



School Plan

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BRADLEY ELEMENTARY SCHOOL

Arkansas Comprehensive School Improvement Plan

2014-2015

We, the teachers and staff at Bradley Elementary School, will....

- * Believe that each student can learn.
- * Show respect for each student and his/her family.
- * Provide an environment that is conducive to learning.
- * Enforce school and classroom rules fairly and consistently.
- * Provide quality instruction aligned to the Arkansas Curriculum Frameworks or Common Core Curriculum.
- * Use assessments to monitor student learning and intervene when necessary.
- * Provide meaningful and appropriate homework activities.
- * Communicate with parents and students about academic and behavioral progress.
- * Continue our own learning to increase our skills as teachers.

Grade Span: K-6

Title I: Title I Schoolwide

School Improvement: A

Table of Contents

Priority 1: Literacy

Goal: To improve literacy comprehension and writing in response to reading by strengthening comprehension strategies and higher order thinking skills.

Priority 2: Mathematics

Goal: All students will improve in all areas of Math with an emphasis on open response Data, Analysis, and Probability.

Priority 3: Special Education

Goal: To decrease the number of minorities being placed in special education classes.

Priority 4: Wellness

Goal: Students will improve their BMI and nutritional food choices.

Priority 1: To improve literacy skills.

1. Combined Population Grade 3-6 Augmented Benchmark Exam: Bradley Elementary is classified as an "Achieving" school in literacy based on the 2013 ESEA Accountability Report. 2013 Performance All Students: 76.42%, exceeded AMO. TAGG Students: 70.89% exceeded AMO. Subgroups: African Americans: 67.50% Exceeded AMO, Hispanic: 100% Exceeded AMO, White: 80.65% Exceeded AMO, Economically Disadvantaged: 71.79% exceeded AMO, and Students with Disabilities: 0% exceeded AMO. Grade 3-6 Augmented Benchmark Exam: Bradley Elementary is classified as an "Achieving" school in literacy based on the 2012 ESEA Accountability Report. 2012 Performance All Students: 90.10%, exceeded AMO. TAGG Students: 90.48% exceeded AMO. Subgroups: African Americans: 85.37% Exceeded AMO, White: 93.10% Exceeded AMO, Economically Disadvantaged: 90.24% exceeded AMO. In 2011, 66.4% scored proficient or advanced. In 2010, 68.4 % scored proficient or advanced. In 2009, 59.4 % scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area (s) is: Practical Passage MC & OR and Content OR. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area (s) are: Content and Style.
2. ITBS (11) SAT 10 (08-10): Combined Population: Reading Comprehension, Grade 3: In 2012, 30.0% had a NPR score of 50 or above. In 2011, 54.8% had a NPR score of 50 or above. In 2009, 37% had an NPR score of 50 or above. In 2008, 32.3% had an NPR score of 50 or above. ITBS (11) SAT 10 (08-10): Combined Population: Reading Comprehension, Grade 4: In 2012, 57.1% had a NPR score of 50 or above. In 2011, 57.7% had an NPR score of 50 or above. In 2009, 35% had an NPR score of 50 or above. In 2008, 40.9% had an NPR score of 50 or above. ITBS (11) SAT 10 (08-10): Combined Population: Reading Comprehension, Grade 5: In 2012, 44.1% had a NPR score of 50 or above. In 2011, 26.7% had an NPR score of 50 or above. In 2009, 45% had an NPR score of 50 or above. In 2008, 45.7% had an NPR score of 50 or above. ITBS (11) SAT 10 (08-10): Combined Population: Reading Comprehension, Grade 6: In 2012, 45.2% had a NPR score of 50 or above. In 2011, 25.8% had an NPR score of 50 or above. In 2009, 54% had an NPR score of 50 or above. In 2008, 41.7% had an NPR score of 50 or above.
3. Kindergarten MAT 8: In 2009, scored 42% proficient or advanced. Class Evaluations and Dibels results show a 3 year trend analysis of the Kindergarten revealed that the lowest Identified areas are: Vocabulary and Sounds. ITBS (11) SAT 10 (08-10): Combined Population: Reading Comprehension, Grade 1: In 2012, 81.0% had a NPR score of 50 or above. In 2011, 66.7% had an NPR score of 50 or above. In 2010, 82.6% scored proficient or advanced. In 2009, 94% scored proficient or advanced. In 2008, 91% scored proficient or advanced. ITBS (11) SAT 10 (08-10): Combined Population: Reading Comprehension, Grade 2: In 2012, 71.4% had a NPR score of 50 or above. In 2011, 40.9% scored proficient or advanced. In 2010, 76.3% scored proficient or advanced. In 2009, 75% scored proficient or advanced. In 2008, 75% scored proficient or advanced.
4. Attendance rates for Bradley Elementary School were: 94.8% in 07-08, 94.9% in 08-09, 94.4% in 09-10, 94.4% in 10-11, 95.60% in 11-12, and 95.97% in 12-13.
5. NEEDS ASSESSMENT: The lowest scoring AMO subgroup is the African American population with 67.50% scoring proficient or above. The lowest identified weaknesses is Content OR and multiple choice content and style. The lowest performing grades on the IOWA Test of Basic Skills were Third grade having an NPR of 30.0%, and Fifth Grade having an NPR of 44.1%.
- 6.

Supporting Data:

Goal To improve literacy comprehension and writing in response to reading by strengthening comprehension strategies and higher order thinking skills.

Benchmark At the end of 2010-2011, 70.75% of the combined population, 61.75% of the African American population, and 64.5% of economically disadvantaged population and 72.5% of Caucasian population scored proficient. At the end of 2011-2012, 66% of all subgroups will be proficient. At the end of 2013-2014, 75% of all subgroups will be proficient.

Intervention: The K-2 comprehensive literacy program will implement the Reading and Writing Workshop Models using Pinnell and Fountas's, The Continuum of Literacy Learning- Grades K-2's seven curriculum components and other resources that are deemed "best practices" that support Common Core State Standards. K-2 teachers will use formative assessments quarterly to determine and chart progress. Professional Learning Teams will meet twice monthly to reflect on data and plan instruction accordingly.

Scientific Based Research: (Reading Recovery: Dr. Marie M. Clay, 1993: Standards and Guidelines of the Reading Recovery Council of North America: Reading Recovery Council, 3rd Edition, Fall 1998.)

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>The salary for a Reading Recovery teacher (D. Lyons 1.0 FTE) will be paid with Title I money. The reading recovery teacher will participate in continuing contact and attend the Reading Recovery Literacy Conference. All students in first grade will be tested by a trained Reading Recovery teacher. Students will be tested on their knowledge of the alphabet, knowledge of the concepts about print, ability to hear sounds and associate those sounds with letters in the alphabet, knowledge of high frequency words, and their ability to write known words. Students needing intervention will be identified and parents will be notified.</p> <p>Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development</p>	Vickie Spruell	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments 	<p>Title I - Employee Salaries: \$46500.00 Title I - Employee Benefits: \$12543.46</p> <hr/> <p>ACTION BUDGET: \$59043.46</p>
<p>COORDINATION OF FUNDS, SCHOOL-WIDE REFORM STRATEGY: Students identified as needing intervention in literacy will attend Reading Recovery classes or literacy groups for 30 minutes a day. The lessons will consist of familiar reading, word building, writing, and reading unfamiliar text. Students will be given explicit instruction in strategies to increase their ability to decode and comprehend text. Students will continue to attend lessons until they reach established benchmarks for proficiency. Data will be collected on all students to measure the overall effectiveness of the program. Leveled readers and other materials for lessons will be purchased as needed. The Reading Recovery teacher will continue to monitor student progress as they move from the support of Reading Recovery to the classroom.</p> <p>Program evaluation: The Reading Recovery teacher will submit identification and end of year data to the principal. The principal will compare percent of students successfully completing the RR program to percent of RR students scoring proficient or advanced on state mandated tests. Results show that 71% of students receiving services through Reading Recovery scored proficient or above on the 2010 SAT 10 Exam compared to 86% on the 2009 SAT 10. Adjustments to the program will be made as needed.</p> <p>Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	Dedra Lyons	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>POINT IN TIME REMEDIATION Students scoring below proficiency in grades K-2 will receive point in time remediation from regular classroom teachers. Each student will have either the required IRI or AIP.</p> <p>Action Type: AIP/IRI Action Type: Title I Schoolwide</p>	Vickie Spruell	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>NSLA funds will be used for the web based "The Learning Institute" Quiz Builder</p> <p>Action Type: Technology Inclusion</p>	Vickie Spruell	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Computers 	<hr/> <p>ACTION BUDGET: \$</p>
Total Budget:				\$59043.46

Intervention: Literacy Curriculum Mapping and Alignment: K-6 teachers will use district approved curriculum maps in literacy that encompass content areas of social studies, the arts, and science. Quarterly assessments will be given that assess students' progress in mastering Common Core State Standards in Literacy. Teachers will meet to collaborate, plan, redesign instructional tools and methods, and evaluate curriculum maps with student's achievement.

Scientific Based Research: Mapping the Big Picture. Integrating Curriculum & Assessment K-12: Heidi Hayes Jacob, 1997

Actions	Person Responsible	Timeline	Resources	Source of Funds
Released Items on the Benchmark Test and student results from those tests. Pacing guides will be examined and necessary changes will be made. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Vickie Spruell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$
Grade level teachers will meet to align the curriculum to the Common Core State Standards using their pacing guides. Students will be given quarterly formative assessments based on the pacing guides to monitor progress in preparation for summative assessment. Results of the assessments will be used to plan for needed remediation and shared with parents. Program evaluation: The classroom teacher will report testing results and will maintain records for student progress involving target testing. To evaluate the impact of curriculum alignment, each quarter the principal will compare results of 2011-2012 testing to the results of 2012-2013 testing. Results of the comparison showed students maintaining or making improvements on target testing. Adjustments will be made to instruction as needed. Action Type: Alignment Action Type: Program Evaluation	April Whitlock	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Outside Consultants Teachers 	<hr/> ACTION BUDGET: \$
Test-ready materials with formats similar to state mandated tests will be purchased with Title I funds and used by students regularly. Action Type: Equity Action Type: Technology Inclusion	Vickie Spruell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: After-School Tutoring Program

Scientific Based Research: On-a-Roll: A Successful After-School Tutoring Program. Principal Journal: Leila R. Enigma, 1992; Classrooms That Work They Can All Read and Write, 2nd Edition: Patricia Cunningham, Richard Ellington, 1999.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Students in grades 3-6 scoring below proficient on the Benchmark Literacy Exam and IOWA Exam will be identified as needing intervention. A committee of teachers, the principal, the special education teacher, and the counselor will meet to recommend the students that need to	Vickie Spruell, April Whitlock	Start: 07/01/2014	<ul style="list-style-type: none"> Administrative Staff 	<hr/>

attend the after-school tutoring program. Teachers will conference with parents of those recommended for the after school tutoring classes. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education		End: 06/30/2015	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	ACTION BUDGET: \$
After school teachers and classroom teachers will meet monthly to plan instruction and monitor student progress. Program evaluation: Teachers will continue to assess students in the classroom using open response items. Results will be reported to the instructional facilitator. Student performance on these items (classroom grades) will be used to track student progress and monitor the on-going effectiveness of time spent after school. Midterm literacy grades will be compared to end of year literacy grades. 2009-2010 results show that 65% of students attending after-school classes earned a passing final grade in literacy of a C average or above compared to 60% of students passing at midterm. Adjustments to instruction will be made as needed. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	April Whitlock	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers 	ACTION BUDGET: \$
SCHOOL-WIDE REFORM STRATEGY: Students identified in need of intervention in literacy will attend after school classes on Tuesdays and Thursdays for two hours. Approximately 6 after school certified teachers will be paid with Title I money (\$40 per hour) to plan and teach lessons that will be an extension of activities and strategies learned during the regular school day. Higher-order thinking skills and open-response items will be incorporated into the lessons. Action Type: AIP/IRI Action Type: Equity Action Type: Title I Schoolwide	Vickie Spruell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Teachers • Teaching Aids 	ACTION BUDGET: \$
COLLABORATION/PROFESSIONAL DEVELOPMENT After-School teachers and classroom teachers will attend professional development to analyze test results and examine released items. Teachers will incorporate this information into creating lessons and assessments that are designed to increase student performance on state mandated tests. Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide	April Whitlock	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Computer Lab Instruction

Scientific Based Research: Basic Skills Journal: Sarah Flynn, Mar.-Apr.1988, p22-23

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will collaborate with the lab instructor to identify A+ lessons that provide extra help with identified areas of need determined by formative assessments. Student progress reports will be generated and given to classroom teachers. Program evaluation: The classroom teacher will report testing results and will maintain records for student progress involving target testing. To evaluate	Vickie Spruell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers • District Staff • Performance Assessments 	ACTION BUDGET: \$

the impact of computer lab instruction, each quarter the principal will compare results of 2011-2012 testing to the results of 2012-2013 testing. Results of comparison showed students maintaining or making improvements on Target Test. Adjustments will be made to instruction as needed. Action Type: Collaboration Action Type: Program Evaluation Action Type: Technology Inclusion			<ul style="list-style-type: none"> Teachers 	
Teachers in grades K-6 will create an AIP or IRI with parents for all students scoring below proficient in literacy on state mandated exams. Teachers will use data from target testing and other formative assessments to plan small group remediation. Students scoring below proficient will spend a combination of extra time in the computer lab working on A+, IXL, and Moby Max tutorial programs and extra time with the teacher. Action Type: AIP/IRI Action Type: Technology Inclusion	Vickie Spruell	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Literacy Lab Classroom Project

Scientific Based Research: Biancarosa, G., and Snow, C. E. (2004.) Reading Next - A Vision for Action and Research in Middle and High School Literacy: A Report to Carnegie Corporation of New York. Washington, DC: Alliance for Excellent Education.

Actions	Person Responsible	Timeline	Resources	Source of Funds
PROFESSIONAL DEVELOPMENT: Fourth-Six grade literacy teachers will attend summer and follow-up training days for the Literacy Lab Classroom Project. Action Type: Equity Action Type: Professional Development Action Type: Title I Schoolwide	Vickie Spruell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Outside Consultants School Library Teachers 	<hr/> ACTION BUDGET: \$
SCHOOL WIDE REFORM STRATEGY: Classroom and library environments will be created by teachers in which learners will be immersed in literature of all kinds. Reading classes will be structured in such a way that provides 1)large amounts of time for actual reading in order to improve rate, automatic, and prosody 2)teacher directed instruction to create strategic, critical readers who are able to monitor their own reading and 3)occasions for students to talk to teachers and peers about their responses to reading. Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide	Vickie Spruell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff School Library Teachers 	<hr/> ACTION BUDGET: \$
Teachers will give students opportunity and guidance in choosing their own texts in the effort to build engaged, competent readers. Program evaluation: The computer lab instructor will maintain records and report AR testing results to the principal. To evaluate the impact of the Lit Lab Project on student achievement, 2010-2011 AR data will be compared to 2011-2012 AR data. The results of the AR data indicate an increase in average AR points earned by 4-6 students. Adjustments to	Vickie Spruell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> School Library Teachers 	<hr/> ACTION BUDGET: \$

the program will be made as needed. Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation				
INSTRUCTION FROM HQT All students will receive instruction by a highly qualified teacher at their instructional level in phonemic awareness, phonics, vocabulary, fluency, and comprehension. Action Type: Professional Development Action Type: Title I Schoolwide	Gary Hines	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0
Intervention: A Parent Involvement Plan will be developed by teachers and parents in the community. Parents will receive information of how to help their children and how to become involved in supporting educational opportunities. The district's assigned Parent Coordinator will work with the staff helping them to learn how to utilize parents in the community. A volunteer log will be evaluated to assess parent involvement.				
Scientific Based Research: Grades and Parents. NEA Today, December 1992:8. Family Math Night Epstein, Joyce L. "School, Family and Community Partnerships", 2002				
Actions	Person Responsible	Timeline	Resources	Source of Funds
PARENT INVOLVEMENT: Meetings and conferences will be held to enhance the involvement of parents and will include the following: 1) a minimum of two parent/teacher conferences, 2) Math and Literacy family nights (Parental Involvement Meeting), 3) the distribution of Informational Packets, 4) the development of a Volunteer Resource Book, 5) annual review of the process for resolving parent concerns in the BES Student Handbook. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide	Gary Hines	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> ACTION BUDGET: \$
PARENT INVOLVEMENT The parent facilitator (certified teacher, (DL) will establish a committee of teachers and parents to review and update the parent involvement plan and placed on the school's website. The completed plan will be constructed to conform to Act 307(Amended Act 603 of 2003), Act 397 of 2009 and describe the specific components and activities to be conducted by the school. Program evaluation: Parent Facilitators, principals, and teachers will work collaboratively with parents to determine the degree of success for the program in 2011-2012. Principals will monitor the progress of the program during the year and make adjustments as needed. Outcome will be determined by the results of a parent survey completed at the end of the year showing a positive attitude in regard to the effectiveness of the program. Results will be shared with all groups. In 2010-2011, the results of the monitoring activities showed increased participation. The parental survey was conducted in fall of 2011. Results of the survey showed parents felt comfortable at school and worked as a team with BES for the benefit of the student. Results of the survey will be used when making adjustments to the parental involvement. Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide	Dedra Lyons	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> ACTION BUDGET: \$

<p>PARENTAL INVOLVEMENT A teacher at each school site will be selected to serve as a parent facilitator to organize and manage parent involvement activities at the school. This person will work closely with teachers, staff members and parents to provide the activities required under Act 307 (Amended Act 603 of 2003), Act 397 of 2009. Elementary School provides instruction to parents on how to incorporate developmentally appropriate learning activities in the home environment and provides assistance to parents in understanding content and how to monitor a child's progress, standards, and academic assessments. Bradley Elementary School provides materials and training to help parents work with their children to improve academic achievement; educates teachers, principals, and other staff in the importance of effective communication, value, and utility of contributions of parents; coordinates and integrates parent involvement programs and activities; ensures that information related to school and parent programs is sent to parents to the extent practical in a language parents can understand; and provides other reasonable support for parent involvement activities as parents may request. Action Type: Collaboration Action Type: Parental Engagement</p>	Dedra Lyons	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>PARENT INVOLVEMENT: A Parent-Teacher-Student Compact will be completed by teacher, parents, and students at the beginning of each year and placed on file at the school. The following requirements for building parental capacity will be included: 1)provide assistance to parents in understanding content, how to monitor child's progress; standards, academic assessments 2) provide materials and training to help parents work with their children to improve academic achievement 3) educate teachers, principals and other staff in the importance of effective communication, value and utility of contributions of parents 4) coordinate and integrate parent involvement programs and activities 5) ensure that information related to school and parent programs is sent to parent to the extent practical and in a language parents can understand 6) provide other reasonable support for parental involvement activities as parents may request. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Dedra Lyons	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Community Leaders • District Staff • Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>PARENT INVOLVEMENT: The parent facilitator and advisory committee will organize and present parenting activities which will include: 1) seminars to inform parents of high school students about how to be involved in the process of course selection, career planning and preparation for post-secondary opportunities, 2) surveys to determine the needs of parents in terms of activities that may be presented, and 3) provide parents with other activities that promote responsible parenting, books, magazines, and other materials regarding responsible parenting, 4) aid in the formation and continued support of the VIPs (Very Involved People) parent organization 5) provide instruction to a parent on how to incorporate developmentally appropriate learning activities in the home environment and 6) engage in other activities determined by the school to help a parent assist in his or her child's learning. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	April Whitlock, Dedra Lyons	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • School Library • Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>TRANSITION Kindergarten Roundup Day will be held at the elementary school to ease the transition from preschool and home to kindergarten. Activities such as touring the junior high will be planned by the 6th and 7th grade teachers to ease the transition from elementary to junior</p>	Vickie Spruell	<p>Start: 07/01/2014</p>	<ul style="list-style-type: none"> • District Staff 	<p>_____</p>

high school. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide		End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Implement Comprehensive Literacy Program for Students in K-3

Scientific Based Research: Apprenticeship in Literacy; Linda Dor, Cathey French, Tammy Jones, 1998. Shaping Literate Minds; Linda dorn, Carla Soffos, 2001.

Actions	Person Responsible	Timeline	Resources	Source of Funds
PROFESSIONAL DEVELOPMENT K-3 teachers will attend ELLA and/or ELF training to be provided by the SCSC. The SCSC reading specialist will provide on-site professional development for all K-3 teachers. Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide	Vickie Spruell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
NEEDS ASSESSMENT Students in K-2 will be tested at the beginning of the year, at mid-year, and at the end of the year using the DRA to determine instructional levels and to monitor progress in reading. Results of these tests will be used by the classroom teachers to plan AIP/IRI lessons and shared with parents on report cards and at parent-teacher conferences. Progress of students will be used to evaluate effectiveness of program. Examination of DRA scores showed students were making acceptable progress. 80% of students in grades K-2 were considered to be on level in reading at the end of the 2010-2011 school year. Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Title I Schoolwide	Vickie Spruell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
POINT IN TIME REMEDIATION The salary for a para professional (Rodriguez 1.0 FTE) will work with students to improve literacy skills. The para professional will work under the guidance of a HQT to engage students in the reading and writing process. This position is not used to meet AIP/IRI requirements. Action Type: Collaboration Action Type: Equity	Vickie Spruell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office 	NSLA (State-281) - Employee Benefits: \$5187.60 NSLA (State-281) - Employee Salaries: \$13305.60 <hr/> ACTION BUDGET: \$18493.2
Create an ample source of reading material for students in the library and in K-3 classrooms. Teachers will give students guidance in choosing their own texts in an effort to build engaged, active readers. Students will be able to participate in the Accelerated Reader	Vickie Spruell	Start: 07/01/2014	<ul style="list-style-type: none"> Computers District Staff 	Title I - Materials & Supplies: \$188.05

<p>program and student reading will be tracked and reported to teachers and parents. Reading records will be examined to monitor progress of students and determine success of establishing classroom libraries. 100% of students participated in the AR reading program. 82% of students were able to reach goals they set for themselves in 2010-2011. Books and organizational material will be purchased with Title I money.</p> <p>Action Type: Collaboration Action Type: Program Evaluation Action Type: Technology Inclusion</p>		<p>End: 06/30/2015</p>	<ul style="list-style-type: none"> Teachers 	<p>ACTION BUDGET: \$188.05</p>
<p>RECRUIT AND MAINTAIN HIGHLY QUALIFIED TEACHERS Efforts will be made to recruit and maintain highly qualified teachers. Principals will attend job fairs held at Southern Arkansas University and other surrounding institutions of higher learning. Teachers will be encouraged to obtain certification in other areas: partial Praxis Surveys will be administered to teachers to measure teacher job satisfaction. Surveys will be examined to identify possible initiatives to retain highly qualified teachers.</p> <p>Action Type: Title I Schoolwide</p>	Gary Hines	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Administrative Staff 	<p>ACTION BUDGET: \$</p>
<p>INSTRUCTION FROM HQT All students will receive instruction by a highly qualified teacher at their instructional level in phonemic awareness, phonics, vocabulary, fluency, and comprehension.</p> <p>Action Type: Equity Action Type: Title I Schoolwide</p>	Vickie Spruell	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Administrative Staff Central Office 	<p>ACTION BUDGET: \$</p>
<p>NEEDS ASSESSMENT: Students in K-2 will be tested at the beginning, middle, and end of the year using mClass:DIBELS from Wireless Generation. Results of this testing will be showed and discussed with parents at Parent/Teacher Conferences. Teachers will be given tips to help with students who may need interventions. The program will be evaluated and adjustments will be made as needed.</p> <p>Action Type: Parental Engagement Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	April Whitlock	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>ACTION BUDGET: \$</p>
Total Budget:				\$18681.25

Priority 2: To improve Mathematics Skills.

Supporting Data:

- Grade 3-6 Augmented Benchmark Exam: Bradley Elementary was categorized as "Needs Improvement" on the State AMO report in 2013. In 2013, 83.96% of All Students were at or above proficient on the Benchmark Exam. In the TAGG group, 81.01% of students were at or above proficient on the Benchmark exam. In the Subgroups, African American: 70.00% of students were at or above proficient on the Benchmark exam, Hispanic: 100% Exceeded AMO and scored proficient or above on the Benchmark exam, White: 91.94% of students scored at or above proficient on the Benchmark exam, Economically Disadvantaged: 82.05% of students scored at or above proficient on the Benchmark exam, and Students with Disabilities 20% of students scored at or above Proficient on the Benchmark Exam. In 2012, 92.08% exceeded AMO. In 2011, 75.5 % scored proficient or advanced. In 2010, 79.1% scored proficient or advanced. In 2009, 75.5% scored proficient or advanced. In 2008, 65.5 % scored proficient or advanced. The 3 year trend analysis of the five mathematics strands revealed weaknesses in Measurement OR.
- ITBS (11-12) ITBS (07) SAT 10 (08-09): Combined Population: Mathematics, Grade 3: In 2012, 40.0% had a NPR score of 50 or above. In 2011, 58.1% had an NPR of 50 or above. In 2010, 84 % had an NPR score of NPR score of 50 or above. In 2009, 67% had an NPR score of 50 or above. In 2008, 41.9 % had an NPR score of 50 or above. In 2007, 33.3 % had an NPR score of 50 or above. ITBS (11-12) ITBS (07) SAT 10 (08-09): Population: Mathematics, Grade 4: In 2012, 75.0% had a NPR score of 50 or above. In 2011, 69.2% had an NPR of 50 or above. In 2010, 84.3% had an NPR score of 50 or above. In 2009, 60% had an NPR score of 50 or above. In 2008, 50% had an NPR score of 50 or above. In 2007, 65.6% had an NPR score of 50

or above. ITBS (11-12) ITBS (07) SAT 10 (08-09): Combined Population: Mathematics, Grade 5: In 2012, 50.0% had an NPR score of 50 or above. In 2011, 26.7% had an NPR of 50 or above. In 2010, 63.6% had an NPR of 50 or above. In 2009, 45% had an NPR score of 50 or above. In 2008, 54.3% had an NPR score of 50 or above. In 2007, 52% had an NPR score of 50 or above. ITBS (11-12) ITBS (07) SAT 10 (08-09): Combined Population: Mathematics, Grade 6: In 2012, 64.5% had a NPR score of 50 or above. In 2011, 54.8% had an NPR of 50 or above. In 2010, 76.6% had an NPR score of 50 or above. In 2009, 77% had an NPR score of 50 or above. In 2008, 83.3% had an NPR score of 50 or above. In 2007, 57.1% had an NPR score of 50 or above.

3. Attendance rates for Bradley Elementary School were: 94.8% in 07-08, 94.9% in 08-09, 94.4% in 09-10, 94.4% in 10-11, 95.60% in 11-12.
4. ITBS(11-12) SAT 10 (08-09): Combined Population: Mathematics, Grade 1: In 2012, 60.0% had an NPR of 50 or above. In 2011, 46.7% had an NPR of 50 or above. In 2010, 39.1% scored proficient or advanced. In 2009, 38.7% scored proficient or advanced. In 2008, 68.2 % scored proficient or advanced. Grade 2 ITBS (11-12) SAT 10 (08-09): Combined Population: Mathematics, Grade 2: In 2012, 57.1% had an NPR of 50 or above. In 2011, 30.4 % had an NPR of 50 or above. In 2010, 53.1 % scored proficient or advanced. In 2009, 50.0 % scored proficient or advanced. In 2008, 67.7 % scored proficient or advanced.
5. NEEDS ASSESSMENT: The lowest performing subgroup on the Benchmark is the African Americans with 85.37% scoring proficient or above. The lowest identified weakness is DAP OR items. The lowest performing grade on the ITBS in 2012 is the 3rd grade having 40.0% NPR score of 50 or above, the lowest subgroup is the African American Population having 10.0% NPR score of 50 or above.

Goal All students will improve in all areas of Math with an emphasis on open response Data, Analysis, and Probability.

Benchmark For 2010-2011, 85.25% combined population, 77% of African American and 85% of Economically Disadvantaged scored proficient or advanced. At the end of 2011-2012, 79% of all sub pops will be proficient.

Intervention: Develop standards-based lessons for mathematic.				
Scientific Based Research: Making Standards Work, How to Implement Standards-Based Assessments in the Classroom, School, and District: Douglas Reeves, PhD, 1996-1998				
Actions	Person Responsible	Timeline	Resources	Source of Funds
All teachers including Art, Music, and P.E. will develop standards based lessons that include open-response questions. Materials for instruction will be purchased with Title One money. Action Type: Collaboration Action Type: Equity	April Whitlock	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	ACTION BUDGET: \$
PROFESSIONAL DEVELOPMENT Effective instructional strategies based on research will be modeled in the classroom by the SCSC Math Specialist. Teachers will observe lessons that focus on investigations modeled around a released-type problem which may include having students use a scoring rubric to evaluate their work. Teachers will reflect and evaluate new learning's. These reflections and evaluations will be used to guide instruction. Process evaluation: The Standards Based Math program for the school year 2011-2012 will consist of scheduled walk through made by the principal to review the progress made on implementing the program and the progress being made by students as shown by interim testing. Outcome evaluation for 2011-2012 will consist of a review and analysis of the Benchmark Exams for grades 3-6 and the IOWA for grades K-2 to determine the average percent of increase by students scoring proficiency or higher on the Math portion of the these tests. In 2010-2011, the results of walk through by the principal and a review of interim test data showed that the program was implemented without any problems and that the students showed continuous progress. An analysis of the Benchmark Exams for grades 3-6 and the ITBS for grades K-2 revealed that students in these grades showed an increase in the average percent scoring	April Whitlock	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Teachers • Teaching Aids 	ACTION BUDGET: \$

proficient or higher on the Math part of the tests during the school year 2010-2011. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation				
Teachers and the Math Coach will attend Cognitively Guided Instruction training. Training will focus on developing higher order thinking skills and problem solving strategies. Action Type: Collaboration Action Type: Professional Development	April Whitlock	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Outside Consultants Teachers 	<hr/> ACTION BUDGET: \$
Teachers in grades K-6 will create an AIP with parents for all students scoring below proficient in math on state mandated exams. Teachers will use data from target testing and other formative assessments to plan small group remediation. Students scoring below proficient will spend a combination of extra time in the computer lab working on JEdI and Success Maker tutorial programs and extra time with the teacher. Each class will spend at least 2 periods a week on small group remediation. Action Type: AIP/IRI Action Type: Technology Inclusion	Vickie Spruell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Implementation of the Common Core State Standards for Math
 Scientific Based Research: Implementing the Common Core State Standards Math Program

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will receive on-site professional development provided by the Math Coach. The math specialist will teach model lessons designed to improve student achievement and aid teachers in planning remediation lessons. Results of the test will be used to monitor progress in preparation for formative assessment for planning AIP lessons. Program evaluation: The classroom teacher will report testing results and will maintain records for student progress involving target testing. To evaluate the impact of curriculum alignment, each quarter the principal will compare results of 2010-2011 testing to the results of 2011-1012 testing. The 2010-2011 testing will serve as a baseline. Adjustments will be made to instruction as needed. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	April Whitlock	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Outside Consultants Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$
PARENT INVOLVEMENT: The Math Facilitator and Literacy Facilitator will lead monthly PLC meetings for grades K-6 and Special Ed. Current performance data will be examined in order to plan effective math and literacy programs. Action Type: Collaboration Action Type: Special Education Action Type: Title I Schoolwide	April Whitlock, Vickie Spruell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$

<p>COORDINATION OF FUNDS PARENTAL INVOLVEMENT Math Family Night will be held for grades K-6 in the Spring. Parents will see their children engaged in math games designed to teach problem solving strategies. Parents will evaluate the effectiveness of the information sharing aspect of family night. Teachers will be paid stipends and materials will be purchased for students to use at home. Title I funds will be used in addition to District funds to implement family night.</p> <p>Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>April Whitlock</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Teachers will attend training on using SMART Boards, iPad's, and other technology to teach interactive math lessons.</p> <p>Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion</p>	<p>April Whitlock</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<hr/> <p>ACTION BUDGET: \$</p>
<p>Research indicates that small class sizes help to create a teaching environment that is supportive of effective teaching practices and help students to achieve at high levels [Boyd-Zacharias, Jayne & Pate-Bain, Helen. (2000). Early and new findings from Tennessee's Project STAR. In Wang, M.C. & Finn, J.D. (Eds.), How small classes help teachers do their best. Philadelphia, PA: Temple University Center for Research in Human Development in Education, pp. 65-97.] Research also indicates small class sizes reduce black white achievement gaps by 38% in grades K-3 and 15% in grades 4-8 [Krueger, A. & Whitmore, D.(2002)]. A comprehensive needs assessment was conducted using results from the Augmented Benchmark, IOWA and Target Test Exams. Data was disaggregated based on race and ethnicity, economically disadvantaged, and combined population in literacy and math. After looking at the overall school data included in the ACSIP plan, the math and literacy planning committees identified the 2009-2010 2nd and 5th grades as the lowest performing groups of students and therefore, a priority need within the school. A closer look at the 5th grade data showed: 5th grade SAT 10 data used to track student performance from year to year: Combined Population: Reading comprehension scores declined slightly from 40.9% in 2008 to 40.7% in 2009. Math Problem Solving scores declined from 50% in 2008 to 44.4% in 2009. Economically Disadvantaged: Reading comprehension improved from 31.6% in 2008 to 33.3% in 2009. Math Problem Solving scores declined from 47% in 2008 to 41.7% in 2009. African American: Reading comprehension scores declined from 35.7% in 2008 to 30.8% in 2009. Math Problem Solving scores improved slightly from 35.7% to 38.5% in 2009. Caucasian: Reading comprehension scores remained the same at 50% in 2008 and 2009 while Math Problem Solving scores declined from 75% in 2008 to 50% in 2009. 5th grade Math Target Test Data for 2008: The first quarterly target test indicated that 61% of the students scored below the 65% required for passing. 84% scored below passing on the second quarterly test and 40% scored below passing on the third quarterly test. 5th grade Literacy Target Test Data for 2008: The first quarterly target test indicated that 80% of the students scored below the 55% required for passing. 68% scored below passing on the second quarterly test and 84% scored below passing on the third quarterly test. There was not a significant difference between the scores of boys and girls. Caucasian boys</p>	<p>Vickie Spruell</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office 	<hr/> <p>ACTION BUDGET: \$</p>

<p>outperformed other gender/race groups. After examining the data, it was decided by the math and literacy planning teams that along with the other interventions 1st, 2nd, 3rd, 4th and fifth grades would benefit in class size reduction. No grades are combined to meet standards.</p> <p>Action Type: Equity</p>				
<p>Research indicates that small class sizes help to create a teaching environment that is supportive of effective teaching practices and help students to achieve at high levels [Boyd-Zacharias, Jayne & Pate-Bain, Helen. (2000). Early and new findings from Tennessee's Project STAR. In Wang, M.C. & Finn, J.D. (Eds.), how small classes help teachers do their best. Philadelphia, PA: Temple University Center for Research in Human Development in Education, pp. 65-97.] Research also indicates small class sizes reduce black white achievement gaps by 38% in grades K-3 and 15% in grades 4-8 [Krueger, A. & Whitmore, D. (2002)]. A comprehensive NEEDS ASSESSMENT was conducted using results from the Augmented Benchmark, IOWA and Target Test Exams. Data was disaggregated based on race and ethnicity, economically disadvantaged, and combined population in literacy and math. After looking at the overall school data included in the ACSIP plan, the math and literacy planning committees identified the 2012-2013 2nd and 5th grades as the lowest performing groups of students and therefore, a priority need within the school. The Needs assessment shows that at-risk students need smaller class sizes to allow for smaller group instruction and one on one instruction for success. The overall school strategy for Bradley Elementary is to lower class sizes to improve instruction and address the needs of at-risk students. The needs will be met by lowering the class size. The grade levels that will benefit the most from lowering the class size are 1st, 5th, and 6th grades. No grades are combined to meet standards.</p> <p>Action Type: Alignment Action Type: Title I Schoolwide</p>	Vickie Spruell	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> District Staff 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Title I funds will be used for class size reduction in the 5th grade (T.Lyons 1.0 FTE).</p> <p>Action Type: Alignment Action Type: Equity</p>	Vickie Spruell	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Administrative Staff 	<p>Title I - Employee Salaries: \$37600.00 Title I - Employee Benefits: \$10571.24</p> <hr/> <p>ACTION BUDGET: \$48171.24</p>
<p>Title I funds will be used for class size reduction in the 6th grade (Hyman 1.0 FTE)</p>	Vickie Spruell	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>Title I - Employee Salaries: \$41000.00 Title I - Employee Benefits: \$11306.68</p> <hr/>

				ACTION BUDGET: \$52306.68
Title I funds will be used for class size reduction in the 1st grade (McMullen 1.0 FTE) Action Type: Alignment Action Type: Equity	Vickie Spruell	Start: 07/01/2014 End: 06/30/2015		Title I - Employee Salaries: \$43900.00 Title I - Employee Benefits: \$10167.32 <hr/> ACTION BUDGET: \$54067.32
Total Budget:				\$154545.24

Intervention: Align mathematics curriculum to Common Core State Standards: K-6 teachers will use district approved curriculum maps in Math that encompass content areas of social studies, the arts, and science. Quarterly assessments will be given that assess students' progress in mastering Common Core State Standards in Math. Teachers will meet to collaborate, plan, redesign instructional tools and methods, and evaluate curriculum maps with student achievement.

Scientific Based Research: Mapping the Big Picture. Integrating Curriculum and Assessment K-12: Heidi Hays Jacob, 1997.

Actions	Person Responsible	Timeline	Resources	Source of Funds
ALIGNMENT Horizontal teams will meet to generate grade-level curriculum maps that document where each SLE is addressed in the Math curriculum. Teachers will then meet in vertical teams to determine any repetitions or gaps in the curriculum. Parents will be given grade level expectations. Action Type: Alignment Action Type: Collaboration Action Type: Special Education Action Type: Title I Schoolwide	Vickie Spruell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Outside Consultants Teachers 	<hr/> ACTION BUDGET: \$
Teachers will attend workshops that focus on math curriculum alignment which will lead to instructional and assessment alignment. Special focus will be on gaps in the curriculum and strategies to close the gaps. Teacher progress will be monitored by a specialist, giving special help and guidance where needed. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	April Whitlock	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Outside Consultants Teachers 	<hr/> ACTION BUDGET: \$
Program evaluation: The classroom teacher will report testing results and will maintain records for student progress involving target testing. To evaluate the impact of curriculum alignment, an instructional alignment tool will be used to determine if the curriculum has been aligned using quarterly results of the target test. With an average of 64.6 % questions answered correctly in grades 3-6, it was determined that the curriculum was properly aligned. Adjustments will be made to instruction as needed.	Vickie Spruell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Outside Consultants Teachers 	<hr/> ACTION BUDGET: \$

Action Type: Alignment				
Action Type: Program Evaluation				
Total Budget:				\$0

Intervention: After-School Tutoring Program

Scientific Based Research: On-A-Roll: A Successful After-School Tutoring Program. Principal Journal: Leila R. Engman, 1992, Classrooms That Work They Can All Read and Write 2nd Edition; Patricia Cunningham, Richard Allington, 1999.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Students in grades 1-6 scoring below proficient on the Benchmark Math and IOWA Exam will be identified as needing intervention. A committee of teachers, the principal, the special education teacher, and the counselor will meet to recommend students that need to attend the after-school tutoring program. Teachers will conference with the parents of those students recommended for after school tutoring classes as needed.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education</p>	Vickie Spruell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	<hr/> ACTION BUDGET: \$
<p>SCHOOL-WIDE REFORM STRATEGIES: Students identified in need of intervention in math will attend after school classes on Tuesdays and Thursdays for two hours. Certified after school teachers will be paid to plan and teach lessons that will be an extension of activities. Teachers will attend workshops on how to design lessons to improve student performance on state mandated assessments. Multi-step problem solving items and open-response items will be incorporated into the lessons. Materials, supplies, and transportation will be provided. NSLA funds will be used to fund after-school classes.</p> <p>Action Type: Equity Action Type: Professional Development</p>	Vickie Spruell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Teaching Aids 	<hr/> ACTION BUDGET: \$
<p>After school teachers, classroom teachers, and math coach will meet on a weekly basis to plan instruction and monitor student progress. Program evaluation: Teachers will continue to assess students in the classroom using TLI multiple choice and open response items. Results will be reported to the instructional facilitator. Student performance on these items (classroom grades) will be used to track student progress and monitor the on-going effectiveness of time spent after school. Midterm math grades will be compared to end of year math grades. Math results show that 65% of students attending after-school classes earned a passing final grade in math of a C average or above compared to 60% of students passing at midterm. Adjustments to instruction will be made as needed.</p> <p>Action Type: AIP/IRI Action Type: Collaboration Action Type: Program Evaluation</p>	Vickie Spruell, April Whitlock	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$

Total Budget:				\$0
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Intervention: Extended Year Program

Scientific Based Research: Evaluations of a Successful Remedial Summer School Program; Stephen Roderick, Evaluative Report, Publication #1979-04-00.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Students scoring below proficient on the Benchmark Math and IOWA Exams in grades 2-6 will be identified as needing intervention. A committee of classroom teachers, the principal, the special education teacher, the math coach, and the counselor will examine test data to recommend students for the extended year program. Teachers will conference with parents of those students to be recommended for extended year school. Expectations of growth and learning will be identified and consequences of little or no student progress will be discussed.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education</p>	Vickie Spruell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$
<p>Students identified as needing intervention in math will attend extended year classes to be offered two weeks prior to the beginning of school year. Students from the targeted sub-groups identified as needing the most intervention will attend summer classes four days a week, three hours a day. Certified teachers will be paid to plan and teach lessons focused on the standards and designed to specifically improve student performance on state mandated tests. The primary goal of the classes will be to prevent summer loss of mathematical skills. Materials, supplies, and transportation to and from school will be provided.</p> <p>Action Type: Equity Action Type: Special Education</p>	Vickie Spruell	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$
<p>PROFESSIONAL DEVELOPMENT Teachers will attend professional development from the math specialist from SWAEC to analyze data and plan after school lessons.</p> <p>Action Type: Professional Development</p>	April Whitlock	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Outside Consultants Performance Assessments 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

- Priority 3: To reduce the number of minorities being placed in special education.
- In 2008-2009, 65.79% of special education students were black as compared to 44.74% in the district. In 2009-2010, 56% of special Education students were black as compared to 40% of the district. In 2010-2011, 53% of students in Special Education were black as compared to 41% in the district.
 - In 2008-2009, 25% of special education students scored proficient or above in Literacy and 67% of special education students scored proficient or above in Math. In 2009-2010, 46% of Special Education students scored proficient or above in Literacy, and 35% of Special Education students scored proficient or above in math. In 2010-2011, 73% of Special Education students scored proficient in Literacy, and 96% of Special Education students scored proficient or above in Math.
 - In 2008-2009 100% of the Special Ed. students graduated as compared to 98% for the district. In 2009-2010, 100% of Special Education students graduated as compared to 91.74% in the district. In 2010-2011, 100% of Special Education students graduated as compared to 88.9% for the district.
- Supporting Data:
- Goal To decrease the number of minorities being place in special education classes.

Benchmark The school district will reduce the relative proportion of African-American students and white students receiving special educations services to within one standard deviation of the state average by the end of the 2013-2014 school year.

Intervention: A+ computer lab instruction.				
Scientific Based Research: Five strategies to Reduce Overrepresentation of culturally and Linguistically Diverse Students in Special Education. (Warger and Burnette, August 2000); Addressing the disproportionate Number of Minority Students in Special Education. (Donovan and Cross. October 2003) Culturally Responsive Practices in Schools: A checklist to Address Disproportionality in Special Education (May, 2008) - Fiedler C., Chiary B., van Haren B., Jorgensen J. and Halberg. Context of Minority Disproportionality; Practioner Perspectives of special Education Referrals. (June 2006). R. Skiba and A. Simmons				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will refer students identified as needing improvement in classroom behavior and participation and who are scoring basic and below basic on state mandated tests to the Early Intervention Team. Teachers will develop plans, as needed, using the Wright-Browning process. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Katie Walker	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$
All K-12 teachers will test students scoring below proficient on state mandated tests using the Dibels, DRA, or other appropriate test for diagnostic and progress monitoring purposes. Teachers will collaborate with the computer lab instructor to plan lessons based on need indicated by these tests. Results will be recorded and tracked to evaluate effectiveness of interventions. Action Type: Equity Action Type: Program Evaluation Action Type: Special Education	Katie Walker	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$
Students not being serviced by special education and scoring below proficient on state mandated assessments will receive instruction on Jedi to be purchased with special education funds. Teachers will receive training on Jedi and the program will be implemented throughout the school. Student progress will be measured throughout the year to determine effectiveness of program. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion	Vickie Spruell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers Teachers 	<hr/> ACTION BUDGET: \$
Students not being served in Special Education and scoring below proficient on state mandated assessments will receive instruction using A+ computer software to be purchased with Special Education funds. Teachers will receive training on software to be implemented through literacy labs and classrooms. Student progress will be measured throughout the year to determine effectiveness of program. Action Type: Special Education	Vickie Spruell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Priority 4: Wellness

1. Data for 2008-2009 indicated a total enrollment of 214, BMI was assessed for 171 (79.9%) students. The results this year indicated that 37.9% of the males enrolled in grades K-6 fell in the categories of overweight or at risk of overweight. A total of 32.9% of the females in these grades were in these categories. In 2009-2010, with a total enrollment of 206 in the school, and BMI 205 were assessed. The results this year indicated that 36.1% of the males enrolled in grades K-6 fell in the categories of overweight or at risk of overweight. A total of 31.4% of the females in these grades were in these categories. In 2010-2011, with a total enrollment of 208 in the school, and 121 in grades for which BMI assessments are required, 108 (89%) were assessed. The results this year indicated that 29.3% of the males enrolled in grades K-6 fell in the categories of overweight or at risk of overweight. A total of 42.0% of the females in these grades were in these categories. In 2008-2009, with a total enrollment of 218 in the school, 102(86.4%) were assessed for BMI. The results this year indicated that 36.2% of the males enrolled in grades K-6 fell in the categories of overweight or at risk of overweight. A total of 34.1% of the females in these grades were in these categories.
2. School Health Index Evaluation (SHI): The results of the SHI Evaluation for the Bradley Elementary School for the school year 2009-2010 revealed the percentage score for each of the four modules evaluated. Scores for each of these areas included: Module 1: School Health and Safety Policies and Environment, __85__%; Module 2: Health Education, __56__%; Module 3: Physical Education and other Physical Activity Programs, __54__%; and Module 4: Nutrition Services, __55__%. The results of the school for the area of Family and Community Involvement (Module 8) was __44__%. For the school year 2010-2011 the percentage score for each of the four modules evaluated. Scores for each of these areas included: Module 1: School Health and Safety Policies and Environment, __89__%; Module 2: Health Education, __81__%; Module 3: Physical Education and other Physical Activity Programs, __90__%; and Module 4: Nutrition Services, __55__%. The results of the school for the area of Family and Community Involvement (Module 8) was __67__%.
3. 80.1% of students on free and reduced lunch.

Supporting Data:

Goal Students will improve their BMI and nutritional food choices.

Benchmark Annually, the students enrolled in the school will improve their BMI and nutritional food choices by a minimum of one percent (1%) as reflected by the data in the annual assessment.

Intervention: Implement a Comprehensive Health Education Curriculum in Grades K-6.				
Scientific Based Research: Joint Committee on National Health Education Standards, National Health Education Standards: Achieving Health Literacy. An Investment in the Future. Atlanta: American Cancer Society, 1995. Allensworth, D.D. and Kolbe, L.J. The Comprehensive School Health Program: Exploring an Expanded Concept, Journal School Health. 1987; 57 (10): 409-412.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
All students in grades K-6, including Special Education will be provided health education using a variety of approaches. These will include teachers in the regular classroom teaching health units utilizing adopted textbooks and other supplemental materials. Health education will also be provided to students in the upper grades and will receive health units in physical education classrooms. The materials to be used will be age-appropriate and will be aligned with the AR Frameworks. Teachers at each grade level and/or subject area will meet at the beginning of the year to select and schedule the topics/units to be presented to students on regular basis in 30 minute sessions. The collaboration of the teachers will ensure that students at all grade levels receive the instruction required by Standards. Strategies will include the use of resource persons and special interest materials appropriate to the units presented. Action Type: Alignment Action Type: Collaboration Action Type: Special Education	Vickie Spruell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Teachers • Teaching Aids 	<hr/> ACTION BUDGET: \$

<p>All teachers, including Special Education will be provided training related to the presentation of the Health Education units and the instruction given the students and the strategies to be used in presenting the curriculum. Emphasis will be placed on those strategies that will result in making students aware of those actions which may be taken to prevent them from falling into the categories of overweight or at risk of being overweight, making good choices of eating nutritional foods and remaining active. Additional strategies will include the use of teaching aids in the instruction to include the use of technology and resource persons. The training will also cover the use of sequential health education curriculum consistent with Standards. An orientation session will be provided to those groups who will be involved to include parents, board members, students, and community members to ensure that they are familiar with the program and their role in the program.</p> <p>Action Type: Parental Engagement Action Type: Professional Development Action Type: Special Education</p>	Vickie Spruell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Outside Consultants • Teachers 	<hr/> ACTION BUDGET: \$
<p>Both process and outcome procedures will be used to evaluate the program. Process activities will be continuous and on-going during the year and will consist primarily of walkthroughs by the principal, School/Nutrition and Physical Education Advisory Committee recommendations, and teacher recommendations. Outcome procedures will include the annual use of the BMI and SHI assessments. Students will be expected to achieve a minimum of a one percent (1%) improvement each year on the BMI and nutritional food choices.</p> <p>Action Type: Program Evaluation</p>	Vickie Spruell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Performance Assessments • Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Implement Comprehensive Physical Activity Program in Grades K-6.				
Scientific Based Research: CDC. Guidelines for School and Community Program to Promote Lifelong Physical Activity. MMWR, 1997. 46 (RR-6); 1-36. U.S. Department of Health and Human Services. Physical Activity and Health: A Report of the Surgeon General. Atlanta; US Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, 1996.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>All students in grades K-6, including Special Education will be provided physical fitness activities for the development of lifelong healthy habits and promotion of a healthy lifestyle. The activities to be presented will include implementing 1)Live-It program (5th and 6th grades), and 2)Take 10 Curriculum (K--6th grades)[grant from USDA], one twenty-minute supervised recess period daily for(K-6), and a structured physical education class one day each week for (K-6). The Second and Third grades use the Walk for Diabetes program and the Fourth through Sixth grades use the Jump Rope for Heart Program. The curriculum will be sequentially structured and consistent with the Standards. Teachers will work collaboratively to ensure all students are provided the activities needed. Emphasis will be placed on keeping activity in each of the scheduled activities.</p> <p>Action Type: Alignment</p>	Vickie Spruell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers • Teaching Aids 	<hr/> ACTION BUDGET: \$

<p>Action Type: Collaboration Action Type: Special Education</p>				
<p>All teachers to include Special Education, will be provided training to ensure that the program to be presented to students is consistent with the Standards, the activities are conducted are safe and reasonable, and that the teachers have the expertise to provide the instruction. Teachers will also receive training related to working with students to promote health-related fitness, and community physical activities, avoid practices that make students inactive more than 50% of class time, and to make physical fitness enjoyable. The teachers at the school will work closely with parents, support staff, board members, community leaders to ensure that they understand the program and their roles in the program. Action Type: Alignment Action Type: Professional Development Action Type: Special Education</p>	Vickie Spruell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Outside Consultants • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Both process and outcome procedures will be used to evaluate the program. Process activities will be continuous and on-going during the year and will consist primarily of walkthroughs by the principal, School/Nutrition and Physical Education Advisory Committee recommendations, and teacher recommendations. Outcome procedures will include the annual use of the BMI and SHI assessments. Students will be expected to achieve a minimum of a one percent (1%) improvement each year on the BMI and nutritional food choices. Action Type: Program Evaluation</p>	Vickie Spruell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
Total Budget:				\$0
Intervention: Implement Comprehensive Nutritional Program in Grades K-6.				
Scientific Based Research: CDC. Guidelines for School and Community Program to Promote Lifelong Healthy Eating. MMWR, 1996. 45 (RR-9); 1-41. Mandell, R.J. Ed. The Strategic Plan for Nutrition Education: Promoting Healthy Eating for our Children. Washington, D.C.: US Department of Agriculture; Food and Nutrition Service, Nutrition and Technical Services Division, 1993.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>All students, including Special Education will be provided a comprehensive nutritional program to ensure that nutrition guidelines are followed and that the objectives of promoting student health and reducing childhood obesity are addressed. Major components of the program will include activities designed to reduce exceptions to food and beverage limitations, reduce access to vended and competitive foods and those with minimal nutritional value, identify problem areas which are detrimental to healthy diets, and to emphasize daily healthful practices by students. The program will be directed by the Food Service manager working in collaboration with principals, teachers, professional persons, teachers, and other persons. The program will be conducted as required by all appropriate statutes, policies, and guidelines at the State and Federal levels. Action Type: Alignment</p>	Vickie Spruell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Outside Consultants • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>Action Type: Collaboration Action Type: Special Education</p>				
<p>Teachers and staff members, including Special Education personal, will be provided both orientation and training related to the program. An orientation of the program to include the goals, objectives and activities, and the roles each group will play will be provided to teachers, administrators, support staff, parents, students, community members, and board members. Specialized training will be provided to key staff members to include the Food Service Supervisor, principals, nurses, and teachers. The training will ensure that all persons involved will be able to complete their assigned task. Action Type: Parental Engagement Action Type: Professional Development Action Type: Special Education</p>	Vickie Spruell	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Outside Consultants • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Both process and outcome procedures will be used to evaluate the program. Process activities will be continuous and on-going during the year and will consist of walkthroughs by the principal, School/Nutrition and Physical Education Health Advisory Committee recommendations, and teacher recommendations. Outcome procedures will include the annual use of the BMI and SHI assessments. Students will be expected to achieve a minimum of a one percent (1%) improvement each year on the BMI and nutritional food choices. Action Type: Program Evaluation</p>	Vickie Spruell	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>
<p>Intervention: Implement Comprehensive Health Services Program in Grades K-6.</p>				
<p>Scientific Based Research: Allensworth, D.D. and Kolbe, L.J. The Comprehensive School Health Program: Exploring an Expanded Concept, Journal School Health. 1987; 57 (10): 409-412. Fitzwater, L.L. Weinsier, R.L., Wooldridge, N.H. et al. Evaluation of Long-Term Weight Changes After a Multidisciplinary Weight Control Program. Journal of American Diet Association. 1991; 91:421-4.</p>				
<p>Actions</p>	<p>Person Responsible</p>	<p>Timeline</p>	<p>Resources</p>	<p>Source of Funds</p>
<p>All students enrolled in the school including Special Education will be provided a comprehensive program of Health Services. The program will include activities designed to increase the health services provided to students maintain a safe and health school environment, improve student safety, and keep all students, parents and citizens informed of the wellness situation. Major activities will also include completing both the BMI and SHI assessments on an annual basis and monthly student weigh-ins. The school nurse will be responsible for the program and will work in collaboration with principals, teachers, parents, and community professionals to provide a quality program. Action Type: Alignment Action Type: Collaboration Action Type: Special Education</p>	Vickie Spruell	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>Teachers and support staff members including Special Education will be provided training vital to ensure the success of the program. These persons will be involved in an orientation session explaining the program to include the goals and activities and their roles in the program. Special training will be provided to key persons to include the nurse and principal to ensure these persons have the skills and competencies to successfully implement the program. Other staff members will receive training appropriate to their roles in the program. In addition, an orientation session will be given to board members, parents, students, and community members to ensure all groups are aware of the program.</p> <p>Action Type: Parental Engagement Action Type: Professional Development Action Type: Special Education</p>	Vickie Spruell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Outside Consultants • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Both process and outcome procedures will be used to evaluate the program. Process activities will be continuous and on-going during the year and will consist of walkthroughs by the principal, School/Nutrition and Physical Education Health Advisory Committee recommendations, and teacher recommendations. Outcome procedures will include the annual use of the BMI and SHI assessments. Students will be expected to achieve a minimum of a one percent (1%) improvement each year on the BMI and nutritional food choices.</p> <p>Action Type: Program Evaluation</p>	Vickie Spruell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Anglea Wilson	2nd Grade	Math
Classroom Teacher	Brenda Covington	Fourth Grade Teacher	Math
Classroom Teacher	Carla Whitehead	3rd Grade Teacher	Math
Classroom Teacher	Christen Johnson	3rd Grade Teacher	Literacy
Classroom Teacher	Cindy Singletary	GT & 5th Grade Teacher	Math
Classroom Teacher	Deborah Earley	First Grade Teacher	Literacy
Classroom Teacher	Dedra Lyons	Reading Recovery Teacher	Literacy
Classroom Teacher	Emily Curry	Kindergarten Teacher	Math
Classroom Teacher	Gena McMullan	First Grade Teacher	Math
Classroom Teacher	Katie Pickard	Special Education Teacher	Math
Classroom Teacher	Leah Teague	Fourth Grade Teacher	Literacy
Classroom Teacher	Lydia Whitlock	Kindergarten Teacher	Literacy
Classroom Teacher	Margie Van	Sixth Grade Teacher	Literacy
Classroom Teacher	Megan Hyman	Sixth Grade Teacher	Math

Classroom Teacher	Tommy Lyons	5th grade teacher	Literacy
District-Level Professional	April Whitlock	Math Coach/Federal Programs	Math
District-Level Professional	Kay Burton	Nurse	Federal Programs Advisory
District-Level Professional	Vicki Spruell	Literacy Instructional Facilitator	Federal Programs Advisory
Non-Classroom Professional Staff	Bonnie Daniels	Counselor	Federal Programs Advisory
Non-Classroom Professional Staff	Marianne Doster	Librarian	Federal Programs Advisory
Parent	Amy Cannon	Parent	Math
Parent	Mary Williams	Parent	Federal Programs Advisory
Parent	Pat Pierce	Parent	Literacy



School Plan

[Print Version](#)

BRADLEY HIGH SCHOOL

Arkansas Comprehensive School Improvement Plan

2014-2015

Our Mission is to aid in the development of the minds, conscience, and self-actualization of the youth of Bradley. We stress the total development of each child's beings whether it is intellectual, moral, social, emotional, or physical. A student is to be nurture to create a well-rounded individual; in part we want the student to be prepared for their future as a productive member of society.

Grade Span: 7-12 Title I: Not Applicable School Improvement: SI_1

Table of Contents

- Priority 1:** To Improve Mathematical Skills
Goal: All students will improve mathematical skills, primarily on open-response and higher-level operational skills.
 - Priority 2:** To Improve Literacy Scores
Goal: To Improve Literacy Scores of all students while placing an emphasis on those performing below basic and basic.
 - Priority 3:** Special Education
Goal: To decrease the number of minorities being placed in special education classes.
 - Priority 4:** Wellness
Goal: Students will improve their BMI and nutritional food choices.
-

Priority 1: To Improve Mathematical skills.
Supporting 1 . COMBINED POPULATION Grade : 7
Data: 2 .

3.	ITBS	ITBS	SAT10			
		Year				
4.	2009	2010	2011	2012		
		Number				
5.	Tested	35	27	29	30	
		%				
6.	At/Above 50th NPR In:					
7.	Problem Solving		56%	65%	Math 71%	36.7%
8.	COMBINED POPULATION		Grade:8			
9.						
10.	ITBS	ITBS	SAT10			
		Year				
11.	2009	2010	2011	2012		
		Number				
12.	Tested	38	36	25	29	
		%				
13.	At/Above 50th NPR In:					
14.	Problem Solving		63.2%	55.6%	Math 70.8%	24.1%
15.	COMBINED POPULATION		Grade:9			
16.						
17.	ITBS	ITBS	SAT10			
		Year				
18.	2009	2010	2011	2012		
		Number				
19.	Tested	29	41	35	35	
		%				
20.	At/Above 50th NPR In:					
21.	Problem Solving		48.3%	68.3%	Math 71.4%	
22.	22.9%					
23.						
24.	Bradley High School is classified as a "Achieving" school in Math based on					
25.	the 2013 ESEA Accountability Report.					

26. 2013 Performance
27. All Students: 60.55%, did not meet AMO
28. TAGG Students: 56.79%, did not meet AMO
29. SUBGROUPS
30. African American: 51.16%, did not meet AMO
31. White: 66.13%, did not meet AMO
32. Hispanic: 50.00%, did not meet AMO
33. Economically Disadvantaged: 56.96%, did not meet AMO
34. Students with Disabilities: 23.53%, Exceeded AMO
35. 2012 Performance
36. All Students: 56.88%, did not meet AMO
37. TAGG Students: 49.45%, did not meet AMO
38. SUBGROUPS
39. African American: 34.88, Exceeded AMO
40. White: 71.88%, did not meet AMO
41. Economically Disadvantaged: 50.56%, did not meet AMO
42. Students with Disabilities: 10.53, Exceeded AMO
- 43.
44. Combined Population:
45. Grade 7 Math Augmented Benchmark Exam: In 2011, 67% scored proficient or
46. advanced. In 2010, 62 % scored proficient or advanced. In 2009, 54 % scored
47. proficient or advanced. The 3 year trend analysis of the five mathematics
48. strands revealed weaknesses in Measurement OR.
49. Grade 8 Math Augmented Benchmark Exam: In 2011, 74% scored proficient or
50. advanced. In 2010, 58 % scored proficient or advanced. In 2009, 64 % scored
51. proficient or advanced. The 5 year trend analysis of the five mathematics
52. strands revealed weaknesses in Measurement OR.
53. EOC Algebra Benchmark Exam: In 2011, 74% scored proficient or advanced. In
54. 2010, 89 % scored proficient or advanced. In 2009, 75% scored proficient or
55. advanced. The 5 year trend analysis of the five mathematics strands revealed
56. weaknesses in Data Analysis and Probability.
57. EOC Geometry Augmented Benchmark Exam: In 2011,70% scored proficient or
58. advanced. In 2010, 63 % scored proficient or advanced. In 2009, 61 % scored
59. proficient or advanced. The 5 year trend analysis of the five mathematics
60. strands revealed weaknesses in Geometry.
61. Caucasian:
62. Grade 7 Math Augmented Benchmark Exam: In 2011, 63 % scored proficient or
63. advanced. In 2010, 79 % scored proficient or advanced. In 2009, 65% scored
64. proficient or advanced. The 3 year trend analysis of the open response and
65. multiple-choice questions, in the five mathematics strands revealed weaknesses

66. in Measurement OR and DAP OR.
67. Grade 8 Math Augmented Benchmark Exam: In 2011, 90 % scored proficient or
68. advanced. In 2010, 75 % scored proficient or advanced. In 2009, 78% scored
69. proficient or advanced. The 3 year trend analysis of the open response and
70. multiple-choice questions, in the five mathematics strands revealed weaknesses
71. in Measurement OR.
72. EOC Algebra Augmented Benchmark Exam: In 2011, 83% scored proficient or
73. advanced. In 2010, 93% scored proficient or advanced. In 2009, 84% scored
74. proficient or advanced. The 3 year trend analysis of the open response and
75. multiple-choice questions, in the five mathematics strands revealed weaknesses
76. in DAP OR and Alg. OR.
77. EOC Geometry Augmented Benchmark Exam: In 2011, 78 % scored proficient or
78. advanced. In 2010, 73% scored proficient or advanced. In 2009, 71% scored
79. proficient or advanced. The 3 year trend analysis of the open response and
80. multiple-choice questions, in the five mathematics strands revealed weaknesses
81. in DAP and Geometry OR.
82. Economically Disadvantaged:
83. Grade 7 Augmented Benchmark Exam: In 2011, 76% scored proficient or advanced.
84. In 2010, 59% scored proficient or advanced. In 2009, 44% scored proficient or
85. advanced. The 3 year trend analysis of the open response and multiple-choice
86. questions, in the five mathematics strands revealed weaknesses in DAP OR.
87. Grade 8 Augmented Benchmark Exam: In 2011, 68% scored proficient or advanced.
88. In 2010, 57 % scored proficient or advanced. In 2009, 59% scored proficient or
89. advanced. The 3 year trend analysis of the open response and multiple-choice
90. questions, in the five mathematics strands revealed weaknesses in DAP OR and
91. Measurement.
92. EOC Algebra Augmented Benchmark Exam: In 2011, 68 % scored proficient or
93. advanced. In 2010, 83 % scored proficient or advanced. In 2009, 68% scored
94. proficient or advanced. The 3 year trend analysis of the open response and
95. multiple-choice questions, in the five mathematics strands revealed weaknesses
96. in DAP and NO OR.
97. EOC Geometry Augmented Benchmark Exam: In 2011, 67% scored proficient or
98. advanced. In 2010, 58% scored proficient or advanced. In 2009, 43% scored
99. proficient or advanced. The 3 year trend analysis of the open response and
100. multiple-choice questions, in the five mathematics strands revealed weaknesses
101. in DAP OR and Number Order OR.
102. Students with Disabilities: NA
103. English Language Learners: NA
104. African Americans: NA
105. Hispanic: NA

- 106.
- 107. Economically Disadvantaged students are scoring low in DAP and Geometry.
- 108.
- 109. Graduation Rates for Bradley High School was 100% for 2007, 91.74% for
- 110. 2008, 96% for 2009, 95% for 2010, 95% for 2011, 92.11% for 2012, and 92.86% for
- 111. 2013.
- 112.
- 113. Bradley High School was rated "Needs Improvement" for the Graduation rate in
- 114. 2013 with 92.86%.
- 115.
- 116.
- 117.
- 118.
- 119.
- 120.
- 121.
- 122.
- 123.
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- 125.
- 126.
- 127.

Goal All students will improve mathematical skills, primarily on open-response and higher-level operational skills.

Benchmark At the end of 2008-2009, 72.8 % of the combined population, 57.8% of African American, and 69.9 of economically disadvantaged was proficient. At the end of 2009-2010, 73% will be proficient. At the end of 2013-2014, 75% will be at or above proficient on the Benchmark exam in Math.

Intervention: Develop standards-based curricula for Mathematics,				
Scientific Based Research: Making Standards Work, How to Implement Standards-Based Assessments in the Classroom, School, and District: Douglas Reeves, Ph.D., 1196-1998. Focus on the Benchmark-Tips and Suggestions, Barbara Brown. Preparing students for State Assessments - Lynne and Dr. Bill Nielson				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will attend summer workshops and in-service on developing and implementing standards-based curriculum. Effective instructional strategies based on research will be modeled in the classroom by Math Specialist from SCSC Teachers will observe lessons that focus on investigations modeled around a released-type problem including having students use a scoring rubric to evaluate their work. Teachers will reflect on and evaluate on new learning. Mathematics will be incorporated into science, social studies, FACS, agriculture, art, and English classes. This will be an on-going process. Action Type: Alignment	Gammye Moore	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$

Action Type: Collaboration Action Type: Professional Development				
Teachers will work on horizontal and vertical alignment. Textbook adoption teachers will ensure that newly adopted texts are aligned both ways. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration	Gammye Moore	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	<hr/> ACTION BUDGET: \$
Teachers will develop and implement AIP's for students who fail EOC exams. Teachers will ensure that all standards are covered in the curriculum. Action Type: Equity	Gammye Moore	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
Teachers will use the assessment results to plan instruction and monitor progress of students along with bell ringers. Open response items will be a part of every major test in all content areas. Process evaluation of the standards based curricula component for the school year 2013-2014 will include the principal monitoring assessments and conducting walkthroughs on a periodic basis to determine whether the program was implemented and operating and that students were making continuous progress. Outcome evaluation for 2012-2013 will consist of analyzing the results of the Benchmark Exams for grades 7-8 and the End of Course Exams in grade 11 to determine the average percent of the students achieving proficiency or higher in the area of Math. In 2008-2009, an analysis of the test results showed that the average percent of students in for grades 7-8 Benchmark Exams and in grade 11 on the End of Course Exam that scored proficiency or higher showed an increase. The results of monitoring conducted by the principal indicated that students made continued progress during the year and the program operated successfully. The principal will conduct CWTs to ensure teachers are implementing effective teaching strategies. Action Type: Alignment Action Type: Program Evaluation Action Type: Technology Inclusion	Gammye Moore	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Teachers 	<hr/> ACTION BUDGET: \$
Teachers will utilize individual education plans developed by the resource teacher, 504 counselor, and gifted-talented coordinator to ensure that all students' abilities are met. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Gammye Moore	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
Elective courses will be offered to improve mathematical skills. These courses include a 7th grade "Tools for Learning", remediation and test prep classes. Action Type: Collaboration Action Type: Equity	Gammye Moore	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Teachers • Teaching Aids 	<hr/> ACTION BUDGET: \$
NSLA funds will be used for materials and supplies for classroom instruction.	Gammye Moore	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: After-School Tutoring Program				
Scientific Based Research: On-A-Roll: A Successful After-School Tutoring Program. Principal Journal: Leila R. Engman, 1992, Classrooms That Work They Can All Read and Write 2nd Edition; Patricia Cunningham, Richard Allington, 1999.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Students in grades 9-12 scoring below proficient on the Benchmark Math Exam will be identified as needing intervention. A committee of teachers, the principal, the special education teacher, and the counselor will meet to recommend students that need to attend the after-school tutoring program. Teachers will conference with the parents of those students recommended for after school tutoring classes.</p> <p>Action Type: Equity Action Type: Parental Engagement Action Type: Special Education</p>	Miranda Davenport	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$
<p>Bradley High School has been identified as being in Year 1 of School Improvement. After school tutoring will be offered to identify students. Students identified in need of intervention in math will attend after school classes on Tuesdays and Thursdays for two hours. Certified after school teachers will be paid with district funds to plan and teach lessons that will be an extension of activities. Teachers will attend training on how to plan lessons designed specifically to improve student performance on state mandated assessments. Multi-step problem solving items and open-response items will be incorporated into the lessons.</p> <p>Action Type: Alignment Action Type: Equity Action Type: Professional Development</p>	Gammye Moore	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers Teaching Aids 	<hr/> ACTION BUDGET: \$
<p>After school teachers and classroom teachers will meet on a weekly basis to plan instruction and monitor student progress. Teachers will continue to assess students in the classroom using higher order questions and open-response items. Student performance on these assessments will be used to track student progress and monitor the on-going effectiveness of time spent after school. Program evaluation: Teachers will continue to assess students in the classroom using open response items. Results will be reported to the principal. Student performance on these items (classroom grades) will be used to track student progress and monitor the on-going effectiveness of time spent after school. Midterm literacy grades will be compared to end of year literacy grades. 2009-2010 will be the first year to collect and compare this data. Adjustments to instruction will be made as needed.</p> <p>Action Type: Collaboration Action Type: Program Evaluation</p>	Gammye Moore	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Extended Year				
Scientific Based Research: Evaluation of a Successful Remedial Summer school Program; Stephen Roderick, Evaluation Report, Publication 3 1979-04-00				
Actions	Person Responsible	Timeline	Resources	Source of Funds

Students scoring below proficient on the 7-8 Benchmark Literacy and EOC Exams will be identified as needing intervention. A committee of classroom teachers, the principal, the special education teacher and the counselor will examine testing data to recommend students for the extended year program. Teachers will conference with parents of those students to be recommended for extended year school. Expectations of growth and learning will be identified and consequences of little or no student progress will be discussed. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Gammye Moore	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
Test scores of students who attended extended year classes will be examined to determine retention of past learning to evaluate the effectiveness of the program. Data will be shared with parents at parent-teacher conferences. Program evaluation: The principal will monitor attendance and the progress of the program. Surveys will be administered at the beginning of the 2011-2012 school year to classroom teachers of summer school students. The survey will measure the level of performance at which students were able to begin school. The survey was not administered last year. Adjustments to the program will be made as needed. Action Type: Parental Engagement Action Type: Program Evaluation	Gammye Moore	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Curriculum Mapping and Alignment

Scientific Based Research: Mapping the Big Picture, Integrating Curriculum and Assessment K-12: Heidi Jacobs, 1997

Actions	Person Responsible	Timeline	Resources	Source of Funds
Grade level teams will meet during Shared Planning time to align instructions across curriculums and to the Common Core Standards using the pacing guides from The Learning Institute through the SCSC. Students will be given quarterly assessments based on the pacing guides to monitor progress. Teachers will examine results of the assessments to plan for needed remediation. Results will be shared with parents at parent teacher conferences. Action Type: Alignment Action Type: Collaboration	Gammye Moore	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$
PROFESSIONAL DEVELOPMENT Teachers will attend workshops to examine Released Items on the Benchmark Test, Common Core Frameworks and student results from those tests. Power strands and distractors will be identified and examined. Specific student learning expectations that can be taught in areas other than literacy will be identified. Teacher mentoring will be provided to any teachers needing support. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Gammye Moore	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	<hr/> ACTION BUDGET: \$
Teachers will develop vertical teams to determine any repetitions or gaps in the curriculum and make changes to the curriculum as needed. Benchmark and EOC results will be used to evaluate plan. Program evaluation: The Common Core component for the school year 2011-2012 will include the	Gammye Moore	Start: 07/01/2014		<hr/>

principal monitoring assessments and conducting walkthroughs on a periodic basis to determine whether the program was implemented and operating and that students were making continuous progress. Outcome evaluation for 2009-2010 will consist of analyzing the results of the Benchmark Exams for grades 7-8 and the End of Course Exams in grade 11 to determine the average percent of the students achieving proficiency or higher in the area of Literacy. In 2008-2009, an analysis of the test results showed that the average percent of students in for grades 7-8 Benchmark Exams and in grade 11 on the End of Course Exam that scored proficiency or higher showed an increase. The results of monitoring conducted by the principal indicated that students made continued progress during the year and the program operated successfully. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation		End: 06/30/2015		ACTION BUDGET:	\$
Total Budget:					\$0

Priority 2: To Improve Literacy Scores

1.	COMBINED POPULATION	Grade:7				
2.						
3.		ITBS	ITBS	SAT10		
4.	Year	2009	2010	2011	2012	
5.						
6.	Number Tested	35	27	29	30	
7.						
8.	% At/Above 50th NPR In:					

Supporting Data:

9.	Reading Comprehension	37.1%	33.3%	62.1%	33.3%
10.					
11.					
12.	COMBINED POPULATION	Grade:8			
13.					
14.		ITBS	ITBS	SAT10	
15.	Year	2009	2010	2011	2012
16.					

17.	Number Tested	38	36	25	29
18.					
19.	% At/Above 50th NPR In:				
20.	Reading Comprehension	47.4%	47.2%	28.0%	27.6%
21.					
22.					
23.					
24.	COMBINED POPULATION	Grade:9			
25.					
26.		ITBS	ITBS	SAT10	
27.	Year	2009	2010	2011	2012
28.					
29.	Number Tested	29	41	35	35
30.					
31.	% At/Above 50th NPR In:				
32.	Reading Comprehension	44%	34%	25%	37.1

33.
34.
35.
36. Combined Population: Bradley High School is classified as a "Needs
37. Improvement" school in Literacy based on the 2013 ESEA Accountability Report.
38. 2013 Performance: All Students 65.88%, did not meet AMO. TAGG students:
39. 63.08%, did not meet AMO. Subgroups: African American 51.52%, exceeded AMO,
40. White 75.00%, did not meet AMO, Hispanic 50.00%, did not meet AMO Economically
41. Disadvantaged 62.50% did not meet AMO, Students with Disabilities 16.67%, did
42. not meet AMO. 2012 Performance: All students: 60.0%, did not meet AMO. TAGG
43. students: 56.58%, did not meet AMO. Subgroups: African American 60.0%,
44. exceeded AMO, White 60.42%, did not meet AMO, Economically Disadvantaged 56.0%
45. did not meet AMO, Students with Disabilities 29.41%, Exceeded AMO.
46. Grade 7 Literacy Augmented Benchmark Exam: In 2011, 71 % scored proficient or
47. advanced. In 2010, 51 % scored proficient or advanced. In 2009, 54% scored

48. proficient or advanced. The 3 year trend analysis of the open response and
49. multiple-choice questions, in the three types of reading passages, revealed
50. that the lowest identified area (s) is: Practical Passage OR. The 3 year
51. trend analysis of the open response questions in the five writing domains
52. revealed that the lowest identified area (s) are: Content and Style
53. Grade 8 Literacy Augmented Benchmark Exam: In 2011, 80 % scored proficient or
54. advanced. In 2010, 54% scored proficient or advanced. In 2009, 67% scored
55. proficient or advanced. The 3 year trend analysis of the open response and
56. multiple-choice questions, in the three types of reading passages, revealed
57. that the lowest identified area (s) are: Content Passage OR and MC. The 3
58. year trend analysis of the open response questions in the five writing domains
59. revealed that the lowest identified area (s) are: Content & Style
60. EOC Literacy Benchmark Exam: In 2011, 45 % scored proficient or advanced. In
61. 2010, 48 % scored proficient or advanced. In 2009, 32% scored proficient or
62. advanced. The 3 year trend analysis of the open response and multiple-choice
63. questions, in the three types of reading passages, revealed that the lowest
64. identified area (s) are: Content Passage OR. The 3 year trend analysis of the
65. open response questions in the five writing domains revealed that the lowest
66. identified area (s) are: Content & Style.
67.
68. Economically Disadvantaged:
69. Grade 7 Literacy Augmented Benchmark Exam: In 2011, 66 % scored proficient or
70. advanced. In 2010, 50 % scored proficient or advanced. In 2009, 45% scored
71. proficient or advanced. The 3 year trend analysis of the open response and
72. multiple-choice questions, in the three types of reading passages, revealed
73. that the lowest identified area (s) are: Practical OR. The 3 year trend
74. analysis of the open response questions in the five writing domains revealed
75. that the lowest identified area (s) are: Content & Style.
76. Grade 8 Literacy Augmented Benchmark Exam: In 2011, 76% scored proficient or
77. advanced. In 2010, 51 % scored proficient or advanced. In 2009, 62% scored
78. proficient or advanced. The 3 year trend analysis of the open response and
79. multiple-choice questions, in the three types of reading passages, revealed
80. that the lowest identified area (s) are: Content OR. The 3 year trend
81. analysis of the open response questions in the five writing domains revealed
82. that the lowest identified area (s) are: Content.
83. EOC Literacy Benchmark Exam: In 2011, 41 % scored proficient or advanced. In
84. 2010, 42% scored proficient or advanced. In 2009, 30% scored proficient or
85. advanced. The 3 year trend analysis of the open response and multiple-choice
86. questions, in the three types of reading passages, revealed that the lowest
87. identified area (s) are: Content OR. The 3 year trend analysis of the open

88. response questions in the five writing domains revealed that the lowest
89. identified area (s) are: Style
90. Caucasian:
91. Grade 7 Literacy Augmented Benchmark Exam: In 2011, 74% scored
92. proficient or advanced. In 2010, 63 % scored proficient or advanced. In 2009,
93. 64% scored proficient or advanced. The 3 year trend analysis of the open
94. response and multiple-choice questions, in the three types of reading
95. passages, revealed that the lowest identified area (s) are: Practical OR.
96. The 3 year trend analysis of the open response questions in the five writing
97. domains revealed that the lowest identified area (s) are: Content and
98. Style.

99. Grade 8 Literacy Augmented Benchmark Exam: In 2011, 85% scored proficient or
100. advanced. In 2010, 75 % scored proficient or advanced. In 2009, 78% scored
101. proficient or advanced. The 3 year trend analysis of the open response and
102. multiple-choice questions, in the three types of reading passages, revealed
103. that the lowest identified area (s) are: Content OR. The 3 year trend
104. analysis of the open response questions in the five writing domains revealed
105. that the lowest identified area (s) are: Content & Style
106. EOC Literacy Benchmark Exam: In 2011, 46% scored proficient or advanced. In
107. 2010, 93% scored proficient or advanced. In 2009, 42% scored proficient or
108. advanced. The 3 year trend analysis of the open response and multiple-choice
109. questions, in the three types of reading passages, revealed that the lowest
110. identified area (s) are: Literary OR. The 3 year trend analysis of the open
111. response questions in the five writing domains revealed that the lowest
112. identified area (s) are: Style.
113. African-American: NA
114. Students with Disabilities: NA
115. English Language Learners: NA
116. Hispanic: NA
117.
118. Lowest Literacy Groups that did not meet or exceed AMO Growth or Performance
119. for 2013 are White, Hispanic, Students with Disabilities and Economically
120. Disadvantaged subgroups.
121.
122. Graduation Rates for Bradley High School was 100% for 2007, 91.74% for
123. 2008, 88.9% for 2009, 95% for 2010, 95% for 2011, 92.11% for 2012, 92.86% for
124. 2013.
125.
126. Bradley High School did not meet AMO for Graduation Rate in 2013 for all

- 127. students, however, did meet AMO for the Graduation Rate for the TAGG.
- 128.
- 129.
- 130.
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- 145.

Goal To Improve Literacy Scores of all students while placing an emphasis on those performing below basic and basic.

Benchmark At the end of 2008-2009, 63.8% of the combined population, 57.1% of African American and 62.1% of the economically disadvantaged scored proficient. At the end of the 2009-2010, 72% of all subgroups will be proficient. At the end of 2013-2014, 75% of students will be at or above proficient on the Benchmark exam in Literacy.

Intervention: Implement Comprehensive Literacy Program				
Scientific Based Research: Making Standards Work, How to Implement Standards-Based Assessments in the Classroom, School, and District: Douglas Reeves, PhD, 1996-1998.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Classroom teachers will work with SCSC reading specialists to improve implementation of Literacy Lab Classroom Project. Action Type: Equity Action Type: Professional Development	Gammye Moore	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	<hr/> ACTION BUDGET: \$
All students in grades 7-12 will be tested using the STAR reading test and participate in the Accelerated Reading Program. A committee of teachers will study, recommend, and/or oversee implementation of educational related incentives for the Accelerated Reading	Belinda Larry	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers • District Staff 	<hr/> ACTION BUDGET: \$

<p>Program. New books will be purchased as needed. Action Type: Special Education</p>			<ul style="list-style-type: none"> • Performance Assessments • School Library • Teachers 	
<p>Classroom environments will be created by teachers in which learners will be immersed in literature of all kinds. Reading classes will be structured in such a way that 1) provides large amounts of time for actual reading in order to improve rate, automaticity, and prosody 2) teacher directed instruction to create strategic, critical readers who are able to monitor their own reading and 3) occasions for students to talk to teachers and peers about their responses to reading. All classes will have a word wall pertaining to grade level SLEs and vocabulary in their tested area. Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>	Gammye Moore	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Outside Consultants 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Students will be encouraged to read independently through programs such as Accelerated Reader, Books for Kids, and Read Across America. Student progress will be monitored and tracked on the AR Wall in the library. AR reports will be generated and made available to parents throughout the year. Additional AR books will be purchased with NSLA money for members of book clubs. Book clubs will meet once a month with content area teachers, staff, and media specialist. PROGRAM EVALUATION: During the 2008-2009 School Year we elected to use TIA targeted Literacy assessments as the evaluation tool to determine whether this Intervention was effective in improving student Literacy achievement. EVALUATION RESULTS: 48.06% of our students received a passing score on the pre-test compared to 61.3% on the post-test. With this impressive increase of 13.24% receiving a passing score, WE plan to use the same protocol for assessing the Intervention and making decisions that impact the various activities, as described in the action descriptions, during the 2009-2010 School Year. In order to measure student growth and determine the EFFECTIVENESS OF THE INTERVENTION we will administer TIA targeted Literacy pre- and post-assessments. We expect to see a minimum of 66.3% receiving a passing score on the post-test administration. We will report the results in our 2010/2011 Plan and use the results to determine whether the objective of this Intervention was reached and to set a standard for future expectations. The evaluation results will be used to impact the decisions we make that affect our future instructional program. Action Type: Parental Engagement Action Type: Program Evaluation</p>	Marianne Doster	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>All 11th graders will be required to take the ACT in order to schedule courses or remediation classes that may be needed to better prepare for college. Faculty member, Connie Cochran will be trained to administer the tests on campus, allowing all 11th grade students an opportunity to take the test. Action Type: Equity Action Type: Professional Development</p>	Connie Cochran	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

NSLA funds will be used to hire a Paraprofessional (Nealy .875 FTE) to work with teachers and students to help children whom are failing or most at risk of failing to meet challenging State academic achievement standards. Action Type: Title I Schoolwide	Gary Hines	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	NSLA (State-281) - Employee Benefits: \$4723.42 NSLA (State-281) - Employee Salaries: \$12474.00 <hr/> ACTION BUDGET: \$17197.42
Total Budget:				\$17197.42

Intervention: Literacy Curriculum Mapping and Alignment				
Scientific Based Research: Mapping the Big Picture, Integrating Curriculum and Assessment K-12: Heidi Jacobs, 1997				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Grade level teams will meet during Shared Planning time to align instructions across curriculums and to the Common Core Standards using the pacing guides from the Target Assessment Project through the SCSC. Students will be given quarterly assessments based on the pacing guides to monitor progress. Teachers will examine results of the assessments to plan for needed remediation. Results will be shared with parents at parent teacher conferences. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Gammye Moore	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Outside Consultants 	<hr/> ACTION BUDGET: \$
Teachers will develop vertical teams to determine any repetitions or gaps in the curriculum and make changes to the curriculum as needed. Process evaluation of the Curriculum Alignment component for the school year 2013-2014 will include the principal monitoring assessments and conducting walkthroughs on a periodic basis to determine whether the program was implemented and operating and that students were making continuous progress. Outcome evaluation for 2012-2013 will consist of analyzing the results of the Benchmark Exams for grades 7-8 and the End of Course Exams in grade 11 to determine the average percent of the students achieving proficiency or higher in the area of Literacy. In 2008-2009, an analysis of the test results showed that the average percent of students in for grades 7-8 Benchmark Exams and in grade 11 on the End of Course Exam that scored proficiency or higher showed an increase. The results of monitoring conducted by the principal indicated that students made continued progress during the year and the program operated successfully. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education	Gammye Moore	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> ACTION BUDGET: \$

Parents will be given grade, course and object level expectations in Literacy. Action Type: Collaboration Action Type: Parental Engagement	Gammye Moore	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff 	<hr/> ACTION BUDGET: \$
Teachers will attend workshops to examine Released Items on the Benchmark Test and student results from those tests. Power strands and distractors will be identified and examined. Specific student learning expectations that can be taught in areas other than literacy will be identified. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Gammye Moore	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: After-School Tutoring Program

Scientific Based Research: On-a-Roll: A Successful After-School Tutoring Program. Principal Journal: Leila R. Enigma, 1992; Classrooms That Work They Can All Read and Write, 2nd Edition: Patricia Cunningham, Richard Ellington, 1999.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Students scoring below proficient on the 7-8Benchmark Literacy and EOC Exams will be identified as needing intervention. A committee of teachers, the principal, the special education teacher, and the counselor will meet to recommend the students that need to attend the after-school program. Teachers will conference with parents of those recommended for the after school tutoring classes. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education	Gammye Moore	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$
After-School teachers and classroom teachers will meet to plan instruction and monitor student progress. Teachers will continue to assess students in the classroom using higher-order questioning and open-response items. Student performance on these assessments will be examined and used to track student progress and monitor the on-going effectiveness of time spent after school. Program evaluation: Teachers will continue to assess students in the classroom using open response items. Results will be reported to the principal. Student performance on these items (classroom grades) will be used to track student progress and monitor the on-going effectiveness of time spent after school. Midterm literacy grades will be compared to end of year literacy grades. 2009-2010 will be the first year to collect and compare this data. Adjustments to instruction will be made as needed. Action Type: Professional Development Action Type: Program Evaluation	Gammye Moore	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$

Students identified in need of intervention in literacy will attend after school classes on Tuesdays or Thursdays for two hours each week. Certified after school teachers will be paid with district funds to plan and teach lessons that will be an extension, not a repetition, of activities and strategies learned during the regular school day. These lessons will be designed specifically to improve student performance on state mandated assessments. Higher-order thinking skills and open-response items will be incorporated into the lessons. Action Type: Alignment Action Type: Equity	Gammye Moore	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Extended Year Program

Scientific Based Research: Evaluation of a Successful Remedial Summer School Program; Stephen Roderick, Evaluative Report, Publication # 1979-04-00

Actions	Person Responsible	Timeline	Resources	Source of Funds
Students scoring below proficient on the Benchmark Literacy Exams in grades 7-8 will be identified as needing intervention. A committee of classroom teachers, the principal, the special education teacher, and the counselor will examine testing data to recommend students for the extended year program. Teachers will conference with parents of those students to be recommended for extended year school. Expectations of growth and learning will be identified and consequences of little or no student progress will be discussed. Action Type: Alignment Action Type: Equity Action Type: Professional Development	Gammye Moore	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> ACTION BUDGET: \$
Students from the targeted sub-groups identified as needing the most intervention will attend summer classes four days a week, three hours a day. Certified teachers will be paid with district funds to plan and teach lessons focused on the standards and designed to specifically improve student performance on state mandated tests. The primary goal of these classes will be to prevent "summer reading loss". Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education	Gammye Moore	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
Test scores of students who attended extended year classes will be examined to determine retention of past learning to evaluate the effectiveness of the program. Data will be shared with parents at parent-teacher conferences. Program evaluation: The principal will monitor attendance and the progress of the program. Surveys will be administered at the beginning of the 2009-2010 school year to classroom teachers of summer school students. The survey will measure the level of performance at which students were able to begin school. The survey was not administered last year. Adjustments to the program will be made as needed. Action Type: Parental Engagement Action Type: Program Evaluation	Gammye Moore	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Implement a parental involvement program to inform and involve parents in the educational process and student progress.				
Scientific Based Research: Grades and Parents, NEA Today, December 1992:8.; Family Math Night Epstein, Joyce L. "School, Family and Community Partnerships", 2002				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Meetings and conferences will be held to enhance the involvement of parents and will include the following: 1) a minimum of two parent/teacher conferences, 2) Math and Literacy family nights. Parents will receive written notices about the school being identified in Year 1 School Improvement. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Gammye Moore	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> ACTION BUDGET: \$
The parent facilitator will establish a committee of teachers and parents to review and update the parent involvement plan and file a copy of the plan with the Department of Education. The completed plan will be constructed to conform to Act 307 and describe the specific components and activities to be conducted by the school. Program evaluation: Parent Facilitators, principals, and teachers will work collaboratively with parents to determine the degree of success for the program in 2009-2010. Principals will monitor the progress of the program during the year and make adjustments as needed. Outcome will be determined by the results of a parent survey completed at the end of the year showing a positive attitude in regard to the effectiveness of the program. Results will be shared with all groups. In 2008-2009, the results of the monitoring activities showed increased participation. The survey was not completed and used until 2009-2010. Action Type: Collaboration Action Type: Program Evaluation	Miranda Davenport	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> ACTION BUDGET: \$
A teacher at each school site will be selected to serve as a parent facilitator to organize and manage parent involvement activities at the school. This person will work closely with teachers, staff members and parents to provide the activities required under Act 307. Action Type: Collaboration Action Type: Parental Engagement	Miranda Davenport	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> ACTION BUDGET: \$
A committee of teachers and parents will be formed to organize and implement a parent center at the school. The center will serve as a place where the school and the home can meet to share ideas about the education process, the parent can obtain information about how they can assist at home and in the school, and serve as a resource for parents as they become involved with the school. The activities at the center will include the development and distribution informational packets, publication of a Volunteer Resource Book to include a parent survey, school publications available to include tips for how parents can foster their child's success to include contacting employers, organizing an alumni advisory committee and publication and distribution of the school process for resolving parental concerns to be included in the student handbook, and a statement of school's committee to parent involvement. Action Type: Collaboration Action Type: Parental Engagement	Gammye Moore	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Community Leaders District Staff Teachers 	<hr/> ACTION BUDGET: \$

<p>The parent facilitator and advisory committee will organize and present parenting activities which will include: 1) seminars to inform parents of high school students about how to be involved in the process of course selection, career planning and preparation for post-secondary opportunities, 2) surveys to determine the needs of parents in terms of activities that may be presented, 3) provide parents with other activities that promote responsible parenting, books, magazines, and other materials regarding responsible parenting 4) provide instruction to a parent on how to incorporate developmentally appropriate learning activities in the home environment, and 5) engage in other activities determined by the school to help parents assist in his or her child's learning.</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>	Miranda Davenport	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • School Library • Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Teachers and other staff members will meet with parents to refine the School-Parent-Compact. The Compact will be completed by teacher, parents, and students at the beginning of each year and placed on file at the school. At the time the Compact is signed, the parent will be provided a statement attesting to the district's commitment to parental involvement and any necessary notification of the school' School Improvement status.</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>	Vickie Spruell	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Community Leaders • District Staff • Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>A Kindergarten Roundup Day will be held at the elementary school to ease the transition from preschool and home to kindergarten. Activities such as orientation day, touring the junior high, and student shadowing day will be planned by the 6th and 7th grade teachers to ease the transition from elementary to junior high school.</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>	Gammye Moore, Vickie Spruell	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>
Total Budget:				\$0

Priority 3: To decrease the number of minorities being placed in special education classes.

Supporting Data:

1. In 2008-2009, 65.79% of special education students were black as compared to 44.74% in the district. In 2009-2010, 56% of special Education students were black as compared to 40% of the district. In 2010-2011, 53% of students in special education were black as compared to 41% in the district.
2. In 2008-2009, 25% of special education students scored proficient or above in Literacy and 67% or special education students scored proficient or above in Math. In 2009-2010, 46% of Special Education students scored proficient or above in Literacy, and 35% of Special Education students scored proficient or above in math. In 2010-2011, 73% of Special Education students scored proficient in Literacy, and 96% of Special Education students scored proficient or above in Math.
3. In 2008-2009, 100% of the Special Ed. students graduated as compared to 98% for the district. In 2009-2010, 100% of Special Education students graduated as compared to 91.74% in the district.. In 2010-2011, 100% of Special Education students graduated as compared to 88.9% for the district.

Goal To decrease the number of minorities being placed in special education classes.

Benchmark The school district will reduce the relative proportion of African-American students and white students receiving special educations services to within one standard deviation of the state average by the end of the 2013-2014 school year.

Intervention: JEdI and A+ computer lab instruction.

Scientific Based Research: Five strategies to Reduce Overrepresentation of culturally and Linguistically Diverse Students in Special Education. (Warger and Burnette, August 2000); Addressing the disproportionate Number of Minority Students in Special Education. (Donovan and Cross, October 2003) Culturally Responsive Practices in Schools: A checklist to Address Disproportionality in Special Education (May, 2008) - Fiedler C., Chiary B., van Haren B., Jorgensen J. and Halberg. Context of Minority Disproportionality; Practitioner Perspectives of special Education Referrals. (June 2006). R. Skiba and A. Simmons				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Students not being served in Special Education and scoring below proficient on state mandated assessments will receive instruction using A+ computer software to be purchased with Special Education ARRA funds. Teachers will receive training on software. Students' progress will be measured throughout the year to determine effectiveness of program. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education	Gammye Moore	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Outside Consultants Teachers 	<hr/> ACTION BUDGET: \$
All K-12 teachers will test students scoring below proficient on state mandated tests using te Dibels, DRA, or other appropriate test for diagnostic and progress monitoring purposes. Teachers will collaborate with the computer lab instructor and/or remediation teachers to plan lessons based on need indicated by these tests. Results will be recorded and tracked to evaluate effectiveness of interventions. Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education	Gammye Moore	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$
Students not being serviced by special education and scoring below proficient on state mandated assessments will receive instruction on Jedi which will be purchased with special education funds. Teachers will identify areas that need to be targeted through Target Assessments. Student progress will be measured to determine effectiveness of the program. Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	Gammye Moore	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> ACTION BUDGET: \$
Students not being served in Special Education and scoring below proficient on state mandated assessments will receive instruction on JEdI. The program will be implemented throughout the school. Student progress will be measured throughout the year to determine effectiveness of the program. Action Type: Special Education	Gammye Moore	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Priority 4: Wellness

Supporting Data: 1. In 2010-2011, a total of 185 of the 195 students enrolled (94.8%) were assessed. The results this year indicated that 39.2% of the males enrolled in grades 7-12 fell in the categories of overweight or at risk of overweight. A total of 46.6% of the females in these grades were in these categories. During

the two-year period, a total of 39.2% of the males were found to be overweight or at risk of being overweight while a total of 46.7% of the female students fell in In 2009-2010, with a total enrollment of 203 in the school, and BMI was assessed for 180 (88%) students. The results this year indicated that 33.0% of the males enrolled in grades 7-12 fell in the categories of overweight or at risk of overweight. A total of 47.8% of the females in these grades were in these categories. In 2008-2009, with a total enrollment of 176 in the school, and 60 in grades for which BMI assessments are required, 51 (85%) were assessed. The results this year indicated that 25.0% of the males enrolled in grades 7-12 fell in the categories of overweight or at risk of overweight. A total of 45.2% of the females in these grades were in these categories. In 2008-2009, with a total enrollment of 182 in the school, 58 (84%) were assessed for BMI. The results this year indicated that 51.7% of the males enrolled in grades 7-12 fell in the categories of overweight or at risk of overweight. A total of 41.4% of the females in these grades were in these categories.

2. School Health Index Evaluation (SHI): The results of the SHI Evaluation for the Bradley High School for the school year 2010-2011 revealed the percentage score for each of the four modules evaluated. Scores for each of these areas included: Module 1: School Health and Safety Policies and Environment, 69.4%; Module 2: Health Education, 93.3%; Module 3: Physical Education and other Physical Activity Programs, 66.6%; and Module 4: Nutrition Services, 55%. The results of the school for the area of Family and Community Involvement (Module 8) was 94%. For the school year 2009-2010 the percentage score for each of the four modules evaluated. Scores for each of these areas included: Module 1: School Health and Safety Policies and Environment, 92%; Module 2: Health Education, 96%; Module 3: Physical Education and other Physical Activity Programs, 69%; and Module 4: Nutrition Services, 90%. The results of the school for the area of Family and Community Involvement (Module 8) was 67%.
3. 80.1% of students on free and reduced lunch.

Goal Students will improve their BMI and nutritional food choices.

Benchmark Annually, the students enrolled in the school will improve their BMI and nutritional food choices by a minimum of one percent (1%) as reflected by the data in the annual assessment.

Intervention: Implement Comprehensive Health Education Curriculum in Grades 7-12.				
Scientific Based Research: Joint Committee on National Health Education Standards, National Health Education Standards: Achieving Health Literacy. An Investment in the Future. Atlanta: American Cancer Society, 1995. Allensworth, D.D. and Kolbe, L.J. The Comprehensive School Health Program: Exploring an Expanded Concept, Journal School Health. 1987; 57 (10): 409-412.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
All students including Special Education will be provided health education during the school year. The program will consist of Nutrition and Wellness and Foods and Nutrition units taught in Family and Consumer Science classes. Materials to be used will include regular textbooks aligned with the AR Standards and supplemental materials which are age-appropriate. Teachers will attend training related to the presentation of the units with emphasis placed on strategies that will result in making all students aware of the risk of being overweight. Topics covered will be consistent with state standards and offered to students in grades 7-12. Action Type: Alignment Action Type: Professional Development Action Type: Special Education	Kay Burton	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers • Teaching Aids 	<hr/> ACTION BUDGET: \$
Both process and outcome procedures will be used in the grades 7-12 program. Process activities will be continuous and on-going during the year and will include walkthroughs by the principal, teacher recommendations, and recommendations of the School Health Advisory Committee. Outcome procedures will include the annual use of the BMI and SHI assessments. Students will be expected to achieve a minimum of a one percent (1%) improvement each year on the BMI and	Kay Burton	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders 	<hr/> ACTION BUDGET: \$

nutritional food choices. Action Type: Program Evaluation			<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers 	
Total Budget:				\$0

Intervention: Implement Comprehensive Physical Activity Program in Grades 7-12.

Scientific Based Research: CDC. Guidelines for School and Community Program to Promote Lifelong Physical Activity. MMWR, 1997. 46 (RR-6); 1-36. U.S. Department of Health and Human Services. Physical Activity and Health: A Report of the Surgeon General. Atlanta; US Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, 1996.

Actions	Person Responsible	Timeline	Resources	Source of Funds
All students in grades 7-12 including Special Education will be provided physical fitness activities for the development of lifelong health habits and promotion of healthy lifestyles. The activities to be included will consist of enrollment in physical education credit courses, participating in a 45 minute activity period, and participating in the Step With It program using stepometers provided by Coca-Cola. Strategies will include placing emphasis on being active each day, providing sequential physical education consistent with the Standards, conducting health related physical fitness activities, promoting physical education as an enjoyable activity, and eliminating practices by teachers that result in inactivity. Action Type: Alignment Action Type: Special Education	Kay Burton	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers • Teaching Aids 	<hr/> ACTION BUDGET: \$
Teachers, including Special Education, will be providing training designed to ensure that these persons have the skills and competencies to conduct the program successfully. The training will include the implementation of the strategies to be used in the conduct of the program to include the presentation of a sequential physical education curriculum consistent with the Standards. Specific topics related to the fitness program and keeping students active in all classroom activities will be the basis of the training. The training will also provide all staff members with an orientation of the overall program and the roles all persons will play in the program. Action Type: Professional Development Action Type: Special Education	Kay Burton	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers • Teaching Aids 	<hr/> ACTION BUDGET: \$
Both process and outcome procedures will be used to evaluate the program. Process activities will be continuous and on-going during the year and will consist primarily of walkthroughs by the principal, School/Nutrition and Physical Education Advisory Committee recommendations, and teacher recommendations. Outcome procedures will include the annual use of the BMI and SHI assessments. Students will be expected to achieve a minimum of a one percent (1%) improvement each year on the BMI and nutritional food choices. Action Type: Program Evaluation	Gammye Moore	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Performance Assessments 	<hr/> ACTION BUDGET: \$

			<ul style="list-style-type: none"> Teachers 	
Total Budget:				\$0

Intervention: Implement Comprehensive Nutritional Program in Grades 7-12.

Scientific Based Research: CDC. Guidelines for School and Community Program to Promote Lifelong Healthy Eating. MMWR, 1996. 45 (RR-9); 1-41. Mandell, R.J. Ed. The Strategic Plan for Nutrition Education: Promoting Healthy Eating for our Children. Washington, D.C.: US Department of Agriculture; Food and Nutrition Service, Nutrition and Technical Services Division, 1993.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>All students, including Special Education will be provided a comprehensive nutritional program to ensure that nutrition guidelines are followed and that the objectives of promoting student health and reducing childhood obesity are addressed. Major components of the program will eliminate access to vended and competitive foods and those with minimal nutritional value and emphasize daily healthful practices by students. The program will be directed by the Food Service manager working in collaboration with principals, teachers, and other persons. The program will be conducted as required by all appropriate statutes, policies, and guidelines at the State and Federal levels.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Special Education</p>	Kay Burton	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Outside Consultants Teachers 	<hr/> ACTION BUDGET: \$
<p>Teachers and staff members, including Special Education personal, will be provided both orientation and training related to a comprehensive nutritional program. Focus of training will be an increased awareness by staff members of rules and regulation regarding a health, nutrition, and physical activity.</p> <p>Action Type: Professional Development Action Type: Special Education</p>	Kay Burton	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Outside Consultants Teachers 	<hr/> ACTION BUDGET: \$
<p>Both process and outcome procedures will be used to evaluate the program. Process activities will be continuous and on-going during the year and will consist of walkthroughs by the principal, School/Nutrition and Physical Education Health Advisory Committee recommendations, and teacher recommendations. Outcome procedures will include the annual use of the BMI and SHI assessments. Students will be expected to achieve a minimum of a one percent (1%) improvement each year on the BMI and nutritional food choices.</p> <p>Action Type: Program Evaluation</p>	Kay Burton	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$

Total Budget:				\$0
Intervention: Implement Comprehensive Health Services Program in Grades 7-12.				
Scientific Based Research: Allensworth, D.D. and Kolbe, L.J. The Comprehensive School Health Program: Exploring an Expanded Concept, Journal School Health. 1987; 57 (10): 409-412. Fitzwater, L.L. Weinsier, R.L., Wooldridge, N.H. et al. Evaluation of Long-Term Weight Changes After a Multidisciplinary Weight Control Program. Journal of American Diet Association. 1991; 91:421-4.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
All students enrolled in the school including Special Education will be provided a comprehensive program of Health Services. The program will include activities designed to increase the health services provided to students maintain a safe and health school environment, improve student safety, and keep all students, parents and citizens informed of the wellness situation. Major activities will also include completing both the BMI and SHI assessments on an annual basis. The school nurse will be responsible for the program and will work in collaboration with principals, teachers, parents, and community professionals to provide a quality program. Action Type: Alignment Action Type: Collaboration Action Type: Special Education	Kay Burton	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Teachers and support staff members including Special Education will be provided training vital to ensure the success of the program. These persons will be involved in an orientation session explaining the program to include the goals and activities and their roles in the program. Special training will be provided to key persons to include the nurse and principal to ensure these persons have the skills and competencies to successfully implement the program. Other staff members will receive training appropriate to their roles in the program. In addition, an orientation session will be given to board members, parents, students, and community members to ensure all groups are aware of the program. Action Type: Parental Engagement Action Type: Professional Development Action Type: Special Education	Kay Burton	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
Both process and outcome procedures will be used to evaluate the program. Process activities will be continuous and on-going during the year and will consist of walkthroughs by the principal, School/Nutrition and Physical Education Health Advisory Committee recommendations, and teacher recommendations. Outcome procedures will include the annual use of the BMI and SHI assessments. Students will be expected to achieve a minimum of a one percent (1%) improvement each year on the BMI and nutritional food choices. Action Type: Program Evaluation	Gammye Moore	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Performance Assessments Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

- Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Belinda Larry	Special Education Specialist	High School Literacy
Classroom Teacher	Benny Harris	Physical Education Teacher	High School Literacy
Classroom Teacher	Billi Barone	Teacher	High School Literacy
Classroom Teacher	Darby Green	Math Teacher	High School Mathematics
Classroom Teacher	Gale Lamb	JH Social Studies Teacher	High School Literacy
Classroom Teacher	Jared Brice	HS Science Teacher	High School Mathematics
Classroom Teacher	Jeff Farris	Math Teacher	High School Mathematics
Classroom Teacher	Katy Wright	District Music Teacher	High School Math
Classroom Teacher	Kristen Cavender	Teacher	High School Literacy
Classroom Teacher	Lauren McDonald	Vocational Teacher	High School Mathematics
Classroom Teacher	Megan Jackson	Business Education Teacher	High School Mathematics
Classroom Teacher	Michelle Britt	Teacher	Federal Programs Advisory
Classroom Teacher	Nancy Milmon	FACS	High School Mathematics
Classroom Teacher	Scott Colvin	Health/PE Teacher	High School Literacy
District-Level Professional	April Whitlock	Instructional Facilitator	Federal Programs Advisory
District-Level Professional	Dedra Lyons	Parent Coordinator	Federal Programs Advisory
District-Level Professional	Gammye Moore	Assistant Superintendent/Acting Principal	Federal Programs Advisory
District-Level Professional	Kay Burton	Nurse	Federal Programs Advisory
Non-Classroom Professional Staff	Mandy Davenport	HS Counselor	Federal Programs Advisory
Non-Classroom Professional Staff	Marianne Doster	District Librarian	Federal Programs Advisory
Parent	Tammy Briscoe	Parent	Federal Program Advisory



School Plan

[Print Version](#)

EMERSON ELEMENTARY SCHOOL

Arkansas Comprehensive School Improvement Plan

2014-2015

It is the mission of Emerson Elementary School, in partnership with the home and community, to educate all students in a safe and secure environment. We will provide a relevant and challenging curriculum for each student which will promote higher level thinking skills, enable all students to reach and maintain a level of proficiency in literacy and math skills, develop working skills in technology, and develop social skills to be a responsible citizen in an ever changing world.

Grade Span: K-6

Title I: Title I Schoolwide

School Improvement: MS

Table of Contents

Priority 1: Improve Literacy

Goal: To improve literacy comprehension and writing in response to reading by strengthening comprehension strategies and higher order thinking skills. Priority: Needs Assessment Emerson Elementary School was found to need improvement in both TAGG and all students for the area of Literacy. The TAGG group was 77.50 for the year and 88.0 for the three year average. This was just below the AMO percent needed for Achieving. For the 2013-2014 school year a school wide survey and meeting was held that showed the following results: technology and remediation needs were among the highest areas of concerns. We examined our instructional needs and found that installing newer computers in the lab would help with remediation for the TAGG group students and those receiving Title I pull-out service. Classroom data along with the ACTAAP results showed a deficit area in comprehension and content writing with informational text. Monthly PLC meetings are held by grade level to address curriculum strategies with informational text. Computer programs that address comprehension strategies are also being sought as a way to improve student comprehension and increase student achievement. The Effective Literacy Program along with RTI are being used as well as Orchard and STAR Reading to track student progress. After surveying the K-6 elementary teachers, 57% recorded reading and math as curriculum areas in greatest need for supplemental resource funding and implementation of classroom materials. Among specific needs were reading text sets that were informational and aligned with standards for academic improvement. Wireless laptops and educational apps were also among needs to improve student progress.

Priority 2: Improve Mathematics

Goal: To improve Math Instruction in the areas of Measurement Open Response and Data Analysis, Statistics, and Probability Open Response. Needs Assessment Emerson Elementary School was found to be achieving for the 2013 TAGG group in math. We fell just below the needed 93.59 percent for all students with only 90.67 percent scoring

proficient or advanced. As a result a school meeting was held to survey and discuss possible strategies for addressing student achievement. Among the strengths were data driven curriculum in CGI and ECM that addressed problem solving skills. The addition of a new computer based program called Reflex Math has also helped to increase fluency in math calculations. 90 percent of the faculty felt that more update computers and possibly more iPad's in the lab and classrooms would help with one-on-one instruction as well as small group remediation. Monthly meetings for grade level instruction will use technology to focus on data from STAR Math, Reflex math, and research based curriculum data in the classroom to assess student achievement and progress.

Priority 3: Special Education

Goal: To meet the needs of all students in the regular classroom and reduce the number of students referred for special education services.

Priority 4: Wellness

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

Priority 5: Science

Goal: To improve scientific skills with multiple choice and open response questions throughout the year with all students.

Priority 1:

1. ACSIP CRT Data Source for EMERSON ELEMENTARY SCHOOL Benchmark-3rd Grade Literacy Exam 2008-# Tested & Percent of Students Scoring Proficient/Advanced: 18 Students: 83% of Combined Students 6 Students: 67% of African American Students 0 Students: N/A% of Hispanic Students 12 Students: 92% of Caucasian Students 8 Students: 88% of Econ. Disadvantaged Students < 0 Students: N/A% of LEP Students 0 Students: 0% of Students with Disabilities The lowest identified areas for the combined population were: literary open response and content open response. The lowest identified areas for African Americans were: content open response and literary open response. The lowest identified areas for Hispanic were: literary open response and content open response. The lowest identified areas for Caucasian were: literary open response and content open response. The lowest identified areas for Econ. Disadvantaged students were: informational open response and content open response. The lowest identified areas for LEP students were: N/A. The lowest identified areas for Students with Disabilities: literary open response and content open response 2009-# Tested & Percent of Students Scoring Proficient/Advanced: 17 Students: 77% of Combined Students 4 Students: 80% of African American Students 1 Students: 100% of Hispanic Students 11 Students: 74% of Caucasian Students 8 Students: 66% of Econ. Disadvantaged Students 0 Students: N/A% of LEP Students 0 Students: 0% of Students with Disabilities The lowest identified areas for the combined population were: Practical open response and content open response. The lowest identified areas for African Americans were: content open response and practical open response. The lowest identified areas for Hispanic were: content open response and practical open response. The lowest identified areas for Caucasian were: practical open response and content open response. The lowest identified areas for Econ. Disadvantaged students were: practical open response and content open response The lowest identified areas for LEP students were: N/A. The lowest identified areas for Students with Disabilities: literary open response and content open response. 2010-# Tested & Percent of Students Scoring Proficient/Advanced: 15 Students: 80% of Combined Students 3 Students: 33% of African American Students N/A Students: 0% of Hispanic Students 17 Students: 88% of Caucasian Students 7 Students: 71% of Econ. Disadvantaged Students. Students: N/A% of LEP Students 2 Students: 50% of Students with Disabilities The lowest identified areas for the combined population were: practical open response and content open response. The lowest identified areas for African Americans were: content open response and practical open response. The lowest identified areas for Hispanic were: practical open response and content open response. The lowest identified areas for Caucasian were: literary open response and content open response. The lowest identified areas for Econ. Disadvantaged students were: literary open response and content open response. The lowest identified areas for LEP students were: N/A. The lowest identified areas for Students with Disabilities: practical open response and content open response 2011-2013 trend data shows an increase in performance in the area of literacy. The increase came in the area of multiple choice and writing open response to literary passages. However, the over-all trend still shows a weakness in practical writing and open response with an increase of just 2% from 2011 to 2013.
2. ACSIP CRT Data Source for EMERSON ELEMENTARY SCHOOL Benchmark-4th Grade Literacy L 2008-# Tested & Percent of Students Scoring Proficient/Advanced: 26 Students: 81% of Combined Students 2 Students: 33% of African American Students 1 Students: 100% of Hispanic Students 1 Students: 100% of Asian Students 17 Students: 94% of Caucasian Students 13 Students: 84% of Econ. Disadvantaged Students 0 Students: N/A% of LEP Students 0 Students: N/A% of Students with Disabilities The lowest identified areas for the combined population were: literary multiple choice and content open response. The lowest identified areas for African Americans were: content open response and content multiple choice. The lowest identified areas for Hispanic were: N/A. The lowest identified areas for Caucasian were: content open response and literary open response. The lowest identified areas for Econ. Disadvantaged

Supporting
Data:

students were: content open response and literary open response. The lowest identified areas for LEP students were: N/A. The lowest identified areas for Students with Disabilities were: content open response and content multiple choice. 2009-# Tested & Percent of Students Scoring Proficient/Advanced: 14 Students: 78% of Combined Students 4 Students: 67% of African American Students 0 Students: N/A% of Hispanic Students 0 Students: N/A% of Asian Students 10 Students: 83% of Caucasian Students 6 Students: 85% of Econ. Disadvantaged Students 0 Students: N/A% of LEP Students 0 Students: N/A% of Students with Disabilities The lowest identified areas for the combined population were: literary open response The lowest identified areas for African Americans were: content open response and content multiple choice. The lowest identified areas for Hispanic were: N/A. The lowest identified areas for Caucasian were: literary open response and content open response. The lowest identified areas for Econ. Disadvantaged students were: content open response and literary open response. The lowest identified areas for LEP students were: N/A. The lowest identified areas for Students with Disabilities were: content open response and content multiple choice. 2010-# Tested & Percent of Students Scoring Proficient/Advanced: 24 Students: 92% of Combined Students 5 Students: 80% of African American Students 1 Student: 100% of Hispanic Students 17 Students: 95% of Caucasian Students 13 Students: 85% of Econ. Disadvantaged Students. Students: N/A% of LEP Students 2 Students: 0% of Students with Disabilities The lowest identified areas for the combined population were: Writing/Style Domain and practical passage open response. The lowest identified areas for African Americans were: Writing/Style Domain and practical passage open response. The lowest identified areas for Hispanic were: N/A. The lowest identified areas for Caucasian were: Writing/Style Domain and practical passage open response. The lowest identified areas for Econ. Disadvantaged students were: Writing/Style Domain and practical passage open response. The lowest identified areas for LEP students were: N/A The lowest identified areas for Students with Disabilities were: Writing/Style Domain and practical passage open response. The three year average for fourth grade has been around 88%. The weakness again is concentrated in practical writing and open response.

3. ACSIP CRT Data Source for EMERSON ELEMENTARY SCHOOL Benchmark-5th Grade Literacy Exam 2008-# Tested & Percent of Students Scoring Proficient/Advanced: 32 Students: 65% of Combined Students 3 Students: 50% of African American Students 1 Student: 100% of Asian Students 0 Students: N/A% of Hispanic Students 13 Students: 82% of Caucasian Students 17 Students: 58% of Econ. Disadvantaged Students 0 Students: N/A% of LEP Students 0 Students: N/A% of Students with Disabilities The lowest identified areas for the combined population were: content open response and practical open response. The lowest identified areas for African Americans were: practical open response and content open response. The lowest identified areas for Hispanic were: N/A. The lowest identified areas for Caucasian were: practical open response and content open response. The lowest identified areas for Econ. Disadvantaged students were: practical open response and literary open response. The lowest identified areas for LEP students were: N/A. The lowest identified areas for Students with Disabilities were: N/A 2009-# Tested & Percent of Students Scoring Proficient/Advanced: 19 Students: 76% of Combined Students 4 Students: 50% of African American Students 1 Student: 100% of Asian Students 1 Student: 100% of Hispanic Students 13 Students: 86% of Caucasian Students 9 Students: 82% of Econ. Disadvantaged Students 0 Students: N/A% of LEP Students 1 Student: 100% of Students with Disabilities The lowest identified areas for the combined population were: content open response, literary open response and practical open response. The lowest identified areas for African Americans were: practical open response and content open response. The lowest identified areas for Hispanic were: content multiple choice and practical open response. The lowest identified areas for Caucasian were: practical open response and literary open response. The lowest identified areas for Econ. Disadvantaged students were: practical open response and literary open response. The lowest identified areas for LEP students were: N/A. The lowest identified areas for Students with Disabilities were: N/A 2010-# Tested & Percent of Students Scoring Proficient/Advanced: 19 Students: 79% of Combined Students 4 Students: 67% of African American Students. Students: N/A% of Hispanic Students 13 Students: 85% of Caucasian Students 12 Students: 67% of Econ. Disadvantaged Students. Students: N/A% of LEP Students 1 Student: 0% of Students with Disabilities The lowest identified areas for the combined population were: content open response and practical open response. The lowest identified areas for African Americans were: practical open response and content open response. The lowest identified areas for Hispanic were: N/A. The lowest identified areas for Caucasian were: practical open response and content open response The lowest identified areas for Econ. Disadvantaged students were: practical open response and literary open response The lowest identified areas for LEP students were: N/A. The lowest identified areas for Students with Disabilities were: N/A The years from 2011-2013 have shown a steady rate with some decline in the area of practical open response. The class has remained in the 80-88 percentile ranking.
4. ACSIP CRT Data Source for EMERSON ELEMENTARY SCHOOL Benchmark-6th Grade Literacy Exam 2008-# Tested & Percent of Students Scoring Proficient/Advanced: 26 Students: 80% of Combined Students 6 Students: 86% of African American Students 0 Students: N/A% of Hispanic Students 15 Students: 79% of Caucasian Students 12 Students: 59% of Econ. Disadvantaged Students 0 Students: N/A% of LEP Students 0 Students: N/A% of Students with Disabilities The lowest identified areas for the combined population were: literary multiple choice and literary open response. The lowest identified areas for African Americans were: literary multiple choice and literary open response. The lowest identified areas for Hispanic were: N/A The lowest identified areas for Caucasian were: literary open response and practical open response. The lowest identified areas for Econ.

Disadvantaged students were: literary open response and literary multiple choice. The lowest identified areas for LEP students were: N/A. The lowest identified areas for Students with Disabilities were: literary open response and content multiple choice 2009-# Tested & Percent of Students Scoring Proficient/Advanced: 20 Students: 67% of Combined Students 4 Students: 44% of African American Students 1 Student: 100% of Asian Students 0 Students: N/A% of Hispanic Students 15 Students: 75% of Caucasian Students 9 Students: 56% of Econ. Disadvantaged Students 0 Students: N/A% of LEP Students 1 Students: 50% of Students with Disabilities The lowest identified areas for the combined population were: literary open response. The lowest identified areas for African Americans were: literary multiple choice and literary open response. The lowest identified areas for Hispanic were: N/A. The lowest identified areas for Caucasian were: literary open response and content open response. The lowest identified areas for Econ. Disadvantaged students were: literary open response and literary multiple choice. The lowest identified areas for LEP students were: N/A. The lowest identified areas for Students with Disabilities were: literary open response and content multiple choice. 2010-# Tested & Percent of Students Scoring Proficient/Advanced: 25 Students: 96% of Combined Students 9 Students: 100% of African American Students 1 Students: 100% of Hispanic Students 14 Students: 93% of Caucasian Students 13 Students: 100% of Econ. Disadvantaged Students. Students: N/A% of LEP Students 2 Students: 50% of Students with Disabilities The lowest identified areas for the combined population were: practical passage multiple choice and practical passage open response. The lowest identified areas for African Americans were: practical passage multiple choice and practical passage open response. The lowest identified areas for Hispanic were: N/A The lowest identified areas for Caucasian were: practical passage open response and practical open response. The lowest identified areas for Econ. Disadvantaged students were: practical open response and practical multiple choice. The lowest identified areas for LEP students were: N/A. The lowest identified areas for Students with Disabilities were: practical open response and practical multiple choice THREE YEAR TREND ANALYSIS INDICATES THE LOWEST AREAS ARE Informational AND CONTENT OPEN RESPONSE QUESTIONS. This is for the years 2011-2013

5. Kindergarten - Iowa Test of Basic Skills

6.

7.

8. In 2007, 47.6% of students scored above the 50th percentile in reading.

9. Analysis of content sub skill shows a weakness in vocabulary.

10.

11.

12. First Grade

13. Iowa Test of Basic Skills

14.

15. In 2007, 73.1% of students scored above the 50th percentile in reading.

16. Analysis of content sub skill shows a weakness in word analysis.

17.

18. SAT 10

19. In 2008, 19 students were tested, 37% scored At/Above 50th NPR.

20.

21. SAT 10

22. In 2010, 26 students were tested, 44% scored At/Above 50th NPR

23.

24. Second Grade

25. Iowa Test of Basic Skills

26.

27. In 2007, 50.0% of students scored above the 50th percentile in reading.

28. Analysis of content sub skill shows a weakness in word analysis.

29.
30. SAT 10
31. In 2008, 29 students were tested, 76% scored At/Above 50th NPR.
32.
33. SAT 10
34. In 2010, 21 students were tested, 48% scored AT/Above 50th NPR
35.
36.
37.
38. Third Grade
39. Iowa Test of Basic Skills
40. In 2007, 68.0% of students scored above the 50th percentile in reading.
41. Analysis of content sub skill shows a weakness in listening.
42.
43. Fourth Grade
44. Iowa Test of Basic Skills
45.
46.
47. In 2007, 51.7% of students scored above the 50th percentile in reading.
48. Analysis of content sub skill shows a weakness in comprehension.
49.
50. Fifth Grade
51. Iowa Test of Basic Skills
52.
53.
54. In 2007, 64.0% of students scored above the 50th percentile in reading.
55. Analysis of content sub skill shows a weakness in comprehension.
56.
57.
58. 6th Grade
59. Iowa Test of Basic Skills
60.
61. In 2007, 26.5% of students scored above the 50th percentile in reading.
62. Analysis of content sub skill shows a weakness in vocabulary.
63.
64.
65.
66.
67.
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69.
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72.
73.
74.
75.
76. Using the concordance table created by Pearson Publishing:
77. In 2010: 22 kindergarten students
78. 68% were proficient or advanced
79.
80. 25 1st graders
81. 80% were proficient or advanced
82.
83. 21 2nd graders
84. 67% were proficient or advanced
85.
86.
87. Attendance rate for the 2008-09 school year was 91.13%
88. Attendance rate for the 2009-10 school year was 93.25%
89. Attendance rate for 2010-2011 96%
90. Attendance rate for 2011-2012 96%
91. Attendance rate for 2012-2013 95%
92.
93.
94. 2008
95. Kindergarten
96. Letter Naming
97. 30% needed intensive interventions
98. 20% needed strategic interventions
99. 50% met benchmark
100. Word Use
101. 58% needed intensive interventions
102. 42% met benchmark
103.
104. First Grade
105. Letter Naming
106. 26% needed strategic interventions
107. 84% met benchmark]
108. Nonsense Word Fluency

109. 36% needed strategic interventions
110. 64% met benchmark
111. Phoneme segmentation
112. 47% needed strategic interventions
113. 53% met benchmark
114. Word Use
115. 20% needed strategic interventions
116. 80% met benchmark
117.
118. Second Grade
119. Nonsense Word
120. 54% needed strategic intervention
121. 46% met benchmark
122. Oral Reading Fluency
123. 29% needed intensive intervention
124. 20% needed strategic intervention
125. 51% met benchmark
126.
127. Third
128. Oral Reading Fluency
129. .04% needed intensive intervention
130. 37% needed strategic intervention
131. 56% met benchmark
132.
133. 2009
134. Kindergarten
135. Letter Naming
136. 11% needed intensive interventions
137. 15% needed strategic interventions
138. 70% met benchmark
139. Word Use
140. 58% needed intensive interventions
141. 42% met benchmark
142.
143. First Grade
144. Letter Naming
145. N/A% needed strategic interventions
146. 100% met benchmark
147. Nonsense Word Fluency
148. 16% needed strategic interventions

149. 84% met benchmark
150. Phoneme segmentation
151. 10% needed strategic interventions
152. 90% met benchmark
153. Word Use
154. 20% needed strategic interventions
155. 33% needed strategic interventions
156. 47% met benchmark
157.
158. Second Grade
159. Nonsense Word
160. N/A% needed strategic intervention
161. 100% met benchmark
162. Oral Reading Fluency
163. 20% needed intensive intervention
164. 20% needed strategic intervention
165. 60% met benchmark
166.
167. Third
168. Oral Reading Fluency
169. N/A% needed intensive intervention
170. 5% needed strategic intervention
171. 95% met benchmark
172.
173. 2010
174. Kindergarten
175. Letter Naming
176. 9% needed intensive interventions
177. 18% needed strategic interventions
178. 73% met benchmark
179. Word Use
180. 18% needed intensive interventions
181. 36% met benchmark
182.
183. First Grade
184. Letter Naming
185. N/A% needed strategic interventions
186. 100% met benchmark
187. Nonsense Word Fluency
188. 17% needed strategic interventions

189. 79% met benchmark
 190. Phoneme segmentation
 191. 0% needed strategic interventions
 192. 100% met benchmark
 193. Word Use
 194. 21% needed strategic interventions
 195. 25% needed strategic interventions
 196. 54% met benchmark
 197.
 198. Second Grade
 199. Nonsense Word
 200. 11% needed intensive intervention
 201. 24% needed strategic intervention
 202. 65% met benchmark
 203. Oral Reading Fluency
 204. 28% needed intensive intervention
 205. 33% needed strategic intervention
 206. 39% met benchmark
 207.
 208. Third
 209. Oral Reading Fluency
 210. 0% needed intensive intervention
 211. 33% needed strategic intervention
 212. 67% met benchmark
 213.
 214.
 215.
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Goal

To improve literacy comprehension and writing in response to reading by strengthening comprehension strategies and higher order thinking skills. Priority: Needs Assessment Emerson Elementary School was found to need improvement in both TAGG and all students for the area of Literacy. The TAGG group was 77.50 for the year and 88.0 for the three year average. This was just below the AMO percent needed for Achieving. For the 2013-2014 school year a school wide survey and meeting was held that showed the following results: technology and remediation needs were among the highest areas of concerns. We examined our instructional needs and found that installing newer computers in the lab would help with remediation for the TAGG group students and those receiving Title I pull-out service. Classroom data along with the ACTAAP results showed a deficit area in comprehension and content writing with informational text. Monthly PLC meetings are

held by grade level to address curriculum strategies with informational text. Computer programs that address comprehension strategies are also being sought as a way to improve student comprehension and increase student achievement. The Effective Literacy Program along with RTI are being used as well as Orchard and STAR Reading to track student progress. After surveying the K-6 elementary teachers, 57% recorded reading and math as curriculum areas in greatest need for supplemental resource funding and implementation of classroom materials. Among specific needs were reading text sets that were informational and aligned with standards for academic improvement. Wireless laptops and educational apps were also among needs to improve student progress.

Benchmark To meet Adequate Yearly Progress according No Child Left Behind, Emerson Elementary combined population growth in proficiency in literacy in 3rd-6th grade has growth in the last three years. The 2012 combined average growth in 3rd -6th grade has exceeded the AYP benchmark score.

Intervention: The K-2 comprehensive literacy program will implement the Reading and Writing Workshop Models using Pinnell and Fountas's, The Continuum of Literacy Learning-Grades k-2's seven curriculum components and other resources that are deemed "best practices" that support Common core State Standards. K-2 teachers will use formative assessments quarterly to determine and chart progress. Professional Learning Teams will meet twice monthly to reflect on data and plan instruction accordingly.				
Scientific Based Research: Research: National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. Washington D.C.: National Institute of Child Health and Human Development. (2000). The Continuum of Literacy Learning, Grades K-2: A Guide to Teaching. Gay Su Pinnell & Irene C. Fountas. Heinemann, Portsmouth, NH (2007).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
PROGRAM EVALUATION: Administration will be involved in professional learning teams (PLT) assessing the comprehensive Reading and Writing protocol. CWT observation on the components of Reading and Writing will be used. The staff will continue to be trained in Pinell and Fountas, The Continium of Literacy Learning. Developmental Reading Assessment (DRA) and Developmental Spelling Assessment (DSA) data will be used to gather a baseline for measurement. Teachers will use Benchmark data to evaluate student's increase/growth in reading comprehension results. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide	M. Estes	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	ACTION BUDGET: \$
All K-3rd grade students, including Special Ed. students, will be assessed using the Developmental Spelling Assessment (DSA), Running Records, and Teacher Observation. K-3rd students will be assessed using DIBELS, progress monitoring, and a Diagnostic Reading Assessment. Students performing below grade level will be given intense remediation in small groups using a special education teacher and a certified teacher trained in intervention strategies. Special attention will be given to students identified needing early intervention (IRI) with one on one time with the teacher. Action Type: Collaboration Action Type: Special Education	M. Haire, K-3 teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Kindergarten teachers will hold Kindergarten Roundup in April for the parents of incoming kindergarteners. The purpose of this meeting is not only to register incoming kindergartners but to demonstrate the type of lessons taught in kindergarten using Comprehensive Literacy strategies. This helps with the transition from pre-school to kindergarten. Action Type: Collaboration Action Type: Parental Engagement	T. Gray, M. Britt, M. Rhone	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$

Students in 2nd and 3rd grade will be given Accelerated Reader's STAR assessment in September, December, and April. This assessment will denote the students functional, independent, and frustration level of reading. Students not progressing will be remediated through After School tutoring. Action Type: Collaboration Action Type: Technology Inclusion	All 2nd-3rd grade teachers, D. Wooley	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers • District Staff • Performance Assessments • Teachers 	<hr/> ACTION BUDGET: \$
The Professional Learning Teams (PLT) made up of K-6 teachers, the special ed. teacher, instructional facilitators, and the principal, will meet twice a month to assess students with an IRI or AIP to discuss the effectiveness of Response to Intervention strategies. (#8 COLLABORATION) Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education Action Type: Title I Schoolwide	M. Estes, K-6 teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$
Students attending Head start preschool, which is housed in the Emerson Elementary building, are invited to visit in Kindergarten at the end of May. These students are given academic instruction as if it was their 1st day in kindergarten. They also make the lunchroom transition by eating lunch with the kindergartners. (#7 TRANSITION) Action Type: Collaboration	M. Britt, M. Rhone, Head start Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$
Special Education students were identified as a subpopulation that did not meet AYP. To help improve in this area, a paraprofessional has been assigned to work with the special education teacher for 3 hours during the day to help students in reading Action Type: AIP/IRI Action Type: Special Education	M. Haire	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	<hr/> ACTION BUDGET: \$
During the summer of 2013, 3 teachers will be hired to host a kindergarten camp for 2 days, 3 hours per day, to familiarize the incoming students with the school surroundings, classroom routines, and teacher expectations. Students will be screened using Dibels for letter recognition and other readiness indicators. Funds will be used from Title 1. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	M. Britt, M Rhone, T. Gray	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$
All new, incoming students in K-3 will be assessed with the DRA and/or the Flynt-Cooter diagnostic tests to determine areas of weakness. The information will be used by the classroom teacher, special education teacher, and the Title I teachers for RTI. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Special Education	K-3 Teachers, J. Sneed, m. Haire	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Performance Assessments • Teachers • Title Teachers 	<hr/> ACTION BUDGET: \$
Professional Development funds will be used for the training of HQT. Action Type: Professional Development	Tabatha Gray	Start: 07/01/2014		<hr/> ACTION BUDGET: \$

		End: 06/30/2015		
NLSA funds will be used for materials and supplies related to classroom instruction. Action Type: Alignment	Gary Hines	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Title 1 funds will be used for class reduction in the 2nd grade. (W. Pittman 1.0 FTE)	Jennifer Kyle	Start: 07/01/2014 End: 06/30/2015		Title I - Employee Salaries: \$35800.00 Title I - Employee Benefits: \$10172.78 <hr/> ACTION BUDGET: \$45972.78
NLSA funds will be used to hire a Literacy specialist for Emerson Elementary (Kyle .5 FTE) Action Type: Title I Schoolwide	Gary Hines	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	NLSA (State-281) - Employee Benefits: \$2000.19 NLSA (State-281) - Employee Salaries: \$9097.73 <hr/> ACTION BUDGET: \$11097.92
Total Budget:				\$57070.7

Intervention: The 4-6 Comprehensive Literacy program will implement the Reading and Writing Workshop Model using Pinnell and Fountas, The Continuum of Literacy Grades 3-8's seven curriculum components, and other resources that are deemed "best practices" which support Common Core State Standards. Grades 3-6 teachers will use formative assessments quarterly to determine and chart progress. Professional Learning Teams will meet twice monthly to reflect on data and plan instruction accordingly.

Scientific Based Research: Alliance for Excellent Education, (2003). Adolescents and literacy: Reading for the 21st century; Alliance for Excellent Education, (2004). Reading Next: A vision for action and research in middle and high school literacy; Alliance for Excellent Education. (2007). Writing Next: Effective strategies to improve writing of adolescents in middle and high schools; International Reading Association. (2006) Standards for middle and high school literacy coaches; National Association of Secondary School Principals. (2005). Creating a culture of literacy: A guide for middle and high school principals; Marzano, Pickering, and Pollack. (2001) A Handbook for Classroom Instruction That Works. Association for Supervision & Curriculum Development; Janet Allen Tools for Teaching Content Literacy; Words, Words, Words: Teaching Vocabulary in Grades 4-12; Yellow Brick Roads: Shared and Guided Paths to Independent Reading 4-12; Tools for Teaching Content Literacy Fountas and Pinnell Guided Readers and Writers; Literature Circles by Harvey Daniels; Fletcher and Portalupi, Step-Up-To Writing; 6+1 Traits of Writing by Culham; Teaching Adolescent Writers by Gallagher; Gay Su Pinnell & Irene C. Fountas; The Continuum of Literacy Learning; Heinemann,(2007)

Actions	Person Responsible	Timeline	Resources	Source of Funds
All teachers in 4th - 6th grade are trained and currently implementing a 80 minute Comprehensive Literacy block which emphasizes instructional techniques that help students become fluent readers and writers. Key components include: Reading/Writing instruction, Reader's and Writer's workshop, phonics, fluency, comprehension, writing portfolio and vocabulary instruction. Action Type: AIP/IRI Action Type: Equity	All 4th -6th Grade Teachers, M. Estes	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	ACTION BUDGET: \$
Students in 4th-6th grade will use research based writing strategies. The repetition of strategies and the spiral delivery of them are helpful with special education students and students with disabilities. The strategies focus on controlling the difficulty of higher-order tasks by breaking down the writing process into small sequential steps. Teachers will use these strategies to connect reading content to writing and narrow the disparity between the sub-populations. Action Type: Equity Action Type: Special Education	T. Hollis, T. Burton, M. Estes	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Outside Consultants Teachers 	ACTION BUDGET: \$
PROGRAM EVALUATION: The principal will conduct CWT using the comprehensive Reading and Writing to observe the seven curriculum components of Reading and Writing Workshop to evaluate the program. The staff will be trained in Pinell and Fontas, The Continuum of Literacy. Target data will be used to gather a baseline for measurement. Classroom teachers will use Benchmark data to evaluate student's increase/growth in literacy content and reading comprehension results. Students have shown growth in the last three years. Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education	T. Gray	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
All students in K-6 will be recognized for their academic achievements during a spring assembly. Students in 1st-6th grade will be recognized for their Academic achievements at an Awards ceremony during the fall for their accomplishments on the Benchmark exam. Action Type: Collaboration	T. Gray All K-6 grade teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Parents of students in 4th - 6th grade are given an explanation at the beginning of the year of the text needed to fulfill required independent reading assignment. Action Type: Parental Engagement	All 4th-6th Grade Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
A teacher (Janice Sneed) will provide additional instructional time in the kindergarten - third (3rd) grade classrooms. Mrs. Sneed will evaluate and assess students in the area of fluency and comprehension using programs such as DRA, STAR Reading, and Dibels. Student assessments will be charted and monitored for progression. Teachers will meet periodically with Mrs. Sneed to review test data and student achievement.	J. Sneed	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$

Action Type: Collaboration Action Type: Equity				
To identify reading levels, students in 4th-6th grade are assessed each semester with Renaissance STAR assessment. This test will indicate the point of intervention for each student. Action Type: Alignment Action Type: Equity Action Type: Technology Inclusion	All 4th -6th Grade Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	ACTION BUDGET: \$
The DRA and/or Flynt-Cooter is given to all 4-6 new, incoming students and to students performing below proficient as a diagnostic assessment to determine areas of weakness. This information is used by the classroom teacher for RTI and it is also used by the Title I teacher. Action Type: AIP/IRI Action Type: Collaboration Action Type: Special Education	T. Gray, M. Estes, J. Sneed	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	ACTION BUDGET: \$
Title I funds will be used for after school tutoring for all students in grades K-6, with emphasis on those students who are performing below grade level. Two highly qualified teachers will be hired for 16 weeks, meeting twice weekly for 1 hour a day at a rate of \$37 per hour. Appropriate materials and supplies will be funded as needed. Action Type: Collaboration Action Type: Equity	Tabatha Gray Hollis, Novosad	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers • Performance Assessments • Teachers 	ACTION BUDGET: \$
- The academic facilitators and elementary principal will provide professional development at staff meetings for teachers in grades K-6 throughout the year that will be aimed at increasing student achievement. Teachers will be given "Coaching Request Forms" requesting services. Teachers will follow the 4-6 Grade Literacy Continuum which has the comprehensive literacy components. Implementation of strategy instruction will be noted by administrative CWT's and formal evaluations. Action Type: Collaboration Action Type: Professional Development	M. Estes, T. Gray, All 4th - 6th grade teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Teachers 	ACTION BUDGET: \$
According to the classroom needs instructional material survey, teachers wanted more reading aids and classroom text sets to use for individual and group instruction. These novels and other classroom supplemental materials include but are not limited to novel classroom sets and other teacher resource materials that include reading and social studies unit combinations. Both library and Literacy Lab books will be purchased that cover both reading and social studies.	K-6 teachers; T.Gray, M Estes	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Title II-A funds will be used for class size reduction in the 2nd grade. (S.Key .59 FTE)	Jennifer Kyle	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Teachers 	Title II-A - Employee Salaries: \$18700.00 Title II-A - Employee Benefits: \$5365.52

					ACTION BUDGET: \$24065.52
Total Budget:					\$24065.52

Intervention: An Academic Improvement Plan will be written on all students performing Below Proficient in Literacy or Math on the Arkansas Benchmark Exam. Teachers will obtain parent signatures indicating a meeting was held to discuss collaboration between the home and school to help insure academic progress. K-6th grade will meet twice monthly to discuss each student's Academic Improvement Plan, making modifications if necessary.

Scientific Based Research: Office of Superintendent of Public Instruction. The Center for Comprehensive School Reform and Improvement. Olympia, WA. Nine Characteristics of High Performing Schools. Shannon, G. & Bylsma, P. (2003).

Actions	Person Responsible	Timeline	Resources	Source of Funds
All 3rd-6th grade teachers, including special education, coaches, and administrators, will examine Benchmark data. Students who are not proficient on a portion or portions of the literacy and/or math exam will be identified as needing an Academic Improvement Plan. (#1 NEEDS ASSESSMENT) Action Type: AIP/IRI Action Type: Collaboration Action Type: Special Education Action Type: Title I Schoolwide	T. Gray	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Academic Improvement Plans will be created and implemented by appropriate teachers, counselors, and any other pertinent school personnel. Teachers will meet with the parents of all students with AIP's to review the deficit areas and explain the plan of action needed to bring their child up to a proficient level in either mathematics or literacy. Certified teachers and an Instructional Aide will work collaboratively with teachers in developing appropriate interventions and remediation strategies. Teacher teams will coordinate their instruction to reinforce important strategies and concepts. Action Type: AIP/IRI Action Type: Collaboration Action Type: Professional Development	D. Wooley, All K-6 teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Teachers will use the computer lab at assigned times throughout the week. Students will practice deficit skills and take assessments using Reflex Math and AR Reading as well as Orchard Learning. The skills are automatically prioritized in the order of the student's greatest weakness. Teachers will assign the skills to be mastered according to each individual student. Students will be assessed after completion of practice problems to check for mastery. Action Type: Equity Action Type: Technology Inclusion	All K-6 Grade Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers Title Teachers 	ACTION BUDGET: \$
Academic Improvement Plans will also be developed for first and second grade students performing below grade level using IOWA for their results. A certified classroom teacher will be assigned to work with small groups of students identified as needing an Academic Improvement Plan.	S. Pyle, D. Keopple, M. Britt, Mrs. Rhone, J. Sneed	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$

Action Type: AIP/IRI Action Type: Collaboration				
PROGRAM EVALUATION: All Academic Improvement Plans, including the Special Ed. IEP, will be evaluated after each quarterly assessment. Individual intervention needs will be monitored at the Professional Team Meetings (PLT). Evidence of impact on student achievement will be the demonstration of proficiency in the targeted academic areas on Benchmark. Action Type: AIP/IRI Action Type: Collaboration Action Type: Special Education	All K-6th grade teachers, P. Reynolds, Academic Coaches, Q. Turner	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
A cumulative review of all of the actions in the Academic Improvement Plans will be a part of the data used by the school in creating and revising its Comprehensive School Improvement Plan. A survey will be given to teachers to evaluate the effectiveness of programs used for remediation. Action Type: AIP/IRI Action Type: Collaboration Action Type: Program Evaluation	R. Jean, All K-6 grade teachers, M. Estes, J. Carter	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: K-6 teachers will implement Technology based instruction using the Common core Standards as a guide. Quarterly assessments will be a monitoring tool used in order to determine the effectiveness of technology instruction in the classroom.

Scientific Based Research: PARCC, Common Core Standards

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will use a combination of the Gates Units along with other resources to implement the CCSS in the classrooms. Action Type: Alignment Action Type: Collaboration Action Type: Special Education	All K-6 Grade Teachers, M. Estes, Tabatha Gray	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
SCHOOLWIDE CURRICULUM ALIGNMENT: All literacy teachers in K-6th grade, including the special education teacher, will document lessons in their plans the use of technology and its relation with the CCSS. Action Type: Alignment Action Type: Special Education	Tabatha Gray	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
PROGRAM EVALUATION: The literacy curriculum skills will be evaluated through quarterly assessments in K-6 and through dis aggregating the 3rd-6th grade Benchmark results by teachers, administration and content coaches. Staff meetings and Professional Learning Teams will give teachers time to collaborate concerning the CCSS and PARCC guides. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	T. Gray, Academic Coaches	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$

Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide			• Title Teachers	
As part of the needs assessment, new computers will be purchased for use with all Title I pull-out students. The Read Naturally Program will be used as a research based tool along with other programs to monitor and assess student progress with reading fluency and comprehension.	J. Sneed	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Implementation of Computer Assisted Instruction: Orchard software, Reflex Math, A+ software and software will be used as supplemental teaching aids to help reinforce standards taught by teachers. Pretests are given with Orchard software, Star Math and Star Reading. Progress is noted at semester and end of year. Thus far, data denotes an increase in academic performance with all pre and posttests with each of the software components.

Scientific Based Research: Minneapolis, National Center for Educational Outcomes, University of Minnesota, Using a Curriculum-Based Instructional Management System to Enhance Math Achievement. Ysseldyke, J., Spicuzza, R., Kosciolk, S., Teclucksingh, E. Boys, C., & Lemkuil, A. (2001).

Actions	Person Responsible	Timeline	Resources	Source of Funds
Orchard and A+ software is an integral part of Emerson's mathematics and literacy curriculum. It is used for all students in grades K-6th. It is effective with special ed. and 504 students as well as all students struggling with their basic skills because of its ability to provide customized learning assignments for each student. Students will be assigned to the computer lab weekly to practice skills based upon individual needs assessment. Action Type: AIP/IRI Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion	Della Wooley, All K-6th grade teachers	Start: 07/01/2014 End: 06/30/2015	• Computers • Teachers	ACTION BUDGET: \$
Students will access Orchard software during weekly computer lab visits. This software is served with a management system that assesses student skills and tracks their usage. The software is especially effective at boosting achievement among low socio-economic, rural students in math and literacy. Age-appropriate lessons improve learning and behavior among students at the most risk for academic failure and narrows the disparity among our sub-populations. Action Type: Equity Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion	D. Wooley, All K-6th grade teachers, P. Reynolds	Start: 07/01/2014 End: 06/30/2015	• Computers • Teachers	ACTION BUDGET: \$
Math Renaissance STAR software is a program of teacher practices employing student formative and diagnostic assessment data. It provides teachers feedback they need to personalize math instruction for every student. Learning problems are diagnosed promptly and teachers intervene with individualized attention. This program is used with AIP's and IEP's. Math Renaissance helps narrow the disparity among our sub-populations. Action Type: Equity Action Type: Technology Inclusion	Della Wooley, All 1st -6th grade teachers	Start: 07/01/2014 End: 06/30/2015	• Computers • Teachers	ACTION BUDGET: \$

PROGRAM EVALUATION: 3-6th will use a free typing website to begin to learn how to type in order to prepare the students for the computer based ACTAAP to be given in 2014. Action Type: Collaboration Action Type: Program Evaluation Action Type: Technology Inclusion	D. Wooley	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers • Performance Assessments • School Library • Teaching Aids 	<hr/> ACTION BUDGET: \$
Web based Aha Science will be used in the computer lab to help students master both science and mathematics content mastery expectations. Action Type: AIP/IRI Action Type: Special Education Action Type: Technology Inclusion	Della Wooley, All 3rd -6th grade teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers • Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: A parent Involvement Plan will be developed by teachers and parents in the community, Parents will receive information on how to help their children with school and to become involved in supporting educational opportunities. The district's assigned parent coordinator will work with the staff helping them learn how to utilize parents in the community.

Scientific Based Research: National Center on Parenting Arkansas Department of Education Parent Center Research

Actions	Person Responsible	Timeline	Resources	Source of Funds
Attesting to the Emerson-Taylor School District's commitment to parental involvement, Informational Packets containing the following will be sent home with each child. * Student Policy Handbook * School's process for resolving parental concerns will be in the handbook * Parent-Teacher Student Compacts * Volunteer forms/Resource book * List of skills to be covered at each grade. (#6 PARENT INVOLVEMENT) Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	All K-6th grade teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff 	<hr/> ACTION BUDGET: \$
At Parents Make a Difference Night, a report will be given on: * The state of the school and an overview of what students will be learning. * How the students will be assessed. They will be given a description and explanation of the curriculum used by the teachers. * What parents should expect for their child's education. * How parents can assist and make a difference. Action Type: Parental Engagement	Tabatha Gray, All K-6 Teachers, J. Hines	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$
Parent-Teacher conferences will be held during the progress report periods of both semesters. This would be the first four and a half weeks in the first semester and the same for the second semester. Generally, this would be the middle of September and the end of January or first part of February. Parents of students with an AIP must attend. Action Type: Parental Engagement	T. Gray, All K-6th grade teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$
A Parent Center, located in the foyer of the elementary building and in the library, will offer the following opportunities for parents and community members to use in hopes of narrowing the disparity among our sub-populations. * Parenting books, magazines, and other materials	A. Warrick	Start: 07/01/2014	<ul style="list-style-type: none"> • School Library • Teaching Aids 	<hr/> ACTION BUDGET: \$

regarding responsible parenting. * Books to be checked out for students. * Leapfrog Learning System. * Materials written in Spanish such as books and magazines. * Information concerning gifted children. Action Type: Equity Action Type: Parental Engagement		End: 06/30/2015		
Emerson School's Parents and Teachers Care (P.A.T.C) organization supports the students by providing needs requested by the administrative staff or teachers. The PATC executive officers serve as our Alumni Advisory Committee members. Action Type: Collaboration Action Type: Parental Engagement	T. Graves, S. Flow	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Community Leaders 	<hr/> ACTION BUDGET: \$
Parents are given ideas on how they can foster their child's success: * Through the Principal's Points on our Emerson School's webpage. Current selections of materials housed in the library will be noted. * Through a monthly newsletter sent home by our Parents and Teachers Care Organization informing parents of school-related matters. Action Type: Collaboration Action Type: Parental Engagement	T. Gray, A. Warrick, PATC president	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders 	<hr/> ACTION BUDGET: \$
Two hours of staff development will be provided by one of the district guidance counselors on parental involvement for teachers and three hours for administrators. Action Type: Parental Engagement Action Type: Professional Development	Regina Jean, T. Gray	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Teaching Aids • Title Teachers 	<hr/> ACTION BUDGET: \$
PROGRAM EVALUATION: Emerson's Parental Involvement plan will be evaluated by noting the amount of participation according to sign in sheets from PTA attendance, Math and Literacy nights, Parent conferences, and Academic Improvement Plan meetings. Emerson Elementary School provides instruction to parents on how to incorporate developmentally appropriate learning activities in the home environment and provides assistance to parents in understanding content and how to monitor a child's progress, standards, and academic assessments. Emerson Elementary School provides materials and training to help parents work with their children to improve academic achievement; educates teachers, principals, and other staff in the importance of effective communication, value, and utility of contributions of parents; coordinates and integrates parent involvement programs and activities; ensures that information related to school and parent programs is sent to parents to the extent practical in a language parents can understand; and provides other reasonable support for parent involvement activities as parents may request. Action Type: Parental Engagement Action Type: Program Evaluation	Tabatha Gray	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$
To ensure students and parents are both informed about the literacy program in K-6 the staff will hold a Literacy Night for parents At this meeting the parents will be given a "bag of books" appropriate for the different developmental stages along with information on strategies to use when working with their children. State Title VI funds will be used to supply the needed materials and supplies.	T. Gray, M. Estes, Q. Turner	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders 	<hr/> ACTION BUDGET: \$

Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development			<ul style="list-style-type: none"> • Outside Consultants • School Library • Teachers 	
A Homework Log which is also used for parent communication is required for all students in 3rd -6th grade. Action Type: AIP/IRI Action Type: Collaboration Action Type: Parental Engagement	All 3rd -6th Grade Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	ACTION BUDGET: \$
School Reach is a web-based service that provides the school the capability of contacting any /all parents/guardians within short period of time to notify them of emergencies. It also allows the school to provide parent information on any school related activity Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion Action Type: Title I Schoolwide	T. Gray	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff 	ACTION BUDGET: \$
Parents in the school district are sent letters informing them of the Home Instruction for Parents of Preschool Youngsters (HIPPI). This free home-based program for parents of 3-5 year old children will help prepare our students before entering kindergarten. Action Type: Equity Action Type: Parental Engagement	Tabatha Gray	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teaching Aids 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Based on the needs of the staff, a Professional Development Plan will be developed that includes activities that: Improve and increase teachers' knowledge of academic subjects and give teachers and principals the knowledge and skills to help students meet common core state standards. The professional development plan will be designed to aide teachers in utilizing charlotte Danielson's Enhancing Professional Practice A Framework for Teaching. This Framework serves as the foundation for professional conversations, mentoring, coaching, professional development, and teacher evaluation. In addition, curriculum mapping will continue to evolve as professional development enhances teachers' professional growth.

Scientific Based Research: Midwest Consortium for Mathematics and Science Education, North Central Regional Educational Laboratory; Mathematics Education and Professional Development Specialist, Cook, C. (1997). North Central Regional Educational Laboratory. Director of Professional Development, Fine, C. (1997).

Actions	Person Responsible	Timeline	Resources	Source of Funds
Strategies, remediation and intervention methods learned at workshops offered by the South Central Service Cooperative and Staff Development for Educators for district staff will be used by the K-6th grade teachers, Special Education teacher, and the academic coaches. Teachers were introduced to instructional theories and practices through content and skills-based activities These theories and practices will help reduce the disparity between the sub-populations. (#5 RECRUITING AND MAINTAINING OF HIGHLY QUALIFIED TEACHERS)	Tabatha Gray	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Computers • Outside Consultants 	ACTION BUDGET: \$

Action Type: Equity Action Type: Professional Development Action Type: Special Education			<ul style="list-style-type: none"> Teachers 	
The Administration and teachers representing Emerson's elementary literacy and math programs will attend conferences offered by the South Central Service Co-op to assist schools with training in the areas of Data Analysis, High Yield Researched Instructional Strategies and in a review of the elementary ACSIP plan. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide	T. Gray, J. Carter, M. Estes	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
The ACSIP committee chairpersons and members will meet to evaluate the actions involving the School Improvement Plan. A summative assessment of the plan will be given in May of each year. Action Type: Program Evaluation	T. Burton, M. Haire, J. Zorsch, S. Pyle, J. Novosad, M. Estes	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
After receiving the Benchmark and IOWA exams in May, decisions are made by administration and coaches as to the type of professional development needed to improve in deficit areas. Teachers will adapt and revisit instruction to student's specific learning needs. Action Type: Professional Development Action Type: Program Evaluation	Tabatha Gray, J. Carter, M. Estes	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
The Emerson-Taylor School District supports teachers in our district who are pursuing a Master's degree. It is the desire of the district to employee and retain highly qualified teachers. Action Type: Professional Development	G. Hines	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	<hr/> ACTION BUDGET: \$
PROGRAM EVALUATION: CWT revealed teacher questioning strategies at the knowledge level in Bloom's Taxonomy in 60% of the observations; 58% at the comprehension level; 30% at the application level, 15% at the analysis level and 3% in both synthesis and evaluation level. After staff has additional training in Marzano's HYIS and Bloom's Taxonomy, data will be gathered to measure implementation of those strategies. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	Tabatha Gray	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers Title Teachers 	<hr/> ACTION BUDGET: \$
K-6 teachers in the district will meet with their Professional Learning Teams quarterly to discuss district data and serve as a support for each other. Action Type: Collaboration Action Type: Professional Development	Tabatha Gray	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff 	<hr/> ACTION BUDGET: \$

			<ul style="list-style-type: none"> • Performance Assessments • Teachers 	
Total Budget:				\$0

Priority 2:

1. ACSIP CRT Data Source for EMERSON ELEMENTARY SCHOOL
2. Benchmark-3rd Grade Mathematics Exam
3. 2008-# Tested & Percent of Students Scoring Proficient/Advanced:
- 4.
5. 18 Students: 83% of Combined Students
6. 4 Students: 67% of African American Students
7. 0 Students: N/A% of Hispanic Students
8. 11 Students: 92% of Caucasian Students
9. 8 Students: 88% of Econ. Disadvantaged Students
10. 0 Students: N/A% of LEP Students
11. 0 Students: 0% of Students with Disabilities
12. The lowest identified areas for the combined population were: geometry
13. multiple choice and data analysis, statistics, and probability open response
- 14.
15. The lowest identified areas for African Americans were: algebra open response
16. and data analysis, statistics, and probability open response
- 17.
18. The lowest identified areas for Hispanic were: measurement open response and
19. numbers and operations open response

Supporting
Data:

20. The lowest identified areas for Caucasian were: geometry open response and
21. data analysis, statistics, and probability open response

- 22.
23. The lowest identified areas for Econ. Disadvantaged students were: geometry
24. open response and data analysis, statistics, and probability open response

- 25.
26. The lowest identified areas for LEP students were: N/A

27. The lowest identified areas for Students with Disabilities: geometry open
28. response and numbers and operations open response
29. 2009-# Tested & Percent of Students Scoring Proficient/Advanced:

- 30.
31. 22 Students: 100% of Combined Students

32. 5 Students: 100% of African American Students

33. 1 Students: 100% of Hispanic Students

34. 15 Students: 92% of Caucasian Students

35. 12 Students: 100% of Econ. Disadvantaged Students

36. 0 Students: N/A% of LEP Students

37. 0 Students: 0% of Students with Disabilities

38. The lowest identified areas for the combined population were: NPO Open
39. Response and Geometry Open Response

40. The lowest identified areas for African Americans were: NPO open response and
41. data analysis, statistics, and probability open response

42. The lowest identified areas for Hispanic were: measurement open response and
43. Geometry open response

44. The lowest identified areas for Caucasian were: geometry open response and

45. NPO open response
46. The lowest identified areas for Econ. Disadvantaged students were: geometry
47. open response and NPO open response
48. The lowest identified areas for LEP students were: N/A
49. The lowest identified areas for Students with Disabilities: geometry open
50. response and numbers and operations open response
- 51.
52. 2010-# Tested & Percent of Students Scoring Proficient/Advanced:
53. 20 Students: 90.0% of Combined Students
54. 3 Students: 33.3% of African American Students
55. 0 Students: 0% of Hispanic Students
56. 17 Students: 100% of Caucasian Students
57. 7 Students: 71% of Econ. Disadvantaged Students
58. . Students: N/A% of LEP Students
59. 2 Students: 50.0% of Students with Disabilities
60. The lowest identified areas for the combined population were: geometry
61. multiple choice and data analysis, statistics, and probability open response
- 62.
63. The lowest identified areas for African Americans were: algebra open response
64. and data analysis, statistics, and probability open response
- 65.
66. The lowest identified areas for Hispanic were: measurement open response and
67. numbers and operations open response
68. The lowest identified areas for Caucasian were: geometry open response and
69. data analysis, statistics, and probability open response

- 70.
71. The lowest identified areas for Econ. Disadvantaged students were: geometry
72. open response and data analysis, statistics, and probability open response
- 73.
74. The lowest identified areas for LEP students were: N/A
75. The lowest identified areas for Students with Disabilities: geometry open
76. response and numbers and operations open response
- 77.
- 78.
- 79.
- 80.
- 81.
- 82.
83. ACSIP CRT Data Source for EMERSON ELEMENTARY SCHOOL
84. Benchmark-4th Grade Mathematics Exam
- 85.
- 86.
87. 2008-# Tested & Percent of Students Scoring Proficient/Advanced:
- 88.
89. 26 Students: 58% of Combined Students
90. 2 Students: 33% of African American Students
91. 1 Students: 100% of Hispanic Students
92. 1 Students: 100% of Asian Students
- 93.
94. 11 Students: 61% of Caucasian Students
95. 13 Students: 69% of Econ. Disadvantaged Students
96. 0 Students: N/A% of LEP Students

97. 0 Students: N/A % of Students with Disabilities
- 98.
99. The lowest identified areas for the combined population were: measurement
100. open response and data analysis, statistics, and probability open response
- 101.
102. The lowest identified areas for African Americans were: measurement open
103. response and data analysis, statistics, and probability open response
- 104.
105. The lowest identified areas for Hispanic were: N/A
- 106.
107. The lowest identified areas for Caucasian were: measurement open response
108. and data analysis, statistics, and probability open response
- 109.
110. The lowest identified areas for Econ. Disadvantaged students were:
111. measurement open response and data analysis, statistics, and probability open
112. response
113. The lowest identified areas for LEP students were: N/A
114. The lowest identified areas for Students with Disabilities were: numbers and
115. operations open response and data analysis, statistics, and probability open
116. response
117. 2009-# Tested & Percent of Students Scoring Proficient/Advanced:
- 118.
119. 18 Students: 89% of Combined Students
120. 5 Students: 83% of African American Students
121. 1 Students: N/A% of Hispanic Students
122. 1 Students: N/A% of Asian Students
- 123.

124. 8 Students: 91% of Caucasian Students
125. 6 Students: 86% of Econ. Disadvantaged Students
126. 0 Students: N/A% of LEP Students
127. 0 Students: N/A % of Students with Disabilities
- 128.
129. The lowest identified areas for the combined population were: measurement
130. open response and Geometry open response
131. The lowest identified areas for African Americans were: measurement open
132. response and NPO open response
133. The lowest identified areas for Hispanic were: N/A
- 134.
135. The lowest identified areas for Caucasian were: measurement open response
136. and geometry open response
137. The lowest identified areas for Econ. Disadvantaged students were:
138. measurement open response and data analysis, statistics, and probability open
139. response
140. The lowest identified areas for LEP students were: N/A
141. The lowest identified areas for Students with Disabilities were: Geometry
142. and Measurement open response and NPO open response.
- 143.
- 144.
145. 2010-# Tested & Percent of Students Scoring Proficient/Advanced:
146. 24 Students: 83% of Combined Students
147. 5 Students: 80% of African American Students
148. 1 Student: 100% of Hispanic Students

149. 17 Students: 83% of Caucasian Students
150. 13 Students: 76% of Econ. Disadvantaged Students
151. . Students: N/A% of LEP Students
152. 2 Students: 0% of Students with Disabilities
153. The lowest identified areas for the combined population were: measurement
154. open response and data analysis, statistics, and probability open response
- 155.
156. The lowest identified areas for African Americans were: measurement open
157. response and data analysis, statistics, and probability open response
- 158.
159. The lowest identified areas for Hispanic were: N/A
- 160.
161. The lowest identified areas for Caucasian were: measurement open response
162. and data analysis, statistics, and probability open response
- 163.
164. The lowest identified areas for Econ. Disadvantaged students were:
165. measurement open response and data analysis, statistics, and probability open
166. response
167. The lowest identified areas for LEP students were: N/A
168. The lowest identified areas for Students with Disabilities were: numbers and
169. operations open response and data analysis, statistics, and probability open
170. response
171. ACSIP CRT Data Source for EMERSON ELEMENTARY SCHOOL
172. Benchmark-5th Grade Mathematics Exam
- 173.
- 174.
175. 2008-# Tested & Percent of Students Scoring Proficient/Advanced:

176.
177. 32 Students: 65% of Combined Students

178. 3 Students: 50.0% of African American Students

179. 0 Students: N/A% of Hispanic Students

180. 1 Student: 100% of Asian Students

181. 17 Students: 68% of Caucasian Students

182. 17 Students: 48% of Econ. Disadvantaged Students

183. 0 Students: N/A% of LEP Students

184. 0 Students: N/A% of Students with Disabilities

185. The lowest identified areas for the combined population were: data analysis,
186. statistics, and probability open response and numbers and operations open
187. response

188. The lowest identified areas for African Americans were: algebra open response
189. and data analysis, statistics, and probability open response

190.

191. The lowest identified areas for Hispanic were: N/A

192.

193. The lowest identified areas for Caucasian were: data analysis, statistics,
194. and probability open response and numbers and operations open response

195.

196. The lowest identified areas for Econ. Disadvantaged students were: data
197. analysis, statistics, and probability open response and numbers and operations
198. open response

199. The lowest identified areas for LEP students were: N/A

200. The lowest identified areas for Students with Disabilities were: N/A
201.

202.
203.
204.
205. 2009-# Tested & Percent of Students Scoring Proficient/Advanced:
206. 25 Students: 64% of Combined Students
207. 2 Students: 25% of African American Students
208. 1 Students: 100% of Hispanic Students
209. 1 Student: 100% of Asian Students
210. 12 Students: 80% of Caucasian Students
211. 7 Students: 63% of Econ. Disadvantaged Students
212. 0 Students: N/A% of LEP Students
213. 0 Students: N/A% of Students with Disabilities
214. The lowest identified areas for the combined population were: data analysis,
215. statistics, and probability open response and geometry open response
216.
217. The lowest identified areas for African Americans were: data analysis open
218. response and NPO open response
219. The lowest identified areas for Hispanic were: Data Analysis open response,
220. and NPO open response and measurement open response.
221.
222. The lowest identified areas for Caucasian were: data analysis, statistics,
223. and probability open response and geometry open response
224.
225. The lowest identified areas for Econ. Disadvantaged students were: data
226. analysis, statistics, and probability open response and NOP open response and
227. measurement open response

228. The lowest identified areas for LEP students were: N/A

229. The lowest identified areas for Students with Disabilities were: N/A

230.

2010-# Tested & Percent of Students Scoring Proficient/Advanced:

19 Students: 74% of Combined Students

6 Students: 50% of African American Students

0 Students: 0% of Hispanic Students

12 Students: 58% of Econ. Disadvantaged Students

. Students: N/A% of LEP Students

1 Student: 0% of Students with Disabilities

0

The lowest identified areas for the combined population were: data analysis, statistics, and probability open response and geometry open response

The lowest identified areas for African Americans were: algebra open response and data analysis, statistics, and probability open response

The lowest identified areas for Hispanic were: N/A

The lowest identified areas for Caucasian were: data analysis, statistics, and probability open response and numbers and operations open response

The lowest identified areas for Econ. Disadvantaged students were: data analysis, statistics, and probability open response and numbers and operations

open response

The lowest identified areas for LEP students were: N/A

The lowest identified areas for Students with Disabilities were: N/A

231.

232. ACSIP CRT Data Source for EMERSON ELEMENTARY SCHOOL

233. Benchmark-6th Grade Mathematics Exam

234.

235. 2008-# Tested & Percent of Students Scoring Proficient/Advanced:

236.

237. 26 Students: 80% of Combined Students

238.

6 Students: 86% of African American Students

239.

0 Students: N/A% of Hispanic Students

240.

15 Students: 79% of Caucasian Students

241.

12 Students: 75% of Econ. Disadvantaged Students

242.

0 Students: N/A% of LEP Students

243.

0 Students: 0% of Students with Disabilities

244. The lowest identified areas for the combined population were: data analysis,

245. statistics, and probability open response and numbers and operations open

246. response

247. The lowest identified areas for African Americans were: measurement open

248. response and numbers and operations open response

249. The lowest identified areas for Hispanic were: N/A

250.
251. The lowest identified areas for Caucasian were: data analysis, statistics,
252. and probability open response and numbers and operations open response

253.
254. The lowest identified areas for Econ. Disadvantaged students were: data
255. analysis, statistics, and probability open response and numbers and operations
256. open response

257. The lowest identified areas for LEP students were: N/A

258. The lowest identified areas for Students with Disabilities were: measurement
259. open response and algebra open response
260. 2009-# Tested & Percent of Students Scoring Proficient/Advanced:

261.
262. 30 Students: 87% of Combined Students

263. 5 Students: 55% of African American Students

264. 0 Students: N/A% of Hispanic Students

265. 20 Students: 100% of Caucasian Students

266. 13 Students: 93% of Econ. Disadvantaged Students

267. 0 Students: N/A% of LEP Students

268. 0 Students: 0% of Students with Disabilities

269. The lowest identified areas for the combined population were: measurement
270. and NPO open response

271. The lowest identified areas for African Americans were: measurement open
272. response and numbers and operations open response

273. The lowest identified areas for Hispanic were: N/A

274.
275. The lowest identified areas for Caucasian were: data analysis, statistics,

276. and probability open response and numbers and operations open response
- 277.
278. The lowest identified areas for Econ. Disadvantaged students were:
279. measurement open response and geometry open response
280. The lowest identified areas for LEP students were: N/A
281. The lowest identified areas for Students with Disabilities were: measurement
282. open response and algebra open response
- 283.
284. 2010-# Tested & Percent of Students Scoring Proficient/Advanced:
285. 25 Students: 84% of Combined Students
286. 9 Students: 78% of African American Students
287. 1 Students: 100% of Hispanic Students
288. 12 Students: 73.6% of Caucasian Students
289. 12 Students: 92% of Econ. Disadvantaged Students
290. . Students: N/A% of LEP Students
291. 2 Students: 50% of Students with Disabilities
292. The lowest identified areas for the combined population were: data analysis,
293. statistics, and probability open response and numbers and operations open
294. response
295. The lowest identified areas for African Americans were: measurement open
296. response and numbers and operations open response
297. The lowest identified areas for Hispanic were: N/A
- 298.
299. The lowest identified areas for Caucasian were: data analysis, statistics,
300. and probability open response and numbers and operations open response

301.
302. The lowest identified areas for Econ. Disadvantaged students were: data
303. analysis, statistics, and probability open response and numbers and operations
304. open response

305. The lowest identified areas for LEP students were: N/A

306. The lowest identified areas for Students with Disabilities were: measurement
307. open response and algebra open response
308.
309.
310.
311.
312. Kindergarten - Iowa Test of Basic Skills
313.
314. In 2006, 64.3% of students scored above the 50th percentile in mathematics.
315. Analysis of content sub skill shows a weakness in computation.
316.
317. In 2007, 57.1% of students scored above the 50th percentile in mathematics.
318. Analysis of content sub skill shows a weakness in computation.
319.
320. In 2009, 57% of students scored above the 50th percentile in mathematics.
321. Analysis of content sub skill shows a weakness in computation.
322.
323. SAT 10
324. In 2010, 67% of students scored above the 50th percentile in mathematics.
325. Analysis of content sub skill shows a weakness in computation.
326.
327. First Grade
328. Iowa Test of Basic Skills
329. In 2007, 88.5% of students scored above the 50th percentile in mathematics.
330. Analysis of content sub skill shows a weakness in concepts.
331.
332. SAT 10
333. In 2008, 19 students were tested, 37% scored At/Above 50th NPR.
334.
335. SAT 10
336. In 2009, 19 students were tested, 58% scored At/Above 50th NPR.
337.
338. SAT 10

339. In 2010, 26 students were tested, 84 % scored At/Above 50th NPR.
340.
341. Second Grade
342. Iowa Test of Basic Skills
343. In 2007, 62.5% of students scored above the 50th percentile in mathematics.
344. Analysis of content sub skill shows a weakness in problems & data
345. Interpretation.
346.
347. SAT 10
348. In 2008, 29 students were tested, 76% scored At/Above 50th NPR.
349.
350. In 2009, 22 students were tested, 55% scored At/Above 50th NPR.
351.
352. In 2010, 21 students were tested, 81% scored At/Above 50th NPR.
353.
354.
355.
356.
357. Third Grade
358. Iowa Test of Basic Skills
359. In 2006, 80.8% of students scored above the 50th percentile in mathematics.
360. Analysis of content sub skill shows a weakness in computation.
361. In 2007, 76.0% of students scored above the 50th percentile in mathematics.
362. Analysis of content sub skill shows a weakness in problems & data
363. Interpretation.
364.
365. Fourth Grade
366. Iowa Test of Basic Skills
367.
368. In 2006, 75.0% of students scored above the 50th percentile in mathematics.
369. Analysis of content sub skill shows a weakness in problems & data
370. Interpretation.
371. In 2007, 65.5% of students scored above the 50th percentile in mathematics.
372. Analysis of content sub skill shows a weakness in computation.
373.
374. Fifth Grade
375. Iowa Test of Basic Skills
376.
377. In 2006, 68.8% of students scored above the 50th percentile in mathematics.
378. Analysis of content sub skill shows a weakness in problems & data

379. Interpretation.
380. In 2007, 64.0% of students scored above the 50th percentile in mathematics.
381. Analysis of content sub skill shows a weakness in concepts.
382.
383.
384. 6th Grade
385. Iowa Test of Basic Skills
386.
387. In 2006, 59.4% of students scored above the 50th percentile in mathematics.
388. Analysis of content sub skill shows a weakness in concepts.
389. In 2007, 35.3% of students scored above the 50th percentile in mathematics.
390. Analysis of content subs skill shows a weakness in problems & data
391. Interpretation.
392.
393.
394.
395.
396.
397.
398.
399.
400.
401.
402.
403.
404.
405. Attendance rate for the 2008-09 school year was 91.13%.
406.
407. Attendance rate for the 2009-2010 school year was
408. 93.25%
409.
410.
411. Trend Data in Mathematics: Proficient or Above
412.
413.
414. 2007: African American NA
415. 2008: African American NA
416. 2009: African American 70.8%
417. 2010: African American 68.8%
418.

- 419.
- 420. 2007: Economically Disadvantaged 68.1%
- 421. 2008: Economically Disadvantaged 66.7%
- 422. 2009: Economically Disadvantaged 86.0%
- 423. 2010: Economically Disadvantaged 77.8%
- 424.
- 425.
- 426. 2007: Combined Population 71.8%
- 427. 2008: Combined Population 71.0%
- 428. 2009: Combined Population 87.8%
- 429. 2010: Combined Population 84.6%
- 430.
- 431.
- 432.
- 433.
- 434.
- 435.
- 436.
- 437.
- 438.

Goal To improve Math Instruction in the areas of Measurement Open Response and Data Analysis, Statistics, and Probability Open Response. Needs Assessment Emerson Elementary School was found to be achieving for the 2013 TAGG group in math. We fell just below the needed 93.59 percent for all students with only 90.67 percent scoring proficient or advanced. As a result a school meeting was held to survey and discuss possible strategies for addressing student achievement. Among the strengths were data driven curriculum in CGI and ECM that addressed problem solving skills. The addition of a new computer based program called Reflex Math has also helped to increase fluency in math calculations. 90 percent of the faculty felt that more update computers and possibly more iPad's in the lab and classrooms would help with one-on-one instruction as well as small group remediation. Monthly meetings for grade level instruction will use technology to focus on data from STAR Math, Reflex math, and research based curriculum data in the classroom to assess student achievement and progress.

Benchmark To meet Adequate Yearly Progress according to No Child Left Behind, Emerson Elementary combined population growth in proficiency in mathematics in 3rd grade has been increasing over the past three years. 4th thru 6th grade has shown a steady increase in proficiency over the past three years. The 3rd-6th grade continues to meet the yearly AYP goals as set by the state.

Intervention: The staff will implement a comprehensive math program that practices incremental instruction, continual practice across grade levels, and cumulative assessment as well as a program designed to encourage students to reason mathematically, develop problem-solving strategies, and represent their thinking using models, diagrams, and graphs. Teachers will meet with the Math Specialist twice monthly to discuss pacing and disaggregate data.				
Scientific Based Research: Journal of Educational Research, Explicit instruction in mathematics problem solving. 77, 351-359. Darch, C., Carine, D., & Gersten, R. (1984). TERC, Cambridge, MA. Full year pilot grades 3 and 5 using Number, Data, and Space. Mokros, J., Berle-Carmen, M., Rubin, A., & Wright, T. (1994). Use of an instructional management system to improve mathematics skills for students in Title I programs. Preventing School Failure, 48 (a4), 10-14. Ysseldylke, J., Thill, T., & Hannigan, E. (2004).				
Actions	Person Responsible	Timeline	Resources	Source of Funds

Math Expressions and CGI will be taught 1 hour daily in grades K-6th, providing opportunities for students to develop mathematical proficiency in the following five (5) strands. * Conceptual understanding * Procedural fluency * Strategic Competence * Adaptive Reasoning * Productive Disposition Math Expression also has their textbooks on the web with tutorials for student and parent access. Action Type: Alignment	All K-6 grade teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
Math Renaissance software, Math Expression software, Reflex and Orchard software will also supplement by providing extra practice on deficient skills as well as provide appropriate level material for Special ed. students. Action Type: AIP/IRI Action Type: Special Education	All K-6th grade teachers, P. Reynolds, D. Wooley	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
Parents in Pre-School through 3rd grade are encouraged to check out the Leapfrog systems from the elementary library to take home to help with elementary math skills. Action Type: Parental Engagement Action Type: Technology Inclusion	All Pre K-3 grade teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
PROGRAM EVALUATION: After disaggregating Target test data and annual Benchmark/IOWA data, the Professional Learning Teams made up of the principal, teachers and math coach, will evaluate the math programs used and make decisions on curriculum modifications if needed. Action Type: Collaboration Action Type: Program Evaluation	All K-6 teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Community Leaders District Staff 	<hr/> ACTION BUDGET: \$
Students will take Star Math test during computer activity time at the beginning of the year to determine grade equivalence. Students performing below grade level will complete Accelerated Math assignments to address weak areas. Accelerated math provides pencil and paper remediation as opposed to computer instruction. These assignments are self-checked by the student with the program itself compiling assessment data for the teacher. Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion	3rd-6th grade teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$
Students will practice skills using Orchard Software and STAR Math. The teacher will analyze pretest data and assign skills that were identified by Orchard. These skills will be incrementally completed by the student until all deficient skills have been remediated. The Orchard program will track and record progress automatically for continued assessment purposes. The STAR Math assessments will also be used to track student progress in areas of weakness., Action Type: Collaboration Action Type: Technology Inclusion	K-6th grade teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$
A Math and Science Connection newsletter will be sent home monthly and quarterly to the parents of students in K-2nd grade. The Newsletter will address how parents can help their student succeed in Math and Science Action Type: Collaboration	All K-2nd grade teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$

Action Type: Equity Action Type: Parental Engagement				
Funds will be used to provide math supplies to assist teachers in reaching students in academic trouble and that fell below the proficient level.	K-6 teachers; T.Gray, M Estes	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
NSLA funds will be used to hire a Para Professional (P.Glover 1.0 FTE) to work with teachers and students to help children that are failing or most-at-risk of failing to meet challenging state academic achievement standards. Action Type: Title I Schoolwide	Gary Hines	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	NSLA (State-281) - Employee Benefits: \$3831.51 NSLA (State-281) - Employee Salaries: \$15390.00 <hr/> ACTION BUDGET: \$19221.51
Total Budget:				\$19221.51

Intervention: An Academic Improvement Plan will be written on all students performing Below Proficient in Mathematics on the Arkansas Benchmark Exam. Teachers will obtain parent signatures indicating a meeting was held to discuss collaboration between the home and school to help insure academic progress. K-6th grade will meet twice monthly to discuss each student's Academic Improvement Plan, making modifications if necessary.

Scientific Based Research: Office of Superintendent of Public Instruction. The Center for Comprehensive School Reform and Improvement. Olympia, WA. Nine Characteristics of High Performing Schools. Shannon, G. & Bylsma, P. (2003).

Actions	Person Responsible	Timeline	Resources	Source of Funds
All teachers, including special education and administrators, will examine the Math Benchmark and IOWA data. Students who are not proficient on a portion or portions of the exam will be identified as needing an Academic Improvement Plan. Action Type: AIP/IRI Action Type: Special Education	T. Gray, M. Haire All K-6 teachers, M. Estes, J. Carter	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Academic Improvement Plans will be created and implemented by appropriate teachers, counselors, and any other pertinent school personnel. A certified teacher and Instructional Aides will work collaboratively with teachers in developing appropriate interventions and remediation strategies. Action Type: AIP/IRI	T. Gray, P. Glover, All K-6 teachers, Q. Turner,, D. Wooley	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
Teachers will use quarterly assessments and Benchmark scores to identify students performing below proficient and to identify their areas of weakness to begin a point of remediation. Action Type: AIP/IRI	All K-6 teachers, Academic facilitators	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$

Action Type: Professional Development Action Type: Special Education				
Teachers will use the computer lab at assigned times throughout the week as well as their classroom computers. Students will practice deficit skills and take formative assessments and a summative assessment using Orchard and Reflex math. The skills are automatically prioritized in the order of the student's greatest weakness. Teachers will assign the skills to be mastered according to each individual student. They will be assessed after completion of practice problems to check for mastery. Action Type: AIP/IRI Action Type: Special Education	All K-6 teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers • Teachers 	<hr/> ACTION BUDGET: \$
Academic Improvement Plans will also be developed for first and second grade students performing below grade level using the IOWA for their data. An instructional aide will be assigned to work with individual classes while the certified teacher works in small groups with those identified as needing an Academic Improvement Plan. Action Type: AIP/IRI Action Type: Collaboration	All K-2 grade teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Teachers 	<hr/> ACTION BUDGET: \$
Teachers in K-6th grade will meet twice monthly during grade meetings to discuss Student Academic Improvement Plans and make modifications in remediation strategies if needed. Action Type: AIP/IRI Action Type: Collaboration	All K-6th grade teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Teachers 	<hr/> ACTION BUDGET: \$
All Academic Improvement Plans, including the Special Ed. IEP, will be annually reviewed and revised to insure an opportunity for student demonstration of proficiency in the targeted academic areas on the next Benchmark assessment. Action Type: AIP/IRI Action Type: Program Evaluation Action Type: Special Education	T. Gray, M. Haire	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$
PROGRAM EVALUATION: A cumulative review of all Academic Improvement Plans will be a part of the data used by the school in creating and revising its comprehensive School Improvement Plan. In addition, data from the STAR Math, CRT, and IOWA will determine Emerson's math programs success. Action Type: AIP/IRI Action Type: Program Evaluation	All K-6th grade teachers, P. Reynolds	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Based on the needs of the staff, a Professional Development Plan will be developed that includes activities that: Improve and increase teachers' knowledge of academic subjects and enable teachers to be highly qualified; give teachers and principals the knowledge and skills to help students meet challenging state standards; improve classroom management skills; and are sustained, intensive, and classroom focused. All Professional Development on Instructional strategies will be based on scientific research. Classroom Walkthroughs by the administration will note strategies throughout the year for assessment.				
Scientific Based Research: Association for Supervision and Curriculum Development, Alexandria, Virginia. Mathematics Education for a Changing World. Willoughby, S. (1990).				
Actions	Person Responsible	Timeline	Resources	Source of Funds

The K-3rd grade teachers are have been trained in Cognitively Guided Instruction, a comprehensive researched-based approach to mathematics instruction that is linked with the revised Arkansas mathematics Framework Action Type: Alignment Action Type: Professional Development	K-3 teachers, J. Carter	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	ACTION BUDGET: \$
Teachers in K-6th teachers will use resources such as the Gates units in Mathematics, based on Common Core Standards to implement math instruction. CGI will continue to be used as part of the classroom instruction and the PARCC assessments. Action Type: Professional Development	T. Gray, Q. Turner K-6 teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Outside Consultants 	ACTION BUDGET: \$
The principal will utilize Classroom Walkthroughs in grades K-6th to monitor use of math strategies. Action Type: Collaboration Action Type: Program Evaluation	Tabatha Gray	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Common Core Standards have been implemented in K-6. The teachers have had professional development training by state representatives as well as local education cooperative specialist. This training will continue for all certified staff.	T. Gray	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$0

Priority 3: Address "trigger" areas as identified by the monitoring of special education data.

Supporting Data:

1. An Analysis of demographic data concerning the December 1, 2003 Child count suggested a disproportionate representation of minority students in special education in the Emerson School District. The ratio of minority population to minority special education students is 35% to 60% at Emerson.
2. On July 1, 2004, Emerson and Taylor School Districts consolidated into the Emerson-Taylor School District. From information gathered on the December 1, 2006, the Emerson-Taylor School District was still under the "trigger" for over-identification of minority students. The following statistics will show that Emerson Elementary is not a contributing factor to this over-identification.
3. The December 1, 2004 child count for Emerson Elementary showed a total population of 195 students with 38 students or 19.5% classified as special education. The total white population was 120 students with 27 students (22.5%) being classified as special education. The total African-American population was 70 students with 11 students (15.7%) being classified as special education. On the December 1, 2005 child count, Emerson Elementary had a total enrollment of 191 students with 34 or (17.8%) being classified as special education. The total white population was 123 with 22 or (17.9%) being classified as special education. The total African-American population was 63, with 12 (19%) being classified as special education. On the December 1, 2006 child count, Emerson Elementary had a total population of 177 with 24 (13.6%) being classified as special education. The total white population was 120 with 18 (15%) being classified as special education. The total African-American population was 52 with 6 (11.5%) classified as special education.
4. Current enrollment figures for the 2008-2009 school year show a ratio of black special education students to total special education student to be 3:13 or 23.1%. The ratio of black students to total students in the general population is 38:171 or 22.2%. This does not show a disproportionality for Emerson Elementary School. In the past two years, only one black student has placed in the special education program. At this time, there is no need to modify our referral process.

Goal To meet the needs of all students in the regular classroom and reduce the number of students referred for special education services.

Benchmark To reduce the number of minority students referred and identified for special education services to a ratio within one standard deviation of the state average over the next three years

Intervention: Implement policies and procedures to reduce the disproportionate placement of students in special education.				
Scientific Based Research: Citations: Rural Special Education Quarterly. Pre-referral Intervention: Problem Solving Methods and Curriculum-based Measurement. Weishaar, M., Weishar, P., Bust, C. Summer (2002). Leadership. Last Chance to Become Readers: Pre-referral Interventions. Nov.-Dec. 2003, J. Montgomery, Moore-Brown, B. Teaching Students with Learning and Behavior Differences: Elementary Strategies, Government of British Columbia, and Ministry of Education 2001.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
A Student Support Team comprised of classroom teacher, parent, principal and special education teacher will develop an Academic Improvement Plan that includes specific interventions to be used to improve reading skills. Action Type: AIP/IRI Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education	T. Gray, M. Haire, All K-6 grade teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> ACTION BUDGET: \$
Through Kindergarten assessments, norm-referenced tests, criterion referenced tests and teacher observations, minority students with reading levels below basic and considered to be at-risk will be identified. Action Type: Alignment Action Type: Collaboration Action Type: Special Education	M. Haire, Queria Turner	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$
Teachers will be trained in special education pre-referral process by our districts LEA supervisor at the November staff meeting. Action Type: Collaboration Action Type: Professional Development Action Type: Special Education	Special Ed. Supervisor	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff 	<hr/> ACTION BUDGET: \$
PROGRAM EVALUATION: Strategies involved in the early interventions will include one on one and small group interventions by a certified teacher. Reading Recovery, remediation software and Comprehensive Reading strategies will be used. The strategies and interventions will be evaluated during the K-3rd grade meetings to determine their effectiveness in improving reading levels of at-risk minority students. Action Type: AIP/IRI Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion	Tabatha Gray	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers Teaching Aids Title Teachers 	<hr/> ACTION BUDGET: \$
To further connect with parents of Early Intervention students, after school tutoring will be offered to students who are struggling according to their Comprehensive Reading assessments. Teachers will use ipad technology along with Reading A-Z. Action Type: Equity Action Type: Parental Engagement Action Type: Special Education	T. Gray, all grade teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Community Leaders Teachers 	<hr/> ACTION BUDGET: \$

<p>The Student Support Team comprised of classroom teachers, parents, principal, and Special Education teacher will review in May the specific interventions used with each at risk student. Each student's progress in math and literacy will be assessed using applicable data such as Dibels, Diagnostic Assessment in Reading, Developmental Reading Assessment, as well as Star Math Assessment. Recommendations will be made according to the student's progress.</p> <p>Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion</p>	<p>K-6th Grade Teachers, R. Jean, P. Reynolds</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • Performance Assessments • Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>

Priority 4: To improve the overall health and wellness of students at Emerson Elementary School

1. BMI results for 2008-2009 indicate 39.5% of males and 38.8% of females were at risk for overweight or overweight. BMI results for 2009-2010 indicate 11.4% of males were overweight and 31.8% were Obses. Females showed 22.7% were overweight and 29.5% were obese. BMI results for 2010-2011 indicate 39% males were overweight or obese and females were 46.5% overweight or obese.
2. School Health Index (SHI): The results of the SHI Evaluation for the Emerson Elementary School for the 2006-07 school year revealed a percentage score for each of the modules evaluated. Scores were Module 1 - School Health and Safety Policies and Environment 33%, Module 2 - Health Education 33%, Module 3 - Physical Education and other Physical Activity Programs 33%, Module 4 - Nutrition Services 33%, and Module 8 - Family and Community Involvement 33%.
3. School Health Index (SHI) The results of the SHI Evaluation for the Emerson Elementary School for the 2007-2008 school year revealed a percentage score for each of the modeules evaluated. Scores were Module 1 - School Health and Safety Policies 67%, Module 2 - Health Education 62%, Module 3 - Physical Education and other Physical Activity Programs 74%, Module 4 - Nutritiion Services 44% and Module 8 - Family and Community Involvement 17%
4. School Health Index (SHI) The results of the SHI Evaluation for the Emerson Elementary School for the 2008-2009 school year revealed a percentage score for each of the modeules evaluated. Scores were Module 1 - School Health and Safety Policies 73%, Module 2 - Health Education 69.4%, Module 3 -Physical Education and other Physical Activity Programs 72%, Module 4 - Nutritiion Services 39% and Module 8 - Family and Community Involvement 72%
5. School Health Index (SHI) The results of the SHI Evaluation for the Emerson Elementary School for the 2009-2010 school year revealed a percentage score for each of the modeules evaluated. Scores were Module 1 - School Health and Safety Policies 81%, Module 2 - Health Education 75%, Module 3 -Physical Education and other Physical Activity Programs 79%, Module 4 - Nutritiion Services 60% and Module 8 - Family and Community Involvement 67%
6. School Health Index (SHI) The results of the SHI Evaluation for the Emerson Elementary School for the 2010-2011 school year revealed a percentage score for each of the modules evaluated. Scores for module 1-school health and safety policies 76% module 2-Health education 56% module 3- Physical Education and other Physical Activity programs 79% module 4--Nutrition services 54% Module 8 Family and Community Involvement 33%

Supporting Data:

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

Benchmark To meet requirements of the state and federal laws for the 2013-2014 school year.

<p>Intervention: Emerson Elementary School will encourage strategies and activities that encourage a non-sedentary lifestyle.</p>				
<p>Scientific Based Research: Let's Get Physical-Promotion and education Strategies by Dr. Hal Wechsler; Classercise Training Program, K-6</p>				
<p>Actions</p>	<p>Person Responsible</p>	<p>Timeline</p>	<p>Resources</p>	<p>Source of Funds</p>

Promote reduction of time children spend engaged in sedentary activities such as watching television and playing video games. Action Type: Wellness	Tabatha Gray	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Community Leaders • Teachers 	<hr/> ACTION BUDGET: \$
Implement and encourage participation in extracurricular programs that support physical activity, i.e. school sponsored peewee basketball, soccer, t-ball, softball and baseball. Action Type: Wellness	Tabatha Gray	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Community Leaders • Teachers 	<hr/> ACTION BUDGET: \$
Encourage development and participaton in family oriented, community-based physical activity programs such as Relay for Life, Bike-a-thons. Action Type: Wellness	Tabatha Gray	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Community Leaders • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
Through Health and P.E. Classes, educate students in healthy lifestyles. Action Type: Wellness	T. Gray	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Teachers 	<hr/> ACTION BUDGET: \$
Evaluate the effectiveness of the wellness plan by comparing the results of BMI reports. Action Type: Wellness	T. Gray, Tami Williams	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff 	<hr/> ACTION BUDGET: \$
A school nutrition committee made up of teachers, administrators and the school nurse, will assess the school's program to provide better services to students in the areas of health and nutrition. Action Type: Collaboration Action Type: Program Evaluation Action Type: Wellness	Tabatha Gray	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
Professional development given by the school nurse will focus on physical activity, nutrition education, and health risk indicators. Medical issues such as staff infection and glucagon administration. Action Type: Collaboration Action Type: Professional Development Action Type: Wellness	Wendy Lucy	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants 	<hr/> ACTION BUDGET: \$
Emerson Elementary will ensure that the Wellness Committee will evaluate the program by conducting pre and post assessments of the School Health Index Module.	T. Gray	Start: 07/01/2014	<ul style="list-style-type: none"> • Administrative Staff 	<hr/>

Action Type: Program Evaluation Action Type: Wellness		End: 06/30/2015	<ul style="list-style-type: none"> District Staff Performance Assessments 	ACTION BUDGET: \$
55% of the students in K-6th grade qualify for Free and Reduced meals. Action Type: Wellness	T. Gray, Q. Turner	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Central Office 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 5: Science

- Students will meet or exceed the annual AYP using math AYP as a target for 2011.

Supporting Data:

Goal To improve scientific skills with multiple choice and open response questions throughout the year with all students.

Benchmark The student population in grades 3-6 will show an improvement in science application and reasoning by 10% in 2013-2014

Intervention: The teachers in grades K-6 will become familiar with and utilize the science lab.				
Scientific Based Research:				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will receive training on the science frameworks and the pacing guides with Gizmo and Netrekker. New ways of integrating science into reading and math curriculum will be provided during the year. Incorporating more informational reading and written response thru scientific literature will be used in the classroom. Action Type: Equity Action Type: Professional Development	T. Gray, J.Novosad	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers Teachers 	ACTION BUDGET: \$
The school will utilize the science specialist at the South Central Educational Cooperative and the Science Instructional Specialist at Southern Arkansas University. The science specialist will service our school monthly, modeling lessons and working one on one with all science teachers. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	T. Gray. , Tim Daniels	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Outside Consultants Teachers 	ACTION BUDGET: \$
Teachers in K-6 will use National Standards for Science and Math as a guide along with Common Core Standards for Science. Action Type: Alignment Action Type: Collaboration	T. Gray	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Outside Consultants Performance Assessments Teachers 	ACTION BUDGET: \$

<p>The science skills will be evaluated through quarterly assessments built on National standards for Math and Science. They will be formally evaluated thru TESS and CWT observations. Action Type: Collaboration Action Type: Program Evaluation</p>	T.Gray	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Outside Consultants • Performance Assessments • Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
	Melanie Rhone	Kindergarten	Elementary Math
Classroom Teacher	Charlotte Foster	3rd Grade	Elementary Literacy
Classroom Teacher	Dana Keopple	1st Grade	Elementary Literacy
Classroom Teacher	Janice Sneed	Interventionist	Elementary Literacy
Classroom Teacher	Jill Zorsch	3rd Grade	Elementary Math
Classroom Teacher	Kim Morgan	5th and 6th Math and Science	Math
Classroom Teacher	Lacey Stuart	1st Grade	Elementary Math
Classroom Teacher	Megan Haire	Team Member	Wellness, Science
Classroom Teacher	Melisa Britt	Kindergarten	Elementary Literacy
Classroom Teacher	Shannon Pyle	Chairman	Elementary Math
Classroom Teacher	Stephanie Key	4th Grade	Elementary Math
Classroom Teacher	Tara Hollis	5th and 6th Literacy and Social Studies	Elementary Literacy
Classroom Teacher	Tonisha Burton	4th Grade	Elementary Literacy
Classroom Teacher	Wendi Pittman	2nd Grade	Elementary Literacy
District-Level Professional	Melisa Estes	Elementary/Middle School	Elementary Literacy
Parent	Amber Mayfield	Parent	Elementary Literacy
Parent	Eric Burton	Parent	Elementary Math



School Plan

[Print Version](#)

EMERSON HIGH SCHOOL

Arkansas Comprehensive School Improvement Plan

2014-2015

Emerson High School, in partnership with the community, will help students believe in themselves, respect others, and experience the joy of learning. We strive to provide a safe and secure learning environment for every student. By providing equity of access to quality educational programs, technology, and services, we will give all students the tools to help them pursue a better future. We will provide a relevant and challenging curriculum for each student which will promote higher level thinking skills, enable all students to reach and maintain a level of proficiency in Literacy and Mathematical skills, develop working skills in technology, and develop social skills to be a responsible citizen in an ever changing world.

Grade Span: 7-12

Title I: Not Applicable

School Improvement: A

Table of Contents

Priority 1: Improve Literacy

Goal: All students will improve in all areas of literacy with an emphasis on comprehension and the writing process.

Priority 2: Improving Mathematics

Goal: All students in Seventh and Eighth grades will improve in all areas of mathematics with an emphasis on constructed response and the implementation of the Common Core State Standards: Mathematics and the Arkansas State Standards (CCSS 2013-14) in all courses offered.

Priority 3: Special Education

Goal: To meet the needs of all students in the regular classroom and reduce the disproportionality of minority students referred for special education services.

Priority 4: Wellness

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

Priority 1:

- 1.
2. ACSIP CRT Data Source for EMERSON HIGH SCHOOL
3. Benchmark-7th Grade Literacy Exam
- 4.
- 5.
- 6.
7. 2009-# Tested & Percent of Students Scoring Proficient/Advanced:
- 8.
9. 76% of Combined Students
10. 75% of African American Students
11. . Students: N/A% of Hispanic Students
12. 77% of Caucasian Students
13. % of Econ. Disadvantaged Students
14. . Students: N/A% of LEP Students
15. 1 Students: 0% of Students with Disabilities
16. The lowest identified areas for the combined population were:
17. Content Open Response and Practical Open Response
18. The lowest identified areas for African Americans were: Practical Open
19. Response
20. The lowest identified areas for Hispanic were: n/a
21. The lowest identified areas for Caucasian were: Content Open Response and
22. Practical Open Response
23. The lowest identified areas for Economically Disadvantaged students were:
24. Content Open Response and Practical Open Response
25. The lowest identified areas for LEP students were: N/A
- 26.
27. 29 tested 79% of combined population
- 28.
29. 14 tested 72% of Econ. Disadv.

Supporting
Data:

30. 5 tested 60% of Afro-American
31. The lowest identified areas of combined population were none.
32. The lowest identified areas of economically disadvantaged were Literary MC,
33. Content MC and Writing MC.
34. The lowest identified areas of Afro-American were literary, content and
35. Writing MC.
36. Three Year Trend Analysis on the Seventh Grade Literacy Benchmark shows
37. Weaknesses in Literary Open Response and Content Open Response questions.
- 38.
39. 2011-# Tested & Percent of Students Scoring Proficient/Advanced:

40.
41. 68% of the combined population scored proficient or advanced.
42. 100% of the Hispanic population scored proficient or advanced
43. 44% of the black population scored proficient or advanced
44. 50% of the IEP students scored proficient or advanced
45. 79% of the disadvantaged students scored proficient or advanced.
- 46.
- 47.
- 48.
- 49.
- 50.
- 51.
52. ACSIP CRT Data Source for EMERSON HIGH SCHOOL

53. Benchmark-8th Grade Literacy Exam

54.
55.
56.
57.
58.
59. 2008-# Tested & Percent of Students Scoring Proficient/Advanced:

60.
61. 31 Students: 54.8% of Combined Students
62. 12 Students: 33.3% of African American Students

63. 0 Students: .% of Hispanic Students
64. 19 Students: 68.4% of Caucasian Students
65. 17 Students: 35.3% of Econ. Disadvantaged Students
66. 0 Students: .% of LEP Students
67. 6 Students: 0% of Students with Disabilities
68. The lowest identified areas for the combined population were: Literary Open
69. Response and Content Multiple Choice
70. The lowest identified areas for African Americans were: Literary Open
71. Response and Content Multiple Choice
72. The lowest identified areas for Hispanic were: n/a
- 73.
74. The lowest identified areas for Caucasian were: Literary Open Response and
75. Content Multiple Choice
76. The lowest identified areas for Econ. Disadvantaged students were: Literary
77. Open Response and Content Multiple Choice
78. The lowest identified areas for LEP students were: n/a
79. The lowest identified areas for Students with Disabilities were: Literary
80. Open Response and Practical Open Response
- 81.
82. 2009-# Tested & Percent of Students Scoring Proficient/Advanced:
83. 67% of Combined Students
84. 58% of African American Students
85. N/A of Hispanic Students
86. 79% of Caucasian Students

87. % of Econ. Disadvantaged Students
88. Students: N/A of LEP Students
89. Students: N/A of Students with Disabilities
90. The lowest identified areas for the combined population were:
91. Literary Open Response and writing M/C
92. The lowest identified areas for African Americans were: Literary Open
93. Response and Content Open Response
94. The lowest identified areas for Hispanic were: N/A
- 95.
96. The lowest identified areas for Caucasian were: Literary Open Response
- 97.
98. The lowest identified areas for Economically Disadvantaged students were:
99. Literary Open Response and Content Open Response
100. The lowest identified areas for LEP students were: N/A
- 101.
102. 2010 - # Tested & Percent of Students Scoring Proficient/Advanced:
- 103.
- | | | |
|------|----------|-----------------------------------|
| 104. | 28 | 90% of Combined |
| 105. | Students | |
| 106. | 13 | 92% of Economically Disadvantaged |
| 107. | 7 | 100% of Black |
- 108.
109. The lowest area for all groups was multiple choice writing.
- 110.
111. 2011-# Tested & Percent of Students Scoring Proficient/Advanced:
- 112.
113. 73% of the combined population scored proficient of above
114. N/A of the Hispanic population
115. 75% of the Black populatoin scored proficient or above
116. 50% of the IEP students scored proficient or above
117. 50% of the disadvantaged students scored proficient or above
- 118.
119. Three Year Trend Analysis on the Eighth Grade Literacy Benchmark shows
120. weaknesses in Literary Open Response, Content Open Response, and Writing
121. Multiple Choice questions.
- 122.

- 123.
- 124.
- 125.
- 126.
- 127.
- 128.
129. ACSIP CRT Data Source for EMERSON HIGH SCHOOL

130. Literacy-11th Exam

- 131.
- 132.
- 133.
134. 2009-# Tested & Percent of Students Scoring Proficient/Advanced:

135. 52% of Combined Students

136. 22% of African American Students

137. N/A of Hispanic Students

138. 73% of Caucasian Students

139. % of Econ. Disadvantaged Students

140. . Students: N/A% of LEP Students

141. . Students: N/A% of Students with Disabilities

142. The lowest identified areas for the combined population were:
143. Content Open Response and Practical Open Response
144. The lowest identified areas for African Americans were: Literary Open
145. Response and Content Open Response
146. The lowest identified areas for Hispanic were: n/a
- 147.
148. The lowest identified areas for Caucasian were: Content Open Response
- 149.
150. The lowest identified areas for Economically Disadvantaged students were:
151. Content Open Response
152. The lowest identified areas for LEP students were: n/a

153.
154. 2010 - # Tested & Percent of Students Scoring Proficient/Advanced:
155. 19 Students 63% of Combined Students
156. 7 Students 29% of Economically/Disadv.
157. 6 Students 17% of Afro-American Students.
158.
159. 2011 Per Cent of Students scoring proficient/advanced
160.
161. 67% of the combined population
162. 14% of the black population
163. n/a for the Hispanic population
164. 25% of the economically disadvantaged
165. 0% of the IEP students
166.
167. Three Year Trend Analysis on the Eleventh Grade Literacy Benchmark shows
168. significant progress in all areas, with school average being 75% and above in
169. All categories.
170.
171.
172.
173. SAT 10
174. In 2008, 18 students were tested. 61% scored At/Above 50th NPR.
175.
176.
177.
178.
179.
180.
181.
182.
183. Graduation Rates:
184. 2010-11 - 84.21
185. 2009-10 -84.9%
186. 2008-9 - 85.4%
187. 2007-08 - 73.9%
188. 2006-07 - 81.2%
189. 2005-06 - 89.4%
190.
191.
192.

- 193 .
- 194 .
- 195 .
- 196 .
- 197 .
- 198 .
- 199 .
- 200 .
- 201 .
- 202 .
- 203 .

Goal All students will improve in all areas of literacy with an emphasis on comprehension and the writing process.

Benchmark .On the 2012 benchmark 82.43% of the combined population, 67.86% of the African-American population, 95.24% of the Caucasian population and 80.49% of the economically disadvantaged population scored proficient. 79.07% of the TAGG group scored proficient or above. On the 2011-12 benchmark, 83.8% of the combined population is expected to be proficient. Emerson High School is considered an Achieving School in Literacy. On the 2013 benchmark 79.71% of the general population, 72.22% of the African -American population, 81.63% of the white population 68.57% and 70.59% of the Economically Disadvantaged group were proficient. On the 2014 benchmark, "All Students" scored 88.14% on the Performance and 91.18% on Growth. The TAGG scored 88% on the Performance. Emerson High School is considered an "Achieving School" in Literacy.

Intervention: Implement a Comprehensive Literacy Approach				
Scientific Based Research: Building Academic Vocabulary: Teacher's Manual by Robert J. Marzano and Debra J. Pickering (Paperback - Jul 30, 2005), Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement by Robert J. Marzano, Debra Pickering, and Jane E. Pollock (Paperback - Jan 2001), Tools for Teaching Content Literacy by Janet Allen (Paperback - Feb 2004)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Strategies to improve Analytical Writing will be taught in language arts classrooms. All social studies, the arts, science and technical teachers will implement Analytical Writing as part of their Comprehensive Literacy Approach (80% of all writing by these grade bands should be analytical writing according to CCSS. Action Type: Alignment	Christy Owen, Jennifer Kyle.	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	<hr/> ACTION BUDGET: \$
Supplemental materials will be utilized that incorporate "Best Practices" in literacy instruction in grades 7-12. Action Type: Collaboration Action Type: Equity	Melisa Estes.	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • School Library • Teachers 	<hr/> ACTION BUDGET: \$
All teachers will develop an individual professional plan. Based on the needs of the staff, the school will develop a professional development plan that include activities that include activities that: Improve and increase teachers' knowledge of academic subjects and enable teachers to be highly qualified. Give teachers and principals the knowledge and skills to help students meet challenging state standards. Improve classroom management skills; Are sustained, intensive,	Jim DeLoach	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders 	<hr/> ACTION BUDGET: \$

and classroom focused. Advance teacher understanding of effective instruction strategies that are based on scientifically based research Action Type: Professional Development			<ul style="list-style-type: none"> • District Staff • Outside Consultants • Teachers 	
Strategies will be implemented to improve writing by focusing on features within each component within each domain. Specific emphasis will be placed in studying the Ideas, Organization, and Style Domains as students plan and writing that is grade appropriate in narrative, informational, and argumentative. Research writing will be across curriculum in all content area classrooms. Across-curriculum Collaborative team meetings will held to align Students' Research skills and instruction. Writing will be scored using an explicitly explained rubric for student's understanding and growth. Essays assignments will be 80% analytical (prompt less than 20%) as per CCSS expectations. Essays will demonstrate students' utilizing Of Tier 2 and Tier 3 vocabulary in written products/presentations. Action Type: Alignment	Melisa Estes	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	<hr/> ACTION BUDGET: \$
Teachers will analyze test data (benchmark and formative tests) to evaluate student weaknesses and develop Academic Improvement Plans. Teachers will reflect on data (in a written report) areas of strengths and weaknesses and future plans for instructional needs of students. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation	Melisa Estes	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	<hr/> ACTION BUDGET: \$
PROGRAM EVALUATION: Literacy curriculum skills will be formatively evaluated by administrator using the Classroom Walk Through Method. The Literacy Specialist, Melisa Estes, will assist teachers after areas of weakness have been identified by administrator. Professional Development will be offered monthly with Literacy Specialist to "unpack" new Common Core State Standards, encourage professional growth, and build teachers' tools for "Best Practices" as indicated by research. Action Type: Program Evaluation	Jim DeLoach, Melisa Estes	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff 	<hr/> ACTION BUDGET: \$
The Accelerated Reading Program is incorporated across the curriculum in grades 7-12. Students' Lexile Levels will be used to evaluate student reading level (as per CCSS, moving away from A/R reading levels). The librarian will purchase appropriate materials to encourage growth at a greater pace in reading levels. The librarian will collaborate with classroom teachers, building books and material displays that are time appropriate with classroom teachers' units of study. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Amy Warrick	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • School Library 	<hr/> ACTION BUDGET: \$
All teachers will include more analytical writing throughout the school year. Teachers will explain scoring to students (using a rubric) during instructional time to promote growth and success.	Melisa Estes	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff 	<hr/> ACTION BUDGET: \$

Action Type: Alignment Action Type: Collaboration				
Professional Development funds will be used for training of Highly Qualified Teachers Action Type: Professional Development	Jim DeLoach	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
NSLA funds will be used for materials and supplies that support classroom instruction. Action Type: Alignment	Gary Hines	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
The computer labs will be used to enhance classroom instruction and provide after school tutoring using A+. In accordance with the district and school needs assessment, Carryover Federal Title VI funds will be used to upgrade our computer labs. (18 desktops and 5 laptops) Action Type: Technology Inclusion	Sheree Orrick	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
NSLA funds will be used for after school tutoring. Christy Owen (1FTE) will have 60 days @ one hour per day @ \$40 per day. Action Type: ADE Scholastic Audit	Jim DeLoach	Start: 09/02/2014 End: 05/19/2015	<ul style="list-style-type: none"> • Computers • District Staff 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: An Academic Improvement Plan will be written on all students performing below proficient in Literacy Benchmarks and End of Course exams.

Scientific Based Research: Office of Superintendent of Public Instruction. The Center for Comprehensive School Reform and Improvement. Nine Characteristics of High Performing Schools. Olympia, WA. Shannon, G.S., & Bylsma, P. (2003).

Actions	Person Responsible	Timeline	Resources	Source of Funds
All teachers including special education teachers, will examine benchmark data. Students will be identified as needing an Academic Improvement Plan. Action Type: AIP/IRI Action Type: Special Education	Queria Turner	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers 	ACTION BUDGET: \$
Academic Improvement Plans will be created and implemented by appropriate teachers, counselor, and parents in order to reduce differences between population groups. Action Type: AIP/IRI Action Type: Equity	Queria Turner	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers 	ACTION BUDGET: \$
Remediation, as required in the students' AIP, will occur during the remediation period or after school. Action Type: AIP/IRI	Classroom Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers • Performance Assessments 	ACTION BUDGET: \$

			<ul style="list-style-type: none"> School Library Teachers Teaching Aids 	
After benchmark results are received, teachers will reflect on data and evaluate the effectiveness of instructional tools used for remediation. Action Type: AIP/IRI Action Type: Program Evaluation	Jim DeLoach	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
Teachers will receive training in analyzing test data and developing AIP plans for students. Action Type: AIP/IRI Action Type: Professional Development	Queria turner	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
Individuals will be instructed in deficient areas using best instructional practices. Individuals will be formatively assessed regularly; instruction will be prescriptive, as to the individual needs of each student Action Type: AIP/IRI Action Type: Equity Action Type: Program Evaluation Action Type: Technology Inclusion	Christy Owen, Jennifer Kyle	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers Performance Assessments Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Literacy teachers will map and align the Language Arts curriculum to correlate with the Arkansas Curriculum Frameworks.

Scientific Based Research: ASCD, Mapping the Big Picture: Integrating Curriculum and Assessment K-12. Jacob, H. (1997).

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will use teacher/district developed pacing guides. Teachers will continue to receive professional growth training of best and most effective instructional practices that are aligned to CCSS by district and South Central Educational Coop as they bare offered. Teachers will meet 2 hours a month with literacy specialist for continued support in curriculum development. Action Type: Alignment Action Type: Professional Development	Melisa Estes	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
The curriculum will be reviewed periodically throughout the year, assuring alignment to CCSS and ensuring student achievement. Action Type: Program Evaluation	Melisa Estes	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
PROGRAM EVALUATION: The principal will monitor unit lesson plans in addition to weekly plans. At the end of each quarter, teachers will evaluate their curriculum, instructional methods and strategies, and formative assessments that monitor students' growth on a Mastery Continuum rubric. Action Type: Alignment	Jim DeLoach	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$

Total Budget:	\$0
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Intervention: A Parental Involvement Plan will be developed that will provide opportunities for parents to receive information on how to help their children with literacy skills and to become involved in supporting educational opportunities.

Scientific Based Research: SIRS NW Regional Laboratory. "Parent Involvement in Education". Coton, K., & Wole, L. (1986). ERIC Digests. "Parents and Schools" Becher, Rhoda. (1986).

Actions	Person Responsible	Timeline	Resources	Source of Funds
An alumni committee shall contribute to the school improvement process. Action Type: Collaboration Action Type: Parental Engagement	Amy Warrick	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Community Leaders • District Staff 	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> ACTION BUDGET: \$
Parent/Teacher Conferences will held each semester. Action Type: Collaboration Action Type: Parental Engagement	Classroom Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Teachers 	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> ACTION BUDGET: \$
A Parent Center has been set up in the Emerson Elementary Library as a place for parents to come and get information about dealing with their children and helping them in their education. Action Type: Collaboration Action Type: Parental Engagement	Amy Warrick	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff 	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> ACTION BUDGET: \$
Parents will be given information as to the current selection and access to parenting books, magazines and other materials regarding responsible parenting. Action Type: Collaboration Action Type: Parental Engagement	Amy Warrick	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff 	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> ACTION BUDGET: \$
Parents and Teachers have formed "Parents and Teachers Care" to engage parents in activities that promote responsible parenting. Attesting to the Emerson-Taylor School District's commitment to parental involvement Parent-Teacher Student Compacts will be implemented. Action Type: Collaboration Action Type: Parental Engagement	Amy Warrick	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Community Leaders • District Staff 	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> ACTION BUDGET: \$
Parent Involvement Meetings will be held for the purpose of informing parents of what their child will be learning during the upcoming school year. Teachers will share rules, policies, and requirements of their classroom with parents. Parents will be informed as to how they can assist and make a difference in their child's education. Emerson High School provides instruction to parents on how to incorporate developmentally appropriate learning activities in the home environment and provides assistance to parents in understanding content and how to monitor a child's progress, standards, and academic assessments. Emerson High School provides materials and training to help parents work with their children to improve academic achievement; educates teachers, principals, and other staff in the importance of effective communication, value, and utility of contributions of parents; coordinates and integrates parent involvement programs and activities; ensures that information related to school and parent programs is sent to parents to the extent practical in a language parents can understand; and provides other reasonable support for	Amy Warrick	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> ACTION BUDGET: \$

parent involvement activities as parents may request. Action Type: Collaboration Action Type: Parental Engagement				
A voluntary survey will be sent home in August with students in their Informational Packet. The survey will include the interests and availability of volunteers for school staff members' use. A volunteer resource book listing parent interests will be kept. Action Type: Collaboration Action Type: Parental Engagement	Amy Warrick	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$
The goals of the district attesting to the school district's commitment to parental involvement shall be distributed to parents of students in Informational Packets. Action Type: Collaboration Action Type: Parental Engagement	Amy Warrick	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$
Parents will be informed of the school's process for resolving parental concerns, including how to define the problem, whom to approach first and how to develop solutions. This information is printed in the student handbook. Action Type: Collaboration Action Type: Parental Engagement	Amy Warrick	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$
Career Plans will be developed as students enter the sixth grade. The counselor will assess eighth grade students to discover career interests and strengths, and will meet with them to assist in the transition to high school and explain requirements for graduation. Parents will be involved in meetings to explain course selection, career planning and preparation for post-secondary opportunities. Action Type: Collaboration Action Type: Parental Engagement	Queria Turner	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$
Informational Packets are developed for each grade. Action Type: Collaboration Action Type: Parental Engagement	Amy Warrick	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> ACTION BUDGET: \$
Salary and benefits for a parental involvement coordinator will be provided. Related professional development materials and supplies will be provided as needed for parental involvement activities. Action Type: Parental Engagement Action Type: Professional Development	Superintendent	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$
Evaluation of attendance at parent-teacher conferences and other parental involvement activities during the year will be made to determine the effectiveness of the program. Use of the Parent Centers will also be evaluated. Action Type: Program Evaluation	Amy Warrick	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$
PROGRAM EVALUATION: At the conclusion of parental involvement activities, a parental survey will be administered to give the parents an opportunity for parental feedback. Action Type: Parental Engagement Action Type: Program Evaluation	Amy Warrick	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Priority 2:

- 1.
2. ACSIP CRT Data Source for EMERSON HIGH SCHOOL
3. Benchmark-7th Grade Mathematics Exam
- 4.
- 5.
6. 2009-# Tested & Percent of Students Scoring Proficient/Advanced:
- 7.
8. 88% of Combined Students
9. 87% of African American Students
10. N/A of Hispanic Students
11. 88% of Caucasian Students
12. % of Econ. Disadvantaged Students
13. N/A of LEP Students
14. N/A% of Students with Disabilities
15. The lowest identified areas for the combined population were:
- 16.
17. The lowest identified areas for African Americans were:
18. The lowest identified areas for Hispanic were:
19. The lowest identified areas for Caucasian were:
20. The lowest identified areas for Economically Disadvantaged students were:
21. The lowest identified areas for LEP students were: N/A
- 22.
23. Three year trend analysis on the Seventh Grade Mathematics Benchmark shows
24. weaknesses in Numbers and Operations Open Response and Measurement Open
25. Response questions.
- 26.
27. 2010 - # Tested & Percent of Students Scoring Proficient/Advanced
28. 29 Students 90% of Combined Students

Supporting
Data:

29. 14 Students 86% of Economically/Disadv. Students
30. 5 Students 60% of Afro-American Students
- 31.
32. N/A of LEP Students
33. N/A% of Students with Disabilities
34. The lowest identified areas for the combined population were:
- 35.
36. The lowest identified areas for African Americans were:
37. The lowest identified areas for Hispanic were:
38. The lowest identified areas for Caucasian were:
39. The lowest identified areas for Economically Disadvantaged students were:
40. The lowest identified areas for LEP students were: N/A
- 41.
42. 2011-# Tested &Percent of Students Scoring Proficient/Advanced:
- 43.
44. # Tested - 28
45. 75% of the combined population
46. 100% of the Hispanic population
47. 44% of the Black population
48. 50% of the IEP students
49. 79% of the disadvantaged population
- 50.
51. Three year trend analysis on the Seventh Grade Mathematics Benchmark shows
52. weaknesses in Numbers and Operations Open Response and Measurement Open
53. Response questions.
- 54.
- 55.
- 56.
- 57.
- 58.
- 59.
- 60.
- 61.
- 62.
63. ACSIP CRT Data Source for EMERSON HIGH SCHOOL

64. Benchmark-8th Grade Mathematics Exam
- 65.
- 66.
67. 2009-# Tested & Percent of Students Scoring Proficient/Advanced:
- 68.
69. 55% of Combined Students
70. 34% of African American Students
71. N/A of Hispanic Students
72. 88% of Caucasian Students
73. % of Econ. Disadvantaged Students
74. N/A of LEP Students
75. N//A of Students with Disabilities
76. The lowest identified areas for the combined population were:
- 77.
78. The lowest identified areas for African Americans were:
79. The lowest identified areas for Hispanic were:
80. The lowest identified areas for Caucasian were:
81. The lowest identified areas for Economically Disadvantaged students were:
82. The lowest identified areas for LEP students were: N/A
- 83.
84. 2010 - # Tested & Percent of Students Scoring Proficient/Advanced
85. 28 Students 75% of Combined Students
86. 13 Students 69% of Econ./Disadv. Students
87. 7 Students 86% of Afro/American Students
- 88.
89. The lowest identified areas for the combined population were:
90. The lowest identified areas for African Americans were:
91. The lowest identified areas for Hispanic were:
92. The lowest identified areas for Caucasian were:
93. The lowest identified areas for Economically Disadvantaged students were:
94. The lowest identified areas for LEP students were: N/A

- 95.
- 96. 2009-# Tested &Percent of Students Scoring Proficient/Advanced:

- 97.
- 98. # Tested 26
- 99.
- 100. Combined 84%
- 101. Hispanic N/A
- 102. Black 75%
- 103. IEP 50%
- 104. Disadvantaged 75%
- 105. Three year trend analysis on the Eighth Grade Mathematics Benchmark shows
- 106. weaknesses in Data, Analysis, and Probability Open Response and Measurement
- 107. Open Response questions.
- 108.
- 109.
- 110.
- 111.
- 112.
- 113.
- 114.
- 115.
- 116.
- 117.
- 118. ACSIP CRT Data Source for EMERSON HIGH SCHOOL

- 119. EOC-Algebra Exam

- 120.
- 121.
- 122.
- 123.
- 124. 2009-# Tested and Percent of Students Scoring Proficient/Advanced:

- 125. 68% of Combined Students

- 126. 50% of African American Students

- 127. N/A of Hispanic Students

128. 82% of Caucasian Students
129. % of Econ. Disadvantaged Students
130. N/A of LEP Students
131. N/A of Students with Disabilities
- 132.
133. The lowest identified areas for the combined population were:
134. The lowest identified areas for African Americans were:
135. The lowest identified areas for Hispanic were: N/A
- 136.
137. The lowest identified areas for Caucasian were:
138. The lowest identified areas for Economically Disadvantaged students were:
139. The lowest identified areas for LEP students were:
- 140.
141. 2010 - # Tested and Percent of Students Scoring Proficient/Advanced
- | | | |
|------|-------------|-------------------------------|
| 142. | 34 Students | 72% of Combined Students |
| 143. | 23 Students | 44% of Econ./Disadv Students |
| 144. | 19 Students | 67% of Afro-American Students |
- 145.
146. N/A of LEP Students
147. N/A of Students with Disabilities
- 148.
149. The lowest identified areas for the combined population were:
150. The lowest identified areas for African Americans were:
151. The lowest identified areas for Hispanic were: N/A
- 152.
153. The lowest identified areas for Caucasian were:
154. The lowest identified areas for Economically Disadvantaged students were:
155. The lowest identified areas for LEP students were:
- 156.
157. 2011-# Tested and Percent of Students Scoring Proficient/Advanced
158. # tested 25
159. 100% of all students were proficient or advanced
- 160.
- 161.

162. Three year trend analysis on the Algebra Benchmark shows weaknesses in Solving
163. Equations and Inequalities Open Response and Language of Algebra Open Response
164. Questions.
165.
166.
167.
168.
169.
170.
171.
172.
173.
174.
175.
176.
177.
178.
179.
180.
181. ACSIP CRT Data Source for EMERSON HIGH SCHOOL

182. EOC-Geometry Exam

183.
184.
185.
186. 2009-# Tested and Percent of Students Scoring Proficient/Advanced:
187.

188. 77% of Combined Students

189. 33% of African American Students

190. N/A of Hispanic Students

191. 99% of Caucasian Students

192. % of Econ. Disadvantaged Students

193. N/A of LEP Students

194. N/A Students with Disabilities

195.

The lowest identified areas for the combined population were:

196. The lowest identified areas for African Americans were:

197. The lowest identified areas for Hispanic were:

198. The lowest identified areas for Caucasian were:

199. The lowest identified areas for Economically Disadvantaged students were:

200. The lowest identified areas for LEP students were: N/A

201.

202. 2010 - # Tested and Percent of Students Scoring Proficient/Advanced

203. 24 Students 80% of Combined Students

204. 11 Students 27% of Econ/Disadv. Students

205. 11 Students 40% of Afro-American Students

206.

207. N/A of LEP Students

208. N/A Students with Disabilities

209.

The lowest identified areas for the combined population were:

210. The lowest identified areas for African Americans were:

211. The lowest identified areas for Hispanic were:

212. The lowest identified areas for Caucasian were:

213. The lowest identified areas for Economically Disadvantaged students were:

214. The lowest identified areas for LEP students were: N/A

215.

216. 2011-# Tested and Percent of Students Scoring Proficient/Advanced

217. Combined Population 92%

218. 84% of black population

219. 85% of disadvantaged students

220.

221. Three year trend analysis on the Geometry Benchmark shows weaknesses in

222. Triangles Open Response and Measurement Open Response questions.

223.

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240. Iowa Test of Basic Skills
241. Seventh Grade
242.
243. In 2006, 42.9% of students scored above the 50th percentile in mathematics.
244. Analysis of content sub skill shows a weakness in Concepts.
245. In 2007, N/A of students scored above the 50th percentile in mathematics.
246. Analysis of content sub skill shows a weakness in N/A.
247.
248. Iowa Test of Basic Skills
249. Eighth Grade
250.
251. In 2006, 44.4% of students scored above the 50th percentile in mathematics.
252. Analysis of content sub skill shows a weakness in Problems & Data
253. Interpretation.
254. In 2007, N/A of students scored above the 50th percentile in mathematics.
255. Analysis of content sub skill shows a weakness in N/A.
256.
257. Iowa Test of Basic Skills
258. Ninth Grade
259.
260. In 2006, 65.4% of students scored above the 50th percentile in mathematics.
261. Analysis of content sub skill shows a weakness in Computation.
262. In 2007, N/A of students scored above the 50th percentile in mathematics.
263. Analysis of content sub skill shows a weakness in N/A.
264.
265. SAT 10
266. In 2008, 18 students were tested. 78% scored At/Above 50th NPR.

Goal All students in Seventh and Eighth grades will improve in all areas of mathematics with an emphasis on constructed response and the implementation of the Common Core State Standards: Mathematics and the Arkansas State Standards (CCSS 2013-14) in all courses offered.

Benchmark On the 2012 benchmark tests, 76.04% of the combined population, 60.71% of the Afro-American population, 70.21% of the economically disadvantaged population and 71.24% of the TAGG scored proficient or above. Emerson High School is considered a "Needs Improvement School" in Mathematics. We will strive to achieve the AMO of 90.55 in all groups for 2013. On the 2013 benchmark, 87.34% of the general population, 75.76% of the TAGG group, 89.47% of the African-American, 85.71% of the white population, and 75% of the economically disadvantaged scored proficient. AMO was not met. Emerson High School is considered a "Needs Improvement" status. On the 2014 Benchmark, "All Students" scored 90.91% proficient on Performance and 88.24% on Growth. The TAGG group scored 83.78% proficient on Performance and 80% on Growth. Emerson High School is considered an Achieving School in Mathematics.

Intervention: Implement Standards Based Mathematics Instruction.				
Scientific Based Research: Building Academic Vocabulary: Teacher's Manual by Robert J. Marzano and Debra J. Pickering (Paperback - Jul 30, 2005), Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement by Robert J. Marzano, Debra Pickering, and Jane E. Pollock (Paperback - Jan 2001), Tools for Teaching Content Literacy by Janet Allen (Paperback - Feb 2004)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Grades 7& 8 will use the Prentice Hall as their basic text. Supplemental instruction will be drawn from NCTM standards based math programs. Grades 9-12 will use the Prentice Hall Series for Algebra I, Geometry, Algebra II and Pre-Cal/Trigonometry. Teachers will correlate texts and other resources with CCSS and Arkansas Frameworks Action Type: Alignment	Sherie Samples	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
Students will have access to computers for PARRC Assessment practice on line. Action Type: Alignment Action Type: Parental Engagement	Math Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
Math teachers will engage students in the standards for Mathematical Practice. These topics will begin in grades 7-8 and be reinforced in grades 9-12. Action Type: Alignment Action Type: Collaboration	Jennifer Kyle	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
Mathematics curriculum skills will be evaluated through A+ software post tests and formative and summative assessments and current course testing to evaluate the effectiveness of classroom activities and teaching strategies. Action Type: Program Evaluation	Sherie Samples	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
Teachers will receive training on effective practices that are aligned to CCSS state standards as they are offered at the South Central Service Cooperative. Action Type: Professional Development	Jim DeLoach	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Formative and summative assessments will be administered and results reviewed by individual teachers and building administration. The results of the assessments will be reviewed to determine if any changes in the instructional program are required. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation	Jim DeLoach	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Performance Assessments 	ACTION BUDGET: \$

			<ul style="list-style-type: none"> Teachers 	
PROGRAM EVALUATION: Mathematics curriculum skills will be formatively evaluated with principal walk through using the Classroom Walk Through Method bi-monthly. Data collected will be used to evaluate progress after each grading period. Action Type: Program Evaluation	Jim DeLoach	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
NSLA funds will be used for after school tutoring. Stacy Allen (1 FTE) will conduct 58 days @ one hour @ \$40 per hour. Action Type: AIP/IRI	Jim DeLoach	Start: 09/03/2014 End: 05/14/2014	<ul style="list-style-type: none"> Computers District Staff 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: An Academic Improvement Plan will be written on all students performing below proficient on mathematics Benchmark and End of Course exams.				
Scientific Based Research: Office of Superintendent of Public Instruction. The Center for Comprehensive School Reform and Improvement. Nine Characteristics of High Performing Schools. Olympia, WA. Shannon, G.S., & Bylsma, P. (2003).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
All mathematics teachers, including special education teachers, will examine benchmark data. Students will be identified as needing an Academic Improvement Plan. Action Type: AIP/IRI Action Type: Equity Action Type: Special Education	Queria Turner	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
Academic Improvement Plans will be created and implemented by appropriate teachers and counselors. Action Type: AIP/IRI Action Type: Collaboration	Queria Turner	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
Remediation, as required in the students' AIP, will occur during the double blocking period referred to as the "Remediation Period" each day. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity	Math Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
PROGRAM EVALUATION: Each student's AIP will be evaluated with cumulative course assessments to determine effectiveness of remediation activities. Evaluation of the program will be evident by the Benchmark/EOC scores. Action Type: AIP/IRI Action Type: Program Evaluation	Queria Turner and classroom teacher.	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
Teachers will receive training in analyzing test data and developing AIP plans for students. Action Type: AIP/IRI Action Type: Professional Development	Queria Turner	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$

Individuals will be instructed in deficient areas using best instructional practices. Effectiveness will be evaluated by interim formative assessments. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Technology Inclusion	Stacy Allen	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers • Performance Assessments • Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Mathematics teachers will map and align the mathematics curriculum to correlate with the Arkansas Curriculum Frameworks and CCSS.				
Scientific Based Research: ASCD. Mapping the Big Picture: Integrating Curriculum and Assessment K-12. Jacobs, H. (1997).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will build pacing guides using CCSS and Arkansas Curriculum Frameworks and formative assessment tasks. Action Type: Alignment Action Type: Professional Development	Math Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
PROGRAM EVALUATION: Lesson plans will be reviewed weekly the principal to ensure teachers are implementing the pacing guides. The evaluation of the program will be evident at the end of the year by the documentation that all elements of the pacing guides have been taught. Action Type: Program Evaluation	Jim DeLoach	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Priority 3: Address "trigger" areas as identified by the monitoring of special education data.

Supporting Data:

1. An Analysis of demographic data concerning the December 1, 2003 Child count suggested a disproportionate representation of minority students in special education for the Emerson School District. On July 1, 2004 Emerson and Taylor School Districts consolidated into the Emerson-Taylor School District. At the same time, Walker School District was annexed by the Magnolia School District. Due to School Choice, Walker students were allowed to transfer to Emerson High School. Seven African-American students enrolled, six (6) were classified as special education. The ratio of special education to total enrollment for African-American students changed from 9 out of 65 or 13.8% to 15 out of 72 or 20.8%. The ratio of white special education students to total enrollment was 1 to 99 or 1%. In 2005, the ratio of special education students to total enrollment for African-American students was 14 to 77 or 18.2%. Without the transfer students, the ratio would have been 8 to 71 or 11.3%. The ratio of white special education students to total enrollment is 3 to 97 or 3.1%. In 2006, the ratio of special education students to total enrollment for African-American students was 11 to 57 or 19.3%. Without the transfer students the ratio would be 4 to 53 or 7.5%. The ratio of white special education students to total enrollment was 5 out of 88 or 5.7%. During the span of 2004 to 2006, only one African-American student was referred for evaluation. That student did not qualify for services. The data indicates a disproportionality of African-American receiving special education services even when considering transfer students. Present enrollment figures for the 2008-2009 school year indicate that the ratio for Black students in Special Education at Emerson High School is 7:15 or 46.75. The ratio of Black students to total enrollment is 65:167 or 38.9%. This information indicates a disproportionality. However, none of these students were referred to special education after they were promoted into high school. Every effort is being made to reduce the number of referrals of minority students.

Goal To meet the needs of all students in the regular classroom and reduce the disproportionality of minority students referred for special education services.

Benchmark To reduce the number of minority students referred and identified for special education services to a ratio within one standard deviation of the state average by the end of the 2009-2010 school year.

Intervention: Implement policies and procedures to reduce the disproportionate placement of minority students in special education.				
Scientific Based Research: Rural Special Education Quarterly. Pre-referral Intervention: Problem Solving Methods and Curriculum-based Measurement. Weishaar, M., Weishar, P., & Bust, C. Summer (2002). Leadership. Last Chance to Become Readers: Pre-referral Interventions. Montgomery, J. Moore-Brown, B. Nov-Dec (2003). Government of British Columbia, Ministry of Education. Teaching Students with Learning and Behavior Differences: Elementary Strategies. (2001).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Once a student has been identified as "at risk", a Student Support Team (SST) comprised of a classroom teacher, parent, principal and special education teacher will develop an Academic Improvement Plan that includes specific interventions and strategies to be used. The SST will meet at conclusion of each grading period (more often if the student is not making progress at the normal progress report time) to evaluate the interventions and strategies being used. If it is determined that the student is not responding to these interventions and strategies, the SST will recommend the student for the formal evaluation process. The SST will prepare a written report for each student referred that includes reasons for being identified as "at risk", initial strategies and interventions, any modification of strategies and interventions, outcomes and justification for the formal referral. Action Type: AIP/IRI Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education	Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Community Leaders • District Staff • Outside Consultants • Teachers 	<hr/> ACTION BUDGET: \$
Through Norm Referenced Tests, Criterion Referenced Tests and Teacher Observations, minority students with reading levels below basic and considered to be at-risk will be identified. Action Type: Collaboration Action Type: Special Education	Classroom Teacher, Counselor	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
Teachers will be trained in the special education pre-referral process. Action Type: Collaboration Action Type: Professional Development Action Type: Special Education	Special Education Supervisor	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Teachers 	<hr/> ACTION BUDGET: \$
PROGRAM EVALUATION: At the end of each school year, the principal, special education teacher and the LEA supervisor will meet to evaluate the effectiveness of the procedures used in the pre-referral process. Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education	LEA supervisor	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Priority 4: The district wellness policy will be implemented.

- Supporting Data:
1. In 2005-2006, 30.4% of the male population and 28% of the female population were at risk of or were overweight. In 2006-2007, 23.1% of the male population and 38.6% of the female population were at risk of or were overweight. In 2007-2008, 11.5% of the male population and 48.3% of the female population were at risk of or were overweight. In 2008-2009, 22.2% of the female population were at risk of or were overweight.
 2. The results of the SHI Evaluation for the Emerson High School for the 2007-8 school year revealed a percentage score for each of the Modules evaluated. Module 1 - School Health and Safety Policies and Environment 67%, Module 2 - Health Education 69%, Module 3 - Physical Education and other Physical Activity Programs 49% and Module 8 - Family & Community Involvement 56%.
 3. The results of the SHI Evaluation for the Emerson High School for the 2009-10 school year revealed a percentage score for each of the Modules evaluated. Module 1 - School Health and Safety Policies and Environment 75%, Module 2 - Health Education 76%, Module 3 - Physical Education and other Physical Activity Programs 74% and Module 8 - Family & Community Involvement 56%.
 4. 2010-11 BMI: Males 63.3% H & U 36.7% O & O Females 54.4% H & U 45.3% O & O

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

Benchmark Healthier BMI results will be evident by June 30, 2012. There will be a 10% difference in the 2010-2011 BMI results indicating healthier lifestyles are being practiced.

Intervention: Emerson High School will encourage strategies and activities that encourage a non-sedentary lifestyle.				
Scientific Based Research: Let's Get Physical-Promotion and Education Strategies by Dr. Hal Wechsler http://www.fns.usda.gov/oane/menu/NNEC/Files/2003/LetsGetPhysical.pdf				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Implement and encourage students to participate in interscholastic athletic programs such as tennis, golf, basketball, baseball, softball and track. Action Type: Wellness	Tami Williams	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$
Encourage students to become involved in outside school physical activities such as biking or walking clubs, Boys and Girls club activities, weight training and other recreational sports. Action Type: Wellness	Tami Williams	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
Encourage development and participation in family oriented, community-based physical activity programs such as Relay for Life, Bike-a-thons, etc. Action Type: Wellness	Tami Williams	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Community Leaders Teachers 	<hr/> ACTION BUDGET: \$
Ensure lifetime physical activities and a healthy lifestyles are included in the curriculums of health and physical education classes.	Jerry Hicks, Josh Nix	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> ACTION BUDGET: \$
Professional development will focus on physical activity, nutrition education, and health risk indicators.	Wendy Lucy	Start: 07/01/2014	<ul style="list-style-type: none"> Administrative Staff 	<hr/> ACTION BUDGET: \$

Action Type: Professional Development Action Type: Wellness		End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Teachers 	ACTION BUDGET: \$
PROGRAM EVALUATION: Emerson High School will ensure that the Wellness Committee will evaluate the program by conducting pre and post assessments of the School Health Index Module. Action Type: Program Evaluation Action Type: Wellness	Wendy Lucy	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Christy Owen	High School English	Literacy
Classroom Teacher	Jennifer Kyle	High School Math	Mathematics
Classroom Teacher	Jessica Samples	High School Special Education	Literacy
Classroom Teacher	Stacy Allen	High School Mathematics	Mathematics
Community Representative	Mary Hanson		Mathematics
Parent	Jackie Stevens	Parent	Literacy



School Plan

[Print Version](#)

TAYLOR ELEMENTARY SCHOOL

Arkansas Comprehensive School Improvement Plan

2014-2015

The Emerson-Taylor School, in partnership with the community, will help students to believe in themselves, respect others, and experience the joy of learning. We strive to provide a safe and secure learning environment for every student. By providing equity of access to quality educational programs, technology and services, we will give all students the tools to help them pursue a better future.

Grade Span: K-6

Title I: Title I Schoolwide

School Improvement: MS

Table of Contents

Priority 1: Literacy

Goal: To improve literacy focusing on the three shifts to Common Core; 1. Regular practice with complex text and its academic language. 2. Reading and writing grounded in evidence from text, literary and informational. 3. Building knowledge through content rich nonfiction.

Priority 2: Mathematics

Goal: To improve mathematics by focusing on the shifts in mathematics as we transition into Common Core with all grades. 1. Standard focus. 2. Think across grades, and link to major topics within grades. 3. Pursue conceptual understanding, procedural skill and fluency, and application.

Priority 4: Wellness

Goal: To improve the overall health and wellness of students at Taylor Elementary School.

Priority 5: Science

Goal: To improve scientific skills with multiple choice and open response questions throughout the year will all students.

Priority 1: Improve literacy skills in fluency, phonics and comprehension for all K-2 Students. For students in 3-6, improve the regular practice with complex text and its academic language, writing grounded in evidence from text with both literary and informational types of text and building knowledge through content rich nonfiction.

1. Weaknesses include a three year trend data for K-2 student's shows that students are lacking the phonetic awareness to decode words with whole word read (NWF) on the dibels assessments. Strengths include test scores from 2011-12: 94% of students in 3rd grade were prof. or advanced. In the fourth grade 88% in the fifth grade 88% and finally in sixth grade 87% of students scored proficient or advanced. For students in grades 3-6, students lack the ability to write in terms of evidence from the text in literary and informational texts. Students lack the ability to close read informational text to develop the academic vocabulary needed.
2. 2009-# Tested & Percent of Students Scoring Proficient/Advanced:
 - 70% of Combined Students
 - N/A of African American Students
 - N/A of Hispanic Students
 - 70% of Caucasian Students
 - 50% of Econ. Disadvantaged Students
 - N/A of LEP Students
 - N/A of Students with Disabilities
 - The lowest identified areas for the combined populations were: Practical MC, Literary MC, Content MC and OR and writing domains content and style.
 - The lowest identified areas for African Americans were: Literacy OR, Content MC/OR, and Practical OR. The lowest identified areas for Caucasian were: Literacy OR, and Practical OR. The lowest identified areas for Economically Disadvantaged students were: Literacy OR, Content OR, and Practical OR. The lowest identified areas for Students with Disabilities were: Literacy MC/OR, Content MC/OR Practical MC/OR and writing domains content, and style.
 - 2010-# Tested & Percent of Students Scoring Proficient/Advanced:
 - 30 Students: 87 % of Combined Students
 - 0 Students: 0% of African American Students
 - . Students: N/A% of Hispanic Students
 - 30 Students: 87.0 % of Caucasian Students
 - 17 Students: 82.0 % of Econ. Disadvantaged Students
 - . Students: N/A% of LEP Students
 - 2 Students: 50% of Students with Disabilities
 - The lowest identified areas for the combined population were:
 - Content OR and Writing Domains-content and style. The lowest identified areas for African Americans were: Literacy MC and OR, Content OR, and MC writing. The lowest identified areas for Hispanic were: N/A The lowest identified areas for Caucasian were: Content OR and Writing Domains-content and style. The lowest identified areas for Econ. Disadvantaged students were: Literacy OR, Content MC, and Content OR. The lowest identified areas for LEP students were: N/A The lowest identified areas for Students with Disabilities were: Literacy OR and MC, Practical MC and OR, and Content MC and OR. The Grade 4 Literacy Benchmark three-year trend analysis shows weaknesses in Multiple Choice Content and Open Response Content.
 - 2009-# Tested & Percent of Students Scoring Proficient/Advanced:
 - 92% of Combined Students
 - N/A of African American Students
 - N/A of Hispanic Students
 - 96% of Caucasian Students
 - 91% of Econ. Disadvantaged Students
 - N/A of LEP Students
 - N/A of Students with Disabilities
 - The lowest identified areas for the combined population were: Practical MC and OR, Literary MC, Content MC and OR and writing domains content, style and writing MC. The lowest identified areas for African Americans were: Literacy MC/OR, Content MC/OR, Practical MC/OR and the writing MC. The lowest identified areas for Caucasian were: Literacy OR, Content OR, Practical OR and writing MC. The lowest identified areas for Economically Disadvantaged students were: Literacy OR, Content OR, Practical OR and writing MC. The lowest identified areas for Students with Disabilities were: All areas MC/OR and writing domains content, and style.
 - 2010-# Tested & Percent of Students Scoring Proficient/Advanced:

Supporting
Data:

23 Students: 81% of Combined Students
 0 Students: 0% of African American Students
 0 Students: 0% of Hispanic Students
 23 Students: 61.0% of Caucasian Students
 2 Students: 50.0% of Econ. Disadvantaged Students
 0 Students: N/A% of LEP Students
 5 Students: 0% of Students with Disabilities
 The lowest identified areas for the combined population were:
 Content MC and OR and Writing Domains-content and style. The lowest identified areas for African Americans were:
 N/A The lowest identified areas for Hispanic were:
 The lowest identified areas for Caucasian were:
 Content MC and OR and Writing Domains-content and style. The lowest identified areas for Econ. Disadvantaged students were:
 Content MC and OR and Writing Domains-content and style. The lowest identified areas for LEP students were: N/A The lowest identified areas for
 Students with Disabilities were: Literary OR, Content OR, Practical MC and OR. The Grade 5 Literacy Benchmark three-year trend analysis shows
 weaknesses in Content MC and OR and Writing Domains-content and style. 2009-# Tested & Percent of Students Scoring Proficient/Advanced:
 55% of Combined Students
 N/A of African American Students
 N/A of Hispanic Students
 71% of Caucasian Students
 40% of Econ. Disadvantaged Students
 . Students: N/A% of LEP Students
 3 Students: 0% of Students with Disabilities
 The lowest identified areas for the combined population were: Literary MC, Practical MC, and Content MC, writing domains content, style and writing
 MC. The lowest identified areas for African Americans were: Literary MC, Content MC, and Practical MC, writing domains content, style and writing
 MC. The lowest identified areas for Caucasian were: Literary OR, Practical OR and writing MC. The lowest identified areas for Economically
 Disadvantaged students were: Literary OR, Content OR, Practical OR and writing MC. The lowest identified areas for Students with Disabilities were:
 All areas in MC/OR, writing domains, content and style and writing MC. 2010-# Tested & Percent of Students Scoring Proficient/Advanced:
 23 Students: 87.0% of Combined Students
 0 Students: 0% of African American Students
 0 Students: N/A% of Hispanic Students
 23 Students: 87.0 % of Caucasian Students
 8 Students: 75.0 % of Econ. Disadvantaged Students
 0 Students: N/A% of LEP Students
 2 Students: 50.0% of Students with Disabilities
 The lowest identified areas for the combined population were:
 Content MC and OR and Writing Domains-content and style. The lowest identified areas for African Americans were:
 N/A The lowest identified areas for Hispanic were:
 N/A The lowest identified areas for Caucasian were:
 Content MC and OR and Writing Domains-content and style. The lowest identified areas for Econ. Disadvantaged students were:
 The lowest identified areas for LEP students were:
 Content MC and OR and Writing Domains-content and style. The lowest identified areas for Students with Disabilities were: Content MC and OR
 Practical OR and Writing Domains-content and style. The Grade 6 Literacy Benchmark three-year trend analysis shows weaknesses in Open Response
 Content and Multiple Choice Writing.

- 3 .
- 4 .
- 5 .

6. Arkansas Comprehensive School Improvement Data Source for

7.

8. TAYLOR ELEMENTARY SCHOOL

9. SAT10 NORM REFERENCED TEST -- Report Completed: Aug 23, 2010

10. Number Tested and Percent of Students Scoring At/Above 50th Percentile:

11.

12. COMBINED POPULATION Grade:0

13. Year	2008	2009	2010
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14. Number Tested	N/A	33	17
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15. % At/Above 50th NPR In:

16. Reading Comprehension	N/A	87.9%	58.8%
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17. Math Problem Solving	N/A	87.9%	70.6%
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18. AFRICAN AMERICAN POPULATION Grade:0

19. SAT10	SAT10	SAT10
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20. Year	2008	2009	2010
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21. Number Tested	N/A	2	0
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22. % At/Above 50th NPR In:

23. Reading Comprehension	N/A	100.0%	N/A
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24. Math Problem Solving	N/A	100.0%	N/A
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25. HISPANIC POPULATION Grade:0

26.	Year	2008	2009	2010
27.	Number Tested	N/A	0	0
28.	% At/Above 50th NPR In:			
29.	Reading Comprehension	N/A	N/A	N/A
30.	Math Problem Solving	N/A	N/A	N/A
31.	CAUCASIAN POPULATION	Grade:0		
32.	Year	2008	2009	2010
33.	Number Tested	N/A	31	17
34.	% At/Above 50th NPR In:			
35.	Reading Comprehension	N/A	87.1%	58.8%
36.	Math Problem Solving	N/A	87.1%	70.6%
37.	ECONOMICALLY DISADVANTAGED	Grade:0		
38.	Year	2008	2009	2010
39.	Number Tested	N/A	12	5
40.	% At/Above 50th NPR In:			
41.	Reading Comprehension	N/A	66.7%	40.0%
42.	Math Problem Solving	N/A	83.3%	60.0%
43.	LIMITED ENGLISH PROFICIENT	Grade:0		
44.	Year	2008	2009	2010
45.	Number Tested	N/A	0	0

46.	% At/Above 50th NPR In:			
47.	Reading Comprehension	N/A	N/A	N/A
48.	Math Problem Solving	N/A	N/A	N/A
49.	STUDENTS WITH DISABILITIES	Grade:0		
50.	Year	2008	2009	2010
51.	Number Tested	N/A	0	2
52.	% At/Above 50th NPR In:			
53.	Reading Comprehension	N/A	N/A	0.0%
54.	Math Problem Solving	N/A	N/A	0.0%
55.				
56.				
57.				
58.	Arkansas Comprehensive School Improvement Data Source for			
59.	TAYLOR ELEMENTARY SCHOOL			
60.	SAT10 NORM REFERENCED TEST -- Report Completed: Aug 23, 2010			
61.	Number Tested and Percent of Students Scoring At/Above 50th Percentile:			
62.				
63.	COMBINED POPULATION	Grade:1		
64.	Year	2008	2009	2010
65.	Number Tested	N/A	16	32
66.	% At/Above 50th NPR In:			

67.	Reading Comprehension	N/A	81.3%	65.6%
68.	Math Problem Solving	N/A	81.3%	53.1%
69.	AFRICAN AMERICAN POPULATION	Grade:1		
70.		SAT10	SAT10	SAT10
71.	Year	2008	2009	2010
72.	Number Tested	N/A	1	2
73.	% At/Above 50th NPR In:			
74.	Reading Comprehension	N/A	100.0%	50.0%
75.	Math Problem Solving	N/A	100.0%	0.0%
76.	HISPANIC POPULATION	Grade:1		
77.	Year	2008	2009	2010
78.	Number Tested	N/A	0	0
79.	% At/Above 50th NPR In:			
80.	Reading Comprehension	N/A	N/A	N/A
81.	Math Problem Solving	N/A	N/A	N/A
82.	CAUCASIAN POPULATION	Grade:1		
83.	Year	2008	2009	2010
84.	Number Tested	N/A	15	30
85.	% At/Above 50th NPR In:			
86.	Reading Comprehension	N/A	80.0%	66.7%

87.	Math Problem Solving	N/A	80.0%	56.7%
88.	ECONOMICALLY DISADVANTAGED	Grade:1		
89.	Year	2008	2009	2010
90.	Number Tested	N/A	6	11
91.	% At/Above 50th NPR In:			
92.	Reading Comprehension	N/A	83.3%	63.6%
93.	Math Problem Solving	N/A	66.7%	45.5%
94.	LIMITED ENGLISH PROFICIENT	Grade:1		
95.	Year	2008	2009	2010
96.	Number Tested	N/A	0	0
97.	% At/Above 50th NPR In:			
98.	Reading Comprehension	N/A	N/A	N/A
99.	Math Problem Solving	N/A	N/A	N/A
100.	STUDENTS WITH DISABILITIES	Grade:1		
101.	Year	2008	2009	2010
102.	Number Tested	N/A	2	8
103.	% At/Above 50th NPR In:			
104.	Reading Comprehension	N/A	100.0%	62.5%
105.	Math Problem Solving	N/A	100.0%	37.5%
106.				
107.				

108.

109. Arkansas Comprehensive School Improvement Data Source for

110. TAYLOR ELEMENTARY SCHOOL

111. SAT10 NORM REFERENCED TEST -- Report Completed: Aug 23, 2010

112. Number Tested and Percent of Students Scoring At/Above 50th Percentile:

113.

114.	COMBINED POPULATION	Grade:2		
115.	Year	2008	2009	2010
116.	Number Tested	N/A	21	21
117.	% At/Above 50th NPR In:			
118.	Reading Comprehension	N/A	57.1%	52.4%
119.	Math Problem Solving	N/A	71.4%	57.1%
120.	AFRICAN AMERICAN POPULATION	Grade:2		
121.		SAT10	SAT10	SAT10
122.	Year	2008	2009	2010
123.	Number Tested	N/A	2	1
124.	% At/Above 50th NPR In:			
125.	Reading Comprehension	N/A	0.0%	0.0%
126.	Math Problem Solving	N/A	0.0%	0.0%
127.	HISPANIC POPULATION	Grade:2		

128.	Year	2008	2009	2010
129.	Number Tested	N/A	1	0
130.	% At/Above 50th NPR In:			
131.	Reading Comprehension	N/A	0.0%	N/A
132.	Math Problem Solving	N/A	100.0%	N/A
133.	CAUCASIAN POPULATION	Grade:2		
134.	Year	2008	2009	2010
135.	Number Tested	N/A	18	20
136.	% At/Above 50th NPR In:			
137.	Reading Comprehension	N/A	66.7%	55.0%
138.	Math Problem Solving	N/A	77.8%	60.0%
139.	ECONOMICALLY DISADVANTAGED	Grade:2		
140.	Year	2008	2009	2010
141.	Number Tested	N/A	12	10
142.	% At/Above 50th NPR In:			
143.	Reading Comprehension	N/A	58.3%	30.0%
144.	Math Problem Solving	N/A	66.7%	50.0%
145.	LIMITED ENGLISH PROFICIENT	Grade:2		
146.	Year	2008	2009	2010
147.	Number Tested	N/A	1	0

148.	% At/Above 50th NPR In:			
149.	Reading Comprehension	N/A	0.0%	N/A
150.	Math Problem Solving	N/A	100.0%	N/A
151.	STUDENTS WITH DISABILITIES	Grade:2		
152.	Year	2008	2009	2010
153.	Number Tested	N/A	0	1
154.	% At/Above 50th NPR In:			
155.	Reading Comprehension	N/A	N/A	0.0%
156.	Math Problem Solving	N/A	N/A	0.0%
157.				
158.				
159.				
160.	Arkansas Comprehensive School Improvement Data Source for			
161.	TAYLOR ELEMENTARY SCHOOL			
162.	SAT10 NORM REFERENCED TEST -- Report Completed: Aug 23, 2010			
163.	Number Tested and Percent of Students Scoring At/Above 50th Percentile:			
164.				
165.	COMBINED POPULATION	Grade:3		
166.	Year	2008	2009	2010
167.	Number Tested	N/A	27	22
168.	% At/Above 50th NPR In:			

169.	Reading Comprehension	N/A	48.1%	68.2%
170.	Math Problem Solving	N/A	70.4%	59.1%
171.	AFRICAN AMERICAN POPULATION	Grade:3		
172.		SAT10	SAT10	SAT10
173.	Year	2008	2009	2010
174.	Number Tested	N/A	1	2
175.	% At/Above 50th NPR In:			
176.	Reading Comprehension	N/A	0.0%	50.0%
177.	Math Problem Solving	N/A	0.0%	50.0%
178.	HISPANIC POPULATION	Grade:3		
179.	Year	2008	2009	2010
180.	Number Tested	N/A	0	1
181.	% At/Above 50th NPR In:			
182.	Reading Comprehension	N/A	N/A	100.0%
183.	Math Problem Solving	N/A	N/A	0.0%
184.	CAUCASIAN POPULATION	Grade:3		
185.	Year	2008	2009	2010
186.	Number Tested	N/A	26	19
187.	% At/Above 50th NPR In:			
188.	Reading Comprehension	N/A	50.0%	68.4%

189.	Math Problem Solving	N/A	73.1%	63.2%
190.	ECONOMICALLY DISADVANTAGED	Grade:3		
191.	Year	2008	2009	2010
192.	Number Tested	N/A	11	13
193.	% At/Above 50th NPR In:			
194.	Reading Comprehension	N/A	36.4%	53.8%
195.	Math Problem Solving	N/A	63.6%	38.5%
196.	LIMITED ENGLISH PROFICIENT	Grade:3		
197.	Year	2008	2009	2010
198.	Number Tested	N/A	0	0
199.	% At/Above 50th NPR In:			
200.	Reading Comprehension	N/A	N/A	N/A
201.	Math Problem Solving	N/A	N/A	N/A
202.	STUDENTS WITH DISABILITIES	Grade:3		
203.	Year	2008	2009	2010
204.	Number Tested	N/A	3	1
205.	% At/Above 50th NPR In:			
206.	Reading Comprehension	N/A	0.0%	0.0%
207.	Math Problem Solving	N/A	33.3%	0.0%
208.				
209.				

210.
 211. Arkansas Comprehensive School Improvement Data Source for

212. TAYLOR ELEMENTARY SCHOOL

213. SAT10 NORM REFERENCED TEST -- Report Completed: Aug 23, 2010

214. Number Tested and Percent of Students Scoring At/Above 50th Percentile:

215.

216.	COMBINED POPULATION	Grade:4		
217.	Year	2008	2009	2010
218.	Number Tested	N/A	23	30
219.	% At/Above 50th NPR In:			
220.	Reading Comprehension	N/A	52.2%	60.0%
221.	Math Problem Solving	N/A	73.9%	66.7%
222.	AFRICAN AMERICAN POPULATION	Grade:4		
223.		SAT10	SAT10	SAT10
224.	Year	2008	2009	2010
225.	Number Tested	N/A	0	0
226.	% At/Above 50th NPR In:			
227.	Reading Comprehension	N/A	N/A	N/A
228.	Math Problem Solving	N/A	N/A	N/A
229.	HISPANIC POPULATION	Grade:4		

230.	Year	2008	2009	2010
231.	Number Tested	N/A	0	0
232.	% At/Above 50th NPR In:			
233.	Reading Comprehension	N/A	N/A	N/A
234.	Math Problem Solving	N/A	N/A	N/A
235.	CAUCASIAN POPULATION	Grade:4		
236.	Year	2008	2009	2010
237.	Number Tested	N/A	23	30
238.	% At/Above 50th NPR In:			
239.	Reading Comprehension	N/A	52.2%	60.0%
240.	Math Problem Solving	N/A	73.9%	66.7%
241.	ECONOMICALLY DISADVANTAGED	Grade:4		
242.	Year	2008	2009	2010
243.	Number Tested	N/A	5	13
244.	% At/Above 50th NPR In:			
245.	Reading Comprehension	N/A	40.0%	61.5%
246.	Math Problem Solving	N/A	40.0%	53.8%
247.	LIMITED ENGLISH PROFICIENT	Grade:4		
248.	Year	2008	2009	2010
249.	Number Tested	N/A	0	0

250.	% At/Above 50th NPR In:			
251.	Reading Comprehension	N/A	N/A	N/A
252.	Math Problem Solving	N/A	N/A	N/A
253.	STUDENTS WITH DISABILITIES	Grade:4		
254.	Year	2008	2009	2010
255.	Number Tested	N/A	2	2
256.	% At/Above 50th NPR In:			
257.	Reading Comprehension	N/A	0.0%	50.0%
258.	Math Problem Solving	N/A	50.0%	50.0%
259.				
260.				
261.				
262.	Arkansas Comprehensive School Improvement Data Source for			
263.	TAYLOR ELEMENTARY SCHOOL			
264.	SAT10 NORM REFERENCED TEST -- Report Completed: Aug 23, 2010			
265.	Number Tested and Percent of Students Scoring At/Above 50th Percentile:			
266.				
267.	COMBINED POPULATION	Grade:5		
268.	Year	2008	2009	2010
269.	Number Tested	N/A	26	23
270.	% At/Above 50th NPR In:			

271.	Reading Comprehension	N/A	65.4%	60.9%
272.	Math Problem Solving	N/A	61.5%	60.9%
273.	AFRICAN AMERICAN POPULATION	Grade:5		
274.		SAT10	SAT10	SAT10
275.	Year	2008	2009	2010
276.	Number Tested	N/A	2	0
277.	% At/Above 50th NPR In:			
278.	Reading Comprehension	N/A	50.0%	N/A
279.	Math Problem Solving	N/A	0.0%	N/A
280.	HISPANIC POPULATION	Grade:5		
281.	Year	2008	2009	2010
282.	Number Tested	N/A	0	0
283.	% At/Above 50th NPR In:			
284.	Reading Comprehension	N/A	N/A	N/A
285.	Math Problem Solving	N/A	N/A	N/A
286.	CAUCASIAN POPULATION	Grade:5		
287.	Year	2008	2009	2010
288.	Number Tested	N/A	24	23
289.	% At/Above 50th NPR In:			
290.	Reading Comprehension	N/A	66.7%	60.9%

291.	Math Problem Solving	N/A	66.7%	60.9%
292.	ECONOMICALLY DISADVANTAGED	Grade:5		
293.	Year	2008	2009	2010
294.	Number Tested	N/A	11	4
295.	% At/Above 50th NPR In:			
296.	Reading Comprehension	N/A	45.5%	50.0%
297.	Math Problem Solving	N/A	27.3%	25.0%
298.	LIMITED ENGLISH PROFICIENT	Grade:5		
299.	Year	2008	2009	2010
300.	Number Tested	N/A	0	0
301.	% At/Above 50th NPR In:			
302.	Reading Comprehension	N/A	N/A	N/A
303.	Math Problem Solving	N/A	N/A	N/A
304.	STUDENTS WITH DISABILITIES	Grade:5		
305.	Year	2008	2009	2010
306.	Number Tested	N/A	2	5
307.	% At/Above 50th NPR In:			
308.	Reading Comprehension	N/A	50.0%	0.0%
309.	Math Problem Solving	N/A	0.0%	0.0%
310.				
311.				

312.

313. Arkansas Comprehensive School Improvement Data Source for

314. TAYLOR ELEMENTARY SCHOOL

315. SAT10 NORM REFERENCED TEST -- Report Completed: Aug 23, 2010

316. Number Tested and Percent of Students Scoring At/Above 50th Percentile:

317.

318.	COMBINED POPULATION	Grade:6		
319.	Year	2008	2009	2010
320.	Number Tested	N/A	22	23
321.	% At/Above 50th NPR In:			
322.	Reading Comprehension	N/A	50.0%	56.5%
323.	Math Problem Solving	N/A	72.7%	69.6%
324.	AFRICAN AMERICAN POPULATION	Grade:6		
325.		SAT10	SAT10	SAT10
326.	Year	2008	2009	2010
327.	Number Tested	N/A	4	0
328.	% At/Above 50th NPR In:			
329.	Reading Comprehension	N/A	25.0%	N/A
330.	Math Problem Solving	N/A	50.0%	N/A
331.	HISPANIC POPULATION	Grade:6		

332.	Year	2008	2009	2010
333.	Number Tested	N/A	0	0
334.	% At/Above 50th NPR In:			
335.	Reading Comprehension	N/A	N/A	N/A
336.	Math Problem Solving	N/A	N/A	N/A
337.	CAUCASIAN POPULATION	Grade:6		
338.	Year	2008	2009	2010
339.	Number Tested	N/A	18	23
340.	% At/Above 50th NPR In:			
341.	Reading Comprehension	N/A	55.6%	56.5%
342.	Math Problem Solving	N/A	77.8%	69.6%
343.	ECONOMICALLY DISADVANTAGED	Grade:6		
344.	Year	2008	2009	2010
345.	Number Tested	N/A	10	8
346.	% At/Above 50th NPR In:			
347.	Reading Comprehension	N/A	40.0%	37.5%
348.	Math Problem Solving	N/A	60.0%	75.0%
349.	LIMITED ENGLISH PROFICIENT	Grade:6		
350.	Year	2008	2009	2010
351.	Number Tested	N/A	0	0

352.	% At/Above 50th NPR In:			
353.	Reading Comprehension	N/A	N/A	N/A
354.	Math Problem Solving	N/A	N/A	N/A
355.	STUDENTS WITH DISABILITIES	Grade:6		
356.	Year	2008	2009	2010
357.	Number Tested	N/A	2	2
358.	% At/Above 50th NPR In:			
359.	Reading Comprehension	N/A	0.0%	50.0%
360.	Math Problem Solving	N/A	0.0%	0.0%
361.				
362.				
363.				
364.	The average daily attendance for 2009 was 171.32 and 2010 was 165.83 for			
365.	2011 was 165.83 and 2012 was 173.69.			
366.				
367.				
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Goal

To improve literacy focusing on the three shifts to Common Core; 1. Regular practice with complex text and its academic language. 2. Reading and writing grounded in evidence from text, literary and informational. 3. Building knowledge through content rich nonfiction.

Benchmark For the 2013-14, decrease the gap between the TAGG group and the General Population while obtaining the AMO given to the groups. For all Students the AMO is 85.02% while the TAGG group AMO is 68.2%.

Intervention: Taylor Elementary will use the Balanced Literacy approach to teach reading, using the Early Literacy Learning in Arkansas (ELLA) in grades K-1 and Effective Literacy (ELF) in grades 2-3. 2013-14, monies will be used to supplement the book room for teachers with more non-fiction books.				
Scientific Based Research: Report of the National Reading Panel. Washington, DC: National Institute of Child Health and Development. Teaching Children to Read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. (1999).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
PROGRAM EVALUATION: The balanced Literacy approach (ELLA and ELF) reading strategies will be reviewed by teaching staff and principal three times a year using the Dibels assessment of all K-2 students and yearly after the receipt of ITBS and benchmark scores to identify strengths and weaknesses. Action Type: Collaboration Action Type: Program Evaluation	Robby Frizzell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Computers Outside Consultants 	ACTION BUDGET: \$
Title I funds will be used to hire a paraprofessional (1.0 FTE) (Stachia Jenkins) who will provide instructional assistance in the first grade classroom. Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion Action Type: Title I Schoolwide	Kim Braswell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers District Staff Performance Assessments Teachers 	Title I - Employee Salaries: \$16078.50 Title I - Employee Benefits: \$3983.58 <hr/> ACTION BUDGET: \$20062.08
SCHOOLWIDE: TRANSITION The elementary school will conduct a transition day in the spring of 2014. During this day the ABC students at Taylor will go into the kindergarten classroom for a portion of the day to become familiar with the classroom, learning centers, and ELLA lab setting. In addition, the sixth graders will also spend a day touring and sitting in on classrooms at the high school. They will choose two core and one elective classrooms to visit. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide	Connie Cochran	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
All teachers including special education in grades K-6 will ensure that all lesson plans will include the title of non-fiction books being read. The teachers will include the high level questions to be asked as well as the writing grounded in evidence from the text. Teachers will run copies of the book covers with academic language and vocabulary to be learned to be placed in the classroom. Action Type: Alignment Action Type: Equity	Robby Frizzell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers Teachers Teaching Aids 	ACTION BUDGET: \$

<p>Title I and NSLA funds will be used to continue to train, and support a Literacy Coach for grades K-6. The Literacy Coach will provide strategies for close reading for teachers and model lessons with reading and writing grounded in evidence from text.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education</p>	Melisa Estes	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$
<p>PROGRAM EVALUATION: Students in all grades will be tested using the STAR and Lexile testing to determine reading level at the beginning, middle and end of the school year. Teachers and students will revamp the independent reading program. Students in grades 3-6 will be given freedom to read without the independent reading counting as a grade. Teachers will conduct status of the class. Using status of the class teachers with meeting individually with students to discuss their reading plans. All students are required to read on their level determined by the Star test and maintain an 85% average of AR tests taken during the year.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education</p>	Melisa Estes	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers • Outside Consultants • Performance Assessments • Teachers • Title Teachers 	<hr/> ACTION BUDGET: \$
<p>August 5-7, 2013 we will host a kindergarten camp. Using Title I funds, we invited all kindergarten students to participate in the 3 day camp. Students attended 3 1/2 day sessions with 2 kindergarten teachers who will screen the students with the kindergarten readiness indicators and DIBELS. Salaries will be paid at the rate of \$37 per hour.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	Jill Gray	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers • Performance Assessments • Teachers • Teaching Aids 	<hr/> ACTION BUDGET: \$
<p>Professional Development funds will be used to train Highly Qualified Teachers.</p> <p>Action Type: Professional Development</p>	Robby Frizzell	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$
<p>NEEDS ASSESSMENT: Students in K-2 are lacking the phonetic awareness to decode words with whole word read (NWF) on the dibels assessments. For students in grades 3-6, students lack the ability to write in terms of evidence from the text in literary and informational texts. Students lack the ability to close read informational text to develop the academic vocabulary needed.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	Melisa Estes	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers • District Staff • Performance Assessments 	<hr/> ACTION BUDGET: \$

Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide				
NSLA funds will be used to hire an elementary aide (Griffin 1.0 FTE). Action Type: Alignment	Robby Frizzell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff 	NSLA (State-281) - Employee Benefits: \$3437.87 NSLA (State-281) - Employee Salaries: \$13532.40 <hr/> ACTION BUDGET: \$16970.27
Title IIA funds will be used for class size reduction in the 5th grade (D. Quarles 1.0 FTE). Action Type: Alignment Action Type: Equity	Robby Frizzell	Start: 07/01/2014 End: 06/30/2015		Title II-A - Employee Salaries: \$35125.00 Title II-A - Employee Benefits: \$10032.68 <hr/> ACTION BUDGET: \$45157.68
Total Budget:				\$82190.03
Intervention: To provide any student scoring below proficient on the Literacy portion of the ACTAAP assessment with an Academic Improvement Plan.				
Scientific Based Research: National Education Service, "Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn", Bloomington, Ind., DuFour R., DuFour R., Eaker R., Kahane G. (2004).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
SCHOOLWIDE: ALIGNMENT: Teachers will meet in Professional Learning Communities with the instructional facilitators and principals at their local school. Three times a year teachers will meet with district Professional Learning Communities in grade level meetings to develop performance assessments. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Title I Schoolwide	Robby Frizzell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Computers Teachers 	<hr/> ACTION BUDGET: \$

NSLA funds will be used to pay a Title I aide (Melinda Moorehead) under the direction of a classroom teacher (1.0 FTE) to utilize the computer lab to provide remediation specific to the student's AIP. Action Type: Title I Schoolwide Action Type: Title I Target Assistance	Melinda Morehead	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Computers • Outside Consultants • Performance Assessments • Teachers • Teaching Aids 	NSLA (State-281) - Employee \$5452.07 Benefits: NSLA (State-281) - Employee \$14499.00 Salaries: <hr/> ACTION BUDGET: \$19951.07
Students performing below grade level or scoring in at risk or slight risk on the DIBELS assessments will be eligible for extended day tutoring classes. Federal Title I funds will be used. Salaries are set at \$40 per hour. Action Type: Collaboration Action Type: Special Education	Robby Frizzell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Teachers • Title Teachers 	<hr/> ACTION BUDGET: \$
NLSA funds will be used to hire a Literacy specialist for Taylor Elementary (Frizzell .5 FTE) Action Type: Collaboration Action Type: Program Evaluation	Gary Hines	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Teachers 	NSLA (State-281) - Employee \$2608.55 Benefits: NSLA (State-281) - Employee \$9400.44 Salaries: <hr/> ACTION BUDGET: \$12008.99
Total Budget:				\$31960.06

Intervention: All students in grades K-6 will receive computer assisted instruction using Orchard software in literacy and other areas of curriculum.

Scientific Based Research: Journal of Educational Computing Research, Comparative effects of computer-assisted instruction: A synthesis of reviews, 3, 19-37, Niemiec,R., & Walberg, H. J. (2007).

Actions	Person Responsible	Timeline	Resources	Source of Funds
PROGRAM EVALUATION: The computer assisted instruction will be reviewed yearly with Orchard data reports; by all staff during a professional development data disaggregation day to determine areas of weakness using the item by item analysis to be addressed in weekly instruction for the 2013-14 school year. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion	Melisa Estes	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Computers • Outside Consultants • Performance Assessments 	<hr/> ACTION BUDGET: \$

			<ul style="list-style-type: none"> Teachers 	
Orchard software will be used as a supplement to the Taylor Elementary literacy and mathematics Common Core curriculum. It is used with all students in grades K-6. It is effective with students struggling with their basic skills because of its ability to provide customized learning assignments for each student. Students will be assigned to the computer lab weekly to practice skills based upon individual needs assessment. Action Type: AIP/IRI Action Type: Special Education	Melinda Morehead	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers Teachers Teaching Aids 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: A Building Parental Capacity Plan will be developed that will provide opportunities for parents to receive information on how to help their children with school and to become involved in supporting educational opportunities.

Scientific Based Research: SIRS NW Regional Laboratory, "Parental Involvement in Education", Coton, Kathleen, Wole, Laren Reed.(2006). ERIC Digests, "Parents and Schools", Becher, Rhoda. (2004).

Actions	Person Responsible	Timeline	Resources	Source of Funds
SCHOOLWIDE: PROFESSIONAL DEVELOPMENT: All personnel including administrators will attend three (3) hours of parental engagement in-service provided by the school district. This in-service will highlight strategies for teachers, paraprofessionals, and administrators to introduce the Common Core curriculum and Arkansas timeline for implementation Action Type: Parental Engagement Action Type: Professional Development	Robby Frizzell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office Outside Consultants 	<hr/> ACTION BUDGET: \$
Taylor Elementary School provides instruction to parents on how to incorporate developmentally appropriate learning activities in the home environment and provides assistance to parents in understanding content and how to monitor a child's progress, standards, and academic assessments. Taylor Elementary School provides materials and training to help parents work with their children to improve academic achievement; educates teachers, principals, and other staff in the importance of effective communication, value, and utility of contributions of parents; coordinates and integrates parent involvement programs and activities; ensures that information related to school and parent programs is sent to parents to the extent practical in a language parents can understand; and provides other reasonable support for parent involvement activities as parents may request. Parent/Teacher Conferences will be held Oct. 23 and February 5. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Tabitha Adams	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	<hr/> ACTION BUDGET: \$
A Parent Center, located in the halls of the K-2 building and 3-6 building and library, will offer the following opportunities for parents and community members. *Parenting books, videos, magazines, and other materials regarding responsible parenting. pamphlets, and brochures on various parenting topics.	Connie Cochran	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> School Library 	<hr/> ACTION BUDGET: \$

Action Type: Equity Action Type: Parental Engagement				
Taylor Schools will meet and exceed all components of ACT 397 (Parent Involvement Meetings, Parent/Teacher Conferences, etc.) A report will be given on the state of the school and an overview of what students are learning; how students will be assessed; what parents should expect for their child's education; and how parents can assist and make a differences. Action Type: Parental Engagement Action Type: Program Evaluation	Gary Hines	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Computers • Outside Consultants 	<hr/> ACTION BUDGET: \$
PROGRAM EVALUATION: At the conclusion of any parental involvement activity such as ELLA night, Parents Make a Difference, Common Core Literacy and Math Night, Science Fair Night a parental survey will be administered to provide parents the opportunity to provide the school with necessary feedback for the improvement of future parental events. Action Type: Parental Engagement Action Type: Program Evaluation	Sherrie Pickard	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	<hr/> ACTION BUDGET: \$
Attesting to the Emerson-Taylor-Bradley School District's commitment to parental involvement, a Parent Compact containing the following will be sent home with each child. *Student Policy Handbook. *School's process for resolving parental concerns. *Parent-Teacher Student Compacts which will include request forms for additional supports, materials for parents to support their children at home academically, Home Language surveys, * Volunteer forms/Resource book *List of skills to be covered at each grade * Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Tabitha Adams	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$
School Reach communication software will continue to be used to communicate to parents using calls to home phone, cell phones and work phones. This software will be used to notify parents of any upcoming events, school closings, attendance, lunch charges and rumor abatement. Action Type: Collaboration Action Type: Parental Engagement	Kathy Hines	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • District Staff 	<hr/> ACTION BUDGET: \$
K-6 teachers will construct and keep current classroom Wikis to improve communication with all parents. Information regarding upcoming events, helpful internet sites, assignments, ways to incorporate age appropriate learning activities in the home, provide a way to monitor student progress and extra student help will be posted on the classroom wikis. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	Sherrie Pickard	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Priority 2:

Improve math skills in all domains of Common Core using more critical, open ended questions by pursuing conceptual understanding, procedural skill and fluency, and application.

1. Weaknesses include a three year trend data shows that students 5-6 are lacking conceptual knowledge of fractions, percentages and decimals in relationship to one another. Strengths include this year's test scores: In the third grade 94% of students scoring proficient or advanced. In fourth grade 94%, 5th grade 88% and the sixth grade 83% scoring proficient or advance.
2. Arkansas Comprehensive School Improvement Data Source for TAYLOR ELEM SC
NORM REFERENCED TEST -- Report Completed: Sep 17, 2008
Number Tested and Percent of Students Scoring At/Above 50th Percentile:

COMBINED POPULATION Grade:0
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 20 20 N/A
% At/Above 50th NPR In:
Math Problem Solving 90.0% 95.0% N/A%

COMBINED POPULATION Grade:1
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 26 22 N/A
% At/Above 50th NPR In:
Math Problem Solving 80.8% 86.4% N/A%

Supporting Data:

COMBINED POPULATION Grade:2
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 21 26 N/A
% At/Above 50th NPR In:
Math Problem Solving 76.2% 76.9% N/A%

COMBINED POPULATION Grade:3
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 23 23 N/A
% At/Above 50th NPR In:
Math Problem Solving 60.9% 73.9% N/A%

COMBINED POPULATION Grade:4
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 17 23 N/A
% At/Above 50th NPR In:
Math Problem Solving 82.4% 81.8% N/A%

COMBINED POPULATION Grade:5
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 32 20 N/A
% At/Above 50th NPR In:

Math Problem Solving 75.0% 70.0% N/A% COMBINED POPULATION Grade:6
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 23 35 N/A
% At/Above 50th NPR In:

3. Math Problem Solving 56.5% 54.3% N/A%
Arkansas Comprehensive School Improvement Data Source for
TAYLOR ELEMENTARY SCHOOL
SAT10 NORM REFERENCED TEST -- Report Completed: Aug 23, 2010
Number Tested and Percent of Students Scoring At/Above 50th Percentile:

COMBINED POPULATION Grade:0
Year 2008 2009 2010
Number Tested N/A 33 17
% At/Above 50th NPR In:
Reading Comprehension N/A 87.9% 58.8%
Math Problem Solving N/A 87.9% 70.6%

AFRICAN AMERICAN POPULATION Grade:0
SAT10 SAT10 SAT10
Year 2008 2009 2010
Number Tested N/A 2 0
% At/Above 50th NPR In:
Reading Comprehension N/A 100.0% N/A
Math Problem Solving N/A 100.0% N/A

HISPANIC POPULATION Grade:0
Year 2008 2009 2010
Number Tested N/A 0 0
% At/Above 50th NPR In:
Reading Comprehension N/A N/A N/A
Math Problem Solving N/A N/A N/A

CAUCASIAN POPULATION Grade:0
Year 2008 2009 2010
Number Tested N/A 31 17
% At/Above 50th NPR In:
Reading Comprehension N/A 87.1% 58.8%
Math Problem Solving N/A 87.1% 70.6%

ECONOMICALLY DISADVANTAGED Grade:0
Year 2008 2009 2010
Number Tested N/A 12 5
% At/Above 50th NPR In:
Reading Comprehension N/A 66.7% 40.0%
Math Problem Solving N/A 83.3% 60.0%

LIMITED ENGLISH PROFICIENT Grade:0
Year 2008 2009 2010
Number Tested N/A 0 0
% At/Above 50th NPR In:

Reading Comprehension N/A N/A N/A
Math Problem Solving N/A N/A N/A
STUDENTS WITH DISABILITIES Grade:0
Year 2008 2009 2010
Number Tested N/A 0 2
% At/Above 50th NPR In:
Reading Comprehension N/A N/A 0.0%
Math Problem Solving N/A N/A 0.0%
Arkansas Comprehensive School Improvement Data Source for
TAYLOR ELEMENTARY SCHOOL
SAT10 NORM REFERENCED TEST -- Report Completed: Aug 23, 2010
Number Tested and Percent of Students Scoring At/Above 50th Percentile:

COMBINED POPULATION Grade:1
Year 2008 2009 2010
Number Tested N/A 16 32
% At/Above 50th NPR In:
Reading Comprehension N/A 81.3% 65.6%
Math Problem Solving N/A 81.3% 53.1%
AFRICAN AMERICAN POPULATION Grade:1

SAT10 SAT10 SAT10
Year 2008 2009 2010
Number Tested N/A 1 2
% At/Above 50th NPR In:
Reading Comprehension N/A 100.0% 50.0%
Math Problem Solving N/A 100.0% 0.0%

HISPANIC POPULATION Grade:1
Year 2008 2009 2010
Number Tested N/A 0 0
% At/Above 50th NPR In:
Reading Comprehension N/A N/A N/A
Math Problem Solving N/A N/A N/A

CAUCASIAN POPULATION Grade:1
Year 2008 2009 2010
Number Tested N/A 15 30
% At/Above 50th NPR In:
Reading Comprehension N/A 80.0% 66.7%
Math Problem Solving N/A 80.0% 56.7%

ECONOMICALLY DISADVANTAGED Grade:1
Year 2008 2009 2010
Number Tested N/A 6 11
% At/Above 50th NPR In:
Reading Comprehension N/A 83.3% 63.6%
Math Problem Solving N/A 66.7% 45.5%
LIMITED ENGLISH PROFICIENT Grade:1
Year 2008 2009 2010

Number Tested N/A 0 0
% At/Above 50th NPR In:
Reading Comprehension N/A N/A N/A
Math Problem Solving N/A N/A N/A
STUDENTS WITH DISABILITIES Grade:1
Year 2008 2009 2010
Number Tested N/A 2 8
% At/Above 50th NPR In:
Reading Comprehension N/A 100.0% 62.5%
Math Problem Solving N/A 100.0% 37.5%
Arkansas Comprehensive School Improvement Data Source for
TAYLOR ELEMENTARY SCHOOL
SAT10 NORM REFERENCED TEST -- Report Completed: Aug 23, 2010
Number Tested and Percent of Students Scoring At/Above 50th Percentile:

COMBINED POPULATION Grade:2
Year 2008 2009 2010
Number Tested N/A 21 21
% At/Above 50th NPR In:
Reading Comprehension N/A 57.1% 52.4%
Math Problem Solving N/A 71.4% 57.1%
AFRICAN AMERICAN POPULATION Grade:2
SAT10 SAT10 SAT10
Year 2008 2009 2010
Number Tested N/A 2 1
% At/Above 50th NPR In:
Reading Comprehension N/A 0.0% 0.0%
Math Problem Solving N/A 0.0% 0.0%
HISPANIC POPULATION Grade:2
Year 2008 2009 2010
Number Tested N/A 1 0
% At/Above 50th NPR In:
Reading Comprehension N/A 0.0% N/A
Math Problem Solving N/A 100.0% N/A
CAUCASIAN POPULATION Grade:2
Year 2008 2009 2010
Number Tested N/A 18 20
% At/Above 50th NPR In:
Reading Comprehension N/A 66.7% 55.0%
Math Problem Solving N/A 77.8% 60.0%
ECONOMICALLY DISADVANTAGED Grade:2
Year 2008 2009 2010
Number Tested N/A 12 10
% At/Above 50th NPR In:
Reading Comprehension N/A 58.3% 30.0%
Math Problem Solving N/A 66.7% 50.0%

LIMITED ENGLISH PROFICIENT Grade:2

Year 2008 2009 2010

Number Tested N/A 1 0

% At/Above 50th NPR In:

Reading Comprehension N/A 0.0% N/A

Math Problem Solving N/A 100.0% N/A

STUDENTS WITH DISABILITIES Grade:2

Year 2008 2009 2010

Number Tested N/A 0 1

% At/Above 50th NPR In:

Reading Comprehension N/A N/A 0.0%

Math Problem Solving N/A N/A 0.0%

Arkansas Comprehensive School Improvement Data Source for

TAYLOR ELEMENTARY SCHOOL

SAT10 NORM REFERENCED TEST -- Report Completed: Aug 23, 2010

Number Tested and Percent of Students Scoring At/Above 50th Percentile:

COMBINED POPULATION Grade:3

Year 2008 2009 2010

Number Tested N/A 27 22

% At/Above 50th NPR In:

Reading Comprehension N/A 48.1% 68.2%

Math Problem Solving N/A 70.4% 59.1%

AFRICAN AMERICAN POPULATION Grade:3

SAT10 SAT10 SAT10

Year 2008 2009 2010

Number Tested N/A 1 2

% At/Above 50th NPR In:

Reading Comprehension N/A 0.0% 50.0%

Math Problem Solving N/A 0.0% 50.0%

HISPANIC POPULATION Grade:3

Year 2008 2009 2010

Number Tested N/A 0 1

% At/Above 50th NPR In:

Reading Comprehension N/A N/A 100.0%

Math Problem Solving N/A N/A 0.0%

CAUCASIAN POPULATION Grade:3

Year 2008 2009 2010

Number Tested N/A 26 19

% At/Above 50th NPR In:

Reading Comprehension N/A 50.0% 68.4%

Math Problem Solving N/A 73.1% 63.2%

ECONOMICALLY DISADVANTAGED Grade:3

Year 2008 2009 2010

Number Tested N/A 11 13

% At/Above 50th NPR In:

Reading Comprehension N/A 36.4% 53.8%
Math Problem Solving N/A 63.6% 38.5%
LIMITED ENGLISH PROFICIENT Grade:3
Year 2008 2009 2010
Number Tested N/A 0 0
% At/Above 50th NPR In:
Reading Comprehension N/A N/A N/A
Math Problem Solving N/A N/A N/A
STUDENTS WITH DISABILITIES Grade:3
Year 2008 2009 2010
Number Tested N/A 3 1
% At/Above 50th NPR In:
Reading Comprehension N/A 0.0% 0.0%
Math Problem Solving N/A 33.3% 0.0%
Arkansas Comprehensive School Improvement Data Source for
TAYLOR ELEMENTARY SCHOOL
SAT10 NORM REFERENCED TEST -- Report Completed: Aug 23, 2010
Number Tested and Percent of Students Scoring At/Above 50th Percentile:

COMBINED POPULATION Grade:4
Year 2008 2009 2010
Number Tested N/A 23 30
% At/Above 50th NPR In:
Reading Comprehension N/A 52.2% 60.0%
Math Problem Solving N/A 73.9% 66.7%
AFRICAN AMERICAN POPULATION Grade:4
SAT10 SAT10 SAT10
Year 2008 2009 2010
Number Tested N/A 0 0
% At/Above 50th NPR In:
Reading Comprehension N/A N/A N/A
Math Problem Solving N/A N/A N/A
HISPANIC POPULATION Grade:4
Year 2008 2009 2010
Number Tested N/A 0 0
% At/Above 50th NPR In:
Reading Comprehension N/A N/A N/A
Math Problem Solving N/A N/A N/A
CAUCASIAN POPULATION Grade:4
Year 2008 2009 2010
Number Tested N/A 23 30
% At/Above 50th NPR In:
Reading Comprehension N/A 52.2% 60.0%
Math Problem Solving N/A 73.9% 66.7%
ECONOMICALLY DISADVANTAGED Grade:4
Year 2008 2009 2010

Number Tested N/A 5 13
% At/Above 50th NPR In:
Reading Comprehension N/A 40.0% 61.5%
Math Problem Solving N/A 40.0% 53.8%
LIMITED ENGLISH PROFICIENT Grade:4
Year 2008 2009 2010
Number Tested N/A 0 0
% At/Above 50th NPR In:
Reading Comprehension N/A N/A N/A
Math Problem Solving N/A N/A N/A
STUDENTS WITH DISABILITIES Grade:4
Year 2008 2009 2010
Number Tested N/A 2 2
% At/Above 50th NPR In:
Reading Comprehension N/A 0.0% 50.0%
Math Problem Solving N/A 50.0% 50.0%
Arkansas Comprehensive School Improvement Data Source for
TAYLOR ELEMENTARY SCHOOL
SAT10 NORM REFERENCED TEST -- Report Completed: Aug 23, 2010
Number Tested and Percent of Students Scoring At/Above 50th Percentile:

COMBINED POPULATION Grade:5
Year 2008 2009 2010
Number Tested N/A 26 23
% At/Above 50th NPR In:
Reading Comprehension N/A 65.4% 60.9%
Math Problem Solving N/A 61.5% 60.9%
AFRICAN AMERICAN POPULATION Grade:5
SAT10 SAT10 SAT10
Year 2008 2009 2010
Number Tested N/A 2 0
% At/Above 50th NPR In:
Reading Comprehension N/A 50.0% N/A
Math Problem Solving N/A 0.0% N/A
HISPANIC POPULATION Grade:5
Year 2008 2009 2010
Number Tested N/A 0 0
% At/Above 50th NPR In:
Reading Comprehension N/A N/A N/A
Math Problem Solving N/A N/A N/A
CAUCASIAN POPULATION Grade:5
Year 2008 2009 2010
Number Tested N/A 24 23
% At/Above 50th NPR In:
Reading Comprehension N/A 66.7% 60.9%
Math Problem Solving N/A 66.7% 60.9%

ECONOMICALLY DISADVANTAGED Grade:5

Year 2008 2009 2010

Number Tested N/A 11 4

% At/Above 50th NPR In:

Reading Comprehension N/A 45.5% 50.0%

Math Problem Solving N/A 27.3% 25.0%

LIMITED ENGLISH PROFICIENT Grade:5

Year 2008 2009 2010

Number Tested N/A 0 0

% At/Above 50th NPR In:

Reading Comprehension N/A N/A N/A

Math Problem Solving N/A N/A N/A

STUDENTS WITH DISABILITIES Grade:5

Year 2008 2009 2010

Number Tested N/A 2 5

% At/Above 50th NPR In:

Reading Comprehension N/A 50.0% 0.0%

Math Problem Solving N/A 0.0% 0.0%

Arkansas Comprehensive School Improvement Data Source for

TAYLOR ELEMENTARY SCHOOL

SAT10 NORM REFERENCED TEST -- Report Completed: Aug 23, 2010

Number Tested and Percent of Students Scoring At/Above 50th Percentile:

COMBINED POPULATION Grade:6

Year 2008 2009 2010

Number Tested N/A 22 23

% At/Above 50th NPR In:

Reading Comprehension N/A 50.0% 56.5%

Math Problem Solving N/A 72.7% 69.6%

AFRICAN AMERICAN POPULATION Grade:6

SAT10 SAT10 SAT10

Year 2008 2009 2010

Number Tested N/A 4 0

% At/Above 50th NPR In:

Reading Comprehension N/A 25.0% N/A

Math Problem Solving N/A 50.0% N/A

HISPANIC POPULATION Grade:6

Year 2008 2009 2010

Number Tested N/A 0 0

% At/Above 50th NPR In:

Reading Comprehension N/A N/A N/A

Math Problem Solving N/A N/A N/A

CAUCASIAN POPULATION Grade:6

Year 2008 2009 2010

Number Tested N/A 18 23

% At/Above 50th NPR In:

Reading Comprehension N/A 55.6% 56.5%
 Math Problem Solving N/A 77.8% 69.6%
 ECONOMICALLY DISADVANTAGED Grade:6
 Year 2008 2009 2010
 Number Tested N/A 10 8
 % At/Above 50th NPR In:
 Reading Comprehension N/A 40.0% 37.5%
 Math Problem Solving N/A 60.0% 75.0%
 LIMITED ENGLISH PROFICIENT Grade:6
 Year 2008 2009 2010
 Number Tested N/A 0 0
 % At/Above 50th NPR In:
 Reading Comprehension N/A N/A N/A
 Math Problem Solving N/A N/A N/A
 STUDENTS WITH DISABILITIES Grade:6
 Year 2008 2009 2010
 Number Tested N/A 2 2
 % At/Above 50th NPR In:
 Reading Comprehension N/A 0.0% 50.0%
 Math Problem Solving N/A 0.0% 0.0%

4. The average attendance rate for 2008 was 152.13, 2009 was 171.32 and 2010 was 165.83 2011 was 165.83 and 2012 was 173.69.

Goal Goal: To improve mathematics by focusing on the shifts in mathematics as we transition into Common Core with all grades. 1. Standard focus. 2. Think across grades, and link to major topics within grades. 3. Pursue conceptual understanding, procedural skill and fluency, and application.

Benchmark For the 2012-13, decrease the gap between the TAGG group and the General Population while obtaining the AMO given to the groups. The AMO in math for all students is 92.51 % while the AMO for the TAGG group is 88.09 %.

Intervention: The K-6 will be teaching Common Core standards to build a standards based math curriculum.				
Scientific Based Research:				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>NEEDS ASSESSMENT: All Math teachers including special education teachers need to better understand the domains. Teachers will conduct monthly PLCs to continue to unpack the math standards. Performance assessments, mapping of standards, and alignment of resources will be created.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Special Education</p>	Wendy Peterson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Computers • Outside Consultants • Performance Assessments • Teachers • Teaching Aids 	<hr/> ACTION BUDGET: \$

PROGRAM EVALUATION: The math curriculum skills will be summative evaluated through post performance assessments. The math curriculum skills will be formatively evaluated monthly through Sumdog and Orchard math data by class and performance assessment data by student. Action Type: Collaboration Action Type: Program Evaluation	Wendy Peterson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Performance Assessments • Teachers 	<hr/> ACTION BUDGET: \$
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Total Budget: \$0

Intervention: To implement a Standard Based Mathematics Curriculum.

Scientific Based Research: "ED Thoughts: What We Know About Mathematics Teaching and Learning." P. 44-45. Sutton, John. (2002).

Actions	Person Responsible	Timeline	Resources	Source of Funds
During the spring Kindergarten Roundup, K-2 teachers will present tips for parents to help their children with math strategies and everyday math manipulatives to be used at home. Action Type: Alignment Action Type: Equity Action Type: Parental Engagement Action Type: Special Education	Erin Quarles	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers • Outside Consultants • Teachers • Teaching Aids 	<hr/> ACTION BUDGET: \$
PROFESSIONAL DEVELOPMENT: Four elementary teachers will attend year II of Cognitive Guided Instruction, one teacher will attend year I in Summer of 2013. This training will involve 2 follow up days in the fall-2013 and 2 follow up days in the spring- 2014. Teachers will learn strategies to support a standards based curriculum. Teachers will work with other teachers in the coop area to develop performance assessments and strategies to use more manipulatives in the classroom. Action Type: Professional Development	Robby Frizzell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	<hr/> ACTION BUDGET: \$

Total Budget: \$0

Intervention: To provide any student scoring below proficient on the portion of the ACTAAP assessment with an Academic Improvement Plan.

Scientific Based Research: National Educational Service, "Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn. Bloomington, Ind., DuFour R., DuFour, R., Eaker, R., Kahanek, G., (2004).

Actions	Person Responsible	Timeline	Resources	Source of Funds
NEEDS ASSESSMENT: Mathematics Priority Committee and Steering committee will meet throughout the school year to evaluate and update ACSIP Plans. Benchmark and ITBS scores will be evaluated and AIPs will be developed from those results to assist student.	Robby Frizzell	Start: 07/01/2014	<ul style="list-style-type: none"> • Administrative Staff • Computers 	<hr/> ACTION BUDGET: \$

Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Title I Schoolwide		End: 06/30/2015	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	
Utilize the computer lab to provide remediation with Orchard and Sumdog software specific to the student's AIP. Action Type: AIP/IRI Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	Melinda Morehead	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Performance Assessments 	<hr/> ACTION BUDGET: \$
PROGRAM EVALUATION: Teachers will keep all data from pre and posttests, aips, interventions in a data box. Teachers will meet once monthly to check progress of students in Tier II and Tier III of RTI. Teachers will review scores of tests and make changes on student AIPs three times a year. AIP lesson plans will be made by teachers weekly using the remediation focus data compiled after the data workshop in August to work on strategies to improve deficiencies. Evaluation of success will be determined by Benchmark Scores reported in 2014. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education	Robby Frizzell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers • District Staff • Outside Consultants • Performance Assessments • Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Priority 4: To improve overall health and wellness of students K-6.

Supporting Data:

1. In 2011, 35.2% of males were overweight or obese and 21.9% of the females were overweight or obese. In 2010, 22.2 % of males were overweight or obese and 30 % of the females were overweight or obese. In 2009, 31.8 % of males were overweight or obese and 35.7 % of females were overweight or obese. In 2008, 25.0 % of males were at risk or overweight and 43.6 % of females were at risk or overweight. In 2007, 32.4 % of males were at risk or overweight and 36.1 % of females were at risk or overweight. In 2006, 35.8 % of males were at risk or overweight and 36.1 % of females were at risk or overweight. In 2005, 40.00 % of males were at risk or overweight and 42.9 % of females were at risk or overweight. In 2004, 39.2 % of males were at risk or overweight and 26.6 % of females were at risk or overweight. In 2003, 31.7 % of males were at risk or overweight and 44.3 % of females were at risk or overweight.
2. The results of the SHI Evaluation for the Taylor Elementary School for the 2010-11 school year revealed a percentage score for each of the modules evaluated. Scores were Module 1-School Health and Safety Policies and Environment 98 %, Module 2-Health Education 68 %, Module 3- Physical Education and other Physical Activity Programs 85 %, Module 4-Nutrition Services 89 %, and Module 8-Family & Community Involvement 100 %.
3. Currently 40 % of students at Taylor Elementary School are receiving free or reduced lunches.

Goal To improve the overall health and wellness of students at Taylor Elementary School.

Benchmark To meet health standards developed by the State of Arkansas. Healthier BMI results will be evident by June 30, 2013. There will be a 10 % difference in the BMI results indicating healthier lifestyles.

Intervention: Taylor Elementary School will encourage strategies and activities that encourage a non-sedentary lifestyle.				
Scientific Based Research: The Complete Shape-Up Program from Birth through High School, Fit Kids!, Kenneth H. Cooper M.D., 1999.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
PROGRAM EVALUATION: Implement and encourage participation in extracurricular program that supports physical activity, i.e. school sponsored; peewee basketball, soccer, t-ball, archery, Spring and Fall softball and baseball. Evaluation of success of the extracurricular program will be determined by the percentage of students participating in these activities. An extracurricular student survey showed that 75 % of the students in Taylor Elementary participate in the extracurricular activities. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Wellness	Wendy Lucy	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Community Leaders Outside Consultants 	<hr/> ACTION BUDGET: \$
Promote reduction of time children spend engaged in sedentary activities such as watching television and playing video games. Promotion statements will be provided in the monthly issue of "Principal's Perspective" and in the Parent Center pamphlets "Report to Parents" Action Type: Parental Engagement Action Type: Wellness	Wendy Lucy	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$
School will ensure that playgrounds meet or exceed recommended safety standards for design, installation, and maintenance. Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide Action Type: Wellness	Steve Martin	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Outside Consultants 	<hr/> ACTION BUDGET: \$
PROFESSIONAL DEVELOPMENT: All teachers will receive 2 hours of professional development in the area of wellness. This year's focus is child maltreatment. Action Type: Wellness	Wendy Lucy	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Outside Consultants 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Taylor Elementary School will provide nutrition education, physical activity, and other school-based activities that are designed to promote student wellness.				
Scientific Based Research: Nutrition and Health Education "Economics, Health, Prevention and Treatment".				
Actions	Person Responsible	Timeline	Resources	Source of Funds

<p>PROGRAM EVALUATION: School Nurse, Cafeteria Staff and Science teachers will provide instruction on healthy eating habits using nutrition education programs: 5 a Day Power Plus, Gimme 5, and High 5 Fruit and Vegetable Intervention through posters, curriculum and guest speakers. Curriculum and other aspects will be evaluated by the BMI results.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide Action Type: Wellness</p>	Wendy Lucy	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers • Outside Consultants • School Library • Teachers • Teaching Aids 	<hr/> ACTION BUDGET: \$
<p>To educate students on ways to have a healthy lifestyle, certified physical education teachers and certified paraprofessionals and teachers will provide at least 60 minutes of physical education and 175 minutes of physical activity per week to students in grades K-6.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Title I Schoolwide Action Type: Wellness</p>	T. C. French	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Outside Consultants • Teachers • Teaching Aids 	<hr/> ACTION BUDGET: \$
<p>K-6 classes will observe Healthy Lungs Month. The counselor will provide presentations on strategies to promote healthy choices and encourage students to remain smoke free. To further the non-use of drugs, "Drug Free" week will be observed in October. Grade appropriate lessons and activities will be planned. The high school "Drug-Free Team" will visit the elementary classes to encourage students to remain drug free.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Title I Schoolwide Action Type: Wellness</p>	Connie Cochran	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$
<p>PROFESSIONAL DEVELOPMENT: Teachers will be provided 2 hours of professional development in ways to incorporate wellness into daily lesson plans.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Wellness</p>	Wendy Lucy	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Taylor Elementary School will identify and prioritize changes that will improve nutrition services by providing more fresh vegetables and fruit.				
Scientific Based Research: Guidelines for School Health Programs to "Promote Lifelong Healthy Eating." Http://www.cdc.gov/mmwr/preview/mmwrhtml/00042446.htm				
Actions	Person Responsible	Timeline	Resources	Source of Funds

Emerson-Taylor School District will employ food service managers with food service degrees or certification. Action Type: Title I Schoolwide Action Type: Wellness	Judith Jackson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Outside Consultants 	<hr/> ACTION BUDGET: \$
Food service will provide meals with appealing low-fat items. Action Type: Collaboration Action Type: Title I Schoolwide Action Type: Wellness	Judith Jackson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Outside Consultants 	<hr/> ACTION BUDGET: \$
PROGRAM EVALUATION: The number of milk sold and leftover food items will be calculated to evaluate the successfulness of changing the lunch schedule and physical activity times. Action Type: Equity Action Type: Title I Schoolwide Action Type: Wellness	Judith Jackson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Central Office • Outside Consultants 	<hr/> ACTION BUDGET: \$
PROFESSIONAL DEVELOPMENT: The cafeteria staff will attend professional development each year to address better ways to prepare nutritious and healthy school lunches.	Judith Jackson	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$
Physical Activity will be scheduled before lunch periods to promote a healthier appetite of students. Action Type: Wellness	Robby Frizzell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Priority 5: To improve scientific skills with multiple choice and open response questions throughout the year with all students.

Supporting Data: 1. 2012-Combined population was 92% of students were proficient or advanced. 2011-Combined population was 83% of students were proficient or advanced. 2010-Combined population was 90 % of students were proficient or advanced. 2009-Combined population was 77 % of students were proficient or advanced. 2008-Combined population was 42 % of students were proficient or advanced.

Goal To improve scientific skills with multiple choice and open response questions throughout the year will all students.

Benchmark Students will meet or exceed the annual AMO using math AMO as a target for 2013.

Intervention: The teachers in grades K-6 will align the science curriculum to the Common Core units.
Scientific Based Research: Solution Tree. Total Instructional Alignment of Curriculum. Lisa Carter.(2007)

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>PROFESSIONAL DEVELOPMENT: Teachers in K-3 will receive training on a science wiki developed by the science facilitator. The wiki is aligned with the Common Core units.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Title I Schoolwide</p>	Robby Frizzell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Computers • Outside Consultants • Teachers • Teaching Aids 	<hr/> ACTION BUDGET: \$
<p>PROGRAM EVALUATION: The science curriculum skills will be summative evaluated through pre and posttests with the South Central Cooperative staff and teachers and in July with results of benchmark scores. The science curriculum skills will be formatively evaluated weekly with the principal walk through using the Classroom Walk Through Method. This data will be added at the end of each marking period. Year-end data showed, 75 % of student actions were working with hands-on materials. 32 % of instructional time was spent on lab activities.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education</p>	Robby Frizzell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Outside Consultants • Performance Assessments 	<hr/> ACTION BUDGET: \$
<p>NSLA funds will be used to hire and train a Science Coach for grades K-6.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	Gary Hines	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Outside Consultants 	<hr/> ACTION BUDGET: \$
<p>The school will utilize the science specialist at the South Central Educational Cooperative and the Science Instructional Specialist at Southern Arkansas University. The science specialist will service our school monthly, modeling lessons and working one on one with all science teachers.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development</p>	Kelli McLelland	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Outside Consultants • Performance Assessments • Teachers • Teaching Aids 	<hr/> ACTION BUDGET: \$

<p>The science teachers will begin to use the literacy strategy of close reading and writing with evidence in the text with all students. Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>	Kelli McLelland	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers • District Staff • Outside Consultants • Performance Assessments 	<hr/> ACTION BUDGET: \$
<p>All students in grade 3-4 will be given an opportunity to participate in the elementary science fair. With all students in 5-6 participating in the local and regional science fair. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation</p>	Kelli McLelland	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers • District Staff • Outside Consultants • Performance Assessments • School Library • Teachers • Teaching Aids 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Adam Camp	Extracurricular activities	Wellness
Classroom Teacher	Denise Calhoun	5th- 6th Language Arts teacher	Steering
Classroom Teacher	Jane ODell	Kindergarten Teacher	Literacy
Classroom Teacher	Jennifer Henderson	3rd grade teacher	Literacy
Classroom Teacher	Jill Gray	Kindergarten Teacher	Math
Classroom Teacher	Karen Buford	2nd Grade Teacher	Title I
Classroom Teacher	Kathy Jackson	Special Education Teacher	Steering
Classroom Teacher	Kelli McLelland	5th-6th grade teacher	Steering
Classroom Teacher	LaJuan Cannon	Secondary Math	Math
Classroom Teacher	T. C. French	PE Teacher	Wellness
Classroom Teacher	Wendy Peterson	5th - 6th math teacher	Math
Community Representative	Michael Jackson	City Council Member	Title I
District-Level Professional	Gary Hines	Superintendent	Title I
District-Level Professional	Gary Hines	Superintendent	Steering

District-Level Professional	Robby Frizzell	Literacy	Steering
Non-Classroom Professional Staff	Linda Collier	Special Ed. aide	Special Education
Non-Classroom Professional Staff	Melisa Estes	Literacy instructional facilitator	Literacy
Non-Classroom Professional Staff	Sherrie Pickard	Media/Title I	Literacy
Non-Classroom Professional Staff	Steve Martin	Extracurricular activities	Wellness
Non-Classroom Professional Staff	Tabitha Adams	Counselor	Steering
Non-Classroom Professional Staff	Wendy Lucy	Nurse	Wellness
Parent	Shauna Cranford	Parent	Literacy

School Plan

[Print Version](#)

TAYLOR HIGH SCHOOL

Arkansas Comprehensive School Improvement Plan

2014-2015

Taylor High School is dedicated to promoting standards of excellence in a supportive and safe environment that will enable students to be successful and responsible members of a culturally diverse and dynamic society.

Grade Span: 7-12

Title I: Not Applicable

School Improvement: MS

Table of Contents

Priority 1: Improve Literacy

Goal: All students will improve in all areas of Literacy with an emphasis on Multiple Choice Writing and Content and Open Response Content and Practical Passages.

Priority 2: Improve Mathematics

Goal: All students will improve in all areas of mathematics with an emphasis on Multiple Choice Measurement and Open Response Algebra, Data Interpretation and Probability, and Triangles.

Priority 3: Special Education

Goal: To meet the needs of all students in the regular classroom and reduce the disproportionality of minority students referred for special education services.

Priority 4: Health and Wellness

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

Priority 1:

- 1.
2. ACSIP CRT Data Source for TAYLOR HIGH SCHOOL

Supporting Data:

3. Benchmark-Literacy Exam
4. In 2012-2013 the number of students at or above proficient was 82% on the
5. Benchmark Exam. In 2011-2012 the number of students at or above proficient was
6. 85.45% on the Benchmark Exam. In 2010-2011, the number of students at or above
7. proficient was 84.1% on the Benchmark Exam.
- 8.
9. The Benchmark three year trend analysis shows weaknesses in Open Response
10. Content, Open Response Practical, Multiple Choice Practical, and Multiple

11. Choice Writing.
 12.
 13.
 14.
 15.
 16.
 17.
 18.
 19.
 20.
 21.
 22.
 23. Arkansas Comprehensive School Improvement Data Source for
 24. TAYLOR HIGH SCHOOL
 25. NORM REFERENCED TEST -- Report Completed: Sep 17
 26. Number Tested and Percent of Students Scoring At/Above 50th Percentile:
 27.
 28. COMBINED POPULATION Grade:7
 29.
 30. SAT10 SAT10 SAT10
 31. Year
 32. 2010 2009 2008
 33. Number Tested
 34. 23 16 29
 35. % At/Above 50th NPR In:
 36. Reading Comprehension
 37. 66% 72% 62.1%
 38.
 39.

40.
41.
42.
43.
44.
45.
46.
47.
48. Arkansas Comprehensive School Improvement Data Source for

49.
50. TAYLOR HIGH SCHOOL

51. NORM REFERENCED TEST -- Report Completed: Sep 17

52. Number Tested and Percent of Students Scoring At/Above 50th Percentile:

53.

54. COMBINED POPULATION Grade:8

55.

56. SAT10 SAT10 SAT10

57. Year

58. 2010 2009 2008

59. Number Tested

60.

61. 15 28 24

62. % At/Above 50th NPR In:

63. Reading Comprehension

64. 61% 54% 50.0%

65.

66.

67.

68. Arkansas Comprehensive School Improvement Data Source for

69.

70. TAYLOR HIGH SCHOOL

71. NORM REFERENCED TEST -- Report Completed: Sept. 17

72. Number Tested and Percent of Students Scoring At/Above 50th Percentile:

73.

74. COMBINED POPULATION Grade:9

75.

76. SAT10 SAT10 SAT10

77. Year

78. 2010 2009 2008

79. Number Tested

80. 31 30 26

81. % At/Above 50th NPR In:

82. Reading Comprehension

83. 74% 56.7% 57.7%

84.

85.

86.

87. Graduation Rates: 2010-92%, 2011-92.3%, 2012-82.6%.

88.

89.

90.

91.

92.

93.

94.

95.

96.

97 .

98 .

Goal All students will improve in all areas of Literacy with an emphasis on Multiple Choice Writing and Content and Open Response Content and Practical Passages.

Benchmark For 2012-2013, the AMO was 82% scoring at or above proficient. For 2011-12, increase the percentage of 7-12 students scoring at or above proficient in Literacy on Benchmark exams to 85% from 2010-11 84.1%.

Intervention: Literacy teachers will map and align the Language Arts curriculum to correlate with the Arkansas Curriculum Frameworks through the development and implementation of district pacing guides.				
Scientific Based Research: ASCD, Mapping the Big Picture: Integrating Curriculum and Assessment K-12. Jacob, H. (1997).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The Curriculum will be reviewed annually to assure the alignment to Common Core Standards. Pacing guides and curriculum alignment developed by the Northwest Arkansas Service Coop. and Dr. Linda Griffeth will also be used. Action Type: Program Evaluation	Melisa Estes	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$
Teachers will use the book," Getting Results with Curriculum Mapping" by Heidi Hayes Jacob, as a guide for curriculum mapping and alignment. Teachers will also receive training on effective practices that are aligned to the state frameworks at the South Central Service Cooperative as they are offered. Action Type: Alignment Action Type: Professional Development	Melisa Estes	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff School Library 	<hr/> ACTION BUDGET: \$
NSLA funds will be used for materials and supplies that support classroom instruction if needed. Action Type: Alignment	David Downs	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff 	<hr/> ACTION BUDGET: \$
In accordance with the needs assessment, Title VI State funds will be used to purchase to purchase 28 laptops for a portable lab. The computers will be used in the implementation of the A+ program. The A+ program is used in the classroom for interventions and in in the afterschool tutoring program. Action Type: Equity Action Type: Technology Inclusion	Mike Lyons	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Implement a Comprehensive Literacy Approach				
Scientific Based Research: Building Academic Vocabulary: Teacher's Manual by Rbert J. Marzano and Debra J. Pickering (Paperback- July 30, 2005), Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement by Robert J. Marzano, Debra Pickering, and Jane E. Pollock (Paperback- Jan. 2001), Tools for Teaching Content Literacy by Janet Allen (Paperback- Feb. 2004)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Grades 7-12 will use the Glencoe English series as their English text. Grades 10-12 will use the Glencoe series for their literature text. These texts will be used to correlate the standards as outlined in the Common Core Literacy Standards. Action Type: Alignment	Angie Caldwell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
Strategies to improve writing content and style will include journal writing, essay writing, writing for publication, and vocabulary development. Action Type: Alignment	Melisa Estes	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
The Accelerated Reading Program is incorporated into the Language Arts curriculum in grades 7-12. In order to reduce disparities between subgroups, the librarian and classroom teacher will design activities that will address Reading Strand 1 (Literacy). Action Type: Collaboration Action Type: Equity	Sheri Pickard	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers • District Staff • School Library • Teachers 	<hr/> ACTION BUDGET: \$
Literacy curriculum skills will be evaluated through class assignments, and student achievement on target test scores (when applicable) and benchmark scores. Action Type: Program Evaluation	Language Arts Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
All teachers will develop an individual professional plan. Based on the needs of the staff, the school will develop a professional development plan that includes activities such as to: Improve and increase teachers' knowledge of academic subjects and enable teachers to be highly qualified. Give teachers and principals the knowledge and skills to help students meet challenging state standards. Improve classroom management skills; Are sustained, intensive, and classroom focused. Advanced teacher understanding of effective instructional strategies that are based on scientifically based research. Action Type: Professional Development	David Downs	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Computers • District Staff • Outside Consultants • Teachers 	<hr/> ACTION BUDGET: \$
Teachers will be trained to analyze and disaggregate test data. Student deficiencies shall be determined and identified in academic improvement plans. Action Type: AIP/IRI	Tabitha Adams	Start: 07/01/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	<hr/> ACTION BUDGET: \$

Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation		End: 06/30/2015	<ul style="list-style-type: none"> • Outside Consultants • Performance Assessments • Teachers 	
Professional Development funds will be used to train Highly Qualified Teachers. Action Type: Professional Development	David Downs	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$
According to the district and school needs assessment, carryover Federal Title VI funds will be used to upgrade the computer lab (5 laptops and 10 desktops). The computer lab is used for after school tutoring and classroom related activities. Programs such as A+ are utilized.	Sherrie Orrick	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$
NSLA funds will be used to pay two certified teachers for after school tutoring at Taylor High School. Action Type: Collaboration Action Type: Equity	Mike Lyons	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: An Academic Improvement Plan will be written on all students performing below proficient in Literacy Benchmarks and End of Course exams.

Scientific Based Research: Office of Superintendent of Public Instruction. The Center for Comprehensive School Reform and Improvement. Nine Characteristics of High Performing Schools. Olympia, WA. Shannon, G.S., & Bylsma, P. (2003).

Actions	Person Responsible	Timeline	Resources	Source of Funds
All literacy teachers, including special education teachers, will examine benchmark data. Students will be identified as needing an Academic Improvement Plan. Action Type: AIP/IRI Action Type: Special Education	Tabitha Adams	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers 	<hr/> ACTION BUDGET: \$
Academic Improvement Plans will be created and implemented by appropriate teachers and counselor in order to reduce differences between population groups. Action Type: AIP/IRI Action Type: Equity	Tabitha Adams	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers 	<hr/> ACTION BUDGET: \$
Remediation, as required by the students Academic Improvement Plan, will occur daily. Action Type: AIP/IRI	Classroom Teachers	Start: 07/01/2014	<ul style="list-style-type: none"> • Computers • District Staff 	<hr/>

		End: 06/30/2015	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	ACTION BUDGET: \$
Teachers will receive training in analyzing test data and developing AIP plans for students. Action Type: AIP/IRI Action Type: Professional Development	Tabitha Adams	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Teachers 	ACTION BUDGET: \$
Each student's AIP will be evaluated annually to determine at what extent the student has made progress in the identified areas. Action Type: AIP/IRI Action Type: Program Evaluation	Tabitha Adams	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: A Parent Involvement Plan will be developed that will provide opportunities for parents to receive information on how to help their children with school and to become involved in supporting educational opportunities.

Scientific Based Research: SIRS NW Regional Laboratory. "Parent Involvement in Education". Coton, K., & Wole, L. (1986). ERIC Digests. "Parents and Schools" Becher, Rhoda. (1986).

Actions	Person Responsible	Timeline	Resources	Source of Funds
Attesting to the Emerson-Taylor-Bradley School District's commitment to parental involvement, Informational Packets containing informational materials and Parent/Student contacts will be sent home with each child. Action Type: Parental Engagement	David Downs	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers 	ACTION BUDGET: \$
All personnel, including administrators, will attend three (3) hours of parental engagement in-service. The in-service will identify strategies to improve parental engagement in all areas of the school community. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development	Tabitha Adams	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$
A representative(s) will attend the State Parental Engagement In-service in September Action Type: Parental Engagement Action Type: Professional Development	Tabitha Adams	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff 	ACTION BUDGET: \$
Host Parents Make a Difference Meeting. A report will be given on the state of the school, an overview of what students will be learning, how students will be assessed, description and	Tabitha Adams	Start: 07/01/2014	<ul style="list-style-type: none"> • Administrative Staff 	

<p>explanation of the curriculum, what parents should expect for their child's education, and how parents can become active in their child's education. School's process for resolving parental concerns will be laid out in the student handbook. Enable formation of PTA/PTO.</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>		<p>End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Parents are given ideas on how they can foster their child's success in school through a quarterly newsletter titled "Counselor's Corner".</p> <p>Action Type: Parental Engagement</p>	<p>Tabitha Adams</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Instruction is provided to parents on how to incorporate developmentally appropriate learning activities in the home environment and assistance is provided to parents in understanding content and how to monitor a child's progress, standards, and academic assessments. The school provides materials and training to help parents work with their children to improve academic achievement; educates teachers, principals, and other staff in the importance of effective communication, value, and utility of contributions of parents; coordinates and integrates parent involvement programs and activities; ensures that information related to school and parent programs is sent to parents to the extent practical in a language parents can understand; and provides other reasonable support for parent involvement activities as parents may request. Parent/teacher conferences will be held each semester.</p> <p>Action Type: Parental Engagement</p>	<p>David Downs</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>A Parent Center, located in the high school library, will offer the following opportunities for parents and community members: parenting books, videos, magazines, and other materials regarding responsible parenting. The librarian will organize and coordinate parent involvement information and activities.</p> <p>Action Type: Parental Engagement Action Type: Technology Inclusion</p>	<p>Sheri Pickard</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Computers • District Staff • School Library • Teachers 	<p>ACTION BUDGET: \$</p>
<p>At each parental engagement function, a survey will be provided to gain information to improve our parental involvement plan for the school district.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation</p>	<p>Tabitha Adams</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>The counselor will assist students with the transition of entering high school by explaining requirements for graduation. A CAPS conference is coordinated each spring to inform the parents of high school students about how to be involved in decisions dealing with academics. Volunteer resource books will be available through the counselor's office.</p> <p>Action Type: Parental Engagement</p>	<p>Tabitha Adams</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>

Priority 2:

- 1.
2. ACSIP CRT Data Source for TAYLOR HIGH SCHOOL
3. Benchmark-Mathematics Exam
4. In 2012-2013, the number of students scoring at or above Proficient was 84% on
5. the Benchmark. In 2011-2012, the number of students scoring at or above
6. Proficient was 87.06% on the Benchmark. In 2010-2011, the number of students
7. scoring at or above Proficient was 85.9%.
- 8.

- 9.
- 10.
11. The Mathematics Benchmark three-year trend analysis shows weaknesses in Numbers
12. and Operations Open Response and Measurement Open Response.
- 13.
- 14.
- 15.
- 16.

17. Arkansas Comprehensive School Improvement Data Source for

Supporting Data:

- 18.
19. TAYLOR HIGH SCHOOL
20. NORM REFERENCED TEST -- Report Completed: Sep 17
21. Number Tested and Percent of Students Scoring At/Above 50th Percentile:
- 22.

23. COMBINED POPULATION Grade:7

24.

25. SAT10	SAT10	SAT10
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26.	Year		
27.	2010	2009	2008

28.	Number Tested		
29.	23	16	29

30. % At/Above 50th NPR In:

31. Math Problem Solving	70%	80%	48.0%
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32.
33.
34.
35.
36.
37.
38.

39. Arkansas Comprehensive School Improvement Data Source for

40.

41. TAYLOR HIGH SCHOOL

42. NORM REFERENCED TEST -- Report Completed: Sep 17

43. Number Tested and Percent of Students Scoring At/Above 50th Percentile:

44.

45. COMBINED POPULATION	Grade:8		
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46.

47. SAT10	SAT10	SAT10	
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48. Year

49. 2010	2009	2008	
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50. Number Tested

51.			
52. 15	28	24	

53. % At/Above 50th NPR In:

54. Math Problem Solving			
55. 69%	71%	75.0%	

56.

57.
58. Arkansas Comprehensive School Improvement Data Source for

59.
60. TAYLOR HIGH SCHOOL

61. NORM REFERENCED TEST -- Report Completed: Sep 17

62. Number Tested and Percent of Students Scoring At/Above 50th Percentile:

63.

64. COMBINED POPULATION Grade:9

65.

66. SAT10 SAT10 SAT10

67. Year

68. 2010 2009 2008

69. Number Tested

70. 31 23 26

71. % At/Above 50th NPR In:

72. Math Problem Solving

73. 97% 77% 69.2%

74.

75.

76. Graduation Rates: 2010-92%, 2011-92.3%, 2012-82.6%.

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Goal All students will improve in all areas of mathematics with an emphasis on Multiple Choice Measurement and Open Response Algebra, Data Interpretation and Probability, and Triangles.

Benchmark For 2012- 2013, the AMO was 84% for students scoring at or above proficient on Benchmark exams. For 2011-12, increase the percentage of 9-12 students scoring at or above proficient in Mathematics on Benchmark exams to 90% from 2010-11 85.9%.

Intervention: Mathematics teachers will map and align the mathematics curriculum to correlate with the Arkansas Curriculum Frameworks through the development and implementation of district pacing guides.				
Scientific Based Research: ASCD. Mapping the Big Picture: Integrating Curriculum and Assessment K-12. Jacobs, H. (1997).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will use the book, " Getting Results with Curriculum Mapping" by Heidi Hayes Jacob, as a guide for curriculum mapping and alignment. Teachers will also receive training on effective practices that are aligned to the state frameworks at the South Central Service Cooperative as they are offered. Action Type: Alignment	LaJuan Cannon	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • School Library • Teachers 	<hr/> ACTION BUDGET: \$
The Curriculum will be reviewed annually to assure the alignment to Common Core State Standards. Pacing guides and curriculum alignment developed by the Northwest Arkansas Service Coop. and Dr. Linda Griffith will also be used. Action Type: Program Evaluation	LaJuan Cannon	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Implement standards based mathematics instruction.				
Scientific Based Research: Building Academic Vocabulary: Teacher's Manual by Rbert J. Marzano and Debra J. Pickering (Paperback- July 30, 2005), Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement by Robert J. Marzano, Debra Pickering, and Jane E. Pollock (Paperback- Jan. 2001), Tools for Teaching Content Literacy by Janet Allen (Paperback- Feb. 2004)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Grades 7 & 8 will use the Prentice Hall series as their basic math text. The Algebra II text is the Prentice Hall series; Geometry and Investigative Geometry will use Prentice Hall series text; Algebra I and Trigonometry/Pre-Calculus will use the Prentice Hall and Thompson series text books; Bridge to Algebra II will use the WH Freeman series text books. Action Type: Alignment	Math Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
Teachers will provide students with assessments using more open-response items and rubrics to promote success on benchmark tests. Teachers will send a copy of the rubric home to parents with an explanation of how it will be used in the classroom.	Mathematics Teachers	Start: 07/01/2014	<ul style="list-style-type: none"> • District Staff 	<hr/> ACTION BUDGET: \$

Action Type: Alignment Action Type: Parental Engagement		End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
All mathematics teachers, including special education teachers, will engage students in more measurement, number sense, patterns, algebraic functions, geometry, data, and statistics and probability. Emphasis on these topics will be concentrated at the 7th and 8th grade level and be reinforced in grades 9-12. Action Type: Alignment Action Type: Collaboration	LaJuan Cannon	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
Mathematics skills will be taught across the curriculum in such elective courses as agriculture, business, family and consumer science, etc. Action Type: Alignment Action Type: Collaboration	Non-core Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
Mathematics curriculum skills will be evaluated through class assignments, and student achievement on target test scores and benchmark scores. Action Type: Program Evaluation	Math Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
Teachers will receive training on effective practices that are aligned to Common Core state standards as they are offered at the South Central Service Cooperative. Action Type: Professional Development	David Downs	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: An Academic Improvement Plan will be written on all students performing below proficient on Mathematics Benchmark and End of Course tests.

Scientific Based Research: Office of Superintendent of Public Instruction. The Center for Comprehensive School Reform and Improvement. Nine Characteristics of High Performing Schools. Olympia, WA. Shannon, G.S., & Bylsma, P. (2003).

Actions	Person Responsible	Timeline	Resources	Source of Funds
All mathematics teachers, including special education teachers, will examine benchmark data. Students will be identified as needing an Academic Improvement Plan. Action Type: AIP/IRI	Tabitha Adams	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Academic Improvement Plans will be created and implemented by appropriate teachers and counselor in order to reduce differences between population groups. Action Type: Collaboration	Tabitha Adams	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$

Remediation, as required by the students Academic Improvement Plan, will occur daily. Action Type: AIP/IRI Action Type: Equity	Classroom Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
Each student's AIP will be evaluated annually to determine at what extent the student has made progress in the identified areas. Action Type: Program Evaluation	Tabitha Adams	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> ACTION BUDGET: \$
Teachers will receive training in analyzing test data and developing AIP plans for students. Action Type: AIP/IRI Action Type: Professional Development	David Downs	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Priority 3: Address "trigger" areas as identified by the monitoring of special education data.

- On the December 1, 2004 child count, Taylor High School had a total population of 128 of which 19 students (14.8%) were classified as special education. The total white population was 105, of which 12 students (11.4%) were classified as special education. The total African-American population was 21 of which 7 (33%) was classified as special education. On the December 1, 2005 child count, Taylor High School had a total population of 132 students of which 23 (17.4%) were classified as special education. The total white population was 106 of which 13 (12.3%) was classified as special education. The total population for African-American students was 24 of which 10 (41.7%) were classified as special education. On the December 1, 2006 child count, Taylor High School had a total population of 143 of which 20 (14%) were classified as special education. The total white population was 119 of which 10 (8.4%) were classified as special education. The total population for African-American students was 23 of which 10 (43.5%) were classified as special education.
- The ratio of white population to white special education compared to the ratio of African-American students to African-American special education students show a major disproportionality for each year. Thus contributing to disproportionality trigger for the Emerson-Taylor School District. However, of the 10 African-American special education students at Taylor High School, 6 were identified from a former school district. Without these 6 students, ratio would be 17 to 4 or 23.5%, a significant difference.
- Present enrollment numbers for Taylor High School show a ratio of black special education students to total number of special education students to be 6:12 or 50%. The ratio of black students to total population is 15:151 or 10%. This shows a high disproportionality. However, none of these students were referred to special education by Taylor High School. Three of the students transferred into the district already classified as special ed. and the other three were referred in elementary. At this time, we do not feel that we need to change our referral process.

Supporting Data:

Goal To meet the needs of all students in the regular classroom and reduce the disproportionality of minority students referred for special education services.

Benchmark To reduce the number of minority students referred and identified for special education services to a ratio within one standard deviation of the state average by the end of the 2012-2013 school year.

Intervention: Implement policies and procedures to reduce the disproportionate placement of minority students in special education.				
Scientific Based Research: Rural Special Education Quarterly. Pre-referral Intervention: Problem Solving Methods and Curriculum-based Measurement. Weishaar, M., Weishar, P., & Bust, C. Summer (2002). Leadership. Last Chance to Become Readers: Pre-referral Interventions. Montgomery, J. Moore-Brown, B. Nov-Dec (2003). Government of British Columbia, Ministry of Education. Teaching Students with Learning and Behavior Differences: Elementary Strategies. (2001).				
Actions	Person Responsible	Timeline	Resources	Source of Funds

A Student Support Team comprised of classroom teacher, parent, principal and special education teacher will develop an Academic Improvement Plan that includes specific interventions to be used to improve reading skills. Action Type: AIP/IRI Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education	Paulette Murry	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Teachers 	<hr/> ACTION BUDGET: \$
Through Norm-Referenced Tests, Criterion Referenced Tests and Teacher Observations, minority students with reading levels below basic and considered to be at-risk will be identified. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Classroom Teachers, Counselor	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
Teachers will be trained in the special education pre-referral process. Action Type: Professional Development Action Type: Special Education	Special Education Supervisor	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
Strategies and interventions will be evaluated on a yearly basis to determine their effectiveness in improving reading levels of at-risk minority students. Action Type: Program Evaluation Action Type: Special Education	LEA Supervisor	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
The Student Support Team will correspond twice each grading period to monitor the effectiveness of the interventions for each at-risk student. By reviewing the students' progress every 4.5 weeks, modifications can be made as needed. Upon evidence of no student progress, the Student Support Team will recommend initiating a formal referral. The special education teacher will prepare a written report detailing each referral made, which shall include explanations for the following: Why "at-risk" status? What interventions and strategies were used? What modifications to these interventions and strategies were made? What results were achieved through the modifications of the interventions and strategies? Has there been reasonable evidence to support the decision for a formal referral? Action Type: Collaboration Action Type: Special Education	Paulette Murray	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	<hr/> ACTION BUDGET: \$
At the end of each school year, the principal, special education teacher and LEA supervisor will meet to evaluate the procedures used in the pre-referral process. Action Type: Program Evaluation Action Type: Special Education	David Downs	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Priority 4: To improve health and wellness.

Supporting Data: 1. In 2007, 32.4 % of males were at risk or overweight and 36.1 % of females were at risk or overweight. In 2006, 35.8 % of males were at risk or overweight and 36.1 % of females were at risk or overweight. In 2005, 40.00 % of males were at risk or overweight and 42.9 % of females were at risk

or overweight. In 2004, 39.2 % of males were at risk or overweight and 26.6 % of females were at risk or overweight. In 2003, 31.7 % of males were at risk or overweight and 44.3 % of females were at risk or overweight.

2. The results of the SHI Evaluation for the Taylor High School for the 2007-08 school year revealed a percentage score for each of the modules evaluated. Scores were Module 1-School Health and Safety Policies and Environment 97.3 %, Module 2-Health Education 67 %, Module 3- Physical Education and other Physical Activity Programs 80 %, Module 4-Nutrition Services 88 %, and Module 8-Family & community Involvement 100 %.
3. 36% of students at Taylor High School are receiving free or reduced lunches.
4. 2010 Graduation Rate: 92% Attendance : 93% BMI: Males 61.9% H/U 38.1% O/O Females 47.8% H/U 52.2% O/O Total enrollment: 143

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

Benchmark Healthier BMI results will be evident by June 30, 2007. There will be a 10% difference in the 2007-2008 BMI results indicating healthier lifestyles are being practiced.

Intervention: Taylor High School will encourage strategies and activities that promote a healthier lifestyle through non-sedentary activities.				
Scientific Based Research: Let's Get Physical-Promotion and Education Strategies by Dr. Hal Welchsler				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Implement and encourage participation in school sponsored extracurricular programs that support physical activity i.e.: junior high and senior high basketball, softball, and baseball; golf, track, tennis, and agriculture education activities. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	David Downs	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
Encourage participation in non-school sponsored physical activity programs after school and on weekends i.e.: summer/fall baseball and softball programs, golf, water sports, dance, workout/exercise programs, church athletics, employment/jobs Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Greg Sanders	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Outside Consultants • Teachers • Teaching Aids 	<hr/> ACTION BUDGET: \$
A Walk-A-Thon will be held to encourage and promote awareness for and about Breast Cancer. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Katie Robertson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants 	<hr/> ACTION BUDGET: \$

			<ul style="list-style-type: none"> Teachers 	
Professional development will focus on physical activity, nutrition education, and health risk indicators. Action Type: Professional Development Action Type: Wellness	Wendy Lucy	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> ACTION BUDGET: \$
Taylor High School will ensure that the Wellness Committee will evaluate the program by conducting pre and post assessments of the School Health Index Module. Action Type: Program Evaluation Action Type: Wellness	Wendy Lucy	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Adam Camp	Social Studies/ PE	Literacy
Classroom Teacher	Angie Caldwell	English	Literacy
Classroom Teacher	Becky Strange	English	Literacy
Classroom Teacher	Becky Vaughan	FACS	Science
Classroom Teacher	Christy Hoyle	Science Teacher	Science
Classroom Teacher	Elisa Millican	Social Studies/ History	Literacy
Classroom Teacher	Katie Robertson	Business	Literacy
Classroom Teacher	Kayla DeHart	Music Teacher	Math
Classroom Teacher	Kayla Skelton	Agriculture	Science
Classroom Teacher	LaJuan Cannon	Math	Math
Classroom Teacher	Paulette Murry	Special Education	Math
Classroom Teacher	TC French	PE/ Remediation	Science
Classroom Teacher	Tina Downs	Math	Math
Non-Classroom Professional Staff	Sheri Pickard	Teacher/Media Specialist/Library	Literacy
Non-Classroom Professional Staff	Tabitha Adams	Counselor	Literacy
Parent	Chris Lucy	Parent	Literacy
Parent	Samantha Vaughan	Parent	Math
Parent	Tiffany Cassady	Art Teacher	Literacy



School Plan

[Print Version](#)

EMERSON-TAYLOR-BRADLEY
506 E PINE STREET, TAYLOR, AR 71861

Arkansas Comprehensive School Improvement Plan

2014-2015

The administration, faculty and staff of the Emerson-Taylor School District believe that all students should be provided with learning experiences that enhance knowledge, skills, and attitudes which enable them to function successfully in the twenty-first century.

Critical to our success in education is a change in the role of teachers from directors and sole sources of learning to positions of analysts and service providers to students. This role shift is necessary for students to assume responsibility for their own learning as they prepare for effective adulthood. Through the educational process, we strive to meet the academic needs of all students, allowing them to pursue academic excellence according to their capability. The school atmosphere should allow them to develop socially, physically, and emotionally.

CORE BELIEFS

- Every student can and needs to succeed! Every student can and needs to learn!
- Every student can and needs to learn responsibility!
- Every student possesses individual and unique potential for learning and success!
- Every student needs to belong!

VISION

The Emerson-Taylor School District envisions a caring and cooperative learning community that empowers all students to succeed, learn and be productive and responsible in a dynamic and diverse world.

Grade Span:	Title I: Not Applicable	School Improvement:
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Table of Contents

Priority 1: Administrative Support

Goal: To provide administrative support for federal programs and state categorical funds in order to increase achievement.

Priority 2: Special Education

Goal: To meet the needs of all students in the regular classroom and reduce the disproportionate representation of minority students in the special education program to less than one standard deviation of the state average.

Priority 3: Wellness

Goal: Implement Strategies to permit individual schools to meet their wellness goals.

Priority 1:	NEEDS ASSESSMENT: Observations and CWT conclude that teachers should implement more effective teaching strategies including but not limited to, effective questioning techniques that involving higher order thinking skills, differentiated instructional strategies and implementation of technology. For computer related
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programs, principals and teachers should examine the results of the programs to see if the program is contributing to the progress of student achievement. Computer labs and classroom technology should be evaluated and upgrades made where necessary.

Supporting Data:

1. All schools in the district met standards for the 2009-10 school year. Attendance: 93.14% Graduation: Met Standards for Graduation 3 year 2007-2010 Math - % Proficient Combined Population 81.1% African American 46.5% Caucasian 84.7% Economically Disadvantaged 52.5% Students with Disabilities 17.1% 3 year 2007-2010 Literacy - % Proficient Combined Population 65% African American 43% Caucasian 77.9% Economically Disadvantaged 56% Students with Disabilities 9.5%
2. All schools in the district met standards for the 2010-11 school year with the exception of Emerson High School, which was placed on alert status in Literacy. Attendance: 93.5% Graduation: Met Standards for Graduation 90.2%
3. 2011-12: Achieving District in Graduation Rate with the exception of African-American students. Attendance goal was met. Achieving District in literacy, but Need Improvement in Mathematics. Three year performance for all students in Literacy is 83.99%, 73.68% for TAGG, 72.73% for African-American and 81.88% for Economically Disadvantaged. Three year performance for all students in mathematics is 83.83%, TAGG group is 77.08% and 75.16% for economically disadvantaged. Met Graduation Goal.
4. 2012-13 Emerson-Taylor School District and Bradley School District merged effective July 1, 2013. Information for a "combined" district is unavailable. Emerson-Taylor graduation rate for 2011-12 was 75% (AMO 84.19%) and Bradley's graduation rate was 92% (AMO 95%). Emerson-Taylor nor Bradley met AMO. Emerson-Taylor's Literacy scores for all students was 83.22% (AMO 84.22%) and 73.05% (AMO 73.19%) for TAGG. Bradley's Literacy scores for all students was 65.88% (AMO 71.89%) and for TAGG 63.08% (AM) 66.91%) Emerson-Taylor's Math scores were 87.21% (AMO 91%) and TAGG 79% (AMO 86.19%) Bradley's Math scores for all students was 60.55 (AMO 68.48%) and TAGG 56.79% (AMO 65.43%). Neither district met AMO for literacy or Math. Attendance rate for Emerson-Taylor was 96.68% and Poverty rate was 46.48%. ESEA Accountability report was not available for Bradley.

Goal

To provide administrative support for federal programs and state categorical funds in order to increase achievement.

Benchmark

Meet AMO in all groups for the 2013-2014 school year. Literacy Performance goal for all students is 84.22% and the Targeted Achievement Gap Group is at 80.03%. The Math Performance goal for all students is 91% and for the Targeted Achievement Gap Group is 86.19%.

Intervention: Administrative and teacher support will be given through various methods, including Staff Development, Parental Involvement, Curriculum Enrichment, and other activities.				
Scientific Based Research: Dan Butin. (2000). Teacher Workspaces				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Deliver specialized or rigorous curriculum and/or the use of distance learning using technology. Action Type: Technology Inclusion	Technology Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff 	ACTION BUDGET: \$
Carryover Title II-A funds will be used to allow teachers and administrators to attend curriculum workshops, participate in the Math/Science Technology Consortium at SCSC, and provide technology coordinators with appropriate professional development beyond the required 60 hours. These funds will be used for the retention, recruitment and training of highly qualified teachers. Action Type: Professional Development	Principals	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Outside Consultants 	Title II-A - Materials & Supplies: \$61.74 ACTION BUDGET: \$61.74
State Professional Development Categorical Funds will be used to provide workshops through the SCSC consortium; Pay registration fees, lodging, meals and travel for in state	Gary Hines	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders 	ACTION BUDGET: \$

workshops deemed appropriate; Funds were also used to provide materials and supplies for local workshops. Categorical Professionals funds were used to meet the mandated 60 hours. In addition, Professional development funds were used for Board of Education Training, Non-Instruction Personnel Training and Administrative Technical Services. Action Type: Professional Development			<ul style="list-style-type: none"> • District Staff • Outside Consultants • Teachers 	
Based on previous year's expenditures by the Emerson-Taylor School District and the Bradley School District, Title I funds will be used to provide food, clothing and other materials needed to support any homeless students in the district. Examples of purchased services may include but not limited to doctor and dentist visits. Action Type: Equity	Tabitha Gray	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	Title I - Materials & Supplies: \$600.10 <hr/> ACTION BUDGET: \$600.1
Teachers will be surveyed as to the effectiveness of federal and state support programs in achieving AMO. A peer review was conducted prior to submission. Action Type: Program Evaluation	Jim DeLoach	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff 	<hr/> ACTION BUDGET: \$
A literacy facilitator (Melisa Estes) will be hired to work with teachers, including special education teachers. FTE's will be .50 from Title I and .50 from NSLA funds. Appropriate training such as Literacy Facilitator training at SCSC, Arkansas Curriculum Conference, Arkansas Reading Recovery Literacy Conference, Guided Reading Seminar and any other workshop we deem as beneficial. Funds designated for Materials and Supplies will be used to purchase training materials for professional development activities with teachers. Action Type: Professional Development	Gary Hines	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff 	Title I - Employee Salaries: \$29700.00 Title I - Employee Benefits: \$7701.06 NSLA (State-281) - Employee Benefits: \$4167.00 NSLA (State-281) - Employee Salaries: \$29700.00 <hr/> ACTION BUDGET: \$71268.06
The alternative learning program is an intervention that may be used to allow a student the opportunity to study in an environment that may be more conducive to learning. Placement agreements are outlined in the student's IEP. If a student does not have an IEP, an ALE team along with the building administrator will determine the placement agreement for the individual student. Team members will determine duration, criteria for progress and evaluate if a student has made adequate progress. The program's success will be evaluated by progress of the students placed in the ALE program. ALE funds	Gary Hines	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	<hr/> ACTION BUDGET: \$

will be used for materials and supplies. Action Type: Collaboration				
Current year and carryover NSLA funds will be used for class size reduction at Taylor Elementary School and Bradley Elementary School. (See Individual School plans for details).NSLA funds will be used for Literacy Facilitators (Estes .5 FTE, Spruell .5 FTE). NSLA funds will be used for a Kindergarten aide (Griffin 1.0 FTE) at Taylor Elementary. Action Type: Equity	Gary Hines, Jim DeLoach, Mike Lyons, Robbie Frizzell, Vickie Spruell, David Downs, and Jennifer Kyle	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Performance Assessments Teachers 	NSLA (State-281) - Employee Benefits: \$2463.62 NSLA (State-281) - Employee Salaries: \$9797.55 <hr/> ACTION BUDGET: \$12261.17
Title I funds will be used to pay Federal Coordinator expenses to attend Federal Coordinators workshops and conferences. Expenses will include registration costs, lodging, meals and travel. Action Type: Professional Development	Jim DeLoach	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$
Title II-A funds were used for the following: 1) Title II-A funds were used to allow teachers and administrators to attend curriculum workshops, participate in the Math/Science Technology Consortium at the South Central Service Coop 2)Pay salary for class size reduction at Emerson Elementary (1 FTE) and Bradley Elementary (3 FTE). Action Type: Professional Development	Jim DeLoach	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$
The Emerson-Taylor School District does not have any private schools willing to participate in services at this time. Documentation is on file.	Gary Hines	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$
Federal VI funds will be used to upgrade servers and port switches and replace laptops and desktops in computer labs and classrooms. (See building plans for computer upgrades) Action Type: Technology Inclusion Action Type: Title I Schoolwide	Sherrie Orrick	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Computers 	Title VI State - Materials & Supplies: \$11816.25 Title VI State - Capital Outlay: \$7000.00 <hr/> ACTION BUDGET: \$18816.25
Title I funds will be used to hire a district wide K-6 Mathematics Facilitator (April Whitlock 1.0 FTE) to work with teachers including special ed teachers. Appropriate facilitator training will be provided by SCSC. Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide	Gary Hines	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	Title I - Materials & Supplies: \$570.88 Title I - Employee Salaries: \$43050.00 Title I - Employee Benefits: \$11778.97 <hr/> ACTION BUDGET: \$55399.85

<p>NSLA funds will be used to purchase and upgrade A+ software. Action Type: Technology Inclusion</p>	<p>Sherree Orrick</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<hr/> <p>ACTION BUDGET: \$</p>
<p>The staff of the district will meet the Professional Development requirements as mandated by the state. Based on the school professional development plans, a district professional development plan will be developed that include activities that: Improve and increase teachers' knowledge of academic subjects and enable teachers to be highly qualified; Give teachers and principals the knowledge and skills to help students meet challenging state standards; improve classroom management skills; Are sustained, intensive, and classroom focused; and Advance teacher understanding of effective instruction strategies that are based on scientifically based research. Action Type: Professional Development</p>	<p>Gary Hines</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<hr/> <p>ACTION BUDGET: \$</p>
<p>Professional Development Activities will be monitored to try to determine if those activities have contributed to the increase of student achievement in Literacy and Math. Sign in sheets and certificates will verify the attendance of these activities. Surveys will be conducted with administration and staff to determine the effectiveness of the activities. Action Type: Professional Development</p>	<p>Gary Hines</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Evaluation of the support program for the 2013-14 school year will include both process and outcome. Principals will monitor the program progress on a regular basis with the Superintendent monitoring on a periodic basis. Problem areas will be identified and corrected during the year. Final outcome will be determined by the results of the Benchmark and EOC Exams. Action Type: Program Evaluation</p>	<p>Gary Hines</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>NSLA funds will be used to employ a Instructional Technologist. (Orrick 1 FTE) The Instructional Technologist will help improve teaching and learning using technology for all students, in particular, for children failing or most at-risk of failing to meet challenging state academic achievement standards.</p>	<p>Gary Hines</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>NSLA (State-281) \$5383.57 - Materials & Supplies:</p> <p>NSLA (State-281) \$12940.15 - Employee Benefits:</p> <p>NSLA (State-281) \$48290.00 - Employee Salaries:</p> <hr/> <p>ACTION BUDGET: \$66613.72</p>

<p>SCHOOL-WIDE REFORM STRATEGY: Students identified in need of intervention in literacy will attend after school classes on Tuesdays and Thursdays for two hours. Approximately 6 after school certified teachers will be paid with Title I money (\$40 per hour) to plan and teach lessons that will be an extension of activities and strategies learned during the regular school day. Higher-order thinking skills and open-response items will be incorporated into the lessons.</p>	Gary Hines	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>NSLA (State-281) - Employee Benefits: \$13047.56 NSLA (State-281) - Employee Salaries: \$32600.00 <hr/>ACTION BUDGET: \$45647.56</p>
<p>MST is a consortium to provide more support to school districts. This could include CGI trainings, ITI trainings and support when Christa Brummett comes to schools for science support. Action Type: Title I Schoolwide</p>	Gary Hines	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>NSLA (State-281) - Purchased Services: \$7828.00 <hr/>ACTION BUDGET: \$7828</p>
Total Budget:				\$278496.45

Priority 2: Address "trigger" areas of disproportionality as identified by the monitoring of special education data.

1. An analysis of demographic data concerning the December 1, 2004 Child count suggests a disproportionate representation of minority students in special education. The ratio of the total special education students (72) to total population (639) was 11.7%. The ratio of African-American students (190) to total population (675) was 28% the ratio of total African-American special education students (33) to the total number of special education students (72) was 45.8%. The ratio of white students (485) to total population (675) was 71.9% and the ratio of white special education students (39) to total white population (485) was 8%. This data indicates that a significant disparity between the ratios of African-American students identified as special education and the ratio of white students being identified. This trend continued for the December 1, 2005 child count where the ratio of African-American students to total population (184 to 682) was 27%, but the ratio of African-American students identified to total identified (36 to 75) was 48%. The ratio of white students to total population (486 to 682) was 71%, however the ratio of white special education students to total special education students (38 to 75) was 50.7%. Also the ratio of African-American special education students compared to total African-American population is 19.6%, while the ratio fo white special education students compared to total white population (38 to 486) is 7.8%. Factors contributing to the disproportionality included 10 minority students that were previously identified before moving into the district. If these students had not transferred into the district, the ratio would have changed from 48% to 40%. In the December 1, 2006 child count shows a significant decrease in the disproportionality as indicated by the following ratios: Total Special Education to total population (75 to 639) was 11.7%. Total African-American population to total population (148 to 639) was 23%. Total African-American special education students to total African-American students (30 to 148) was 20%. Total white special education students to total white population (44 to 480) was 9.2%. Total African-American special education students to total special education students (30 to 75) was 40%. This figure was down from 48% from 2005. Again, a contributing factor to the disproportionality is the number of African-American students that transferred into the district (10). This would decrease the ratio to (20 to 65) to 30.8%. A further conclusion of the data from individual school buildings is the number of students being referred is decreasing therefore, the number identified will continue to decrease, provided that new students do not transfer in significant numbers that have been previously identified.
2. An analysis of the 2007 Child count, the Emerson-Taylor School district has a significant disproportionality representation of Black students in special education. The overall school population in the district of Black students is 19.93% and the Black representation is 37.7%. As of the 2008 Child count, there is no indication that the Emerson-Taylor School District has a significant disproportionality representation of Black students in special education.
3. Minority Benchmark Exam Reading Scores indicate the following percent of students scored below Proficient: 2005: 60% in 3rd grade, 85% in 4th grade, 92% in 5th grade; and 82% in 6th grade; in 2006, 50% in 3rd grade; 60% in 4th grade; 47% in 5th grade; and 77% in 6th grade. In 2006, 50% in 3rd grade, 60% in 4th grade, 47% in 5th grade, 77% in 6th grade

Supporting Data:

Goal To meet the needs of all students in the regular classroom and reduce the disproportionate representation of minority students in the special education program to less than one standard deviation of the state average.

Benchmark To reduce the number of minority students referred and identified for special education services to less than one standard deviation of the state average by the end of the 2009- 2010 school year.

Intervention: Implement policies and procedures to reduce the disproportionate placement of minority students in special education.				
Scientific Based Research: Pre-referral Intervention: Problem Solving Methods and Curriculum-based Measurement. Rural Special Education Quarterly, Summer 2002 Weishaar, Mary Konya, Weishar, Phillip M., Bust, Christy. Last Chance to Become Readers: Pre-referral Interventions. Leadership, Nov-Dec 2003, Judy K. Montgomery, Barbara J. Moore-Brown. Teaching Students with Learning and Behavior Differences: Elementary Strategies, Government of British II Columbia, Ministry of Education 2001.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
A Student Support Team comprised of classroom teacher, parent, principal and special education teacher will develop an Academic Improvement Plan that includes specific interventions to be used to improve reading skills. Action Type: AIP/IRI Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education	Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> ACTION BUDGET: \$
Through Kindergarten Assessments, Norm-Referenced Tests, Criterion Referenced Tests and Teacher Observations, minority students with reading levels below basic and considered to be at-risk will be identified. Action Type: Alignment Action Type: Collaboration Action Type: Special Education	Classroom teacher, Counselor	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$
The district will review the special education program and the process for referring students and revise as necessary. Teachers will be trained in the special education pre-referral and referral process. Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education	Stella Edwards/LEA Supervisor	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff 	<hr/> ACTION BUDGET: \$
Strategies and interventions will be evaluated each grading period to determine their effectiveness in improving reading levels of at-risk minority students. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education	Teachers, Principals and Special Education Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> ACTION BUDGET: \$
Each building will submit written reports for each student they referred for formal evaluation to the district LEA supervisor. The reports will include documentation of the problem solving process, strategies and interventions, and outcomes for each student. At the end of the school year, the LEA supervisor and special education teachers from each building will identify	LEA Supervisor, Stella Edwards	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$

most common referral problems and successful strategies and interventions. Action Type: Program Evaluation Action Type: Special Education				
Total Budget:				\$0

Priority 3: To improve the health and academic performance of students.

Supporting Data: 1. Graduation rate: 90.2% Attendance rate: 93.5% BMI: 59% H & U 41% O & O

Goal Implement Strategies to permit individual schools to meet their wellness goals.

Benchmark N/A

Intervention: To provide administrative support to implement district wide wellness.				
Scientific Based Research: Let's Get Physical-Promotion and Education Strategies by Dr. Hal Wechsler				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Tami Williams, district nurse, was appointed by the Superintendent to form a wellness committee. The committee is comprised of an administrator, teachers, parents, students, district nurses and community members. Action Type: Wellness	Tami Williams	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Community Leaders District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
The Emerson-Taylor School District Wellness Committee met during the 2005-2006 school year. A wellness policy was written and presented to the board of directors on June 8, 2006. The wellness policy was adopted by the board. Action Type: Wellness	Tami Williams	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Community Leaders District Staff Teachers 	ACTION BUDGET: \$
Professional Development will focus on physical activity, nutrition education, and health risk indicators. Action Type: Collaboration Action Type: Professional Development Action Type: Wellness	Tami Williams	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants 	ACTION BUDGET: \$
Emerson-Taylor School District will ensure that the Wellness Committee will evaluate the program by conducting pre & post assessments of the School Health Index Module. Action Type: Program Evaluation Action Type: Wellness	Tami Williams	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Performance Assessments 	ACTION BUDGET: \$
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Dedra Lyons	Teacher	Federal Programs
Classroom Teacher	Jessica Samples	Emerson High School Special Education	Special Education
Classroom Teacher	Kathy Jackson	Taylor Elementary Special Education	Special Education
District-Level Professional	April Whitlock	Math Facilitator	Federal Programs
District-Level Professional	Gary Hines	Superintendent	Federal Programs
District-Level Professional	Queria Turner	Emerson Counselor	Federal Programs
District-Level Professional	Vickie Spruell	Literacy Specialist	

Non-Classroom Professional Staff	Amy Warrick	Emerson Media Specialist/Librarian	Federal Programs
Non-Classroom Professional Staff	Christen Johnson	Teacher	Federal Programs
Non-Classroom Professional Staff	Mandy Davenport	Counselor	Federal Programs
Non-Classroom Professional Staff	Marianne Doster	Media Specialist	Federal Programs
Non-Classroom Professional Staff	Sherrie Orrick	Technology	Federal Programs
Non-Classroom Professional Staff	Tabitha Gray	Taylor Counselor	Special Education
Parent	Brandon Foshee	Emerson Parent	Federal Programs
Parent	Jackie Joiner Stevens	Emerson Parent	Federal Programs
Parent	Matt Lane	Taylor Parent	Federal Programs
Principal	Jim DeLoach	Emerson High School Principal	Federal Programs
Principal	Mike Lyons	Bradley High School Principal	Federal Programs