



Approved April 20, 2015 at Regular Board Meeting

BERRYVILLE ELEMENTARY SCHOOL

Arkansas Comprehensive School Improvement Plan

2014-2015

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

Grade Span: K-2

Title I: Title I Schoolwide

School Improvement: MS

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Priority 1: Literacy

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

Priority 2: Mathematics

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

Priority 3: Wellness

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

Priority 4: Teacher Practice

Goal: To utilize the ESEA Flexibility Waiver requirements to guide effective and continuous building level school improvement practices. To develop an effective learning community and support performance excellence reducing the achievement gap between all identified sub-groups.

All Berryville Schools will meet or exceed their Annual Measureable Objectives (AMO) in literacy and math.

Priority 5: Parental Involvement

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. Berryville Elementary School will meet or exceed its Annual Measureable Objectives in the following areas: a. Literacy: All Students Group Performance 87.13% and TAGG Group Performance 84%; b. Math: All Students Group Performance 92.65% and TAGG Group Performance 89.43%.

Priority 1: Improving Literacy

Supporting
Data:

1. NOTE: BERRYVILLE ELEMENTARY is a feeder school to the intermediate building which houses 3-5 grades. COMPREHENSIVE NEEDS ASSESSMENT: We formed ACSIP Leadership Teams and analyzed the test scores from the 2011 administration of the 3rd grade Augmented Benchmark, the 1st and 2nd grade ITBS Exams. We examined the results for both the combined population and EACH subpopulation. We heard a report from our Formative Assessment Team who showed written evidence documenting our main areas of weakness. (J-1) In addition, we studied our attendance, disciplinary, and achievement data over the past three years. We aggregated and disaggregated all the data for the purpose of determining student learning and behavioral needs. We looked at the trend data from NORMES and TLI in order to better identify the areas of need and help align classroom instruction with the CCSS (Common Core State Standards), in literacy. We examined our routines, customs, norms and expectations in order to dig deeper for the root cause why more of our students are not achieving to their full potential. Our supporting data statements show the discrepancies in achievement, among our various populations. We are modifying our curriculum, instruction, assessment and professional development practices to better meet the needs of our populations. Our data analysis led us to prioritize these areas: Special Education literacy, reading as well as writing, analysis and use of literary devices with LEP students, analysis and use of literary devices and writing introductions for the general population of students. We will select interventions and use funds, that put us in the best position to address these needs. In addition, we meet in teams weekly and as an entire staff as needed so that we can review formative, real time classroom performance data, for the purpose of making decisions regarding direction, and focus of our classroom instruction. We will use TESS (Teacher Evaluation Support System) as a tool to improve student learning and instruction.
2. 2012 Arkansas School ESEA Accountability Report District: BERRYVILLE SCHOOL DISTRICT Superintendent: DR. PHIL CLARK School: BERRYVILLE ELEMENTARY SCHOOL Principal: Kelly Swofford LEA: 801001 Grades: K - 02 Address: 902 W TRIMBLE AVE Enrollment: 457 BERRYVILLE, AR 72616 Attendance Rate: 94.00% (3 QTR AVG) Phone: 870-480-4640 Poverty Rate: 71.99% Achieving School Achieving School Percent Tested # Expected Literacy Literacy # Expected Math Math All Students 441 YES 441 YES Targeted Achievement Gap Group 302 YES 302 YES ESEA Subgroups # Expected Literacy Literacy # Expected Math Math African Americans n < 10 n < 10 n < 10 n < 10 Hispanic 100 YES 100 YES White 329 YES 329 YES Economically Disadvantaged 279 YES 279 YES English Learners 82 YES 82 YES Students with Disabilities 61 YES 61 YES Achieving School in Literacy # Attempted Percentage 2012 AMO # Applicable Percentage 2012 AMO 2012 Performance 2012 Growth All Students 404 89.60 85.85 253 90.91 84.38 Targeted Achievement Gap Group 271 85.61 82.40 163 87.73 82.18 Three Year Performance Three Year Growth All Students 1259 84.27 85.85 803 85.43 84.38 Targeted Achievement Gap Group 850 79.29 82.40 528 82.95 82.18 ESEA Subgroups 2012 Performance 2012 Growth African Americans n < 10 n < 10 n < 10 n < 10 n < 10 n < 10 Hispanic 90 90.00 84.37 54 87.04 81.03 White 304 89.47 85.81 191 91.62 84.72 Economically Disadvantaged 250 86.80 84.12 150 88.00 81.56 English Learners 72 87.50 86.42 46 89.13 82.37 Students with Disabilities 55 40.00 40.59 32 62.50 63.98 Achieving School in Math # Attempted Percentage 2012 AMO # Applicable Percentage 2012 AMO 2012 Performance 2012 Growth All Students 404 93.07 91.92 254 66.93 77.68 Targeted Achievement Gap Group 271 90.77 88.38 164 60.37 74.68 Three Year Performance Three Year Growth All Students 1261 90.80 91.92 805 74.78

77.68 Targeted Achievement Gap Group 852 87.21 88.38 530 69.62 74.68 ESEA Subgroups 2012 Performance 2012
 Growth African Americans n < 10 n < 10 n < 10 n < 10 n < 10 Hispanic 90 90.00 87.50 54 53.70 77.87 White
 304 94.41 93.49 191 70.68 77.98 Economically Disadvantaged 250 91.20 89.90 151 59.60 74.65 English Learners 72
 87.50 85.29 47 48.94 74.06 Students with Disabilities 55 69.09 62.66 32 46.88 67.27 Page 1/1

3. Arkansas Comprehensive School Improvement Data Source for
 BERRYVILLE ES Norm Referenced Test-Report Completed August 15, 2013. ITBS Year 2012-2013- 1st Grade Tested
 134 in Literacy Combined Population- Year 2010-2011 ITBS 1st Grade Test 125 in Literacy Combined Population-84%
 Scored at or above 50th Percentile Special Education-11 Tested-73% at or above 50th Percentile LEP-18 Tested-94%
 at or above 50th Percentile. Year 2011-12 ITBS 1st Grade Test Year 2010-2011 ITBS 2nd Grade Tested 140 in Literacy
 Combined Population 43% Scored at or above 50th Percentile Special Education-14 Tested-7% at or above 50th
 Percentile LEP-25 Tested-28% at or above 50th Percentile
4. Elementary Attendance Rate: In 2012-2013, attendance rate for the building was 94%. In 2011-2012, the attendance
 rate for the building was 94.5%. In 2010-2011 the attendance rate for the building was 93.7%. In 2009-2010 the
 attendance rate for the building was 95.2%.

Goal

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

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

TAGG: 84.00

2013 Percentage for Status Performance for Elementary/Intermediate Schools Literacy is:

85.35; TAGG: 80.58

2013 ESEA AMOs

BERRYVILLE SCHOOL DISTRICT WIDE

801000

Literacy Performance

Benchmark

Group Total Number
 Attempting
 Literacy,
 Year 2013 Percent Proficient
 in Literacy,
 Year 2012 Year 2013
 AMO Year 2014
 AMO Year 2015
 AMO Year 2016
 AMO Year 2017
 AMO Year 2018
 AMO

All Students	1050	81.90	83.11	84.64	86.18	87.71	89.25	90.79	
Targeted Ach Gap	697	75.32	78.84	80.77	82.69	84.61	86.54	88.46	
African American	2	100.00	.	.	.	.	.	.	.
Hispanic	243	79.42	82.32	83.93	85.53	87.14	88.75	90.36	
Caucasian	772	83.68	83.12	84.66	86.19	87.73	89.26	90.80	
Econ Disa	637	78.65	80.29	82.08	83.88	85.67	87.46	89.25	
English Learners	193	69.95	80.63	82.39	84.15	85.91	87.67	89.44	
Students with Disa	143	30.77	38.63	44.21	49.79	55.37	60.95	66.53	

2013 ESEA AMOs
BERRYVILLE SCHOOL DISTRICT

801000
Literacy Growth

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

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

Intervention: Comprehensive Literacy Approach to Reading Comprehension				
Scientific Based Research: Citations: Johnson, P. (2010). Catching Readers Before They Fall. Portland, MA: Stenhouse Publishers. Dorn, L. & Soffas, C. (2012). Interventions that Work. Boston, MA: Pearson Education Inc. Pinnell, G. & Fountas, I. (2009). When Readers Struggle. Portsmouth, NH: Heinemann. Anderson, J. (2007). Everyday Editing. Stenhouse Publishers.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Students in K-2 will participate in the Book-It incentive reading program. Action Type: Parental Engagement	Leslie Hopkins, 1st Grade Teacher Kathy Kiraly, Paraprofessional	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Public Library School Library Teachers 	ACTION BUDGET: \$
K-2 students will participate in explicit and systematic phonemic awareness and phonics/spelling instruction using Phonetic Connections. This includes teacher explanation and modeling of all phonemic awareness and phonics skills, followed by guided practice and independent practice. Action Type: Title I Schoolwide	Beth Summers, 1st Grade Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
K-2 students will be administered DIBELS Next Online V-Port assessments at least three times a year to identify those students on track for success as well as those students at risk. Students identified at risk will be progress monitored bi-monthly until they reach and maintain benchmark. K-2 utilizes TLI DIBELS Manager from the Learning Institute to help manage data collected from DIBELS benchmark and progress monitoring assessments. Action Type: Equity	Christy Graham, Literacy Facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
All students will participate in the gradual release of responsibility model to teach comprehension strategies. This includes teacher explanation and modeling of all comprehension strategies, followed by guided practice and independent practice. Additional practice may be integrated in literacy center or as homework. Action Type: Alignment	Tracy Maupin, 1st Grade Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers Teaching Aids Title Teachers 	ACTION BUDGET: \$
All instructional and support staff will receive	Kelly Swofford,	Start:	<ul style="list-style-type: none"> Administrative 	

appropriate professional development. Select teachers or staff will attend in district and out of district workshops, seminars and conferences to gain skills in the current best practices. Teachers will be encouraged to attend Common Core Comprehensive Literacy K-1 (CCCL K-1), Common Core Comprehensive Literacy 2-5 (CCCL 2-5), ESL Academy, and the Arkansas Reading Conference. Skills gained will be brought back and shared with the entire faculty and staff. Action Type: Professional Development	Elementary Principal	07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Staff Outside Consultants Teachers 	ACTION BUDGET: \$
Utilize services of K-5 instructional facilitator to train teachers/paras in the implementation of teacher evaluation. The facilitator will assist all teachers with instructional strategies and curriculum modification. The facilitator and the instructional staff will develop school-wide reform strategies as identified in the needs assessments. Strategies will be developed to improve the transition success of all students from school-to-school and from school-to-work. Action Type: Collaboration Action Type: Professional Development	Dr. Doug Harris, Federal Programs/Curriculum Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
TLI, DIBELS, WRAP (Writing and Reading Assessment Profile), running records and use of assessment wall will be used in grades K-2 to monitor progress. Assessments are conducted often enough to assure that learning is occurring. EVALUATION RESULTS: In the 2013-2014 school year, second grade students scored 70% on reading TLI assessments. This was a decrease of 1% from 2012-2013 school year. This fell short of meeting our goal. In conclusion, continued emphasis in reading and writing will continue for K-2 students through school wide implementation of Good Habits, Great Readers (Pearson), and Shared Reading and Shared Writing components. Teachers will utilize <u>Leveled Literacy Intervention Kits (Fountas</u>	Christy Graham, Instructional Facilitator; Jill Jones, Instructional Facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$

Pinell) for classroom remediation. Our goal is to score at least 10% higher on reading TLI assessments in the 2014-2015 school year. Action Type: Program Evaluation Action Type: Special Education				
All students will participate in explicit vocabulary instruction. Additional practice may be integrated in literacy centers or as homework. Action Type: Alignment	Michelle Blevins, 1st Grade Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers Teaching Aids Title Teachers 	ACTION BUDGET: \$
Title I funds may be used to purchase supplemental materials to improve literacy and to support the district plan. Action Type: Alignment Action Type: Equity	Kelly Swofford, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Point-in-time remediation will be provided to all students who are identified at-risk or at-some- risk in a timely and effective manner. Action Type: Equity Action Type: Title I Schoolwide	Kelly Swofford, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
The school will meet all requirements of Act 397 of 2009 to include: H1-a) informational packets (given to parents in English and Spanish during orientation and open house or as they enroll), H1-b)parent involvement meetings (handbook committee, ACSIP committee, volunteer program), H1-c)volunteer resource book (kept by counselor), H1-d) school's process for resolving parental concerns in handbook, H1-e) seminars to inform the parents of high school students about how to be involved in decision, H1-f) enable formation of PTA/PTO (PTA meetings the second Tuesday of every month), H1-g) certified parent facilitator (Elementary Counselor) H1-h) two parent /teacher conferences (Sept. 23 and 25 March 10 and 12), H1-i)provide instruction to a parent on how to incorporate developmentally appropriate learning activities in the home environment (Math and Literacy nights), H1-i)	Elementary Counselor	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Community Leaders 	ACTION BUDGET: \$

engage in other activities determined by the school to help a parent assist in his or her child's learning (HAC-Home Access Center, parent center in Library, Accelerated Reader, Science Fair, Communication logs). Action Type: Collaboration Action Type: Parental Engagement				
The school will meet all requirements of the Schoolwide components for Schoolwide Title Schools including: 1) needs assessment, 2)alignment, 3) instruction from highly qualified teachers, 4) professional development, 5) recruiting and maintaining of highly qualified teachers, 6) parental involvement, 7) transition, 8) collaboration, 9) point-in-time remediation, and 10) coordination of funds (fed/state). Action Type: Title I Schoolwide	Doug Harris, Federal Programs	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
TLI interim assessments will be given in the format of Benchmark/ITBS to all first and second grade students. Data from these results will be used to drive instruction. Action Type: Alignment	Kelly Swofford, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
All elementary students will participate in fluency instruction. This includes teacher explanation and modeling of all fluency skills, followed by guided practice and independent practice. Quick Reads will be utilized in second grade classrooms. Additional practice may be integrated in literacy center or as homework. Action Type: Collaboration Action Type: Equity	Beth Summers, First Grade Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers Title Teachers 	ACTION BUDGET: \$
Purchase supplies and materials that support the implementation and teaching of comprehensive literacy such as leveled reader sets, big books, intervention kits, My Reading Coach, Raps 360, FLRT. Action Type: Collaboration Action Type: Equity	Christy Graham, Instructional Facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers Teaching Aids 	ACTION BUDGET: \$
Implement professional learning community to provide increase in professional knowledge	Kelly Swofford, Principal	Start: 07/01/2014	<ul style="list-style-type: none"> Administrative Staff 	

base of teachers through book clubs and classroom visits. Purchase professional reading texts for teachers to use and complete book studies. Teachers will state how they are using the strategies and their effectiveness during team meetings. Action Type: Professional Development		End: 06/30/2015	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
Instructional facilitator will work directly with paraprofessionals in providing intervention to all at risk students. Targeted students will be identified based on needs assessment as those in need of AIP/IRI, Scoring weak on TLI modules, below benchmark on DIBELS Next or teacher recommendation. Leveled Literacy Kits from Fountas and Pinnell will be used to accelerate student learning. Materials and supplies will be purchased to supplement intervention program. Action Type: Equity Action Type: Title I Schoolwide	Christy Graham, Instructional Facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
All special education students qualifying for services in the areas of language arts and/or reading will receive remediation through the use of the computer program, My Reading Coach, and Fountas and Pinnell's Levelized Intervention kits while under the supervision of the special education teacher. Action Type: Special Education Action Type: Technology Inclusion	Colleen Powell, Special Education Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers Teachers 	ACTION BUDGET: \$
Local funds will be used to purchase books, audio-visual books, and other library materials to improve literacy by supporting the Accelerated Reader program. The library will increase AR book collections to include reading levels for K-1 students. Action Type: Alignment Action Type: Equity	Colleen High, Media Specialist	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers School Library 	ACTION BUDGET: \$
Utilizing research of best practices, TLI assessments, daily writer's workshop and weekly student writing conferences teachers will monitor student's knowledge of the writing	Ann Dee Stone, 1st Grade Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers Performance Assessments 	ACTION BUDGET: \$

process and use information to drive instruction. Assessments will be conducted often enough to insure that learning is occurring. EVALUATION RESULTS: In the 2013-2014 school year, second grade students scored 76% on overall writing skills; This is a decrease of 4% from 2012-2013. We will continue to emphasize mechanics in daily writer's workshop. K-2 will continue implementation of comprehensive literacy program, including daily writer's workshop. Our goal for the 2014-2015 school year is for the second grade students to score at least 5% higher than previous year in writing. Action Type: Program Evaluation			<ul style="list-style-type: none"> Teachers 	
All students will participate in explicit writing instruction. This includes teacher explanation and modeling of all writing skills, followed by guided practice and independent practice. Additional practice may be integrated in literacy centers or as homework. Action Type: Alignment Action Type: Equity	Christy Graham, Instructional Facilitator; Stephanie Hopper, Second Grade Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers Teachers Teaching Aids Title Teachers 	ACTION BUDGET: \$
A minimum of six hours of training will be provided to the K-2 staff designed to enhance the integration of technology using programs such as AR Reader, ARIdeas, STAR Testing, Edline, Email, Grade Quick, 20/20, Web page design, Excel, Power Point, United Streaming, RubiStar, Publisher, Movie Maker among other topics. Action Type: Professional Development Action Type: Technology Inclusion	Tracy Holle, Technology Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers District Staff Outside Consultants Title Teachers 	ACTION BUDGET: \$
A minimum of fifty hours of training will be provided to the K-2 staff designed to enhance curriculum alignment, interventions, rubric design and usage, language arts strategies, learning styles, classroom management, alternative portfolio assessment, highly effective questioning, positive reinforcement and discipline among other topics. (J-4, J-6) Action Type: Equity	Kelly Swofford, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Outside Consultants 	ACTION BUDGET: \$

Action Type: Professional Development				
A minimum of two hours of training will be provided to the K-2 staff designed to enhance understanding of Special Education and 504 laws and procedures. Action Type: Equity Action Type: Special Education	Apryl Harmon, Special Education Supervisor	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Utilize TLI writing rubric and train teachers on its use in the classroom. Action Type: Alignment Action Type: Professional Development	Christy Graham, Instructional Facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers Teaching Aids 	ACTION BUDGET: \$
Title II-A funds will be used to reduce class size by hiring one 1.0 FTE additional teachers in grades kindergarten through five. The teacher/student ratio in first grade before the additional teachers was 23:1 and after the addition of teachers it was 20:1. THESE FUNDS MAY ALSO BE USED FOR PROFESSIONAL DEVELOPMENT THAT EXCEEDS THE STATE REQUIRED 60 HOURS AND/OR CLASSROOM MATERIALS AND SUPPLIES THAT EXCEED THE STATE REQUIREMENT. Action Type: Equity Action Type: Professional Development	Dr. Phil Clark	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Central Office Community Leaders Teachers 	Title II-A - Purchased Services: \$7766.55 Title II-A - Employee Salaries: \$49200.00 Title II-A - Employee Benefits: \$13200.00 <hr/> ACTION BUDGET: \$70166.55
Use Title I funds to hire three (3) .5 FTE Highly-Qualified Paraprofessionals (Johnson, Tammy, .5 FTE, .5 salary = \$10,000.00, benefits = \$2,500.00, Kiraly, Kathy, .5 FTE, .5 salary = \$10,000.00, benefits = \$2,500.00, and Phillips, Natasha .5 FTE, .5 salary = \$8,500.00, benefits = \$2,400.00) who will work under the direct supervision of the certified staff to assist in classrooms using methods learned in Common Core Comprehensive Literacy K-1 (CCCL K-1) and Common Core Comprehensive Literacy 2-5 (CCCL 2-5). The District will also use Title I funds to hire one 1.0 FTE teacher (DeAnda, Janie, 1.0 FTE, 1.0 salary = \$35,000.00).	Dr. Doug Harris, Federal Programs	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	Title I - Employee Salaries: \$62000.00 Title I - Employee Benefits: \$19316.96 <hr/> ACTION BUDGET: \$81316.96

<p>benefits = \$10,000.00) to work in the elementary school area with identified students to improve learning. Title I funds will be used to purchase services to improve student learning and to purchase supplies and materials costing less than \$1,000 per item from companies such as Accelerated Math and Reading, TLI, NASCO, and EAST programs. Specifically, the items are purchased from TLI are formative assessments for grades 1-11 and in subject areas math and science, services include grading the assessments, warehousing assessment data, tools for teachers to manipulate data and to run reports (identifying areas of instructional need), from Accelerated Math/Reading are assessments to show student literacy and math levels by grade and growth in both areas, student modules paced to each student, and the book tests to assess comprehension, and from NASCO are math materials and assessments that help identify weakness areas and provide support for student learning. These programs will lead to an increase in student achievement because they are used formatively and the results of formative assessments are used to make data-driven decisions on every student. These data-driven decisions will be used to modify instructional materials and methods that will lead to increased student achievement.</p> <p>Action Type: Collaboration</p>				
<p>Title VI funds will be used to hire staff to provide students the opportunity for learning that will supplement the state-funded school day and include summer school programming in areas identified as below proficient by observation, test scores, district assessments, and/or other recommendations. Title VI funds may be used to purchase hardware that costs less than \$1,000 or more than \$1,000.00 per item. including Guided Readers.</p>	<p>Kelly Swofford, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Teachers 	<p>ACTION BUDGET: \$</p>

manipulatives, software, materials, and/or supplies to support extended learning. Action Type: Equity				
All instruction will be delivered by highly-qualified staff consisting of highly-qualified teachers and highly-qualified paraprofessionals. All teachers will have HQ forms on file in the Elementary Office. Strategies to attract highly-qualified staff in all areas will be developed and implemented across the District. Measures will be developed to include all stakeholders in all relevant decisions. Stakeholders in education include parents, teachers, students, faculty, administration, and community members. All programs across the district will be coordinated and integrated to assure that the most effective and most efficient use of all resources is occurring. Action Type: Collaboration Action Type: Professional Development	Kelly Swofford, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff 	<hr/> ACTION BUDGET: \$
Develop AIP's for 2nd grade students who perform basic on the NRT, 1st grade students that perform basic or below basic on developmentally appropriate local assessments, and kindergarten students who score "not developed" in either oral or written communication on the Qualls. Teachers will analyze student strengths and deficiencies to build a flexible plan. Teachers will use standards-based supplemental and/or remedial strategies. Students will receive systematic and explicit instruction from highly qualified teachers until the child has reached grade level benchmarks in all essential levels. Formative assessments will provide data which will drive decision making in classroom instruction and interventions. Action Type: AIP/IRI Action Type: Parental Engagement	Kim Walker, 1st Grade Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$
Develop IRI's for students in kindergarten who score "not developed" in both oral and written	Tracie Morrell, Kindergarten Teacher	Start: 07/01/2014	<ul style="list-style-type: none"> Computers 	<hr/>

communication on the Qualls, first grade students who score well below basic level on developmentally appropriate local assessments, and 2nd grade students who score below basic on the NRT. Teachers will analyze student strengths and deficiencies to build a flexible plan. Teachers will use standards-based supplemental and/or remedial strategies. Students will receive systematic and explicit instruction from highly qualified teachers until the child has reached grade level benchmarks in all essential levels. Formative assessments will provide data which will drive decision making in classroom instruction and interventions. Action Type: AIP/IRI Action Type: Parental Engagement		End: 06/30/2015	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	ACTION BUDGET: \$
Title I funds will be used to continue The Learning Institute (TLI) formative assessment and evaluation program District-wide to provide teachers with tools to improve learning. The schools will provide the district with data to evaluate this action. Title I funds will be used to purchase services and materials/supplies that will exceed and therefore supplement the state requirements and 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	Kelly Swofford	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Teachers 	Title I - Purchased \$15000.00 Services: Title I - Materials & \$28400.00 Supplies: <hr/> ACTION BUDGET: \$43400
Two computer labs, in the elementary school, consisting of computers, monitors, printers, and associated networking components, will be utilized to support the literacy and math school-wide instruction initiatives to improve overall literacy in content academic areas. All listed items will cost less than \$1,000 each. Action Type: Equity Action Type: Technology Inclusion	Dr. Doug Harris, Federal Programs	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers • District Staff 	<hr/> ACTION BUDGET: \$

Data meetings will be conducted to analyze information collected from TLI module assessments, collaborate on best practice and make revisions to the pacing guides. Action Type: Collaboration Action Type: Special Education	Kelly Swofford, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Disaggregate data from ITBS, and TLI to determine effectiveness of our ESL program and instruction. EVALUATION RESULTS: Based on TLI results for 2013-2014, students scored 67% on reading skills; 73% on writing overall. This is a decrease of 3% on reading skills, 7% on writing overall. In conclusion ELL learners will continue with comprehensive literacy instruction K-2 with emphasis on vocabulary development. Our goal is for ELL learners to score at least 5% higher in 2014-2015. Action Type: Program Evaluation	Janie De Anda, ESL Teacher; Lucy Thurman, ESL Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Performance Assessments Teachers Title Teachers 	ACTION BUDGET: \$
A minimum of two hours training will be provided to the K-2 staff designed to enhance understanding of the ESL program. Action Type: Alignment Action Type: Equity Action Type: Parental Engagement	Mary Ann Pharis, ESL Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
Organize Language Placement Assessment Committee (LPAC) to examine test data and teacher observation data. Meetings of the committee will expedite the placement and sharing of information on new students entering our district that qualify for ESL services. These meetings provide a time to discuss appropriate classroom and testing modification. Meetings are held with parents, counselors, administrators, and other certified staff to share information. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education	Mary Ann Pharis, ESL Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
A certified teacher, our school counselor, will be hired as a parent facilitator. This facilitator will develop a volunteer resource book which	Counselor	Start: 07/01/2014 End:	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$

will include a parent interest survey. An option for parents to designate how frequently they would like to participate in the volunteer program and opportunities for parents to assist from home will be included on the survey. The facilitator will be the liaison to develop the school-parent compacts to provide assistance to parents as needed. The facilitator will provide parents with informational packets that include the parental involvement plan, school calendar, and a system encouraging home-school connection, among other items. The facilitator will coordinate and integrate parent involvement programs and activities. The facilitator will oversee the parent center, which will include resources such as, but not limited to, parent magazines, brochures, videos and informational packets. (H1-A, H1-C, H1-G, H2-B, H2-D, H2-F) Action Type: Parental Engagement		06/30/2015		
Parent involvement meetings, through orientation, literacy, math and science nights, and monthly local PTA meetings, will be held to discuss what students will be expected to learn, how student needs will be addressed, instructional practices, how to use Home Access Center (HAC) to monitor their child's progress how parents can assist to make a difference in his or her child's education, and relevant topics for parent education (H1-B, H1-F, H2-A) Action Type: Parental Engagement	Kelly Swofford, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Community Leaders • Outside Consultants • Teachers • Title Teachers 	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 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	Kelly Swofford, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Community Leaders 	ACTION BUDGET: \$

Action Type: Equity Action Type: Program Evaluation				
Instructional Facilitator will accompany teachers into classrooms for peer instructional rounds. Teachers will be guided to look for ways to assist in their own presentation of the academics by learning from each other. Action Type: Collaboration Action Type: Professional Development	Christy Graham, Instructional Facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
TESS (Teacher Evaluation Support System) will be the evaluation tool used to improve instruction and student learning. Action Type: Professional Development Action Type: Technology Inclusion	Kelly Swofford, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
Use disaggregated data from 3rd Grade Benchmark to inform teachers and improve instruction.	Kelly Swofford, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$194883.51

Priority 2: Improving Mathematics

Supporting Data:

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

4640 Poverty Rate: 71.99% Achieving School Achieving School Percent Tested # Expected Literacy Literacy # Expected Math Math All Students 441 YES 441 YES Targeted Achievement Gap Group 302 YES 302 YES ESEA Subgroups # Expected Literacy Literacy # Expected Math Math African Americans n < 10 n < 10 n < 10 n < 10 Hispanic 100 YES 100 YES White 329 YES 329 YES Economically Disadvantaged 279 YES 279 YES English Learners 82 YES 82 YES Students with Disabilities 61 YES 61 YES Achieving School in Literacy # Attempted Percentage 2012 AMO # Applicable Percentage 2012 AMO 2012 Performance 2012 Growth All Students 404 89.60 85.85 253 90.91 84.38 Targeted Achievement Gap Group 271 85.61 82.40 163 87.73 82.18 Three Year Performance Three Year Growth All Students 1259 84.27 85.85 803 85.43 84.38 Targeted Achievement Gap Group 850 79.29 82.40 528 82.95 82.18 ESEA Subgroups 2012 Performance 2012 Growth African Americans n < 10 n < 10 n < 10 n < 10 n < 10 Hispanic 90 90.00 84.37 54 87.04 81.03 White 304 89.47 85.81 191 91.62 84.72 Economically Disadvantaged 250 86.80 84.12 150 88.00 81.56 English Learners 72 87.50 86.42 46 89.13 82.37 Students with Disabilities 55 40.00 40.59 32 62.50 63.98 Achieving School in Math # Attempted Percentage 2012 AMO # Applicable Percentage 2012 AMO 2012 Performance 2012 Growth All Students 404 93.07 91.92 254 66.93 77.68 Targeted Achievement Gap Group 271 90.77 88.38 164 60.37 74.68 Three Year Performance Three Year Growth All Students 1261 90.80 91.92 805 74.78 77.68 Targeted Achievement Gap Group 852 87.21 88.38 530 69.62 74.68 ESEA Subgroups 2012 Performance 2012 Growth African Americans n < 10 n < 10 n < 10 n < 10 n < 10 Hispanic 90 90.00 87.50 54 53.70 77.87 White 304 94.41 93.49 191 70.68 77.98 Economically Disadvantaged 250 91.20 89.90 151 59.60 74.65 English Learners 72 87.50 85.29 47 48.94 74.06 Students with Disabilities 55 69.09 62.66 32 46.88 67.27 Page 1/1

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

Goal

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

Benchmark

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

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

2012 ESEA AMOs

BERRYVILLE SCHOOL DISTRICT WIDE

801000

Math Performance

Group Total Number

Attempting

Math, Year

2011 Percent Proficient

in Math, Year

2011 Year 2012

AMO Year 2013

AMO Year 2014

AMO Year 2015

AMO Year 2016

AMO Year 2017

AMO

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

2012 ESEA AMOs

BERRYVILLE SCHOOL DISTRICT

801000

Math Growth

Group Total Number

with a Growth

Trajectory

in Math,

Year 2011 Percent Making

Growth in

Math, Year										
2011	Year 2012									
AMO	Year 2013									
AMO	Year 2014									
AMO	Year 2015									
AMO	Year 2016									
AMO	Year 2017									
AMO										
All Students	667	79.31	81.03	82.76	84.48	86.21	87.93	89.66		
Targeted Ach Gap	427	75.41	77.46	79.51	81.56	83.61	85.66	87.71		
African American	0	.	.	.	.	.	.	.
Hispanic	142	78.87	80.63	82.39	84.15	85.91	87.67	89.44		
Caucasian	512	79.69	81.38	83.08	84.77	86.46	88.15	89.85		
Econ Disa	397	75.82	77.84	79.85	81.87	83.88	85.90	87.91		
English Learners	100	72.00	74.33	76.67	79.00	81.33	83.67	86.00		
Students with Disa	66	51.52	55.56	59.60	63.64	67.68	71.72	75.76		

Intervention: Standards Based Math Approach				
Scientific Based Research: McTighe, J., & Wiggins, G. (2005). Understanding by Design, ACSD. Carpenter, T., Fennema, E., Franke, M., Levi, L., Empson, S. (1999). Children's Mathematics, Heinemann. Richardson, K., (1999). Developing Number Concepts Counting, Comparing, and Pattern, Dale Seymour Publication.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will receive training on implementing and using researched based instructional practices using primary resources including games and manipulatives as an instructional strategy in the classrooms. Materials such as supplemental resource books, guides, supplies, technology, and access to programs will be purchased to support the professional development. Action Type: Professional Development	Stephanie Hopper, 2nd Grade Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Outside Consultants Teachers Teaching Aids 	ACTION BUDGET: \$
Teachers will plan and share math strategies with peers during weekly meetings. Book studies will be conducted throughout the year to learn best practice. Purchase of said books may be necessary. Action Type: Collaboration Action Type: Special Education	Kim Walker, First Grade Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers Title Teachers 	ACTION BUDGET: \$
Monitor effectiveness of intervention by observing	Mary Beth	Start:	<ul style="list-style-type: none"> District Staff 	

progress on TLI assessments of first and second grade students to determine strengths and weaknesses at building level. EVALUATION RESULTS: In first grade, overall math students scored 82% which increased 4%; Operations and Algebraic Thinking 82%, an increase of 7%; Geometry 79% an increase of 5%; Numbers and Operations in Base Ten 78%, a decrease of 4%; Measurement and Data 84%, a decrease of 7%. First grade will work toward making gains in Measurement and Data. In second grade, overall Math 82% an increase of 3%. Geometry 93% an increase of 2%; Operations and Algebraic Thinking 83% an increase of 4%; Numbers and Operations in Base Ten 78% a decrease of 1%; Measurement and Data 83% an increase of 11%. In second grade, Numbers and Operations in Base Ten will be emphasized. It is our goal to increase all targeted subsets by at least 5%. Action Type: Program Evaluation	Gardner, Second Grade Teacher	07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	ACTION BUDGET: \$
Develop AIP's for students who fail to achieve at the proficient level on the CRT, kindergarten students who score not developed in math on the Qualls, first grade students who score basic or below basic on developmentally appropriate local assessments, and second grade students who are not proficient or advanced in math on the NRT. Teachers will analyze student strengths and deficiencies to build a flexible plan. Teachers will use standards-based supplemental and/or remedial strategies. Students will receive systematic and explicit instruction from highly qualified teachers until the child has reached grade level benchmarks in all essential levels. Formative assessments will provide data which will drive decision making in classroom instruction and interventions. Action Type: AIP/IRI	Kelly Swofford, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Teachers 	ACTION BUDGET: \$
Teachers will receive Cognitive Guided Instruction (CGI) training from OUR Cooperative and support from the instructional facilitator. Action Type: Professional Development	Kelly Swofford, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
Paraprofessionals, under the direct supervision of	Kelly Swofford,	Start:	<ul style="list-style-type: none"> • Teachers 	

instructional facilitator, will work with targeted students on interventions to improve math skills. Materials and supplies will be purchased to supplement the intervention program. Action Type: Collaboration Action Type: Equity	Principal	07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Title Teachers 	ACTION BUDGET: \$
Title VI-A funds will be used to supplement the out-of-classroom instruction. Selected students will receive supplemental instruction during the school day, after the school day, and after the school year in areas of need as identified by observations and testing. Materials such as supplemental books, manipulatives, supplies, technology, and access to programs will be purchased. Employees will be selected from current qualified staff. Action Type: Equity	Kelly Swofford, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Performance Assessments Teachers 	Title VI State - Materials & Supplies: \$4200.00 Title VI State - Employee Salaries: \$15000.00 Title VI State - Employee Benefits: \$4500.00 <hr/> ACTION BUDGET: \$23700
S.L.A.M. (Science, Literacy, Arts, and Math) nights will be conducted to help students and parents gain a better understanding of a standards math approach and instructional practices parents can use at home. (H1-B, H1-J, H1-J) Action Type: Parental Engagement	Jill Jones, Instructional Facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Outside Consultants Teachers 	<hr/> ACTION BUDGET: \$
The school will meet all requirements of Act 397 of 2009 to include: 1) informational packets, 2) parent involvement meetings, 3) volunteer resource book, 4) school's process for resolving parental concerns in handbook, 5) seminars to inform the parents of high school students about how to be involved in decisions, 6) enable formation of PTA/PTO , 7) parent facilitator, 8) two parent/teacher conferences, 9) Provide instruction to a parent on how to incorporate developmentally appropriate learning activities in the home environment; J) Engage in other activities determined by the school to help a parent assist in his or her child's learning.	Elementary Counselor	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Community Leaders District Staff Outside Consultants 	<hr/> ACTION BUDGET: \$

Action Type: Collaboration Action Type: Parental Engagement				
The school will meet all requirements of the Schoolwide components for Schoolwide Title Schools including: 1) needs assessment, 2)alignment, 3) instruction from highly qualified teachers, 4) professional development, 5) recruiting and maintaining of highly qualified teachers, 6) parental involvement, 7) transition, 8) collaboration, 9) point-in-time remediation, and 10) coordination of funds (fed/state). Action Type: Title I Schoolwide	Doug Harris, Federal Programs	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$
Teachers will use the quiz builder component from TLI to develop sample open response or multiple choice practice problems. Action Type: Collaboration	Michelle Knapp, 2nd Grade Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
Instructional facilitator will work directly with paraprofessionals in providing intervention to all at risk students. Targeted students will be identified as those students needing AIP's, scoring below proficient on Test of Early Numeracy (TEN)for kindergarten and first grade or teacher recommendations. Second grade will be monitored using STAR math. Further diagnostic assessments may include Assessing Math Concepts online. Materials and supplies will be purchased to aid in the intervention process. Action Type: Alignment Action Type: Equity	Jill Jones, Instructional Facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
Using the results of the TLI math assessments, students in grades one and two will be taught on his/her instructional level. Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion	Larissa Allen, Gifted and Talented	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Computers Teachers 	<hr/> ACTION BUDGET: \$
Select teachers, instructional facilitators, and administration will attend training in math curriculum alignment from the Learning Institute to develop pacing guides (modules) aligned with Arkansas Common Core standards that correlate with interim assessments designed by TLI. Action Type: Alignment	Kelly Swofford, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Computers Teachers 	<hr/> ACTION BUDGET: \$

Action Type: Professional Development Action Type: Technology Inclusion				
Data meetings will be conducted to analyze information collected from TLI module assessments, collaborate on best practice and make revisions to the pacing guides. Action Type: Collaboration	Kelly Swofford, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers 	ACTION BUDGET: \$
Teachers will document Common Core frameworks taught on weekly lesson plans and will be confirmed by classroom walk-throughs. Action Type: Collaboration Action Type: Technology Inclusion	Kelly Swofford, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
In an effort to recruit and maintain highly qualified teachers and paraprofessionals representatives will attend job fairs, advertise for positions online, or in local and state newspapers. Action Type: Title I Schoolwide	Dr. Phil Clark, Superintendent	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants 	ACTION BUDGET: \$
An advisory committee will be formed to discuss school-wide reform strategies. (J-2, J-8) Action Type: Collaboration Action Type: Title I Schoolwide	Kelly Swofford, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
At district level administration meetings coordination and integration of funds of services are discussed and distributed as needed. (J-10) Action Type: Title I Schoolwide	Dr. Phil Clark, Superintendent	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	ACTION BUDGET: \$
Elementary Counselor will serve as parent facilitators to organize meaningful training for staff and parents and to undertake efforts to ensure that parental participation is recognized as an asset to the school. The district will pay the parent facilitator a stipend for assuming duties as required by ACT 397 of 2009. Every effort will be made to include and to involve every parent and/or guardian in all aspects of the education of every child. (H1-I, H1-G) Action Type: Parental Engagement	Dr. Phil Clark, Superintendent	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff 	ACTION BUDGET: \$
The district will designate a Parent/Teacher	Kelly Swofford,	Start:	<ul style="list-style-type: none"> • Administrative 	

Conference once per semester with 100% participation by school conference, phone conference or home visit. Parents will assist developing AIP's and/or IRI's for students needing remediation based on ITBS summative data. (H1-H, H2-A) Action Type: AIP/IRI Action Type: Parental Engagement Action Type: Technology Inclusion	Principal	07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Staff Teachers Title Teachers 	ACTION BUDGET: \$
Teachers will receive a minimum of two hours of in-service to enhance understanding of effective parental involvement strategies. (H1-J, H2-B, H2-C) Action Type: Professional Development	Dr. Doug Harris, Federal Programs	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers Title Teachers 	ACTION BUDGET: \$
Parental awareness will broaden by use of weekly newsletters, monthly Accelerated Reader student progress reports, information sent via daily agenda books/communication logs, Parent Institute pamphlets, and on-line resources, such as the District's web site including Home Access Center (HAC). (H1-J) Action Type: Equity Action Type: Parental Engagement	Kelly Swofford, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers Teachers Teaching Aids Title Teachers 	ACTION BUDGET: \$
Share first grade TLI assessments and scores with kindergarten teachers to increase their awareness of expectations for first grade students. Action Type: Collaboration Action Type: Equity	Tasha Hutchison, 1st Grade Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
TESS (Teacher Evaluation Support System) will be the evaluation tool to improve instruction and student learning. Action Type: Professional Development Action Type: Technology Inclusion	Kelly Swofford	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
Kindergarten Standards-Based Assessment The kindergarten assessment measures student achievement for kindergarten students using five Common Core Math standards. It is given five times a year and is used to frequently monitor math fluency and to show growth throughout the year. It is also	Jill Jones, Mathematics Facilitator	Start: 08/18/2014 End: 06/01/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$

used to target students that may need additional math intervention.				
Use disaggregated data from 3rd Grade Benchmark to inform and improve instruction. Action Type: Alignment	Kelly Swofford, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Performance Assessments 	ACTION BUDGET: \$
Total Budget:				\$23700

- Priority 3: Students participating in the BMI activity show a need to improve their cardiovascular, muscular strength/endurance, and flexibility activity.
- Supporting Data:
1. COMPREHENSIVE NEEDS ASSESSMENT: We formed ACSIP Leadership Teams and analyzed the BMI, free and reduced lunch data, and discipline data for kindergarten through second grade. We examined the results for all populations. We heard a report from our Formative Assessment Team who showed written evidence documenting our main areas of weakness. BMI (Body Mass Index): In 2012-2013, BMI results for Berryville Elementary showed that 14.2% of males and 17.4% of females participating were overweight, 14.8% males obese and 15.3% females obese. In 2013-2014, BMI results for Berryville Elementary showed that 22.1% of males and 16.8% of females participating were overweight. 24.2% of males were obese and 19.4% of females were obese. Conclusion: BMI data indicates an increase in obese and overweight students.
 2. In 2011-2012 Free/Reduced: 58% of the student population. In 2012-2013, Free/Reduced: 60% of the student population. The data indicate that the Elementary is increasing in the percentage of free/reduced lunch students.
 3. Elementary Attendance Rate: In 2012-2013 the attendance rate was: In 2013-2014 the attendance rate was:

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

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

Intervention: Berryville Elementary will encourage strategies and activities that promote healthier lifestyles and meet the requirements of Act 1220 of 2003.				
Scientific Based Research: Let's Get Physical- Promotion and Education Strategies by Dr. Hal Wechsler. http://www.fns.usda.gov/oane/menu/NNEC/Files/2003/LetsGetPhysical.pdf ; Cooper, P. (2005). A Coordinated School Health Plan. Educational Leadership.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Incorporate developmentally appropriate physical activity into during-school curriculum. Action Type: Wellness	LeaAnn Jackson, Physical Education Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Staff will promote student participation by distributing information about cheerleading, basketball, and football camps held on/off	Kelly Swofford, Principal	Start: 07/01/2014 End:	<ul style="list-style-type: none"> Administrative Staff 	ACTION \$

campus. Action Type: Parental Engagement Action Type: Wellness		06/30/2015	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	BUDGET:
Select grade level will participate in Jump Rope for the heart. Proceeds are donated to the American Heart Association. Action Type: Parental Engagement	Lea Ann Jackson, PE Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$
Word of the month and project wisdom materials(for character development) implemented during morning announcements. Additional supplies and materials will be purchased to assist in promoting healthy lifestyles. Action Type: Alignment	Elementary Counselor	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	ACTION BUDGET: \$
Compare elementary disciplinary referrals from the 2013-2014 school year to previous year to determine impact of Project Wisdom, and other character based curriculum programs. EVALUATION RESULTS: In the 13-14 school year, 122 disciplinary referrals were submitted and acted upon by the office. That is a decrease of referrals from the 12-13 school year in which 139 disciplinary referrals were submitted and acted upon by the office. In conclusion, Project Wisdom and Character Education curriculum will continue to be emphasized. TESS (Teacher Evaluation Support System) will help teachers improve classroom management skills. Our goal is to decrease referrals by 10%. Action Type: Alignment Action Type: Program Evaluation Action Type: Technology Inclusion	Elementary Counselor	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers • Teachers 	ACTION BUDGET: \$
All students will participate in red ribbon week activities in October. A responsible and healthy life style choice for a drug free life will be emphasized. Action Type: Collaboration Action Type: Equity	Elementary Counselor	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$
Facilitators will consult with the SPED area in	Christy Graham, Instructional	Start:	<ul style="list-style-type: none"> • Administrative 	

identifying and providing services to students who are identified as needing early intervention. Intervention data will be used as part of the documentation for AIP/IRI. Action Type: AIP/IRI Action Type: Special Education	Facilitator	07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Staff Teachers 	ACTION BUDGET: \$
The schools process for resolving parental concerns will be outlined in the student handbook. Action Type: Parental Engagement	Kelly Swofford, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Parents' use of Home Access Center (HAC) will be encouraged as a method to assist in his/her child's learning. Action Type: Parental Engagement Action Type: Technology Inclusion	Debbie Harris, APSCN; Tracy Holle, Technology Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Parent facilitators will develop a volunteer resource book which will include a parent interest survey. An option for parents to designate how frequently they would participate in the program and opportunities for parents to assist from home will be included on the survey. Action Type: Collaboration Action Type: Parental Engagement	Elementary Counselor	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Community Leaders Teachers 	ACTION BUDGET: \$
All parents will receive informational packets that include: Parental Involvement Plan; school calendar; a system encouraging the home and school connection. Action Type: Equity Action Type: Parental Engagement	Elementary Counselor	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers Title Teachers 	ACTION BUDGET: \$
HOMELESS: The district will identify homeless students by sending a survey to all K-12 staff and distribute homeless materials such as posters and pamphlets to each school in the district. The district will also provide homeless students access to after school tutoring if they are in need of tutoring services. K-2 will collect nonperishable foods to be donated to local food banks. Action Type: Equity	Elementary Counselor; Apryl Harmon, Special Education Supervisor/Homeless Liaison, Kelly Swofford, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	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	Wendy McClellan, Secretary	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> None 	ACTION BUDGET: \$
Installed hand sanitizers in every classroom, office, restroom, activity classroom, et cetera, will be utilized. Students will be asked to use them regularly. Action Type: Wellness	Doug Harris, Special Programs	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Outside Consultants 	ACTION BUDGET: \$
All K-2 students will participate in dental awareness week activities. Action Type: Parental Engagement Action Type: Wellness	Kristy Evans, Nurse	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Outside Consultants Teachers 	ACTION BUDGET: \$
Establish a recycle program for K-2 with the assistance of a second grade leadership committee. Students will be responsible for collecting information regarding recycle habits in our school. The committee members will establish a weekly routine of recycling in conjunction with our campus-wide program. Action Type: Wellness	Kelly Swofford, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 4:

Supporting Data:

Goal	To utilize the ESEA Flexibility Waiver requirements to guide effective and continuous building level school improvement practices. To develop an effective learning community and support performance excellence reducing the achievement gap between all identified sub-groups. All Berryville Schools will meet or exceed their Annual Measureable Objectives (AMO) in literacy and math.
Benchmark	Teacher Practice AMO: Use Classroom Walk-Throughs to establish base line data measuring Student Engagement, Level of Bloom's Taxonomy, and Student Grouping Patterns/Student Collaboration. By October 30th, report baseline plans; provide professional development, if needed. By January 15th, report second quarter results to faculty, determine progress, provide professional development, if needed, and establish an action plan for the third quarter. By April 3rd, report 3rd quarter data to teachers, determine progress, establish action plan for the fourth quarter, and provide additional resources, if necessary. By May 22, report progress for the 2nd, 3rd, and 4th quarters, and establish an action plan for the 2014-2015 school year.
Intervention: Implement evidence based research practices for increasing student performance. Close the achievement gap by improving teacher/leader practices. Support instructional practices and teacher effectiveness through specific professional development that addresses	

the gaps in student achievement.				
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 reading and math facilitators will model lessons to provide training in how to implement Bloom's Taxonomy and other instructional strategies in classrooms. Action Type: Professional Development	Christy Graham and Jill Jones, Instructional Facilitators	Start: 07/01/2014 End: 06/30/2014	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
Teachers will have the opportunity to observe other teachers in this district and other districts in order to learn strategies for implementing research based best practices for student instruction. Action Type: Professional Development	Kelly Swofford, Principal	Start: 08/18/2014 End: 06/01/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Administrators will create a daily schedule to implement classroom walkthroughs. Action Type: Professional Development	Kelly Swofford, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Provide professional development related to student engagement and instructional strategies. Action Type: Professional Development	Dr. Phil Clark, Superintendent and Kelly Swofford, Principal	Start: 07/01/2014 End: 06/30/2014	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 5:

Supporting Data:

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. Berryville Elementary School will meet or exceed its Annual Measureable Objectives in the following areas: a. Literacy: All Students Group Performance 87.13% and TAGG Group Performance 84%; b. Math: All Students Group Performance 92.65% and TAGG Group Performance 89.43%.
Benchmark	Parent involvement meetings will be held throughout the year to discuss what students will be expected to learn, how students needs will be addressed, how parents can assist to make a difference in his or her child's education and relevant topics for parent education. (H1-B, H1-F, H2-A)

Intervention: Parents will be provided with opportunities to learn about Berryville Elementary and the educational process. Parents will also be provided opportunities to engage with the student's learning process.

Scientific Based Research:

Actions	Person Responsible	Timeline	Resources	Source of Funds
A targeted grade level will practice and perform a musical for the community to promote oral and visual communication. Action Type: Parental Engagement	Deana Murray, Music Specialist	Start: 08/18/2014 End: 06/01/2014	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
PTA meetings will be advertised through the weekly news. Grade levels will be encouraged to publish meeting dates in their newsletters to parents. (H1-B, H1-F) Action Type: Parental Engagement	Kelly Swofford, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$
Administrators will receive a minimum of three hours of in-service to enhance understanding of effective parent involvement strategies and the importance of setting expectations and creating a climate that fosters parental participation. (H1-J, H2-B, H2-C) Action Type: Parental Engagement	Dr. Phil Clark, Superintendent	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff 	<hr/> ACTION BUDGET: \$
Teachers will receive a minimum of two hours of in-service to enhance understanding of effective parental involvement strategies. (H1-J, H2-B, H2-C) Action Type: Parental Engagement Action Type: Professional Development	Doug Harris,	Start: 07/01/2014 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Outside Consultants 	<hr/> ACTION BUDGET: \$
Elementary Counselor will serve as parent facilitators to organize meaningful training for staff and parents and to undertake efforts to ensure that parental participation is recognized as an asset to the school. The district will pay the parent facilitator a stipend for assuming duties as required by ACT 397 of 2009. Every effort will be made to include and to involve every parent and/or guardian in all aspects of the education of every child. (H1-I, H1-G) Action Type: Parental Engagement	Kandra Davis	Start: 07/01/2014 End: 06/30/2014	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$
The district will designate a Parent/Teacher Conference once per semester with 100% participation by school conference, phone conference or home visit. Parents will assist developing AIP's and/or IRI's for students needing remediation based on ITBS summative data. (H1-H, H2-A) Action Type: Parental Engagement Action Type: Technology Inclusion	Kelly Swofford, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
The school will meet all requirements of Act 397 of 2009 to include: 1) informational packets, 2) parent involvement meetings, 3) volunteer resource book, 4) school's process for	Elementary Counselor	Start: 07/01/2014 End:	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$

resolving parental concerns in handbook, 5) seminars to inform the parents of high school students about how to be involved in decisions, 6) enable formation of PTA/PTO , 7) parent facilitator, 8) two parent/teacher conferences, 9) Provide instruction to a parent on how to incorporate developmentally appropriate learning activities in the home environment; J) Engage in other activities determined by the school to help a parent assist in his or her child's learning. Action Type: Parental Engagement		06/30/2015		BUDGET:
A parent advisory committee will be formed to review parent involvement strategies and give feedback on improving communication with parents. Action Type: Parental Engagement	Kelly Swofford, Principal	Start: 07/01/2014 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Area preschool students and parents will be invited to visit kindergarten classrooms prior to kindergarten registration. Students will be given a guided tour around the K-2 campus. Berryville Elementary will host all area preschool graduations. Action Type: Parental Engagement	Kelly Swofford, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Parent facilitators will develop a volunteer resource book which will include a parent interest survey. An option for parents to designate how frequently they would participate in the program and opportunities for parents to assist from home will be included on the survey. Action Type: Parental Engagement	Kandra Davis, Elementary Counselor	Start: 07/01/2014 End: 06/30/2014	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Amy Romero	Special Education	Parental Involvement
Classroom Teacher	Ann Dee Stone	First Grade	Literacy
Classroom Teacher	Beth Summers	First Grade	Literacy
Classroom Teacher	Bree Adams	First Grade Teacher	Literacy
Classroom Teacher	Colette Cook-Tabor	Kindergarten ESL Teacher	Parental Involvement
Classroom Teacher	Colleen High	Librarian	Parental Involvement
Classroom Teacher	Colleen Powell	Special Education	Parental Involvement
Classroom Teacher	Deana Murray	Music	ACSIP Leadership, Co-Chairperson
Classroom Teacher	Heather Ogden	Kindergarten	Wellness

Classroom Teacher	Janie De Anda	ESL Instructor	Measuring Teacher Practice
Classroom Teacher	Karen Helmlinger	Kindergarten	Measuring Teacher Practice
Classroom Teacher	Katie Blubaugh	Speech	Health and Wellness
Classroom Teacher	Kim Walker	First Grade	Literacy
Classroom Teacher	Lea Ann Jackson	Physical Education	Wellness
Classroom Teacher	Lea Jones	Second Grade	Mathematics
Classroom Teacher	Leslie Hopkins	1st Grade	Literacy
Classroom Teacher	Lucy Thurman	ESL Instructor	ACSIP Leadership, Co-Chairperson
Classroom Teacher	Mandy Williams	Kindergarten	Wellness
Classroom Teacher	Michelle Blevins	First Grade	Literacy
Classroom Teacher	Michelle Knapp	Second Grade	Mathematics
Classroom Teacher	Misty Holloway	Kindergarten	Wellness
Classroom Teacher	Nancy Martin	Second Grade	Measuring Teacher Practice
Classroom Teacher	Rebecca Scroggins	Kindergarten	Wellness
Classroom Teacher	Renea Doss	Special Education	Parental Involvement
Classroom Teacher	Shirley Ann Wright	Art	Parental Involvement
Classroom Teacher	Staci Ray	Kindergarten	Health and Wellness
Classroom Teacher	Stacie Johnson	Second Grade	Mathematics
Classroom Teacher	Stephanie Hopper	Second Grade	Mathematics
Classroom Teacher	Tasha Hutchison	First Grade	Literacy
Classroom Teacher	Traci Morrell	Kindergarten	Wellness
Classroom Teacher	Tracy Maupin	First Grade	Literacy
Classroom Teacher	Whitney McMasters	Kindergarten	Wellness
Community Representative	Craig Hicks	Resource Officer	Wellness
Community Representative	Sherry Plumlee	RN	Wellness
District-Level Professional	Apryl Harmon	Special Education Supervisor	ACSIP Leadership
District-Level Professional	Dr. Doug Harris	Federal Programs	ASCIP Leadership
District-Level Professional	Dr. Doug Harris	Administration	Wellness
District-Level Professional	Dr. Phil Clark	Superintendent	Measuring Teacher Practice
District-Level Professional	John McClellan	Athletic Director	Parental Involvement
Non-Classroom Professional Staff	Andrea Jones	Paraprofessional	Parental Involvement
Non-Classroom Professional Staff	Ashley Engel	Paraprofessional	Literacy
Non-Classroom Professional Staff	Beth Ann Broeker	Cafeteria staff	Health and Wellness
Non-Classroom Professional Staff	Christy Graham	Instructional Facilitator	Literacy
Non-Classroom Professional Staff	Darla Edwards	Paraprofessional	Literacy

Non-Classroom Professional Staff	Debbie Harris	APSCN Secretary	Parental Involvement
Non-Classroom Professional Staff	Donna Janeway	Cafeteria staff	Health and Wellness
Non-Classroom Professional Staff	Gayla Swofford	Paraprofessional	Mathematics
Non-Classroom Professional Staff	Heather Lehr	Paraprofessional	Wellness
Non-Classroom Professional Staff	Jackie Robinson	Custodian	Parental Involvement
Non-Classroom Professional Staff	Jannea Howze	Paraprofessional	Wellness
Non-Classroom Professional Staff	Jerry Magee	Paraprofessional	Literacy
Non-Classroom Professional Staff	Jill Jones	Instructional Facilitator	Mathematics
Non-Classroom Professional Staff	Kandra Davis	Counselor	Measuring Teacher Practice
Non-Classroom Professional Staff	Kathy Kiraly	Paraprofessional	Literacy
Non-Classroom Professional Staff	Kelly Swofford	Principal	Measuring Teacher Practice
Non-Classroom Professional Staff	Kisha Broseus	Paraprofessional	Health and Wellness
Non-Classroom Professional Staff	Kristi Evans	Nurse	Wellness
Non-Classroom Professional Staff	Larissa Allen	Gifted and Talented	Mathematics
Non-Classroom Professional Staff	Liz Davidson	Paraprofessional	Parental Involvement
Non-Classroom Professional Staff	Lou Parker	Custodian	Parental Involvement
Non-Classroom Professional Staff	Mary Ann Pharis	ESL Coordinator	ACSIP Leadership
Non-Classroom Professional Staff	Natasha Phillips	Paraprofessional	Parental Involvement
Non-Classroom Professional Staff	Noelia Moreno	Secretary	Parental Involvement
Non-Classroom Professional Staff	Patricia O'Brien	Cafeteria staff	Health and Wellness
Non-Classroom Professional Staff	Paula Kelley	Custodian	Wellness
Non-Classroom Professional Staff	Peggy Menley	Cafeteria staff	Health and Wellness
Non-Classroom Professional Staff	Sara Summers	Paraprofessional	Literacy
Non-Classroom Professional Staff	Tammy Johnson	Paraprofessional	Parental Involvement
Non-Classroom Professional Staff	Threasa Newberry	Cafeteria Manager	Wellness
Non-Classroom Professional Staff	Tracy Holle	Technology Coordinator	ACSIP Leadership
Non-Classroom Professional Staff	Wendy McClellan	Administrative Assistant	Parental Involvement
Parent	Ashley Worley	Parent	Parent Involvement
Parent	Kristie Miller	Parent	Parental Involvement
Principal	Kelly Swofford	Principal	Literacy
Principal	Kelly Swofford	Principal	ACSIP Leadership