WILL WORK WITH RESEARCH BASED METHODS AND STRATEGIES TO IMPROVE ACHIEVEMENT OF AT-RISK STUDENTS.] Certified staff will be paid for any PD required by the district and presented outside their contracted days at a rate of \$25.00 per hour not to exceed their respective per diem. NEEDS ASSESSMENT: Test scores, graduation rates, and/or retention rates will be used to determine the effectiveness of this intervention. Action Type: Equity												
Title I funds will be used to provide the Federal Programs Director office professional development, purchase services, supplies/materials and support. Professional development includes but is not limited to all trips and/or training for Title I programs, meetings that focus on Title I training, materials such as paper, pencils, pens, and other items that are consumed with use, and technology as needed, that are used for Title I training both in the district and outside the district. Purchased services includes but is not limited to reproduction of non-copyrighted materials for distribution, presenters who are necessary and reasonable to the well-being of the Title I program, mileage and meals that are necessary and reasonable to the well-being of the Title I program, motels, and any other travel expenses that are necessary and reasonable to the well-being of the Title I program. Supplies and materials includes but are not limited to	Dr. Doug Harris	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none">District Staff	<table><tr><td>Title I - Purchased Services:</td><td>\$4000.00</td></tr><tr><td>Title I - Materials & Supplies:</td><td>\$6203.91</td></tr><tr><td colspan="2"><hr/></td></tr><tr><td>ACTION BUDGET:</td><td>\$10203.91</td></tr></table>	Title I - Purchased Services:	\$4000.00	Title I - Materials & Supplies:	\$6203.91	<hr/>		ACTION BUDGET:	\$10203.91
Title I - Purchased Services:	\$4000.00											
Title I - Materials & Supplies:	\$6203.91											
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ACTION BUDGET:	\$10203.91											

items that are consumed with use and cost less than \$1,000.00 per item such as pens, paper, copies, handouts, pamphlets, informational materials, compliance materials, posters, signs, and any other items necessary and reasonable to the well-being of the Title I program and the welfare of our students. Action Type: Professional Development				
Provide support for purchase of hardware/other items that cost less than \$1,000 per item, software, and/or materials to support the District's technology plan and program. Action Type: Technology Inclusion	Dr. Doug Harris	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$
Conduct a pre and post assessment of the safe & drug-free status at strategic points within the District. The District will also examine annual NRT and CRT scores to determine areas of need and effectiveness of the plan across the District's schools. This is the first year of this action. Action Type: Program Evaluation	Dr. Doug Harris	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$
The District will administer mentoring activities to support the District Mentoring plan. Action Type: Professional Development	Dr. Doug Harris	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$
The District will support the efforts in all schools to develop school-parent compacts to meet the requirements of the ADE ACSIP Handbook. The compacts will be used to describe the school's responsibilities for high-quality curriculum, parents' responsibility in the child's learning, and address the importance of ongoing, open communication between faculty and parents. All correspondence from the schools, including parent information and notification, will be in multiple languages to accommodate and include the diverse ethnicity of the district's families. Action Type: Parental Engagement	Dr. Doug Harris	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$
PEER REVIEW AND ACSIP COMMITTEES: The District will form a task force of members who will also serve as ACSIP Committees in each building. The Task Force will comply with A.C.A. 6-15-1603. Over the next two years, technical assistance and support will be provided to the Berryville High School through this PEER REVIEW	Dr. Doug Harris	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Outside Consultants Teachers 	<hr/> ACTION BUDGET: \$

<p>Instructional Leadership Team made up of curriculum coaches, superintendent, building principals, department heads and other instructional team members. Over the next two years, this PEER REVIEW Leadership Team will review and guide the High School in the utilization of Best Practices, data analysis, and instructional alignment through job-embedded professional development, quarterly on-site visits utilizing additional classroom walk-throughs, and team meetings. PROGRAM EVALUATION: PEER REVIEW committee names will be furnished along with agendas of meetings and the process that has been implemented. Over the next two years, this PEER REVIEW Leadership Team will utilize data to guide the High School toward appropriate professional development and instructional support that will impact student achievement. PROGRAM EVALUATION: The percentage of student mastery, as indicated by TLI assessments, will increase by 5% with each successive administration of the year's formative assessment periods.</p> <p>Action Type: Collaboration Action Type: Program Evaluation</p>				
<p>Point-in-time and other remediations will be provided to all students in every school who are identified as in need of formative assistance.</p> <p>Action Type: Equity</p>	Dr. Doug Harris	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> District Staff 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Berryville received \$548,130.24 in Title I funding for the 2014-2015 school year. The required 1% set aside would be \$5,481.30. Berryville's set aside for 2014-2015 to supplement state requirement for parent engagement is \$6,004.25. Each school will receive about 25% of that total or \$1,501.07 to supplement their parent engagement effort. All Title I funds in this area will be expended by the schools. Title I funds will be used to supplement the local efforts and state requirements to develop measures to include all stakeholders in all relevant decisions. Title I funds will also be used to purchase supplies and materials costing less than \$1,000 each to support these efforts. Supplies and materials includes but are not limited to items that are consumed with use and cost less than \$1,000.00 per item such as office supplies, pens, paper, copies, handouts.</p>	Dr. Doug Harris	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Administrative Staff 	<p>Title I - Materials & \$6004.25 Supplies:</p> <hr/> <p>ACTION BUDGET: \$6004.25</p>

<p>pamphlets, informational materials, compliance materials, posters, signs, and any other items TITLE I funds will be used to purchase materials and supplies costing less than \$1,000 per item and hardware, capital, and other items costing more than \$1,000 per item to support the Literacy and Math Facilitators. Title I program and the welfare of our students that supplements and not supplants the state-required effort. Services may also be purchased that will focus on increasing parental involvement. A district-wide parent involvement system may also be added and maintained to improve parental involvement. Stakeholders in education include parents, teachers, student, faculty, administration, and community members.</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>				
<p>NSLA funds will be used to fund the leasing and/or purchase of student-use computers and associated peripheral devices costing less than \$1,000 per unit to improve the technology availability for all students. The new technology will become seamlessly integrated into the strategies for school improvement. IF THE DISTRICT LEASES COMPUTERS AND THE NSLA SOURCE OF FUNDS FOR LEASING COMPUTERS IS NOT AVAILABLE NEXT YEAR, THEN THE DISTRICT IS RESPONSIBLE TO PAY THE LEASE.</p> <p>Action Type: Technology Inclusion</p>	Dr. Doug Harris	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> District Staff 	<p>NSLA (State-281) - Materials & Supplies: \$33210.00</p> <hr/> <p>ACTION BUDGET: \$33210</p>
<p>Title I funds will be used to hire one .5 FTE HQ teacher (Hicks, Mindy) who will work with instructional staff, using TLI and other formative assessments, to facilitate effective instruction for students. This position will also provide "instructional support" to the teachers by developing instruction with the staff and by modeling that instruction to students. This position meets the Title I requirements of "effective educational practices" as stated in the NCLB Desktop Reference, U.S. Department of Education.</p> <p>Action Type: Alignment Action Type: Technology Inclusion</p>	Dr. Phil Clark	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> District Staff 	<p>Title I - Employee Salaries: \$25000.00 Title I - Employee Benefits: \$8000.00</p> <hr/> <p>ACTION BUDGET: \$33000</p>
<p>The District will assure that each school has implemented a health and wellness program.</p> <p>Action Type: Wellness</p>	Dr. Doug Harris	<p>Start: 07/01/2014 End:</p>	<ul style="list-style-type: none"> District Staff 	<hr/> <p>ACTION BUDGET: \$</p>

		06/30/2015		
The District will assure that each appropriate school has provided and AIP/IRI for all identified students and is following all requirements of the state and the school policy to meet the needs of each student. Action Type: AIP/IRI	Dr. Doug Harris	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$
When necessary and required by the state, SES funds will be used to provide identified qualified students supplement tutoring as requested by parents after all state-required rules are followed to both identify and to provide supplemental services. The school will hold two enrollment periods to assure that all students have opportunities to participate. Funds will be allocated in the District ACSIP. Action Type: Collaboration Action Type: Parental Engagement	Dr. Doug Harris	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff 	<hr/> ACTION BUDGET: \$
ACT 59 NSLA funds will be used to hire the following employees: One 0.5 FTE HQ Counselor (Lisa Thompson), ONE 1.0 FTE HQ NURSE (Kristy Evans), and other staff as needed that exceed state requirements. Strategies to attract highly-qualified staff in all areas will be developed and implemented across the District. NEEDS ASSESSMENT: Health, wellness, and/or discipline reports will be used to determine the effectiveness of this intervention. Action Type: Equity	Dr. Phil Clark	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	NSLA (State-281) - Employee Benefits: \$17000.00 NSLA (State-281) - Employee Salaries: \$66000.00 <hr/> ACTION BUDGET: \$83000
ACT 59 NSLA funds will also be used to purchase materials, supplies, hardware such as chrome books (UP TO 120 COSTING \$500.00 EACH), charging stations (UP TO 3 COSTING \$990 EACH), laptops, wireless access points (UP TO 20 COSTING \$990 EACH), and other items costing less than \$1,000 per item to increase the technology skills and increase the test scores of all students. NSLA funds will be used to purchase technology items such as laptops, wireless access points, and other hardware items costing more than \$1,000 such as 1 computer costing \$1,940, 20 laptop computers costing 1,510 each, 20 projectors costing \$1,691.68 each, 20 red cat lightspeed speakers costing \$1,104.17 each, and 4	Dr. Phil Clark	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	NSLA (State-281) - Capital Outlay: \$93500.00 NSLA (State-281) - Purchased Services: \$9600.00 NSLA (State-281) - Materials & Supplies: \$46153.58

charging carts costing \$1,340 each to increase the technology skills and increase the test scores of all students. These items will either be in the classrooms or support the classroom instruction. NEEDS ASSESSMENT: Test scores and/or retention rates will be used to determine the effectiveness of this intervention. NOTE: SOME NSLA FUNDS WILL LIKELY BE TRANSFERRED TO SUPPORT THE DISTRICT'S PD. Action Type: Equity Action Type: Professional Development				<hr/> ACTION BUDGET: \$149253.58
Title I Grant funds from any Reallocated Title I, Part A Regular may be used to purchase materials and/or supplies that cost less than \$1,000.00 per item to supplement the efforts to assist students in improving academic skill and comprehension. Title I and/or Title I 1003(a) funds will be used to purchase technology which may include low-cost items such as iPads, notebooks, and other instructional support items, materials and supplies, all costing less than \$1,000.00 per item, with the goal to improve the learning of all students and/or to provide professional development over and above that required by the state. All efforts will be in addition to any and all state-required professional development so these efforts will supplement and NOT supplant state requirements. TECHNOLOGY: All technology, materials and supplies will become a vital aspect of a District-wide initiative to raise test scores. All schools will participate in a school-wide program across the District to train teachers in the latest best practices of technology use in instruction. PROFESSIONAL DEVELOPMENT: This initiative will include technology academies focusing on incorporating technology seamlessly into the everyday teaching and learning. These professional development opportunities will be provided and supported by both in-district and out-of-district workshops and ongoing through both local "experts" and the academic facilitators. NEEDS ASSESSMENT: All teachers will be surveyed to determine technology expertise and need for training and then placed appropriately into the leveled workshops. PROGRAM EVALUATION: The district anticipates an increase in the test scores of all students and will monitor these scores as one measure of success.	Dr. Doug Harris	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	<hr/> Title I - Materials & Supplies: \$500.00 <hr/> ACTION BUDGET: \$500

Action Type: Collaboration				
Action Type: Equity				
Action Type: Professional Development				
Action Type: Program Evaluation				
Action Type: Technology Inclusion				
Total Budget:	\$1211489.88			

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

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

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

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

Intervention: Berryville District will encourage strategies and activities that promote healthier lifestyles and meet the requirements of Act 1220 of 2003.				
Scientific Based Research: Calories in, calories out: food and exercise in public elementary schools, 2005. NCES.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Encourage and implement participation in curricular and extracurricular programs that promote physical activity such as athletics, band, workforce education classes, walking, bowling, and other programs. Work with SPED and ELL areas to meet the special needs of these populations. Action Type: Special Education Action Type: Wellness	John McClellan	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$

Incorporate developmentally appropriate physical activity into during-school and after-school curriculum in all classes and grades. Action Type: Alignment Action Type: Equity Action Type: Wellness	Dr. Doug Harris	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
Promote the reduction of time that students spend in sedentary activities such as watching television or playing video games. All correspondence from the schools, including parent information and notification, will be in multiple languages to accommodate and include the diverse ethnicity of the district's families. Action Type: Parental Engagement Action Type: Wellness	Dr. Doug Harris	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
Evaluate all wellness actions for effectiveness. Encourage development and implementation of family-oriented, community-based physical activity and wellness programs. PROGRAM EVALUATION: BMI (Body Mass Index): BMI results for the Berryville District for the past 3 years show an average of 40.8% of males and 37.4% of females participating were either at risk or currently overweight. An analysis of these data indicates a continuing trend in the high number of students who are either at-risk or currently overweight. The conclusion of the District is that appropriate support for activities and/or programs to increase the wellness and activity level of the student population is needed. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness	Dr. Doug Harris	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Community Leaders District Staff 	ACTION BUDGET: \$
Provide professional development to all staff in safety, health, and wellness. Action Type: Professional Development Action Type: Wellness	Dr. Doug Harris	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
Encourage after-hours activity and programs to maintain and increase healthy life styles. Action Type: Collaboration	Dr. Doug Harris	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
Total Budget:				\$0

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

Supporting Data: 1. NEEDS ASSESSMENT: Our ACSIP Leadership Teams analyzed at each grade level the test scores from the current administration of the Augmented Benchmark, EOC, Exit, SAT 10, and ELDA exams. We examined the results from

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

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

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

Intervention: Comprehensive ESL through content area instruction for balanced academic and language acquisition with primary and/or supplemental ELL services				
Scientific Based Research: Making Content Comprehensible for English Language Learners—SIOP Model SHELTERED INSTRUCTION— for Academic Achievement. http://www.misd.net/bilingual/ELL.pdf . 7/7/2011.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
ESL Coordinator will hold staff development for all staff in the culture, assessment, instruction, second language acquisition, and ESL methods and strategies. Action Type: Professional Development	Mary Ann Pharis	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
1. Parents of all ESL program students including LEP students will be informed and given written consent forms for inclusion into the ESL services. 2. Parent nights and other times will be used to inform ESL parents in strategies that will improve literacy. 3. All correspondence from the schools, including parent information and notification, will be in multiple languages to accommodate and include the diverse ethnicity of the district's families. Action Type: Parental Engagement	Mary Ann Pharis	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Community Leaders District Staff 	ACTION BUDGET: \$

Portfolios will be maintained for each ESL-served student including all forms required and assessment data. Action Type: Equity	Mary Ann Pharis	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$
Administrative observation of all staff using ESL methods and/or strategies with identified observation instruments will be used to evaluate the effectiveness of the program. PROGRAM EVALUATION: Based on our Data Analysis we came to the conclusion that the following areas reflect our greatest need within the ELL Priority: Instructional tutoring, Verbal and written translations for students and parents, On-going monitoring of these special services. Action Type: Program Evaluation	Mary Ann Pharis	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$
Title III funds will be used to provide classroom teachers AND ESL STAFF materials and/or supplies costing less than \$1000 per item SUCH AS EDGE MULTI-MEDIA READING SPEAKING PROGRAM, HABLO INGLES BOOKS, PARENT INVOLVEMENT MATERIALS, ENGLISH/SPANISH VERSION OF NOVELS/BOOKS, OXFORD PICTURE DICTIONARIES, AND OTHER MATERIALS to work with ESL students through accommodations recommended by the ESL staff. Title III funds will be used to send teachers to professional development opportunities that will be OFF CONTRACT and/or above the 60 hours required by the state including but not limited to SIOP (Sheltered Instruction Observation Protocol), TESOL and other ELL training that supplements the locally-funded District effort. Title III funds will be used to purchase services for translation, clerical support, and parental engagement. Use Title III funds to purchase computers, laptops, or other hardware costing more than \$1,000 each to support the ELL program of study. Action Type: Professional Development Action Type: Technology Inclusion	Dr. Doug Harris	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	Title III - Purchased Services: \$18358.81 Title III - Materials & Supplies: \$21372.15 Title III - Capital Outlay: \$1068.64 <hr/> ACTION BUDGET: \$40799.6
Review of test data and portfolio assessments will be used to study effectiveness of the ESL program with reports submitted the ADE and to the district. Collaboration between instructional staff, parents, and students will be enhanced by data-driven decisions. Action Type: Collaboration	Mary Ann Pharis	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Community Leaders District Staff 	<hr/> ACTION BUDGET: \$
Alignment activities will follow the state and district frameworks for grade-level appropriate instruction and	Mary Ann Pharis	Start: 07/01/2014	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$

transition. Action Type: Alignment		End: 06/30/2015		
Alignment activities will follow the state and district frameworks for grade-level appropriate instruction and transition. Action Type: Alignment	Mary Ann Pharis	Start: 07/01/2014 End: 06/30/2015	• District Staff	ACTION BUDGET: \$
Encourage and implement participation in curricular and extracurricular programs that promote physical activity such as athletics, band, workforce education classes, walking, bowling, and other programs. Action Type: Wellness	Mary Ann Pharis	Start: 07/01/2014 End: 06/30/2015	• District Staff	ACTION BUDGET: \$
ELL programs will collaborate with SPED staff and programs to meet the needs of ELL students. Action Type: Special Education	Mary Ann Pharis	Start: 07/01/2014 End: 06/30/2015	• District Staff	ACTION BUDGET: \$
ELL staff will consult with the all disciplines in meeting the state required AIP or IRI requirements for ELL students. Action Type: AIP/IRI	Mary Ann Pharis	Start: 07/01/2014 End: 06/30/2015	• District Staff	ACTION BUDGET: \$
Incorporate developmentally appropriate physical activity into during-school and after-school curriculum. Action Type: Wellness	Mary Ann Pharis	Start: 07/01/2014 End: 06/30/2015	• District Staff	ACTION BUDGET: \$
Total Budget:				\$40799.6

Priority 6:	Special Education Trigger in disproportionality for having too many white students identified as other health impairment based on four consecutive years of over-representation.
Supporting Data:	<ol style="list-style-type: none"> 1. SPED Referrals: The referrals to SPED were 2010=53, 2011-2012=51, 2012-13=42, and 2013-14=30 with a four year average of 44%. The district has reduced the number of SPED referrals and the has decreased the number of students placed under the "other health impairment" category which includes: 2010-11=13, 2011-12=14, 2012-13=7 and 2013-14=0. 2. ADE SPED: Disproportionality: 2010-11, 5.37% of white students identified as other health impairment, 2011-12 was 8.26%, 2012-13 was 4.6%, and 2013-14 was 6.15%.
Goal	Provide comprehensive coordinated early intervening services to white K-5 students, specifically grades 3-5 students identified as needing SPED services.
Benchmark	The district will provide comprehensive coordinated early intervening services to white grades k-5 students in the area of response to intervention to reduce by 5% the number of students who are at risk of referral to SPED services.

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

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

Actions	Person Responsible	Timeline	Resources	Source of Funds
Monitor the number of at-risk white k-5 students identified as needing an intervention plan on a bimonthly basis. Action Type: Equity Action Type: Special Education	Lisa Geren, Kelly Swofford	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$
Send the number of students identified as needing early intervention services to the LEA Supervisor monthly. Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	Apryl Harmon	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff 	<hr/> ACTION BUDGET: \$
Counselors will consult with the SPED area in identifying and providing services to students who are identified as needing early intervention. Action Type: Equity Action Type: Special Education Action Type: Wellness	Kandra Davis, Cheryl Shadrick	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$
Focus monitoring will produce a summary of the District's SPED needs and the resulting data will be evaluated for trends. Action Type: Program Evaluation Action Type: Special Education	Apryl Harmon	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff 	<hr/> ACTION BUDGET: \$
Evaluate the effectiveness of this intervention by tracking referrals and by comparing data from previous years. Action Type: Program Evaluation Action Type: Special Education	Apryl Harmon	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff 	<hr/> ACTION BUDGET: \$
Evaluate the effectiveness of this intervention by comparing the number of students identified as "at-risk" with the total number of students receiving intervening services from both the SPED and the combined populations. Action Type: Program Evaluation Action Type: Special Education	Apryl Harmon	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff 	<hr/> ACTION BUDGET: \$
The District will use \$4,269.66 from Title VI-B SPED funds to purchase response to intervention materials and supplies. Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	Apryl Harmon	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff 	<hr/> ACTION BUDGET: \$

The District will use \$57,427.00 from Title VI-B funds to hire two 1.0 FTE HQ paraprofessionals and hire one .5 FTE HQ paraprofessional to provide services to students who are identified as needing early intervention services. Action Type: Special Education	Dr. Phil Clark, Apryl Harmon	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff 	ACTION BUDGET: \$
The District will budget \$61,696.66 which is at least 15% of the Title VI-B SPED funds to resolve the triggering issue. Action Type: Equity Action Type: Special Education	Dr. Phil Clark, Apryl Harmon	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Central Office 	ACTION BUDGET: \$
After a student is identified as needing early intervention services, the intervention committee will collect data including academic and behavior records, AIP's, IRI's, and other related information. The committee will meet with parents, guardians, and teachers to write the student's intervention plan that will be the basis for formative and summative evaluation. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education	Lisa Geren, Kelly Swofford	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 7: Teacher Practice will utilize the ESEA Flexibility Waiver requirements to guide effective and continuous building level school improvement practices.

Supporting Data: 1. The literacy scores of all schools within the district will be compared from year to year to determine AMO.
2. The math scores of all schools within the district will be compared from year to year to determine AMO.

Goal To further the development of an effective learning community and support a climate conducive to performance excellence reducing the achievement gap between all ESEA identified sub-groups. All Berryville Schools will meet or exceed their Annual Measureable Objectives (AMO) in the following areas: a. Literacy: All Students Group Performance percentage and TAGG Group Performance percentage; b. Math: All Students Group Performance percentage and TAGG Group Performance percentage.

Benchmark Teacher Practice IMO: Use Classroom Walk-Throughs to establish base line data measuring Student Engagement, Levels of Bloom's Taxonomy, and Student Grouping Patterns/student collaboration. By October 30th, report baseline data to faculty. Establish growth targets for the second quarter. Establish action plans; provide professional development, if needed. By January 15th, report second quarter results to faculty, determine progress, provide P.D. if needed, establish action plan for third quarter. By April 3rd, report 3rd quarter data to teachers, determine progress, establish action plan for fourth quarter, provide additional resources, if necessary. By May 22nd, report progress for the 2nd, 3rd, and 4th quarters, establish action plan for 15/16 school year.

Intervention: To implement evidence based research practices for increasing student performance and to close the achievement gap by changing teacher/leader practice, as well as, school structures to support instructional practices and teacher effectiveness for students contributing to the achievement gap.

Scientific Based Research: Boykin, A.W. & Noguera, P. (2011). Creating the Opportunity to Learn: Moving from Research to Practice to Close the Achievement Gap. Alexandria, VA.: Association for Supervision and Curriculum Development.

Actions	Person Responsible	Timeline	Resources	Source of Funds
The District will provide support, collaboration, and alignment to all schools. Action Type: Alignment Action Type: Collaboration	Dr. Doug Harris	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
The district will assure that professional development and continual support is provided for all administrators and teachers that will improve and support teacher practice. Action Type: Professional Development	Dr. Doug Harris	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
The district will assure that feedback is occurring through the use of CWT software and two-way interaction between administrators and teachers. Action Type: Alignment Action Type: Collaboration Action Type: Technology Inclusion	Dr. Phil Clark	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Effectiveness of the intervention will be determined by ratings in TESS, CWT findings, and comparisons of literacy and math scores to determine improvement. The district expects and improvement in both teaching practice and student test scores. Action Type: Program Evaluation	Dr. Phil Clark	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
Business Representative	Jeff Miles	Board Member	ACSIP Leadership
Business Representative	Kristi Howerton	Board Member	ACSIP Leadership
Business Representative	LeeAnn Ashford	Board Member	ACSIP Leadership
Business Representative	Sherri Plumlee	Board Member	Wellness
Business Representative	Sherri Plumlee	Board Member	ACSIP Leadership
Business Representative	Todd Howard	Board Member	ACSIP Leadership

Classroom Teacher	Darlene Morrow	Special Education Resource	Math
Classroom Teacher	Jeannie Hagler	Middle School Social Studies	Literacy
Classroom Teacher	Kim Ferguson	Middle School	Math
Classroom Teacher	Linda Winkle	Counselor	Parental Involvement
Community Representative	Chad Hipps	Board Member	ACSIP Leadership
Community Representative	Regina Williams	Public Community Member	Wellness
District-Level Professional	Dr. Doug Harris	Director of Fed Programs and Curriculum	ACSIP Leadership
District-Level Professional	Dr. Phil Clark	Superintendent	ACSIP Leadership
District-Level Professional	Steve Scoggins	Assistant Superintendent Curriculum	ACSIP Leadership
Non-Classroom Professional Staff	Bill Gates	GroundsKeeper- PPC	Wellness
Non-Classroom Professional Staff	Brenda Currie	Custodian- PPC	Wellness
Non-Classroom Professional Staff	Cheryl Shadrick	Intermediate Counselor	Parent Involvement
Non-Classroom Professional Staff	Christy Graham	Elementary Literacy Coach	Literacy
Non-Classroom Professional Staff	Colleen High	Media Specialist	Literacy
Non-Classroom Professional Staff	Debbie Harris	APSCN	ACSIP Leadership
Non-Classroom Professional Staff	Jennifer Depew	School Nurse	Wellness
Non-Classroom Professional Staff	Jill Jones	Elementary Math Coach	Math
Non-Classroom Professional Staff	Kandra Davis	Elementary Counselor	Parental Involvement
Non-Classroom Professional Staff	Kendra Lowery	Nurse	Wellness
Non-Classroom Professional Staff	Kristy Evans	Nurse	Wellness
Non-Classroom Professional Staff	Kristy Hulse	School Nurse	Wellness
Non-Classroom Professional Staff	Linda Winkle	Counselor	Wellness
Non-Classroom Professional Staff	Lisa Thompson	HS Counselor	Parent Involvement
Non-Classroom Professional Staff	Mindy Hicks	Data Analysis	Math
Non-Classroom Professional Staff	Mindy Hicks	Data Analysis	Literacy
Non-Classroom Professional Staff	Paula Vance	Media Specialist	Literacy
Non-Classroom Professional Staff	Rebecca Jones	Media Specialist	Literacy
Non-Classroom Professional Staff	Tammy Johnson	Paraprofessional- PPC	Wellness
Non-Classroom Professional Staff	Tiffany Atkinson	HS Counselor	Parental Involvement
Non-Classroom Professional Staff	Wendy Holman	Food Service	Wellness
Parent	Shannon Hill	Parent	Wellness
Principal	David Gilmore	Middle School Principal	ACSIP Leadership
Principal	David Gilmore	Middle School Principal	Wellness
Principal	Dr. Paul Hines	K-5 Assistant Principal	Wellness
Principal	Dr. Paul Hines	K-5 Assistant Principal	ACSIP Leadership

Principal	John McClellan	Assistant High School Principal	Wellness
Principal	John McClellan	Assistant High School Principal	ACSIP Leadership
Principal	Kelly Swofford	Elementary Principal	ACSIP Leadership
Principal	Kelly Swofford	Elementary School Principal	Wellness
Principal	Lisa Geren	Elementary Principal	Wellness
Principal	Lisa Geren	Elementary Principal	ACSIP Leadership
Principal	Owen Powell	HS Principal	ACSIP Leadership
Principal	Owen Powell	HS Principal	Wellness
