

WESTSIDE ELEMENTARY SCHOOL
Arkansas Comprehensive School Improvement Plan
SUPERVISOR REVIEW COPY ONLY
2013-2014

The mission of Westside Elementary is to provide a caring, learning environment that prepares all students to be responsible, productive citizens and challenges all students to reach their maximum academic potential through literacy and math.

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1 **Priority 1:** All students in grades K-4 will improve in reading/writing skills across the curriculum.

1.1 **Goal:** All students will demonstrate an improvement in reading/writing skills across the curriculum with an emphasis on vocabulary, practical passage, writing style and content.

Benchmark: WES is striving to meet the annual measurable growth objective for literacy (86.65). We will continue to strive to attain/surpass the previous year’s proficiency score of 82.8%. The 3rd grade benchmark proficiency for combined population is 84% The 4th grade benchmark proficiency for combined population is 83%. 3rd and 4th grade combined testing shows 83.5% were proficient and advanced. To meet the AMO for the 2013-2014 school year, our combined population would need to increase by 2.42%.

| Intervention The Literacy curriculum will be aligned vertically and horizontally with the Arkansas Frameworks and Common Core State Standards to ensure that no gaps in literacy skills are within a grade or between grades. A comprehensive Balanced Literacy Program will be implemented for every Pre-K through 4th grade students. | | | | |
|---|------------------------------------|--------------------------------------|----------------------|-------------------------|
| Scientific Based Research Perna, Daniel M.; Davis, James R; and Fenwik, W. English (2006) Aligning Standards and Curriculum for Classroom Success. Published by Corwin Press ISBN 1412940915 Tompkins, GE (1997) Literacy for the 21st Century: A Balanced Approach. Upper Saddle River, New Jersey: Prentice Hall. Cunningham, P. and Allington, R (1994) Classrooms that Work: They Can All Read and Write. New York, New York; Harper Collins College Publishers. Richards, Joan (2004) Coaches Build Strong teams. National Staff Development Council. | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| Teachers will evaluate the current vertical alignment of the curriculum. Action Type: Collaboration | Katherine Glover, Crystal White | Start: 07/01/2013 End: 06/30/2014 | Teachers | _____ ACTION BUDGET: |
| Teachers will receive professional development to scaffold and support the curriculum. Professional development will be approved based on instructional alignment and school improvement techniques. Action Type: Professional Development | Katherine Glover, Crystal White | Start: 07/01/2013 End: 06/30/2014 | Administrative Staff | _____ ACTION BUDGET: |

| <p>Intervention The Literacy curriculum will be aligned vertically and horizontally with the Arkansas Frameworks and Common Core State Standards to ensure that no gaps in literacy skills are within a grade or between grades. A comprehensive Balanced Literacy Program will be implemented for every Pre-K through 4th grade students.</p> | | | | |
|--|--|--|---|-----------------------|
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| <p>K-4 teachers will administer DIBELS assessment components on students throughout the school year. The review of this data analysis will help determine student progress and instructional needs. In 2009-2010 kindergarten: end of year Nonsense Word Fluency (NWF), no data recorded; 1st grade: NWF, .8% at risk; 2nd grade: end of year Oral Reading Fluency (ORF), 17.2% at risk; 3rd grade ORF, 28.4% at risk. 2010-2011 Kindergarten: end of year NWF, 15% at risk; 1st grade end of year ORF 13% at risk; 2nd grade end of year ORF 18% at risk; 3rd grade end of year ORF 16% at risk. 2011-2012 Kindergarten: end of year NWF, 6% at risk; 1st grade end of year ORF 5% at risk; 2nd grade end of year ORF 24% at risk; 3rd grade end of year ORF 22% at risk. 2012-13 Kindergarten: end of year NWF 6% at risk, 30% some risk, 1st grade end of year of ORF 13% at risk, 2nd grade end of year of ORF 36% at risk, 3rd grade end of year of ORF 18% at risk Action Type: Program Evaluation</p> | <p>Katherine Glover, Crystal White, Leann McMickle</p> | <p>Start: 07/01/2013 End: 06/30/2014</p> | <p>Administrative Staff District Staff Performance Assessments Teachers</p> | <p>ACTION BUDGET:</p> |

| <p>Intervention The Literacy curriculum will be aligned vertically and horizontally with the Arkansas Frameworks and Common Core State Standards to ensure that no gaps in literacy skills are within a grade or between grades. A comprehensive Balanced Literacy Program will be implemented for every Pre-K through 4th grade students.</p> | | | | |
|---|---|---|--|-----------------------|
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| <p>K-4 teachers will administer Developmental Reading Assessment (DRA) on students throughout the school year. The review of this data analysis will help determine the student progress and instructional needs. In 2009/2010 in Kindergarten, 82% of the students tested were at the expected reading level of 3 or above. In 1st grade, 55% of the students tested were at the expected reading level of 16 or above. In 2nd grade, 63% of the students tested were at the expected reading level of 28 or above. In third grade, 46% of the students tested were at the expected reading level of 40 or above. In 2010-2011 in Kindergarten, 67% of the students tested were at texpected reading level of 3 or above. In first grade, 57% were at the expected reading level of 16 or above. In second grade, 61% scored at the expected reading level of 28 or above, and third grade 55% of the students scored at the expected level of 40 or above. In 2011-2012 in Kindergarten, 39% of the students tested were at expected reading level of 3 or above. In first grade, 51% were at the expected reading level of 16 or above. In second grade, 46% scored at the expected reading level of 28 or above, and third grade 29% of the students scored at the expected level of 40 or above. In 2012-13 in Kindergaten, 85% of the students tested were at expected reading level of 3 or above. In first grade, 55% were at the expected reading level of 16 or above. In second grade, 47% were at the expected reading level of 28 or above.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Program Evaluation</p> | <p>Katherine Glover, Crystal White</p> | <p>Start: 07/01/2013 End: 06/30/2014</p> | <p>Administrative Staff District Staff Performance Assessments Teachers</p> | <p>ACTION BUDGET:</p> |

| <p>Intervention The Literacy curriculum will be aligned vertically and horizontally with the Arkansas Frameworks and Common Core State Standards to ensure that no gaps in literacy skills are within a grade or between grades. A comprehensive Balanced Literacy Program will be implemented for every Pre-K through 4th grade students.</p> | | | | |
|---|--|--|---|-------------------------------------|
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| <p>1st-3rd grade teachers will administer the DSA (Developmental Spelling Assessment) on students at the beginning and end of the school year. Kindergarten will administer the DSA at the end of the year. The review of this data analysis will help determine instruction placement in the Word Study curriculum and help monitor students instructional needs. In 2009/2010 students were tested at the end of the year. Kindergarten students were not tested. 45% of 1st grade students were at the Long Vowel stage of spelling development. 24% of 2nd grade students were at the Abstract Vowel stage of spelling development. 25% of 3rd grade students were at the Unstressed Syllable Vowels Pattern stage of spelling development. In 2010/2011 students were tested at the end of the year. 40% of the Kindergarten students were at the Letter Naming Stage of spelling development and 58% were within Word within word stage of spelling development. In first grade 9% of the students were at the Letter Naming stage of spelling development, 73% were at the Word within word stage, 15% were at the Syllable Juncture stage, less than 1% were at the Derivational Constancy stage. In second grade 27% scored at the Word within word stage, 63% scored at Syallable Juncture, 8% scored at Derivational Constancy stage. In third grade 9% were at the Word within word stage, 53% were at Syallable Juncture stage, and 37% were at Derivational Constancy stage. In 2011-2012 students were tested at the end of the year. 35% of the Kindergarten students were at the Letter Naming Stage of spelling development and 65% were within Word within word stage of spelling development. In first grade 6% of the students were at the Letter Naming stage of spelling development, 76% were at the Word within word stage, 15% were at the Syllable Juncture stage, less than 3% were at the Derivational Constancy stage. In second grade 76% scored at the Word within word stage, 19% scored at Syallable Juncture, 2% scored at Derivational Constancy stage. In third grade 18% were at the Word within word stage, 52% were at Syallable Juncture stage, and 28% were at Derivational Constancy stage. In 2012-2013 students were tested at the end of the year 53% of the Kindergarten students were at the Letter Naming Stage of spelling development and 1% were within Word within word stage of spelling development. In first grade 6% of the students were at the Letter Naming stage of spelling development, 76% were at the Word within word stage, 18% were at the Syllable Juncture stage, less than 0% were at the Derivational Constancy stage. In second grade 53% scored at the Word within word stage, 40% scored at Syallable Juncture, 22% scored at Derivational Constancy stage. In third grade 13% were at the Word within word stage, 51% were at Syallable Juncture stage, and 34% were at Derivational Constancy stage.</p> <p>Action Type: Alignment Action Type: Program Evaluation</p> | <p>Katherine Glover, Crystal White</p> <p>Priority 1: Literacy</p> | <p>Start: 07/01/2013 End: 06/30/2014</p> | <p>Administrative Staff District Staff Performance Assessments Teachers</p> | <p>ACTION BUDGET:</p> <p>Page 4</p> |

| <p>Intervention The Literacy curriculum will be aligned vertically and horizontally with the Arkansas Frameworks and Common Core State Standards to ensure that no gaps in literacy skills are within a grade or between grades. A comprehensive Balanced Literacy Program will be implemented for every Pre-K through 4th grade students.</p> | | | | |
|---|--|--|--|---|
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| <p>Grade levels will meet quarterly to establish best practices according to student achievement and plan for common core lessons.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation</p> | <p>Katherine Glover, Crystal White</p> | <p>Start: 07/01/2013 End: 06/30/2014</p> | <p>Administrative Staff Teachers</p> | <p>_____</p> <p>ACTION BUDGET:</p> |
| <p>Two F.T.E. teachers (Tammy McEntire, Sue Ann Worlow) will be employed to provide tier three interventions using Reading Recovery. These positions are over and above to meet state standards.</p> <p>Action Type: Title I Schoolwide</p> | <p>Katherine Glover</p> | <p>Start: 07/01/2013 End: 06/30/2014</p> | <p>Administrative Staff Title Teachers</p> | <p>Title I Employee Benefits: \$22,152.00 Title I Employee Salaries: \$85,000.00 _____</p> <p>ACTION BUDGET: \$107,152.00</p> |
| <p>All teachers teaching in the elementary school are highly qualified.</p> | <p>Katherine Glover</p> | <p>Start: 07/01/2013 End: 06/30/2014</p> | <p>Administrative Staff District Staff Teachers</p> | <p>_____</p> <p>ACTION BUDGET:</p> |
| <p>General education and special education teachers who teach reading will be trained in one or more of the reading programs. (Ella, Effective Literacy or Literacy Lab.</p> <p>Action Type: Professional Development Action Type: Special Education</p> | <p>Katherine Glover</p> | <p>Start: 07/01/2013 End: 06/30/2014</p> | <p>Administrative Staff Outside Consultants Teachers</p> | <p>_____</p> <p>ACTION BUDGET:</p> |
| <p>Professional development training will be used to instruct teachers in technology, and software related to literacy (SMART board, Mobi, Nooks, iPads/iPods, My Reading Coach, Google Accounts, Google Chromes).</p> <p>Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide</p> | <p>Katherine Glover, Mary Carr</p> | <p>Start: 07/01/2013 End: 06/30/2014</p> | <p>Administrative Staff Computers District Staff</p> | <p>_____</p> <p>ACTION BUDGET:</p> |

| <p>Intervention The Literacy curriculum will be aligned vertically and horizontally with the Arkansas Frameworks and Common Core State Standards to ensure that no gaps in literacy skills are within a grade or between grades. A comprehensive Balanced Literacy Program will be implemented for every Pre-K through 4th grade students.</p> | | | | |
|--|------------------------------------|--------------------------------------|--|---|
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| <p>Two FTE's will be hired for class-size reduction purposes in order to provide more individualized instruction for students. This teaching position is above the minimum accreditation standards for grades K-4. Tiffany Schaffhauser (1.0 FTE) teaches second grade and is the teacher of record for 19 students. Richard Bowden (1.0 FTE) teaches second grade and is the teacher of record for 20 students. Without CSR funds second grade teacher-student ratio would be 1:24 and fourth grade teacher-student ratio would be 1:26.</p> <p>Action Type: Equity Action Type: Title I Schoolwide</p> | Katherine Glover | Start: 07/01/2013 End: 06/30/2014 | Administrative Staff | <p>Title II-A Employee Salaries: \$64,884.43 Title II-A Employee Benefits: \$1.00 <hr/>ACTION BUDGET: \$64,885.43</p> |
| <p>Westside will provide a .36 FTE (Vicki Russell) as a Response To Interventions coordinator. This position is over and above to meet state standards.</p> <p>Action Type: Collaboration Action Type: Title I Schoolwide</p> | Katherine Glover | Start: 07/01/2013 End: 06/30/2014 | Administrative Staff Central Office Title Teachers | <p>NSLA (State-281) Employee Salaries: \$23,095.00 NSLA (State-281) Employee Benefits: \$5,893.00 <hr/>ACTION BUDGET: \$28,988.00</p> |
| <p>Fourth Grade Teachers will implement the elements of Literacy Lab including Reading Workshop and Writing Workshop as well as Common Core State Standards. Additional focus will be placed on incorporating higher order thinking skills.</p> <p>Action Type: Alignment</p> | Katherine Glover, Crystal White | Start: 07/01/2013 End: 06/30/2014 | Administrative Staff Teachers Teaching Aids | <p>_____</p> <p>ACTION BUDGET:</p> |
| <p>Second and third grade teachers will implement a Comprehensive Literacy Block including Common Core State Standards. A minimum of ninety minutes of time will be provided for core literacy instruction. The Literacy Block will include Familiar Reading, Explicit Phonic/Spelling, Read Aloud, Strategy-Based mini-lesson, Guided Literature Discussion Groups, Independent Reading and Writing Workshop. Additional focus will be placed on incorporating higher order thinking skills.</p> <p>Action Type: AIP/IRI</p> | Katherine Glover, Crystal White | Start: 07/01/2013 End: 06/30/2014 | Administrative Staff Teachers Title Teachers | <p>_____</p> <p>ACTION BUDGET:</p> |

| <p>Intervention The Literacy curriculum will be aligned vertically and horizontally with the Arkansas Frameworks and Common Core State Standards to ensure that no gaps in literacy skills are within a grade or between grades. A comprehensive Balanced Literacy Program will be implemented for every Pre-K through 4th grade students.</p> | | | | |
|---|------------------------------------|--------------------------------------|--|--|
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| Teachers will implement a comprehensive literacy program, including common core state standards into their current lessons, in order to improve reading and writing skills in the five components of Literacy instruction. | Katherine Glover, Crystal White | Start: 07/01/2013 End: 06/30/2014 | Administrative Staff Teachers | Title I Purchased Services: \$5,159.00 Title I Materials & Supplies: \$6,998.42 ACTION BUDGET: \$12,157.42 |
| Westside will implement Reading Recovery intervention for qualifying students within the bottom 20% of first grade to work on missing or weak reading skills with supplemental services. Supplemental services will also be provided by interventionists for all grades. During the 2011-12 school year, 20 students were served for Reading Recovery; 10 were served 1st round and 10 in 2nd round. Of the ten that were served in 1st round, all were well-below grade-level at the beginning of the year. Those who successfully dismissed at the end of 1st round were 70%. Two were placed in resource by the year-end. Of these 10 1st round students, 50% maintained being at grade-level. 50% were slightly-below. Of the ten students who were served 2nd round, all were considered well-below grade-level at the beginning of their lessons. 70% dismissed successfully (at grade-level) at the end of 2nd round/ end of year. The other 30% had made gains, but were still slightly-below. During the 2012-13 school year, 20 students were served for Reading Recovery; 10 were served 1st round and 10 in 2nd round. Of the ten that were served in 1st round, all were well-below grade-level at the beginning of the year. Those who successfully dismissed at the end of 1st round were 80%. One student was placed in resource by the end of the year. Of these 10 1st round students, 60% maintained being at grade-level. 40% were slightly-below. Of the ten students who were served 2nd round, all were considered well-below grade-level at the beginning of their lessons. 70% dismissed successfully (at grade-level) at the end of 2nd round/ end of year. The other 30% had made gains, but were still slightly-below Action Type: AIP/IRI Action Type: Program Evaluation Action Type: Title I Schoolwide | Katherine Glover | Start: 07/01/2013 End: 06/30/2014 | Administrative Staff Title Teachers | ACTION BUDGET: |

| <p>Intervention The Literacy curriculum will be aligned vertically and horizontally with the Arkansas Frameworks and Common Core State Standards to ensure that no gaps in literacy skills are within a grade or between grades. A comprehensive Balanced Literacy Program will be implemented for every Pre-K through 4th grade students.</p> | | | | |
|---|--|--|--|---|
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| <p>Teachers in Kindergarten and First grade will implement a Comprehensive Literacy Block incorporating Common Core State Standards. A minimum of ninety minutes of time will be provided for core literacy instruction in the morning. The Literacy Block will include Familiar Reading, Shared Reading, Explicit Phonics/Spelling, Small Group Reading Instruction/Assisted Learning, Literacy Corners and Read Aloud. Interactive or Assisted Writing will also be part of the instructional day. Additional focus will be placed on incorporating higher order thinking skills.</p> <p>Action Type: AIP/IRI</p> | <p>Katherine Glover, Crystal White</p> | <p>Start: 07/01/2013 End: 06/30/2014</p> | <p>Administrative Staff Teachers</p> | <p>_____</p> <p>ACTION BUDGET:</p> |
| <p>A Highly Qualified Interventionist (Shelly Emery) will be utilized in grades K-4 to provide tier two interventions in literacy.</p> <p>Action Type: Title I Schoolwide</p> | <p>Katherine Glover</p> | <p>Start: 07/01/2013 End: 06/30/2014</p> | <p>Administrative Staff Teachers</p> | <p>NSLA (State-281) Employee Salaries: \$12,986.00 NSLA (State-281) Employee Benefits: \$4,888.00 _____</p> <p>ACTION BUDGET: \$17,874.00</p> |
| <p>Fourth grade teachers will analyze benchmark test results and create an Academic Improvement Plan (AIP) for those students who score basic and below basic. These plans will assist in developing individual and/or small group instructional programs address in the deficiencies for the identified students. Parents will be involved in the planning process.</p> <p>Action Type: AIP/IRI Action Type: Equity Action Type: Parental Engagement</p> | <p>Katherine Glover</p> | <p>Start: 07/01/2013 End: 06/30/2014</p> | <p>Administrative Staff District Staff Performance Assessments Teachers Title Teachers</p> | <p>_____</p> <p>ACTION BUDGET:</p> |
| <p>Second and Third Grade teachers will analyze DIBELS, DSA, DRA test results and create an Academic Improvement Plan (AIP) for those students who score at the "some risk" and "at risk" levels. These plans will assist in developing individual and/or small group instructional programs address in the deficiencies for the identified students. Parents will be involved in the planning process.</p> <p>Action Type: AIP/IRI Action Type: Equity Action Type: Parental Engagement</p> | <p>Katherine Glover, Crystal White</p> | <p>Start: 07/01/2013 End: 06/30/2014</p> | <p>Administrative Staff District Staff Performance Assessments Teachers Title Teachers</p> | <p>_____</p> <p>ACTION BUDGET:</p> |

| <p>Intervention The Literacy curriculum will be aligned vertically and horizontally with the Arkansas Frameworks and Common Core State Standards to ensure that no gaps in literacy skills are within a grade or between grades. A comprehensive Balanced Literacy Program will be implemented for every Pre-K through 4th grade students.</p> | | | | |
|---|--|--|---|------------------------------------|
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| <p>Kindergarten and First Grade teachers will analyze DIBELS, DSA, DRA test results and create an Academic Improvement Plan (AIP) for those students who score at the "some risk" level. An Intensive Reading Intervention (IRI) will be developed for those students scoring on the "at risk" level. These plans will assist in developing individual and/or small group instructional programs address in the deficiencies for the identified students.</p> <p>Action Type: AIP/IRI Action Type: Equity Action Type: Professional Development</p> | <p>Katherine Glover, Crystal White</p> | <p>Start: 07/01/2013 End: 06/30/2014</p> | <p>Administrative Staff District Staff Performance Assessments Teachers Title Teachers</p> | <p>_____</p> <p>ACTION BUDGET:</p> |
| <p>K-4 will host guests from other campuses, community leaders and members to motivate and interact with students to enhance literacy.</p> <p>Action Type: Equity Action Type: Parental Engagement</p> | <p>Katherine Glover, Dawn Passmore</p> | <p>Start: 07/01/2013 End: 06/30/2014</p> | <p>Administrative Staff District Staff Performance Assessments Teachers Title Teachers</p> | <p>_____</p> <p>ACTION BUDGET:</p> |
| <p>Classroom Walk-throughs, formal observations and peer observations will be conducted to ensure that objectives and standards are being met (including Common Core State Standards). 2011: no sufficient data was collected. 2012: Data collected indicated a need to increase the development of higher order thinking skills. 2013: data collected indicated a need to increase authentic student engagement and outcomes based objectives.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion</p> | <p>Katherine Glover, Vicki Russell</p> | <p>Start: 07/01/2013 End: 06/30/2014</p> | <p>Administrative Staff Computers Outside Consultants Performance Assessments Teachers Title Teachers</p> | <p>_____</p> <p>ACTION BUDGET:</p> |
| <p>The ELDA, Benchmark and IOWA will provide data to develop programing for ELL students in Literacy.</p> <p>Action Type: Alignment Action Type: Equity</p> | <p>Katherine Glover</p> | <p>Start: 08/19/2013 End: 06/01/2014</p> | | <p>_____</p> <p>ACTION BUDGET:</p> |

| Intervention The Literacy curriculum will be aligned vertically and horizontally with the Arkansas Frameworks and Common Core State Standards to ensure that no gaps in literacy skills are within a grade or between grades. A comprehensive Balanced Literacy Program will be implemented for every Pre-K through 4th grade students. | | | | |
|--|--------------------------------|--------------------------------------|----------------------------|---|
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| A part-time literacy aide will provide assistance with baseline data and classroom interventions. Action Type: Collaboration Action Type: Title I Schoolwide | Katherine Glover, Principal | Start: 08/19/2013 End: 05/30/2014 | Teachers Title Teachers | Title I Employee Salaries: \$1,156.38 Title I Employee Benefits: \$250.35 <hr/> ACTION BUDGET: \$1,406.73 |
| | | | Total Budget | \$232,463.58 |

| Intervention Writing Workshop will be provided for all students to improve writing skills. | | | | |
|--|--------------------|--------------------------------------|--|-----------------|
| Scientific Based Research Franzke, Marita, Ph. D. and Streeter, Lynn A., Ph. D (October, 2006) Building Student Summarization, Writing and Reading Comprehension Skills With Guided Practice and Automated Feedback.Pearson Knowledge Technologies.Highlights from research at the University of Colorado. Alley, Marybeth and Orehovec, Barbara (2007) Revisiting the Writing Workshop: Management, Assessment, and Mini-lessons.ISBN: 0439926432 | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| All students kindergarten through fourth grade will use the writing format of writing workshop. Action Type: Alignment | Katherine Glover | Start: 07/01/2013 End: 06/30/2014 | Teachers | ACTION BUDGET: |
| Students performance in writing will be reviewed by taking samples of the students work each nine weeks and using the rubrics to measure the amount of improvement in writing skills to maintain a level of rigor and consistency within a grade level and between grades. These rubrics will be used to establish what is below basic, basic, proficient, and advanced in writing. In 2010-2011 no substancial data was gathered. In 2011-2012: Kindergarten beginning of the year - 84% scored proficient and above and end of year 85% scored proficient and above; 1st grade beginning of the year 44% scored proficient an above and end of year 82% scored proficient and above; 2nd grade beginning of the year 78% scored proficient and above and end of year 55% scored proficient and above; 3rd grade beginning of the year 11% scored proficient and above - no data collected for end of year; 4th grade beginning of the year 63% scored proficient and advanced - no data collected for the end of the year. In 2012-2013: Kindergarten beginning of the year - 2% scored proficient and above and end of year 81% scored proficient and above; 1st grade beginning of the year 22% scored proficient an above and end of year 79% scored proficient and above; 2nd grade beginning of the year 65% scored proficient and above and end of year 90% scored proficient and above; 3rd grade beginning of the year 6% scored proficient and above and at the end of year 45% scored proficient and above; 4th grade beginning of the year 44% scored proficient and advanced and at the end of year 69% scored proficient and advanced. Action Type: Alignment Action Type: Program Evaluation | Katherine Glover | Start: 07/01/2013 End: 06/30/2014 | Administrative Staff Teachers Title Teachers | ACTION BUDGET: |

| Intervention Writing Workshop will be provided for all students to improve writing skills. | | | | |
|---|--------------------|--------------------------------------|---------------------|----------------------|
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| The Gifted and Talented teacher will ensure that the students participating in the G/T program are exposed to a variety of activities that support writing through the use of technology and various writing assignments. Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion | Tiffany Troutt | Start: 08/19/2013 End: 06/01/2014 | Computers | <hr/> ACTION BUDGET: |
| Enrichment classes for grades K-4 will be implemented by the G/T teacher to develop creative writing. Action Type: Collaboration Action Type: Equity | Tiffany Troutt | Start: 08/19/2013 End: 06/01/2014 | | <hr/> ACTION BUDGET: |
| An alternate learning environment will be provided through SUCCESS. The literacy curriculum will be included in the SUCCESS curriculum. Action Type: Alignment Action Type: Equity | Todd Rhoades | Start: 08/19/2013 End: 06/01/2014 | | <hr/> ACTION BUDGET: |
| | | | Total Budget | \$0.00 |

| Intervention Tutoring will be implemented to improve reading comprehension and writing skills content across curriculum. | | | | |
|---|--------------------|--------------------------------------|----------------------------------|-----------------|
| Scientific Based Research Renaissance Learning. (2002, July) How Scientific Research Supports the School Renaissance School Improvement Process. Madison, Wisconsin: Educational Research Department. | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| A Benchmark preparation program will be implemented to remediate those students who are in the zone of proximal development for passing the benchmark. Two five- week tutoring programs will be offered to students who are at the zone of proximal development. The program will consist of 2 days a week for 1 hour per day. If local budget allows, four teachers will be hired at \$20 per hour. In the spring 2012 Benchmark in Literacy, the students in the program 89% of 3rd grade and 90% of the 4th grades students scored proficient or advanced. In the spring of 2013 Benchmark in literacy the students in the program 100% of 3rd grade and 100% of 4th grade students scored proficient or advanced. Action Type: AIP/IRI | Katherine Glover | Start: 07/01/2013 End: 06/30/2014 | Administrative Staff Teachers | ACTION BUDGET: |
| | | | Total Budget | \$0.00 |

| Intervention Westside School District will continue to provide a Pre-K program. | | | | |
|---|-----------------------------------|--------------------------------------|---|-------------------------|
| Scientific Based Research Gromley Jr.,W.T., Gayer,T., Phillips,D., Dawson,B. (2005) "The Effects of Universal Pre-K on Cognitive Development." Available:www.apa.org/journals/releases/dev416872.pdf. | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| The students in the Westside Pre-Kindergarten program will transition by visiting Westside Elementary Kindergarten classes to observe and participate in activities. Action Type: Collaboration | Connie Hicks, Katherine Glover | Start: 07/01/2013 End: 06/30/2014 | Administrative Staff Teachers | _____ ACTION BUDGET: |
| Kindergarten Readiness Indicator Checklist (KRIC) will be used to evaluate student readiness for kindergarten; it will be administered as a pre-test and post-test. In 2008-2009 48 students were tested. The Literacy pretest revealed that 34% were ready for Kindergarten. The post test revealed that 84% were ready for kindergarten in Literacy. In 2009-2010, 55 students were tested. The Literacy pretest revealed that 0% were ready for kindergarten. The post test revealed that 78% were ready for kindergarten. In 2010-2011, 55 students were tested. The Literacy pretest revealed that 0% were ready for kindergarten. The post test revealed that 86% were ready for kindergarten. In 2011-2012 41 students were tested. The Literacy pretest revealed that 18% were ready for Kindergarten. The post test revealed that 87% were ready for kindergarten in Literacy. In 2012-2013,51 students were tested. The Literacy pretest revealed that 31% were ready for Kindergarten. The post test revealed that 71% were ready for kindergarten in Literacy. Action Type: Program Evaluation | Connie Hicks, Katherine Glover | Start: 07/01/2013 End: 06/30/2014 | Administrative Staff District Staff Performance Assessments Teachers | _____ ACTION BUDGET: |
| Work Sampling will be used to determine student readiness for kindergarten. Sampled work will be collected in November, March and May. In 2010, the cumulative data showed that out of 59 students, 57% were proficient in literacy. In 2011, the cumulative data showed that out of 55 students, 70% were proficient in literacy. In 2012, the cumulative data showed that out of 41 students, 69% were proficient in literacy. In 2013, the cumulative data showed that out of 51 students,43% were proficient in literacy. Action Type: Program Evaluation | Katherine Glover, Connie Hicks | Start: 07/01/2013 End: 06/30/2014 | Administrative Staff District Staff Performance Assessments Teachers | _____ ACTION BUDGET: |

| Intervention Westside School District will continue to provide a Pre-K program. | | | | |
|--|-----------------------------------|--------------------------------------|--|--|
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| All Pre-K certified staff will attend the 60 hours of professional development provided by Westside Consolidated Schools and any additional professional development require for ABC/Pre-K licensing. Action Type: Alignment Action Type: Professional Development | Katherine Glover, Connie Hicks | Start: 07/01/2013 End: 06/30/2014 | Administrative Staff District Staff Teachers | ACTION BUDGET: |
| .75 F.T.E. (Connie Hicks) will be hired to oversee the Pre-K program and be in charge of the ABC Funding. Action Type: Alignment Action Type: Collaboration | Katherine Glover, Connie Hicks | Start: 07/01/2013 End: 06/30/2014 | Teachers | NSLA (State-281) Employee Salaries: \$49,250.00 NSLA (State-281) Employee Benefits: \$12,526.00 ACTION BUDGET: \$61,776.00 |
| .41 F.T.E. (Jeanne Duffie) will be hired to maintain classroom ratio per ABC standards. | Katherine Glover, Connie Hicks | Start: 07/01/2013 End: 06/30/2014 | Administrative Staff | NSLA (State-281) Employee Salaries: \$17,125.00 NSLA (State-281) Employee Benefits: \$4,602.00 ACTION BUDGET: \$21,727.00 |
| | | | Total Budget | \$83,503.00 |

2 **Priority 2:** All students will become proficient at using math skills in K-4 across the curriculum with an emphasis on Number and Operations, Data Analysis, Geometry and Measurement.

2.1 **Goal:** All students at Westside Elementary School will improve math skills across the curriculum with an emphasis on Geometry, Measurement, Data Analysis and Probability and Number Operation.

Benchmark: WES was identified as a Needs Improvement School for Math due to the gap between our high achieving students and our subgroup. WES will strive to close the gap between the groups and maintain a high rate of proficiency. 2011-2012 3rd grade benchmark scores for combined population is 88%, 4th grade combined population is 89% proficient. 2012-2013 3rd grade benchmark scores for combined population is 93%, 4th grade combined population is 81%. To reach our AMO for the 2013-2014 school year, our combined population would need to increase scores by 9.03%.

| Intervention Developmental math programs will be utilized to build math skills for all students. | | | | |
|---|--------------------|--------------------------------------|---|---|
| Scientific Based Research National Council of Supervisors of Mathematics, (2008), The PRIME Leadership Framework: Principles and Indicators for Mathematics Education Leaders.ISBN 193400927X | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| Teachers will evaluate the current vertical alignment of the math curriculum to adjust to Common Core State Standards. Action Type: Alignment Action Type: Special Education Action Type: Title I Schoolwide | Katherine Glover | Start: 07/01/2013 End: 06/30/2014 | Teachers | _____ ACTION BUDGET: |
| Kindergarten teachers will supplement the Kindergarten math curriculum with "The Calendar and Beyond" with the frameworks to teach all students. Action Type: Alignment | Katherine Glover | Start: 07/01/2013 End: 06/30/2014 | Teachers Teaching Aids | _____ ACTION BUDGET: |
| All 3rd and 4th grade math teachers will supplement the math curriculum with "Math for Today" or "Minute Math" to correlate with the frameworks to teach all students . Action Type: Alignment | Katherine Glover | Start: 07/01/2013 End: 06/30/2014 | Administrative Staff Teachers Teaching Aids | _____ ACTION BUDGET: |
| One F.T.E. (LeAnn McMickle) will be employed to work with at risk students in math. Action Type: Alignment Action Type: Title I Schoolwide | Katherine Glover | Start: 07/01/2013 End: 06/30/2014 | Administrative Staff Teaching Aids Title Teachers | Title I Employee Benefits: \$11,076.00 Title I Employee Salaries: \$43,758.00 _____ ACTION BUDGET: \$54,834.00 |

| Intervention Developmental math programs will be utilized to build math skills for all students. | | | | |
|---|--------------------------------|---|----------------------------|-----------------------------|
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| <p>The math curriculum instructional time will remain at 1 1/2 hours per day for 3rd and 4th grade.</p> <p>Action Type: Title I Schoolwide</p> | Katherine Glover | <p>Start: 07/01/2013</p> <p>End: 06/30/2014</p> | Teachers | <hr/> <p>ACTION BUDGET:</p> |
| <p>The developmental math program will be assessed K-3. In 2008/2009, 82% of Kindergarten (18% of 2009-2010 1st grade students have been placed on an AIP); 84% of 1st grade (16% of 2009-2010 2nd Grade students have been placed on an AIP); 83% of 2nd grade (17% of 2009-2010 3rd Grade students have been placed on an AIP); and 70% of 3rd grade students (30% of 2009-2010 4th Grade students have been placed on an AIP)tested scored on level at the end of the year. In 2009/2010, 84% of Kindergarten students (16% of 2010-2011 of 1st grade students have been placed on an AIP); 86% of first grade students (14% of 2010/2011 2nd grade students have been placed on an AIP); 83% of 2nd grade students (17% of 2010/2011 3rd grade students have been placed on an AIP); 81% of 3rd grade (19% of 2010/2011 4th grade students have been placed on an AIP) tested scored on level at the end of the year. Post test given at the end of the 2010-2011 school year showed that 82% of kindergarten, 60% students tested in 1st grade, 90% of second grade and 69% of third grade scored on or above level. In 2011-12, 89% of Kindergarten (11% of 2012-2013 1st grade students have been placed on an AIP); 90% of 1st grade (10% of 2012-2013 2nd Grade students have been placed on an AIP); 84% of 2nd grade (16% of 2012-2013 3rd Grade students have been placed on an AIP); and 32% of 3rd grade students (68% of 2012-2013 4th Grade students have been placed on an AIP)tested scored on level at the end of the year.In 2012-13, 90% of 1st grade (10% of 2013-2014 2nd Grade students have been placed on an AIP); 71% of 2nd grade (29% of 2013-2014 3rd Grade students have been placed on an AIP); and 77% of 3rd grade students (23% of 2013-2014 4th Grade students have been placed on an AIP)tested scored on level at the end of the year.</p> <p>Action Type: AIP/IRI</p> <p>Action Type: Program Evaluation</p> | Katherine Glover, Principal | <p>Start: 07/01/2013</p> <p>End: 06/30/2014</p> | District Staff Teachers | <hr/> <p>ACTION BUDGET:</p> |

| Intervention Developmental math programs will be utilized to build math skills for all students. | | | | |
|---|--------------------|--------------------------------------|---|---|
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| Kindergarten through Third Grade teachers will analyze the developmental math program's test results and create an Academic Improvement Plan (AIP) for those students who score below grade level. These plans will assist in developing individual and/or small group instructional programs address in the deficiencies for the identified students. Parents will be involved in the planning process. Action Type: AIP/IRI Action Type: Equity Action Type: Parental Engagement | Katherine Glover | Start: 07/01/2013 End: 06/30/2014 | Administrative Staff District Staff Performance Assessments Teachers Title Teachers | <hr/> ACTION BUDGET: |
| Fourth Grade teachers will analyze Benchmark test results and create an Academic Improvement Plan (AIP) for those students who scored basic or below basic. These plans will assist in developing individual and/or small group instructional programs address in the deficiencies for the identified students. Parents will be involved in the planning process. Action Type: AIP/IRI Action Type: Equity Action Type: Parental Engagement | Katherine Glover | Start: 07/01/2013 End: 06/30/2014 | Administrative Staff District Staff Performance Assessments Teachers Title Teachers | <hr/> ACTION BUDGET: |
| Two Highly Qualified interventionists (Tabatha Massey and Sherry Fielder) will provide tiered interventions to meet the needs of at risk math students. Action Type: Alignment Action Type: Title I Schoolwide | Katherine Glover | Start: 07/01/2013 End: 06/30/2014 | Administrative Staff Teachers | NSLA (State-281) Employee Salaries: \$29,324.00 NSLA (State-281) Employee Benefits: \$9,777.00 <hr/> ACTION BUDGET: \$39,101.00 |

| Intervention Developmental math programs will be utilized to build math skills for all students. | | | | |
|---|---------------------------------|--------------------------------------|---|-------------------------|
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| <p>A Benchmark preparation program will be implemented to remediate those students who are in the zone of proximal development in math for passing the Benchmark Exam. Two five- week tutoring programs will be offered to students who are at the zone of proximal development. The program will consist of 2 days a week for 1 hour per day. If local budget allows, four teachers will be hired at \$20 per hour. The program will consist of 2 days a week for 1 hour per day. Five teachers will be hired at \$20 per hour. On the spring 2012 Benchmark the students in the program at 3rd grade 89% and at the 4th grade 90% scored proficient or advance. On the spring 2013 Benchmark the students in the program at 3rd grade 100% and 4th grade 89% scored proficient or advanced.</p> <p>Action Type: Alignment</p> | Katherine Glover | Start: 07/01/2013 End: 06/30/2014 | Administrative Staff Teachers | _____ ACTION BUDGET: |
| <p>Classroom Walk-throughs, formal observations and peer observations will be conducted to ensure that objectives and standards are being met (including Common Core State Standards). 2011: no sufficient data was collected. 2012: Additional focus will be placed on incorporating higher order thinking skills. 2013: 2013: data collected indicated a need to increase authentic student engagement and outcomes based objectives.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion</p> | Katherine Glover/Vickie Russell | Start: 07/01/2013 End: 06/30/2014 | Administrative Staff Computers Outside Consultants Performance Assessments Teachers Title Teachers | _____ ACTION BUDGET: |
| <p>All 2nd grade teachers will supplement the math curriculum with "Math for Today".</p> <p>Action Type: Alignment</p> | Katherine Glover | Start: 07/01/2013 End: 06/30/2014 | Administrative Staff Teachers Teaching Aids | _____ ACTION BUDGET: |
| <p>4th grade math teachers will supplement the math curriculum with the "Buckle Down" series for math which incorporates common core state standards</p> <p>Action Type: Alignment</p> | Kathrine Glover | Start: 07/01/2013 End: 06/30/2014 | Administrative Staff Teachers Teaching Aids | _____ ACTION BUDGET: |

| Intervention Developmental math programs will be utilized to build math skills for all students. | | | | |
|---|--------------------------------|--------------------------------------|---|--|
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| Through technology inclusion, time will be scheduled in the computer lab for all students to work on strengthening math skills through use of Google Accounts and preparation for PARCC assessments. Action Type: Collaboration Action Type: Technology Inclusion | Katherine Glover | Start: 07/01/2013 End: 06/30/2014 | Administrative Staff Computers Teachers | ACTION BUDGET: |
| The Gifted and Talented teacher will ensure that the students participatin in the G/T program are exposed to a variety of activities that support math through the use of technology and various problem solving activities. These activites will support math through the use of technology and various problem solving activities. These activities will support associative, inductive, and divergent thinking which will allow students to develop their problem solving skills. Action Type: Technology Inclusion | Tiffany Troutt | Start: 08/19/2013 End: 06/01/2014 | Computers | ACTION BUDGET: |
| An alterantive learning environment will be provided through SUCCESS. The math curriculum will be included in the SUCCESS curriculum. Action Type: Alignment Action Type: Equity | Todd Rhoades | Start: 08/19/2013 End: 06/01/2014 | | ACTION BUDGET: |
| Professional development will be provided to develop units of study for mathematics. These will align with Common Core standards. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development | Katherine Glover, Principal | Start: 09/01/2013 End: 05/30/2014 | Administrative Staff Teachers | Title I Purchased Services: \$4,000.00 ACTION BUDGET: \$4,000.00 |
| K-4 math teachers will collaborate and plan standards-based units of instruction aligned with Common Core state standards. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development | Katherine Glover, Principal | Start: 08/19/2013 End: 05/30/2014 | Central Office Teachers Title Teachers | Title I Materials & Supplies: \$6,819.41 ACTION BUDGET: \$6,819.41 |
| | | | Total Budget | \$104,754.41 |

| ACTION BUDGET: | |
|--|---|
| The ELDA, Benchmark and IOWA will provide data to develop programing for ELL students in math. | Action Type: Alignment Action Type: Equity |
| Start: 08/19/2013 | Katherine Glover |
| End: 06/01/2014 | |
| Total Budget | \$0.00 |

| Intervention Westside School District will implement a math readiness program for students enrolled in the Warrior Pre-K Program. | | | | |
|--|-----------------------------------|--------------------------------------|---|-----------------|
| Scientific Based Research | | | | |
| Coates, D. G. & Stenmark, J. 1997. Family Math for Young Children. California: UC Printing Services. | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| Kindergarten Readiness Indicator Checklist (KRIC) will be used to evaluate student readiness for kindergarten; it will be administered as a pre-test and post-test. In 2009-2010 - 59 students were tested. The Math pretest revealed that 18% were ready for kindergarten. The post test revealed that 82% were ready for kindergarten. In 2010-2011 - 55 students were tested. The Math pretest revealed that 18% were ready for kindergarten. The post test revealed that 77% were ready for kindergarten. In 2011-12, 41 students were tested. The Math pretest revealed that 37% were ready for kindergarten. The post test revealed that 87% were ready for kindergarten in math. In 2012-13, 51 students were tested. The Math pretest revealed that 45% were ready for kindergarten. The post test revealed that 84% were ready for kindergarten in math. Action Type: Program Evaluation | Connie Hicks | Start: 07/01/2013 End: 06/30/2014 | Teachers | ACTION BUDGET: |
| Work Sampling will be used to determine student readiness for kindergarten. Sampled work will be collected in November, March and May. In 2011, the cumulative data showed that out of 55 students 82% of boys and 80% of girls were proficient in math. In 2012 of 41 students 94% were proficient in math. In 2013, of 51 students 58% were proficient in math. Action Type: Program Evaluation | Katherine Glover, Connie Hicks | Start: 07/01/2013 End: 06/30/2014 | Administrative Staff District Staff Performance Assessments Teachers | ACTION BUDGET: |
| | | | Total Budget | \$0.00 |

3 **Priority 3:** To improve understanding and awareness of Safe and Drug Free concepts to K-4 students based on Safe and Drug Free Curriculum. To foster parental engagement between the school and home.

3.1 **Goal:** Students will increase their understanding of the dangers of anti-social behaviors through a comprehensive research based safe and drug free curriculum.

Benchmark: Westside Elementary students will reduce the number of discipline referrals 5% to maintain the low number of violent incidences.

| Intervention Students K-4 will participate in programs to increase awareness in social-personal, academic and career development. | | | | |
|--|-----------------------------------|--------------------------------------|--|-------------------------|
| Scientific Based Research Petrosino, A. (2003). "Standards for Evidence and Evidence for Standards: The Case of School Based Drug Prevention". The Annals of the American Academy of Political and Social Science. | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| WES will participate in Red Ribbon Week which focuses on choosing a drug free life. All students will participate in activities provided by the American Lung Association, wearing red ribbons, daily themes, and large group guidance drug awareness lessons. Action Type: Collaboration | Tammy Romines/Karen Rickerson | Start: 07/01/2013 End: 06/30/2014 | Administrative Staff Teachers | _____ ACTION BUDGET: |
| The elementary school will utilize services from the sheriff's department for an officer to instruct students in the Smart Choices/Better Chances program, and talk with students on theft, violence, and drugs during the school year. Action Type: Collaboration | Bryan Duffie, Katherine Glover | Start: 07/01/2013 End: 06/30/2014 | Central Office | _____ ACTION BUDGET: |
| The counselors will provide large group activities for all students relating to the career, personal and social, or academic domains. Action Type: Wellness | Tammy Romines/Karen Rickerson | Start: 07/01/2013 End: 06/30/2014 | Administrative Staff Teachers Teaching Aids | _____ ACTION BUDGET: |
| The number of discipline referrals will be checked and compared on a yearly basis. Action Type: Program Evaluation | Tammy Romines/Karen Rickerson | Start: 07/01/2013 End: 06/30/2014 | Administrative Staff | _____ ACTION BUDGET: |
| Warrior Heroes for Youth (WHY) high school students will present drug education lessons to selected elementary grades. Action Type: Collaboration Action Type: Wellness | Tammy Romines/Karen Rickerson | Start: 07/01/2013 End: 06/30/2014 | Administrative Staff District Staff Teachers | _____ ACTION BUDGET: |
| Professional Development on Cyberbullying, Anti-Bullying, and Child Maltreatment will be provided to the entire staff. Action Type: Professional Development | Katherine Glover | Start: 07/01/2013 End: 06/30/2014 | Administrative Staff Teachers | _____ ACTION BUDGET: |

| Intervention Students K-4 will participate in programs to increase awareness in social-personal, academic and career development. | | | | |
|--|--|--------------------------------------|----------------------------------|-------------------------|
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| 4th Grade students will participate in a county-wide drug awareness poster contest. Action Type: Collaboration | Katherine Glover | Start: 07/01/2013 End: 10/15/2013 | Teachers | _____ ACTION BUDGET: |
| The school security officer along with school counselors will provide classes on safety and prevention issues. Action Type: Collaboration | Katherine Glover, Tammy Romines, Karen Rickman | Start: 07/01/2013 End: 06/30/2014 | Administrative Staff Teachers | _____ ACTION BUDGET: |
| | | | Total Budget | \$0.00 |

4 **Priority 4:** To promote a health and wellness program for all students and staff.

4.1 **Goal:** To increase the awareness of healthy lifestyles, and improve the wellness program for our students and staff to make healthy choices in life.

Benchmark: The Westside Elementary will see a slight increase in the Overall Score Card in Modules 1,2,3,4, and 8. In 2009-2010: Module 1 - 88.5%, Module 2 - 83%, Module 3 - 94.8%, Module 4 - No substantial data, Module 8 - 77%. In 2010-2011: Module 1 - 96.5%, Module 2 - 97.6%, Module 3 - 97.4%, Module 4 - 95%, Module 8 - 83.3%. In 2011-2012: Module 1 - 81.6%, Module 2- 97.4%, Module 3 - 97.4%, Module 4 - 97.4% and Module 8 - 83.3%.

| Intervention Incorporate the Governor’s Wellness Guidelines and the President’s Physical Activity into the Westside Elementary School’s curriculum. | | | | |
|---|----------------------------------|--------------------------------------|---|-------------------------|
| Scientific Based Research United States Department of Agriculture. (2005, October) Helping Schoolchildren Make the Grade in Nutrition. http://www.ars.usda.gov/is/AR/archive/oct05/school1005.htm | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| 100 minutes of physical activity will be provided each week to all students. Action Type: Wellness | Katherine Glover | Start: 07/01/2013 End: 06/30/2014 | Administrative Staff District Staff Teachers | _____ ACTION BUDGET: |
| Food emergency training will be offered to all staff. Action Type: Wellness | Katherine Glover, Tara Lehman | Start: 07/01/2013 End: 06/30/2014 | Administrative Staff District Staff | _____ ACTION BUDGET: |
| The Wellness Center will provide training and demonstrations to Pre-School parents on preparing healthy snacks at home. Action Type: Wellness | Connie Hicks | Start: 07/01/2013 End: 06/30/2014 | Administrative Staff District Staff Outside Consultants Teachers | _____ ACTION BUDGET: |
| The playground will be monitored monthly to improve safety by having monthly equipment checks to meet regulations (Module 1). Action Type: Wellness | Katherine Glover, Marc Ford | Start: 07/01/2013 End: 06/30/2014 | Administrative Staff District Staff | _____ ACTION BUDGET: |
| WES will provide 2nd through 4th grade students with training on asthma awareness (Module 2). Action Type: Wellness | Katherine Glover, Holli Crowe | Start: 07/01/2013 End: 06/30/2014 | Administrative Staff District Staff | _____ ACTION BUDGET: |
| WES will make the gymnasium available after school for fitness programs. Action Type: Collaboration Action Type: Wellness | Katherine Glover | Start: 07/01/2013 End: 06/30/2014 | District Staff | _____ ACTION BUDGET: |

| Intervention Incorporate the Governor’s Wellness Guidelines and the President’s Physical Activity into the Westside Elementary School’s curriculum. | | | | |
|--|----------------------------------|--------------------------------------|--|-------------------------|
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| Improvements will be made to enhance the playground on the north side of the building. Action Type: Parental Engagement Action Type: Wellness | Katherine Glover | Start: 07/01/2013 End: 06/30/2014 | Administrative Staff Community Leaders Outside Consultants Teachers | _____ ACTION BUDGET: |
| WES staff will continue to communicate and collaborate with the cafeteria manager and food service director to better the cafeteria and food services available to staff and students (Module 4). Action Type: Wellness | Katherine Glover, Amy Norwood | Start: 07/01/2013 End: 06/30/2014 | Administrative Staff District Staff Teachers | _____ ACTION BUDGET: |
| | | | Total Budget | \$0.00 |

| Intervention The Westside School District will collaborate with outside agencies to provide health services to students. | | | | |
|--|------------------------------------|--------------------------------------|---------------------------------------|-----------------|
| Scientific Based Research | | | | |
| Elkind, D. (2006) The Best Schools: How Human Development Research Should Inform Educational Practice. Virginia: ASCD. | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| Mid-South Health Systems will work with Westside Elementary to provide a School Based Therapist and a case manager on campus. Action Type: Collaboration Action Type: Wellness | Katherine Glover | Start: 07/01/2013 End: 06/30/2014 | Outside Consultants | ACTION BUDGET: |
| School Counselors will work with the Jonesboro Lion's Club in conjunction to providing eyeglasses for disadvantaged students. Action Type: Collaboration Action Type: Wellness | Tammy Romines | Start: 07/01/2013 End: 06/30/2014 | Community Leaders District Staff | ACTION BUDGET: |
| School counselors will collaborate with Rice Depot to provide food for children in need for weekend meals (to be sent home in backpacks). Action Type: Collaboration Action Type: Wellness | Katherine Glover, Tammy Romines | Start: 07/01/2013 End: 06/30/2014 | District Staff Outside Consultants | ACTION BUDGET: |
| | | | Total Budget | \$0.00 |

5 **Priority 5:** Westside Elementary School will foster parental engagement between the school and home.

5.1 **Goal:** Parent-school communication activities will increase student performance.

Benchmark: WES strives to increase parents visiting the parent center and volunteering within the school.

| Intervention Westside Elementary will maintain a parental involvement program designed to improve parent-school communication. This program will assist in providing materials to enhance student performance and will include a parent compact. | | | | |
|---|------------------------------------|--------------------------------------|---|-------------------------|
| Scientific Based Research Elkind, D. The Best Schools: How Human Development Research Should Inform Educational Practice: Massachusetts, Thomas Armstrong (2006). | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| Teachers will receive training to enhance understanding of effective parental involvement strategies. Action Type: Parental Engagement Action Type: Professional Development | Katherine Glover | Start: 07/01/2013 End: 06/30/2014 | Administrative Staff District Staff Outside Consultants | _____ ACTION BUDGET: |
| We will continue to use The Watch Dog Dads Program. A kick-off date will be chosen and a pizza party for the dads will be planned. Action Type: Parental Engagement | Katherine Glover | Start: 07/01/2013 End: 06/30/2014 | Community Leaders District Staff Outside Consultants | _____ ACTION BUDGET: |
| The parent center coordinator will order supplies, pizza, and beverages for the Watch Dog Dad’s kick off and send home registration papers. Action Type: Parental Engagement | Katherine Glover, Dawn Passmore | Start: 07/01/2013 End: 06/30/2014 | District Staff | _____ ACTION BUDGET: |
| "Informational Packets" containing important school information will be available to all parents. Action Type: Parental Engagement | Katherine Glover, Dawn Passmore | Start: 07/01/2013 End: 06/30/2014 | District Staff Outside Consultants | _____ ACTION BUDGET: |
| Administrators will receive training to enhance understanding of effective parent involvement strategies and the importance of setting expectations and creating a climate conducive to parental participation. Action Type: Parental Engagement Action Type: Professional Development | Katherine Glover | Start: 07/01/2013 End: 06/30/2014 | Administrative Staff Outside Consultants | _____ ACTION BUDGET: |
| The building principal will designate a certified staff member (Tiffany Troutt) to serve as a parent facilitator to organize meaningful training for staff and parents and to undertake efforts to ensure that parental participation is recognized as an asset to the school. Action Type: Parental Engagement Action Type: Professional Development | Katherine Glover | Start: 07/01/2013 End: 06/30/2014 | Administrative Staff | _____ ACTION BUDGET: |

| Intervention Westside Elementary will maintain a parental involvement program designed to improve parent-school communication. This program will assist in providing materials to enhance student performance and will include a parent compact. | | | | |
|---|---|--------------------------------------|--|----------------------|
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| Parent training and education classes will be offered by the Westside Consolidated School District each semester. Flyers will be sent home as the trainings are scheduled and posted on the district's website. This information will be communicated to parents "to the extent practical," in a language that parents understand. Snacks will be provided. Action Type: Parental Engagement | Katherine Glover | Start: 07/01/2013 End: 06/30/2014 | Computers District Staff Outside Consultants | _____ ACTION BUDGET: |
| Professional development training will be provided to teachers on the use of Edline and Grade Quick. Action Type: Parental Engagement Action Type: Professional Development Action Type: Technology Inclusion | Mary Carr | Start: 07/01/2013 End: 06/30/2014 | Administrative Staff Computers District Staff | _____ ACTION BUDGET: |
| During kindergarten registration kindergarten students and parents will receive information pamphlets on how to transition their students to kindergarten. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement | Katherine Glover, Dawn Passmore | Start: 07/01/2013 End: 06/30/2014 | Administrative Staff District Staff Outside Consultants Teachers | _____ ACTION BUDGET: |
| A parent center coordinator (Dawn Passmore) will provide services for parents, teachers, and students in order to facilitate activities that involve all Westside community members in the school district. Action Type: Collaboration Action Type: Parental Engagement | Katherine Glover, Principal | Start: 07/01/2013 End: 06/30/2014 | District Staff Outside Consultants | _____ ACTION BUDGET: |
| Administrators, teachers and parents will review the parental involvement plan addressing the diverse needs of the students and their parents to increase the school's ability to provide for the educational success of their children. The Alumni Advisory Board will be consulted for input. Action Type: Parental Engagement | Katherine Glover, Tiffany Troutt, Dawn Passmore | Start: 07/01/2013 End: 06/30/2014 | Administrative Staff Community Leaders District Staff Outside Consultants Teachers | _____ ACTION BUDGET: |
| Teachers will keep parent communication logs including phone calls, email, parent/teacher conferences, etc. Action Type: Equity Action Type: Parental Engagement | Katherine Glover | Start: 07/01/2013 End: 06/30/2014 | Administrative Staff Teachers | _____ ACTION BUDGET: |

| Intervention Westside Elementary will maintain a parental involvement program designed to improve parent-school communication. This program will assist in providing materials to enhance student performance and will include a parent compact. | | | | |
|---|---|--------------------------------------|---|----------------------------|
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| A Parent Needs Assessment survey will be conducted at the elementary level to obtain knowledge of who has computer/internet access at home, the need for specific parenting classes, computer classes, etc. Action Type: Equity Action Type: Parental Engagement | Katherine Glover, Dawn Passmore | Start: 07/01/2013 End: 06/30/2014 | Administrative Staff Computers District Staff | _____ ACTION BUDGET: _____ |
| The school's process for resolving school concerns is detailed in the Student Handbook (Complaints). Individuals should address complaints to the following: (1) Teacher, Counselor, Staff Member or Nurse; (2) Principal or Assistant Principal; (3) Superintendent. Action Type: Collaboration Action Type: Parental Engagement | Katherine Glover | Start: 07/01/2013 End: 06/30/2014 | Administrative Staff Central Office Teachers | _____ ACTION BUDGET: _____ |
| WES will have no less than two scheduled Parent/Teacher conferences annually. Dates: Oct. 24, 2013 and March 20, 2014. Conferences are held with parents regarding the development and progress of AIP's and IRI's throughout the school year. Retention conferences are held with parents during May. Dinner for staff will be provided on conference days. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide | Katherine Glover | Start: 07/01/2013 End: 06/30/2014 | Administrative Staff Teachers Title Teachers | _____ ACTION BUDGET: _____ |
| WES PTO will meet monthly to discuss school needs and plans for fundraising (Cookie dough sale, Holiday Store, Springfest, etc.) Action Type: Collaboration Action Type: Parental Engagement | Katherine Glover, Krissy Conley | Start: 07/01/2013 End: 06/30/2014 | Administrative Staff Community Leaders Teachers | _____ ACTION BUDGET: _____ |
| A volunteer resource book will be kept on file. Action Type: Collaboration Action Type: Parental Engagement | Katherine Glover, Dawn Passmore | Start: 07/01/2013 End: 06/30/2014 | Administrative Staff Teachers | _____ ACTION BUDGET: _____ |
| A parent survey will be given at the end of the 2013-2014 school year to evaluate the effectiveness of the Parent Center and programs (materials, classes and volunteer programs). Action Type: Parental Engagement Action Type: Program Evaluation | Katherine Glover, Tiffany Troutt, Dawn Passmore | Start: 07/01/2013 End: 06/30/2014 | Administrative Staff District Staff Teachers | _____ ACTION BUDGET: _____ |

| Intervention Westside Elementary will maintain a parental involvement program designed to improve parent-school communication. This program will assist in providing materials to enhance student performance and will include a parent compact. | | | | |
|---|------------------------------------|--------------------------------------|--|-------------------------|
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| A volunteer luncheon will be held in the spring for recognition of schoolwide volunteers. Action Type: Parental Engagement | Katherine Glover, Dawn Passmore | Start: 07/01/2013 End: 06/30/2014 | Administrative Staff District Staff Teachers Title Teachers | _____ ACTION BUDGET: |
| As a transition to kindergarten, parents of kindergarten students will be offered a "Boo Hoo Breakfast." Action Type: Parental Engagement | Katherine Glover, Dawn Passmore | Start: 07/01/2013 End: 06/30/2014 | Administrative Staff Teachers Title Teachers | _____ ACTION BUDGET: |
| Westside will hold a parent night to discuss ways to close the achievement gap Action Type: Parental Engagement Action Type: Title I Schoolwide | Katherine Glover, Principal | Start: 10/01/2013 End: 12/01/2013 | | _____ ACTION BUDGET: |
| | | | Total Budget | \$0.00 |

6 **Priority 6:** All Westside Elementary Students grades Pre-K through 4th will participate in Positive Behavior Interventions and Supports (PBIS).

6.1 **Goal:** WES students will participate in PBIS to improve behavior and enhance academic achievement.

Benchmark: Westside Elementary students will continue to reduce the number office referrals by 5%. In 2010-2011, the number of office referrals was decreased by 16%. In 2011-2012, office referrals increased by 9%.

Benchmark:

| Intervention All staff will implement PBIS strategies throughout the school. | | | | |
|---|---------------------------------|--------------------------------------|---|-------------------------|
| Scientific Based Research Davis, James (2009), Maryland Statewide PBIS Initiative . Journal of Positive Interventions. 10(2), 105-114: Ryan & Bohlin."Building Character in Schools Resource Guide"(2001) MarrazoMartin J.PhD. "Character Is About Caring" Arkansas Needs Assessment(2004) ADHS Safe Schools/Healthy Students Report(2002), ASU Battishtich, Victor, "Character Education, Prevention,and Positive Youth Development", (2005) | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| A Universal committee consisting of staff members and a parent will continue to meet monthly to develop new strategies and review data. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development | Katherine Glover | Start: 07/01/2013 End: 06/30/2014 | Administrative Staff District Staff Outside Consultants Teachers | _____ ACTION BUDGET: |
| A Secondary Intervention Team will meet bi-monthly to discuss plans for students with at-risk behavior. Action Type: Collaboration Action Type: Professional Development | Katherine Glover | Start: 07/01/2013 End: 06/30/2014 | Administrative Staff District Staff Outside Consultants Teachers | _____ ACTION BUDGET: |
| Professional Development will be provided on an ongoing basis for all staff members. All staff will be invited to attend bi-monthly data meetings. Action Type: Collaboration Action Type: Professional Development | Katherine Glover, Marc Sloan | Start: 07/01/2013 End: 06/30/2014 | Administrative Staff District Staff Outside Consultants | _____ ACTION BUDGET: |
| The students will be introduced to expected behaviors using Cool Tools and modeling. Action Type: Collaboration | Katherine Glover | Start: 07/01/2013 End: 06/30/2014 | Administrative Staff District Staff Teachers | _____ ACTION BUDGET: |
| Staff will implement the PBIS strategies to achieve expected behavior. Action Type: Collaboration | Katherine Glover | Start: 07/01/2013 End: 06/30/2014 | Administrative Staff District Staff Teachers Title Teachers | _____ ACTION BUDGET: |

| Intervention All staff will implement PBIS strategies throughout the school. | | | | |
|---|--------------------|--------------------------------------|---|-----------------|
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| The program will be assessed using SWIS data. 2009-2010: 661 office referrals; 2010-2011: 552 office referrals; 2011-2012: 611 office referrals - an increase of 9%. Action Type: Collaboration Action Type: Program Evaluation | Katherine Glover | Start: 07/01/2013 End: 06/30/2014 | Administrative Staff Computers District Staff Outside Consultants Teachers | ACTION BUDGET: |
| Students will be rewarded as they meet school expectations. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement | Katherine Glover | Start: 07/01/2013 End: 06/30/2014 | Administrative Staff District Staff Outside Consultants Teachers | ACTION BUDGET: |
| The secondary team will review students with 2 or more office referrals to see if check-in/check out is appropriate. Action Type: Collaboration Action Type: Wellness | Katherine Glover | Start: 07/01/2013 End: 06/30/2014 | Administrative Staff District Staff Outside Consultants Teachers Title Teachers | ACTION BUDGET: |
| | | | Total Budget | \$0.00 |

A School Improvement Planning Team

| SCHOOL IMPROVEMENT PLANNING TEAM MEMBERS | | | |
|--|--------------------|----------------------|-------------------------|
| Classification | Name | Position | Committee |
| | Bullard, Brian | Special Ed | Math |
| Classroom Teacher | Bowden, Richard | 4th grade teacher | Math |
| Classroom Teacher | Bryant, Sherry | 2nd Grade | Literacy |
| Classroom Teacher | Byard, Melody | Pre-K | Math |
| Classroom Teacher | Carroll, Lisa | 1st Grade Teacher | Literacy |
| Classroom Teacher | Cline, Lily | Kindergarten | Literacy |
| Classroom Teacher | Combs, Jennifer | 4th Grade | Literacy |
| Classroom Teacher | Duffie, Jeanne | Pre Kindergarten | Math |
| Classroom Teacher | Dunman, Kathryn | 1st Grade | Literacy |
| Classroom Teacher | Earnhart, Breigh | 1st Grade | Math |
| Classroom Teacher | Fletcher, Allison | Special Ed. | Literacy |
| Classroom Teacher | Ford, Nancy | 2nd Grade | Math |
| Classroom Teacher | Frego, Georgia | Third Grade Teacher | Math/ Building Steering |
| Classroom Teacher | Gipson, Amanda | 2nd Grade Teacher | Math |
| Classroom Teacher | Goodrich, Kim | 3rd Grade | Literacy |
| Classroom Teacher | Griffen, Brenda | 1st Grade Teacher | Math |
| Classroom Teacher | Hardin, Sherrie | Special Education | Math |
| Classroom Teacher | Harvey, Ronda | Kindergarten | Math |
| Classroom Teacher | Haskett, Melissa | Kindergarten | Math |
| Classroom Teacher | James, Robin | 4th Grade | Math |
| Classroom Teacher | Johnson, Heather | 3rd Grade | Literacy |
| Classroom Teacher | Kemp, Freda | 1st Grade | Literacy |
| Classroom Teacher | Kirby, Amanda | Special Ed. Designee | Literacy |
| Classroom Teacher | Marshall, Lindsey | Special Education | Literacy |
| Classroom Teacher | McArthur, Deana | 3rd Grade | Math |
| Classroom Teacher | McDole, Ashley | 3rd Grade | Literacy |
| Classroom Teacher | McGowan, Nikki | 4th grade teacher | Literacy |
| Classroom Teacher | Patterson, Tiffany | 2nd grade | Literacy |

| Classification | Name | Position | Committee |
|----------------------------------|-----------------------|---------------------------------------|---------------------------------|
| Classroom Teacher | Pennington, Gayle | 2nd Grade | Math |
| Classroom Teacher | Price, Danny | 4th grade teacher | Math |
| Classroom Teacher | Roach, Margie | Kindergarten | Math |
| Classroom Teacher | Schaffhauser, Tiffany | 2nd grade teacher | Math |
| Classroom Teacher | Scruggs, D.D. | Kindergarten | Literacy |
| Classroom Teacher | Staggs, Heather | Kindergarten Teacher | Literacy |
| Classroom Teacher | Staten, Sandra | Kindergarten | Math |
| Classroom Teacher | Sutton, Dana | 1st Grade | Math |
| Classroom Teacher | Trammell, Andrea | 3rd Grade | Math |
| Classroom Teacher | Troutt, Tiffany | GT | Literacy |
| Classroom Teacher | Vernon, Melissa | 4th Grade | Math |
| District-Level Professional | White, Crystal | Literacy Specialist | Literacy |
| Non-Classroom Professional Staff | Branum, Amy | Speech Therapist | Literacy |
| Non-Classroom Professional Staff | Cook, Jennifer | Music | Math |
| Non-Classroom Professional Staff | Henderson, Sonya | Library | Literacy/Building Steering |
| Non-Classroom Professional Staff | Hicks, Connie | Pre-K Director | Math/ Building Steering |
| Non-Classroom Professional Staff | Humphrey, Kathy | Speech Therapist | Math |
| Non-Classroom Professional Staff | McEntire, Tammy | Reading Recovery | Literacy |
| Non-Classroom Professional Staff | McMickle, LeAnn | Title I Math K-4 | Math/ Building Steering |
| Non-Classroom Professional Staff | Nortier, Todd | Physical Education | Math |
| Non-Classroom Professional Staff | Rickman, Karen | Counselor 2-4 /Co-Chair Building | Steering/ Building and District |
| Non-Classroom Professional Staff | Romines, Tammy | Counselor Pre-K-1st/Co-Chair Building | Steering/District and Building |
| Non-Classroom Professional Staff | Sloan, Marc | Art | Math |
| Non-Classroom Professional Staff | Worlow, Sue Anne | Reading Recovery | Literacy |
| Parent | Walpole, Alison | Parent | Literacy and Math |
| Principal | Glover, Katherine | Steering/Building | |
| Principal | Russell, Vicki | Assistant Principal | Steering/Building and District |