

School Plan

MALVERN SCHOOL DISTRICT
1517 South Main Malvern, AR 72104

Arkansas Comprehensive School Improvement Plan

2014-2015

The Malvern School District staff will work with families and the community to provide sound academic programs, expanded cultural awareness, proficient staff, adequate support services, responsible fiscal management and safe facilities conducive to learning.

Grade Span:

Title I: Not Applicable

School Improvement:

Table of Contents

Priority 1: Academic Support

Goal: The Malvern School District will continue to improve the level of administrative support and resources for all teachers, staff and administrators. By providing literacy support, the implementation of comprehensive balanced literacy will continue in order to address specific weaknesses in reading (multiple choice and open response) and writing (content and style). The Malvern School District will also provide support for mathematics to ensure that standards-based math is implemented to address open response questions.

Priority 3: Wellness

Goal: The district will provide support for students in making healthy lifestyle choices by implementing systems to aid in decreasing the average BMI on routine annual student screening and increasing collaboration between all segments of the school community in support of positive lifestyle choices.

Priority 5: ELL State

Goal: The Malvern School District will ensure that all Limited English Proficient are provided high-quality language instructional programs that are research based.

Priority 6: Child Find

Goal: The LEA will conduct all initial evaluations and re-evaluations within the 60 day timeline established by the state.

Priority 1: Provide administrative support and resources for academic achievement in all buildings to include accountability for teachers and students in order to reach Adequate Yearly Progress.

1. 2012 District Status: Needs Improvement 2012 District Math: Achieving 2012 District Literacy: Achieving 2012 District Graduation Rate: Needs Improvement K-5 Math Status: Achieving; Literacy Status: Achieving 6-8 Math Status: Needs Improvement; 6-8 Literacy Status: Achieving 9-12 Math Status: Needs Improvement; 9-12 Literacy Status: Needs Improvement 9-12 Graduation Rate: Needs Improvement Met Attendance Goal Yes Met Graduation Target of 82.37%: NO (77.06) 2013 District Status: Needs Improvement 2013 District Math: Needs Improvement 2013 District Literacy: Achieving 2013 District Graduation Rate: Achieving K-4 Math Status: Needs Improvement; Literacy Status: Achieving 5-6 Math Status: Needs Improvement; 5-6 Literacy Status: Achieving 7-8 Math Status: Needs Improvement; 7-8 Literacy Status: Needs Improvement 9-12 Math Status: Needs Improvement; 9-12 Literacy Status: Needs Improvement 9-12 Graduation Rate: Needs Improvement Met Attendance Goal Yes Met Graduation Target of 84.92%: YES (82.87) 2014 District Status: Needs Improvement 2014 District Math: Needs Improvement 2014 District Literacy: Achieving 2014 District Graduation Rate: Achieving K-4 Math Status: Needs Improvement; Literacy Status: Achieving 5-6 Math Status: Needs Improvement; 5-6 Literacy Status: Achieving 7-8 Math Status: Needs Improvement; 7-8 Literacy Status: Needs Improvement 9-12 Math Status: Needs Improvement; 9-12 Literacy Status: Needs Improvement 9-12 Graduation Rate: Achieving Met Attendance Goal Yes Met Graduation Target of 84.58%: YES (84.96) Economically Disadvantaged students did not meet their target of 81.06% (79.71%) A three-year analysis for the 3 – 8 Benchmark and 9 – 12 EOC indicates the need for improving Math in grades 5-6 and 9-12. The weakest areas in math are Open Response.
2. The professional development survey conducted in Spring of 2013 indicates that the district provides high quality professional development that helps them prepare students to meet challenging state academic standards. MES 100% WIS 84% MMS 84% MHS 76.9% The staff feel the district has a professional development plan that focuses on individual and collective staff growth designed for teachers and learning (Have a positive impact on classroom instruction). MES 100% WIS 79% MMS 79% MHS 80.8% The professional development survey conducted in Spring of 2014 indicates that the district provides high quality professional development that helps them prepare students to meet challenging state academic standards. MES 70% WIS 71%

Supporting Data:

- MMS 87% MHS 82% District 77% The staff feel the district has a professional development plan that focuses on individual and collective staff growth designed for teachers and learning (Have a positive impact on classroom instruction). MES 79% WIS 86% MMS 87% MHS 76% District 80%
3. The school conducted a perception survey to parents, teachers, and students. 2012 The highest areas on the parent survey indicate that parents feel welcome at school, students are expected to behave properly at school, teachers listen and help when they have a concern, the district encourages parents and community members to volunteer, the school is clean, and parents believe students perform better when parents are actively involved. The lowest areas on the parent survey (although still at an average score) schools are committed and enthusiastic about student learning, the board in collaboration with district leadership establishes and regularly uses a process in which to measure results of the school, and students leave unprepared for challenges ahead of them. 2013 The highest areas on the parent survey indicate parents feel welcome at school, students are expected to behave properly, the district encourages parents and community members to volunteer in the schools, parents believe students achieve more when parents are actively involved, and our school is kept clean. The lowest areas on the parent survey (although above average scores) include: Teachers communicate regularly with me about my child's learning progress, discipline at this school is consistent and fair, teachers in this school act professional with students and parents. and the district listens and respects the opinions of parents. 2014 The highest areas on the parent survey indicate parents feel welcome at school, students are expected to behave properly, they believe students achieve more when parents are involved, and our school is kept clean. The lowest areas on the parent survey (although above average scores) include: I am aware of opportunities for meaningful volunteer work in the district, students graduate well prepared for the challenges that lie ahead, the district offers activities and programs that help students transition from one building to another. A two year analysis indicates the strengths have remained the same for three years. The lowest areas have changed from year to year.
 4. The achievement gap between black students and white students at MHS in Math (Algebra I) indicate Black students have increased their proficiency by 15% while Caucasians increased by 15% and FRL increased by 7% over the past three years. In Literacy, Black students increased 24%, Caucasian 0%, and FRL 12%. The achievement gap between black students and white students at MJHS in Math indicate Black students have decreased their proficiency from grade 6-7 and grade 7-8 tremendously as did Caucasians and FRL. In Literacy, Black students have shown a slight increase while Caucasian have decreased. The achievement gap between black students and white students at Wilson in Math and Literacy indicate all student groups dropped in proficiency for math. 2012 The achievement gap between black students and white students at MES in Math increased this past year, particularly in grade 4. In Literacy, the achievement gap between black, White and FRL is slight. 2013 The largest achievement gaps are in the content area of math. Grades 5, 6, and 7 math seem to have the largest gap between black, white and FRL students. The achievement gaps in literacy scores have increased in grades 5, 6, and 7 but are not as large. The achievement gap at the high school in the area of reading and writing has been slight. 2014 The largest achievement gap for black and white students is math with a 24% difference. The gap between the targeted achievement gap group and all students is 6%. In literacy the gap between black and white students is 14%. The gap between the targeted achievement gap group and all students is 6%. For a more clear comparison, FRL data must be added. Overall, Poverty students and Black students are increasing their proficiency at a higher rate than Caucasian students. (2013-2014)This past year the achievement gap appeared to widen as did the gap at the state level.

- Goal The Malvern School District will continue to improve the level of administrative support and resources for all teachers, staff and administrators. By providing literacy support, the implementation of comprehensive balanced literacy will continue in order to address specific weaknesses in reading (multiple choice and open response) and writing (content and style). The Malvern School District will also provide support for mathematics to ensure that standards-based math is implemented to address open response questions.
- Benchmark 100% of K-6 staff will implement comprehensive literacy strategies 80% of the time as documented by formal evaluations and classroom walk-throughs.
- Benchmark 40% increase of staff implementing comprehensive literacy strategies, Literacy Collaborative Design tasks, 80% of time in grades 7-8 as documented by formal evaluations and walk-throughs.
- Benchmark 25% increase in implementation of comprehensive literacy strategies using Literacy Design Collaborative tasks in all content areas 80% of the time in grades 9-12. This will be documented through formal evaluations and classroom walk-throughs.
- Benchmark 100% of the staff will implement number talks in grades K-5 and formative assessment K-12 and MDC in Algebra and Geometry.

Intervention: The Malvern School District will provide administrative support and leadership for each school as they continue to implement a K-12 comprehensive balanced literacy program, Literacy Design Collaborative, and standards-based and mathematics program.

Scientific Based Research: Southern Regional Education Board. "Leadership Matters - Building Leadership

Capacity". Barkley, Steve, et al. No date cited.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Homeless students are documented each year. Based on past expenditures in non-Title I and Title I schools, Malvern has met the needs of the homeless with a private fund before resorting to Title I. Should the need arise, Title I money is budgeted for welfare and for any homeless student(s) as required by the McKinney-Vento Act. Funds will be distributed by the District Homeless Liaison to ensure that homeless students participate in a fair and equitable education. These funds will be used to provide the basic needs of clothing, supplies, and health care and all extracurricular activity fees will be waived. In addition to Title I funding, a Children In Need Fund is available to help homeless children and their families. This fund is maintained through private donations. Action Type: Alignment</p>	<p>Janet Blair</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>Title I - Materials & Supplies: \$4000.00 Title I - Purchased Services: \$4000.00</p> <hr/> <p>ACTION BUDGET: \$8000</p>
<p>Title IIA funds (PS)(\$103,924.32)are budgeted here for recruitment, hiring, retention, and professional development of highly qualified teachers. Professional development will help teachers address the needs of the students with different learning styles, including those with disabilities and those who are gifted and talented. Eight teachers received stipends for beyond their 60 required hours of professional development to become qualified to teach EAST Core. The stipends were at their daily rate of pay for five days of training. (Fran Bailey, Trent Bennett, Sharon Turner, and Ashley Johnson, Samantha Lemp, Blair Cox, Belinda Hendley, and Kayla Hood (Perry)) When a vacancy occurs, postings will be placed at every campus, on the AAEA Jobs Posting cite and the ADE Classifieds. These funds will also be used for any teacher/teacher assistant to pursue a Bachelor's or Master's degree in a core area. In 2013-2014 two teachers took advantage of these funds to become highly qualified. No interventionists have returned to school. For the 2014-2015 school year, the district expects to have at two teachers and interventionists to take advantage of these funds.Title IIA money in the amount of \$5,000 is budgeted here for K-12 professional development materials to aid teachers and administrators in vertical planning and training and alignment of instruction. Title I money is budgeted here for any</p>	<p>Janet Blair</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>Title II-A - Purchased Services: \$103924.32 Title II-A - Materials & Supplies: \$5000.00 Title II-A - Employee Salaries: \$6600.00 Title II-A - Employee Benefits: \$1800.00 Title I - Purchased Services: \$90233.61</p> <hr/> <p>ACTION BUDGET: \$207557.93</p>

<p>Title I teacher or interventionists to attend professional development (PLC conference, Reading strategies, CGI) above the required 60 hours (\$87,733.61). Money is also budgeted for substitutes. (\$2,500) Action Type: Alignment Action Type: Professional Development</p>				
<p>The Malvern School District will continue to provide support and resources to Alternative Learning Environments that seek to eliminate traditional barriers to student learning. All ALEs will meet the ADE rules and regulations. The success of these ALEs will be determined by a reduction in the number of students referred to each ALE and an increase in the number of students transitioned back into the regular classroom. For the year 2011-2012, numbers will increase because the district added a high school ALE program. The following is a description of each ALE. Malvern Elementary Learning Academy is located at Malvern Elementary School and serves students from grades 1 - 4. Wilson Intermediate Learning Academy is housed at Wilson Intermediate School and serves students in grades 5-8. Malvern Learning Academy is located at Malvern High School and serves students in grades 9-12. A full time director supervises the district ALEs. Money is budgeted in the building plans of MES, WIS, MJHS and MHS for salaries and benefits of ALE teachers. ED Options (virtual school) will be used in addition to certified school personnel. The districts graduation rates has decreased over the past three years. The district has hired a school health coordinator/school improvement specialist to help identify students at risk of dropping out of school. Action Type: Alignment</p>	<p>Gloria Wright</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Central Office • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>The Malvern School District will provide needed professional development to all K-12 teachers. All earned hours will be in comprehensive balanced literacy, ccss alignment, PLC, Safety, Bullying, Cognitively Guided Instruction, Math Design Collaborative, Literacy Design Collaborative, EAST Core, Dyslexia, differentiated instruction, increasing building culture and in other areas of specific weaknesses evidenced by test scores. Specific needs and hours will be determined by Professional Growth Plans developed by the teacher in collaboration with the building principal. Professional development plans will be annually revised/updated. Certified employees will earn: • 60 hours to include 6 hours of technology embedded as directed by the Arkansas Department of Education</p>	<p>Janet Blair</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Computers • District Staff • Teachers 	<p>PD (State-223) - Purchased Services: \$115591.20 PD (State-223) - Materials & Supplies: \$2000.00 <hr/>ACTION BUDGET: \$117591.2</p>

<ul style="list-style-type: none"> • 2 hours of AR History (if applicable) • 2 hours of parental involvement • Child Maltreatment for all new employees and as directed by ADE • Bullying for all staff • Dyslexia Awareness • Active Shooter Drill and Training. Administrators will earn: • 60 hours to include 6 hours of embedded technology • Tier I and II • leadership; data disaggregation and fiscal management. <p>Licensed personnel must receive child maltreatment training before renewing their license for the next cycle. Every three years athletic coaches will receive training related to concussions, dehydration, or other health emergencies. All personnel who are likely to use defibrillators shall receive training as required. The Central Office will evaluate all professional development activities through planning sheets and logs. A survey will be given to all certified employees to evaluate all activities offered for the past year. This survey along with PGP's will be used to plan professional development activities for the 2014-2015 school year. State professional development funds (\$100,591.20) is budgeted here for the required sixty (60) hours as well as any hours above this requirement; \$15,000 for substitutes for teachers attending the training during the school day (Purchased service through sub-teach); for needed materials and supplies (\$2,000) professional books, vertical team professional materials and professional books to enhance professional development activities. The carryover amount of \$10,591.20 is included. Teachers from several buildings will be attending HSTW conference, PLC Conference, CGI training as well as MDC and LDC training. Funding for EAST Core STEM training is budgeted at the building level. MSD staff have access to the district professional development plan located on the district website.</p> <p>Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion</p>				
<p>With the involvement by parents and in an effort to increase parent involvement, the Malvern School District will revise/update and distribute a district-wide Parental Involvement Policy. This policy will be distributed at each school during Parent Involvement Meetings or Open House with parents given an opportunity to sign a form saying they would like to be a part of developing the parent involvement policy. An end of year survey will be provided for parents during the Spring to evaluate</p>	<p>Janet Blair</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>the parental needs, barriers to parent involvement and policies. This survey will be used to evaluate of the effectiveness of parental involvement as well as attitudes and perceptions of each grade level. The district will support parent involvement nights at each building informing parents of their child's achievement on state achievement tests and sharing of the school's curriculum. Refreshments are planned for all parent who may attend. A Back - to-School bash is held for all building levels in early August to support students in need of school supplies. All students receive appropriate school supplies based on the building needs. The district shares ideas about how families can receive help with counseling, academics, and other needs such as parent training. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Technology Inclusion</p>				
<p>To supplement Act 307 and ensure a continuation of parental involvement, a district-wide 1.00 FTE (Phyllis Murdock) Title I Parent Coordinator is employed. This Parent Coordinator will be located at Malvern Elementary School but is available for parents of students in grades K-6. Title I funds will be used for:</p> <ul style="list-style-type: none"> • Salaries and benefits of the Parent Coordinator • Supplemental materials and supplies for the Parent Center • Registration, travel, lodging and meals for the Parent Coordinator • Registration, travel, lodging and meals for parents to attend trainings <p>The carry over for Parental Involvement was \$6,217.58 for the 2013-2014 school year. This includes \$1,805.93 for Wilson Intermediate School and \$4,411.65 for Malvern Elementary School. This carryover amount was budgeted into salary and benefits for the district-wide parental involvement coordinator. At least 95% of the 1% required is budgeted at the building level. Action Type: Parental Engagement</p>	<p>Janet Blair</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>Title I - Employee Salaries: \$21381.00 Title I - Employee Benefits: \$6801.12 <hr/> ACTION BUDGET: \$28182.12</p>
<p>Title I funds (25%) will be used to employ the .25 FTE (Janet Blair) district Federal Coordinator to ensure Title I funds are appropriately allocated to supplement instruction and to oversee the direction of the School Wide programs at Malvern Elementary (K-4) and Wilson Intermediate (5-6). NSLA funds (75%) will be used to employ a .75 FTE (Janet Blair) NSLA K-12 Curriculum Specialist as stated in the Rules for Special Needs Funding. The responsibilities of this person will be:</p> <ul style="list-style-type: none"> • To oversee the implementation of 	<p>Brian Golden</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Computers • Performance Assessments • Teachers • Title Teachers 	<p>NSLA (State-281) - Employee Benefits: \$15841.09 NSLA (State-281) - Employee Salaries: \$65663.00 Title I - Employee Benefits: \$5280.00 Title I -</p>

<p>comprehensive literacy and standards-based math</p> <ul style="list-style-type: none"> • To evaluate and provide training for all teachers to prepare them to align and map the curriculum in literacy and math • To evaluate and review test results and other data to determine curriculum gaps and identify student strengths and weaknesses in regard to State Standards • To plan curriculum and alignment of district policies, curriculum, instruction, assessment and resources • To plan remediation strategies for all students, including special education, scoring below Proficient on the appropriate Benchmark exam • To coordinate professional development • To provide funds and instructional strategies used to reduce any disparities among sub-groups • To ensure federal funds are appropriately allocated to supplement instruction • To evaluate and report annual progress and ACTAAP scores to the school board <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion</p>				<p>Employee Salaries: \$21888.00</p> <hr/> <p>ACTION BUDGET: \$108672.09</p>
<p>The Malvern School District has documented that there are two (2) private schools in operation contiguous to the District. A consultation was held with the Director's of both private school officials to outline the options of using federal funds. Both schools declined. Documentation is on file of these meetings and the search for private schools. Documentation of a map outlining the contiguous private school areas is also on file in the district office.</p> <p>Action Type: Alignment</p>	<p>Janet Blair</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff 	<hr/> <p>ACTION BUDGET: \$</p>
<p>An analysis of this intervention revealed that more rigorous tasks were observed from 67% during the fall semester to 86% in the spring semester (2012-2013) of the classrooms in grades K-12 as evidenced by classroom walk-throughs. More teachers in grades 7-12 attended professional development training this summer to enhance their knowledge of comprehensive literacy (LDC). (2014)Classroom walk-throughs were not used during the 2013-2014 school year due to the school wide implementation of TESS. The instructional facilitator for literacy will continue to be available to teachers to</p>	<p>Janet Blair</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • District Staff • Performance Assessments • Teachers • Title Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>model comprehensive balanced literacy strategies. 2013-2014 showed a decrease in literacy test scores. K-4 decreased 10%; 5-6 decreased 5%; 7-8 decreased 5%; 9-12 decreased 5%. 2012-2013 showed a slight decrease of 1.5% in literacy in grades K-4; 2.6% loss in grades 5-6; 4.8% loss in grades 7-8; and a 2.8% gain in grades 9-12. Standards-based classroom is implemented in every classroom in grades K-12. Math teachers have attended appropriate professional development for Number Talks, CGI, and MDC and are utilizing the strategies learned at the training as evidenced by observations. The instructional facilitator for math from Dawson Coop will continue to be utilized to visit classrooms and offer suggestions as to ways to strengthen the program. 2010-2011: In grades K-4, there was a 2.6% gain in math; grades 5-6 3% gain; grades 7-8 showed a 2.2% decrease; and grades 9-12 showed a 13.6% decrease. 2012-2013: In grades K-4 there was a 7% decrease in math; grades 5-6 8.7 loss; grades 7-8 14% loss; grades 9-12 4% gain. 2013-2014: 12 % decrease in K-4; 1% decrease in 5-6; 7% decrease in 7-8; 5% decrease in 9-12. The DLT attributes the loss to a change in curriculum standards while being tested on the old standards in grades K-11. On the SRI test students increased in proficiency from the beginning of the year to the end of the year. Grade 5 increased 18%; Grade 7 increased 7%; Grade 8 increased 7%; Grade 9 increased 9%; Grade 10 increased 10%; grade 11 increased 12%.</p> <p>Action Type: Program Evaluation</p>				
<p>NLSA money is budgeted at the building level for salary and benefits of a .97 FTE literacy instructional facilitator. The facilitator will spend .65 FTE at the high school and .32 FTE at the middle school. The Malvern School District employs an Instructional Facilitator in literacy for grades 7 - 12. This person holds a valid Arkansas teacher's license meeting the criteria for a highly qualified teacher. The Instructional Facilitator will facilitate continuous improvement in the classroom instruction by providing instructional support to teachers in the elements of research-based/comprehensive literacy instruction and by demonstrating the alignment of instruction with curriculum standards and assessment tools; develops instructional strategies; develops and implements embedded training; chooses standards-based instructional materials; provides teachers with an understanding of current research; integrates technology</p>	<p>Janet Blair</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers • Title Teachers 	<p>ACTION BUDGET: \$</p>

<p>into instruction; and assists in the implementation of the components of the ACSIP. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion</p>				
<p>To meet the requirements of Title I schools and non-Title I schools, the Malvern School District will require that all students in grades 3-11 scoring below proficient on the Benchmark exam be monitored for progress using a detailed Academic Improvement Plan (AIP). Students in grades K-2 will be monitored for progress using a detailed Intensive Reading Improvement (IRI) plan. Both plans will be jointly developed by the parents, teacher, and principal to determine the best method of remediation. One expected method of remediation for grades 3-12 will be after-school sessions. District teachers will be employed for this after-school event and will assist students with remediation and/or other issues preventing them from being successful in the classroom. Other methods of remediation include Edmentum, Study Island, Plato Learning software. Salaries \$60,000 and benefits \$15,600 (MS) \$2,000 for after school programs. The program will last approximately 6 weeks, 5 hours each week @ \$25.00 per hour. (40 teachers @250.00 each week for 6 weeks)Approximately 40.00 FTE (Needs will be determined at semester by each building) Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Brian Golden</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Performance Assessments • Teachers 	<p>NSLA (State-281) - \$60000.00 Employee Salaries: NSLA (State-281) - \$15600.00 Employee Benefits: NSLA (State-281) - \$2000.00 Materials & Supplies: <hr/> ACTION BUDGET: \$77600</p>
<p>In cooperation with Dawson Education Cooperative, there are three (4) Arkansas Better Chance (ABC) classrooms located at Malvern Elementary School. These classrooms meet all ABC and DHS requirements. The children enrolled in this program include children with disabilities, LEP and homeless if identified. Teachers in the four-year old classroom use curriculum and comprehensive literacy instructional strategies to help these children make an easy transition into the regular kindergarten classroom. Collaboration between ABC teachers, parents of ABC children and kindergarten teachers will take place to discuss needed adjustments in strategies and/or curriculum. Parents of ABC children are an integral part of the program and will be kept informed of their child's progress and what they can do at home to help with transition to kindergarten. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Meredith McCormack</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Outside Consultants • Teachers • Teaching Aids 	<p>_____</p> <p>ACTION BUDGET: \$</p>

<p>To meet the requirements of Act 397 of 2009, the Malvern School District will provide training at least annually for any volunteers who assist in an instructional program for parents. For Title I schools, the Title I Parent Coordinator will be responsible for this training. For non-Title I schools, the Parent Facilitator will be responsible for this training. This will be accomplished by role playing, videos, and other informational materials that are needed. Action Type: Collaboration Action Type: Professional Development</p>	<p>Phyllis Murdock</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Outside Consultants • Teachers • Teaching Aids • Title Teachers 	<p>ACTION BUDGET: \$</p>
<p>NSLA money is budgeted here for a district-wide "Youth Explosion". In an effort to increase parent involvement and in collaboration with local churches and businesses, families are given basic school supplies for students in grades K-12. This money is used in conjunction with donations from local churches, banks and other businesses. Action Type: Equity Action Type: Parental Engagement</p>	<p>Joe Cook</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Teachers • Title Teachers 	<p>NSLA (State-281) - \$25000.00 Materials & Supplies: ACTION BUDGET: \$25000</p>
<p>The Malvern School District will continue to provide technology resources to all grades for remediation and enrichment software (Reading Eggs, Study Island, Edmentum). A parent-friendly system to check grades (HAC) and a tracking system for discipline and tardies. Action Type: Parental Engagement Action Type: Professional Development Action Type: Technology Inclusion</p>	<p>Michael Bane</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • District Staff • Teachers • Teaching Aids • Title Teachers 	<p>ACTION BUDGET: \$</p>
<p>The Malvern School District will ensure that students in grades K-12 are assessed with formative assessments from NWEA (MAP) NSLA (\$13,000) and Scholastic Reading Inventory. This money is for fees and assessments, training for teachers in using data to improve instruction, progress monitoring of students, and testing supplies. These formative assessments will be given periodically in both math and literacy. The Director of Instructional Technology will develop a plan for the computerized assessments and professional development. After results are received, conferences and meetings with the teachers, instructional facilitators and administrators will occur for each grade level to determine gaps in curriculum and/or instruction. This will help teachers understand and use data and assessments to improve classroom practice and student learning. Assessments will be given three times each year for a beginning, middle, end score as addressed in the MSD assessment plan. Action Type: Alignment Action Type: Technology Inclusion</p>	<p>Michael Bane</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • District Staff • Outside Consultants • Performance Assessments • Teachers • Title Teachers 	<p>NSLA (State-281) - \$13000.00 Purchased Services: ACTION BUDGET: \$13000</p>

<p>The Malvern School District will direct the building administrators to solicit committees for the following ACSIP Priorities: Literacy, Math, Science, Wellness, Parent Involvement, and LEP. Special Education will be embedded in one or all of these committees. The chair of each committee will form the Building Leadership Team. Each committee will be responsible for a specific Priority within the school improvement plan. The District ACSIP Supervisor will meet with the District Leadership Team to determine progress toward goals. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion Action Type: Wellness</p>	<p>Janet Blair</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • Computers • District Staff • Outside Consultants • Performance Assessments • School Library • Teachers • Teaching Aids • Title Teachers 	<p>ACTION BUDGET: \$</p>
<p>The district ACSIP is reviewed and revised annually. The Malvern School District will conduct a peer review of all plans in cooperation and collaboration with the ACSIP Supervisor for the 2014 - 2015 school year. The completed plans will be checked for completion status according to the ACSIP rubric provided by the ADE. Title I building will utilize the Title I school wide rubric in addition to the ACSIP rubric. An agenda, minutes and sign-in sheet will be kept as this peer review occurs. Action Type: ADE Scholastic Audit Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion Action Type: Wellness</p>	<p>Janet Blair</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Performance Assessments • Teachers • Title Teachers 	<p>ACTION BUDGET: \$</p>
<p>The Malvern School District will increase parental involvement by ensuring that Title I schools hold a meeting where parents are invited to address the following: explaining what is taught at each level and how to monitor their child's progress; an explanation of the Title I Parent Center and what materials/resources are available to help improve their child's success; reassuring parents that teachers, staff, and administrators strive for effective communication and ways a parent may communicate with their child's teacher; explain that parents are important to all programs and activities; and assure parents that they can expect reasonable support for a request. If necessary, the information given at this meeting will be translated into other languages. Action Type: Collaboration Action Type: Equity</p>	<p>Janet Blair</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Performance Assessments • Teachers • Teaching Aids • Title Teachers 	<p>ACTION BUDGET: \$</p>

<p>Action Type: Parental Engagement Action Type: Special Education</p>				
<p>As part of the intervention to address the weakness in writing content and writing style and to increase awareness and allow students to participate in the writing process, each student in grades K-9 will have a writing portfolio. The student will choose his or her "best effort" in writing to place in this writing portfolio. The portfolio will be moved from grade level to grade level with the student as he or she progresses through grades K-8. NSLA money is budgeted at the building level (MES) for folders which will be used for the writing portfolio. Action Type: Alignment</p>	<p>Karen Williams</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</p>
<p>The effectiveness of this intervention will be determined by SRI, NWEA and Parcc Assessments. Action Type: Professional Development Action Type: Program Evaluation</p>	<p>Janet Blair</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</p>
<p>To support the district in raising the graduation rate, the district will ensure that all teachers are encouraged and given the opportunity to attend national, regional, state, and local conferences/trainings concerning instructional strategies and programs with state professional development funding. These trainings also include any recommendations from the Southern Regional Education Board and/or Dawson Education Cooperative. Action Type: Professional Development</p>	<p>Janet Blair</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>
<p>To support graduation rate and literacy scores of economically disadvantaged, the district will ensure that the Instructional Facilitator serves as an informal observer for teachers. The IF will then offer feedback, co-plan with teachers, model lessons and facilitate embedded professional development during the school day. Teachers will also have the opportunity to observe other classrooms and collaborate with other teachers to improve instructional strategies for all students. Action Type: Alignment Action Type: Professional Development</p>	<p>Karen Williams</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</p>
<p>The Malvern School District will address and support the improvement of graduation rate (particularly Economic Disadvantaged students) by providing a coordinated school health specialist who will work closely with parents, teachers, and students to provide training and resources that will address issues, concerns, and provide</p>	<p>Brian Golden</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>

early interventions for our at risk students. Students will be identified by 1) retention 2) Absences 3)Academic Difficulties as indicated by SRI/NWEA/Grades/DIBELS 4) Language Barriers 5)Discipline Issues 6) Credits Earned/Not Earned Toward Graduation Requirements The specialist will act as a liaison between home and school. The specialist will connect parents with resources in the community and school that will enable them to help their child become successful in school. Examples may include - counseling, health, nutrition, and/or tutors. The specialist will connect students with resources such as school-based mental health, counseling, health, nutrition, mentors, tutoring, virtual school, content recovery, and/or credit recovery. Parents will receive a login for the use of Home Access Center to keep up with their child's grades, homework assignments, tardies, absences, and daily teacher lesson plans. HAC will be used in grades 3-12 to keep parents informed, increase their knowledge of daily activities in order for them to support academic activities by giving them home access to view their child's daily grades, actions and lesson plan activities. Training on HAC will be available for parents who need support with the web site. At the high school, the specialist will develop a plan with at risk students to align and assign courses that will enable them to graduate on time. The specialist will identify resources that will most benefit each child individually. Examples may include- Saturday school, virtual school, credit recovery, counseling, content recovery and/or tutoring. For grades K-8, the specialist will develop a plan for identifying at risk students in collaboration with the building administrators, teachers, and counselors. The team will decide the best resources for each of the identified students. Examples may include- tutoring, mentoring, summer school, home visits, counseling, health, nutrition, and/or engaging and affording students the opportunity to participate in extra-curricular activities. This program will be evaluated by the reduction in the dropout rate, increase in graduation rate, and retention. Literature and research materials are provided. NSLA money is budgeted for this FTE 1.00 (Terri Bryant)Coordinated school health and school improvement specialist in the building budgets as stated in the Rules for Special Needs Funding.

- Action Type: Collaboration
- Action Type: Equity
- Action Type: Parental Engagement
- Action Type: Professional Development

<p>Action Type: Special Education Action Type: Technology Inclusion Action Type: Wellness</p>				
<p>To identify and address student weaknesses (graduation rate of economically disadvantaged) at Malvern High School, the district will support scheduling specific students in grades 9, 10, and 11 in an additional English class entitled Reading and Writing Connections. These students will be selected using the data produced from SRI and will be instructed according to the weaknesses from NWEA interim assessments. SRI will be given to students each quarter for progress monitoring as indicated in the district assessment plan. Action Type: Alignment</p>	<p>Jonathan Williams</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</p>
<p>The Malvern School District will support the Gifted/Talented program by allocating money for enrichment opportunities outside of the regular classroom. These opportunities will include, but are not limited to, trips to museums, plays, and other educational venues that enrich and extend the regular g/t classroom(s). Action Type: Alignment</p>	<p>Melissa Phillips</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>The Malvern School District will support the EAST programs in grades 3-12 for materials and supplies needed by the students to prepare for the statewide EAST conference. The students will compete with other EAST programs throughout the state on a self-selected topic that includes oral presentations from the students and a booth to support the topic. All presentations and booths are initiated and produced by the students. Action Type: Technology Inclusion</p>	<p>Arrah Callahan, Brigette Jones, Melissa Phillips</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers 	<p>ACTION BUDGET: \$</p>
<p>To support the continued efforts for technology inclusion in every classroom, the Malvern School District will allocate NSLA money and Title VI funds. Computer lab replacement items and upgrades in all 4 of the districts buildings. Computer upgrades are budgeted at the building level. Wireless connectivity for MES Title VI(PS) (\$42,143.14) NSLA funds are used to purchase intervention technology software such as NWEA, Edmentum, and READ 180 materials such as Headphones, servers, computers, microphones for computers and CD players for WIS and MMS). Action Type: Technology Inclusion</p>	<p>Brian Golden</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers 	<p>Title VI State - Purchased Services: \$42143.14 ACTION BUDGET: \$42143.14</p>
<p>Title VI-State money was allocated during the 2013-2014 school year to increase bandwidth at both Malvern Junior High School and Malvern High School and for security. Increased Bandwidth will increase academic performance of students, added resources, and instructional strategies</p>	<p>Brian Golden</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers 	<p>ACTION BUDGET: \$</p>

<p>available to teachers. Action Type: Technology Inclusion</p>				
<p>NSLA money is budgeted here as a purchase service from the Malvern Police Department of two resource officer. The purchase services will reimburse the Malvern Police Department and not directly paid to the School Resource Officers. This 2.00 FTE (Troy Norton \$37,500 and Keith Prince \$37,500) will help ensure that students and teachers have the optimum amount of instruction available without disruptions in order to increase academic achievement. As part of drug and violence prevention, this school resource officer will be available to all campuses for emergency situations as well as a classroom resource on the prevention of drugs and violence. Action Type: Equity</p>	<p>Joe Cook</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>NSLA (State-281) - \$75000.00 Purchased Services: ACTION BUDGET: \$75000</p>
<p>During the 2013-2014 school year, NSLA funds were used to employ an instructional facilitator for grades 7-12, employ two nurses above standard, two resource officers, a curriculum specialist, and school health coordinator. Funds were also used for remediation/enrichment programs (NWEA, Edmentum, Study Island, Plato). NSLA funding has addressed the achievement gap by allowing access to technology for students of poverty who would not otherwise have access to technology at home. It also allows for students to receive additional learning time during and after school. Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion</p>	<p>Brian Golden</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • District Staff • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</p>
<p>The Malvern School District will support all schools in training and supporting teachers for teaching at higher levels. Training and materials will be provided by the College Board to support teachers in implementing critical thinking, problem solving, and higher level questioning in their classrooms. Action Type: Alignment Action Type: Professional Development</p>	<p>Jonathan Williams</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>
<p>To support the continued efforts for technology inclusion in every classroom, the Malvern School District will allocate NSLA funds (budgeted at the building level) to purchase and install interactive white boards, computers, LCD Projectors, and interwrite tablets less than \$1,000 each in various classrooms throughout the district that do not have these boards or need upgrades. Funds will also be allocated as capital outlay for Box lights \$1200 each. The district will purchase 150 chrome books for MES,</p>	<p>Michael Bane</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Computers • Teachers • Teaching Aids 	<p>ACTION BUDGET: \$</p>

<p>MMS, and MHS for use with remediation and progress monitoring for students. This technology will be used for instructional purposes by the teachers and students. Individual students and collaborative groups of students use the boards and chrome books to display projects that are assigned and take progress monitoring assessments to indicate areas of academic need. The boards are also used by students to respond to particular questions or to "show their work" when working on an open response question. Computers and chrome books are used by students in various computer labs and classrooms for research, content recovery, and virtual school. Action Type: Technology Inclusion</p>				
<p>The Malvern School District will support the buildings to examine and realign as needed, scheduling, academic support systems, and assignment of personnel to improve student achievement. The district will provide research-based professional development in all areas defined as a need to increase achievement of students at risk of not meeting challenging academic standards. Materials, supplies and technology equipment will be provided for a district-wide professional development room. The room will be used for collaboration with parents, community members, committee meetings, and professional development activities. Technology equipment will consists of 1 computer (CO) \$2800; LDC monitors 5 @ \$2,500 (CO); Rack Enclosure Display (CO) \$2,000; Multi-media cameras 2 @ \$1,500; Wireless Touch Panel (CO) \$2,500; Dual Bus Control (CO) \$2,500 Hardware \$39,000. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Technology Inclusion</p>	<p>Brian Golden</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Teachers 	<p>NSLA (State-281) - \$39000.00 Materials & Supplies: NSLA (State-281) - \$25300.00 Capital Outlay: <hr/>ACTION BUDGET: \$64300</p>
<p>Total Budget:</p>				<p>\$767046.48</p>

Priority 3: Health and Wellness

1. Malvern School District percentage of students who may be at risk of poor health due to obesity or overweight. The Malvern School District is composed of four (4) campuses.

SY 2010 - 2011

Males

442 were assessed: 47.3% were overweight and obese.

Females

468 were assessed: 45.9% were overweight and obese.

There has been a decrease in the percentage of overweight and obese

females.

SY 2011 - 2012

Males 450 were assessed: 44.8% were at risk and overweight.

Females 440 were assessed: 47.1% were at risk and overweight.

SY 2012 - 2013

1005 Students were assessed

Males 395 were assessed: 47.6% were healthy, 52.4% were at risk, overweight, and obese.

Females 429 were assessed: 46.2% were healthy, 53.9% were at risk, overweight, and obese.

SY 2013-2014

1017 Students were assessed

Males 438 were assessed: 54.1% were healthy, 41.8% were at risk, overweight, and obese.

Females 479 were assessed: 55.9% were healthy, 42% were at risk, overweight, and obese.

2. 2009 - 2010 School Health Index

Module 1, Health and Safety Policies and Environment showed a need to improve the junior high because of perceived health a safety issues with the students. Module 4, Nutrition Services All grade levels indicated a need for more collaboration between food service workers and teachers.

Module 8, Family and Community Involvement indicated a need of improvement in educating families about nutrition and more access to school facilities. 2010 - 2011 School Health Index

Module 1, Health and Safety Policies and Environment showed a need to improve the junior high because of perceived health a safety issues with the students. Module 4, Nutrition Services All grade levels indicated a need for more collaboration between food service workers and teachers.

Module 8, Family and Community Involvement indicated a need of improvement in educating families about nutrition and more access to school facilities. 2011 - 2012 School Health Index

Module 4, Nutrition Services All grade levels indicated a need for more collaboration between food service workers and teachers.

Module 8, Family and Community Involvement indicated a need of improvement in educating families about nutrition and more access to school facilities. 2012 - 2013 School Health Index

Module 4, Nutrition Services: Malvern Middle School indicated a need for more collaboration between district child nutrition, food service workers and teachers.

Module 5, Counseling, Psychology, and Social : All grade levels indicated a need for better communication in educating teaching staff and families about the counseling and school based mental health services.

Module 8, Family and Community Involvement: Malvern High School indicated a need of improvement in parental involvement.

2013-2014

Modules 5 Health Services and Module 7 Health Promotion for Staff were the two lowest scored modules at three of the campuses. MES scored lowest in Community and Family Involvement. Hearing and Vision, Body Mass Index, Immunization Records updates need to be maintained and updated in a timely manner. Parents and staff want information about nutrition and access to facilities for physical activity.

3. Free and Reduced Price Meal Eligibility:

2009

District - 54% paid, 13% reduced, 33% free

2010

District - 28% paid, 13% reduced, 59% free

2011

District - 28.8% paid, 13.7% reduced, 57.5% free

2012

District - 27.7% paid, 72.3% combined free and reduced

2103

District - 28.4% paid, 71.4% combined free and reduced

4. All four campuses of the district earned national recognition for achieving bronze level status in health, nutrition and physical activity through the Alliance for a Healthier Generation. The awards were presented in Washington,

Supporting
Data:

Goal The district will provide support for students in making healthy lifestyle choices by implementing systems to aid in decreasing the average BMI on routine annual student screening and increasing collaboration between all segments of the school community in support of positive lifestyle choices.

Benchmark For the SY 2014-2015, the two lowest scoring modules at each school will increase their percentages by 10%. Modules 5 and 7 are priorities at all campuses, health services and health promotion for staff, with health promotion as the lowest.

Intervention: The Malvern School District will ensure that all schools implement practices to provide opportunities for students to practice healthy behaviors at school and encourage them to make healthy food and physical activity choices resulting in increased academic performance.				
Scientific Based Research: US Department of Health and Human Services, Head Start Bureau. Physically Healthy and Ready to Learn. 2006. No author cited.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The Malvern School District will support the schools in making physical activity and healthy foods available in all areas of the school campus and encourage students to make healthy behavior choices outside the school. Action Type: Wellness	Joe Cook	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Teachers 	ACTION BUDGET: \$
The Malvern School District will support schools offering the students choices of healthy foods in the cafeterias according to the guidelines of food services. Action Type: Wellness	Diane Keenan	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff 	ACTION BUDGET: \$
The Malvern School District will support school staff exhibiting qualities of positive role models for healthy eating and physical activity. Action Type: Collaboration Action Type: Wellness	Brian Golden	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Teachers 	ACTION BUDGET: \$
The Malvern School District and Schools will involve parents in physical activity and nutrition education through homework, national school lunch program menus, and parent meeting presentations using videos and other methods concerning healthy lifestyles. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Terri Bryant	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Teachers Teaching Aids 	ACTION BUDGET: \$
The Malvern School District will support schools in implementing a developmentally appropriate curriculum that encourages students to make healthy food and physical activity choices. The Curriculum will be aligned with the Arkansas State and Physical Education Frameworks and Career Technical Education Frameworks (Workforce Education).	Terri Bryant	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants Teachers 	ACTION BUDGET: \$

<p>Action Type: Alignment Action Type: Collaboration Action Type: Wellness</p>				
<p>The Malvern School District will ensure that the Student Services Director will observe and assist in the evaluation of the various methods used to distribute and collect free and reduced price meal applications as well as the student collection procedures to support the Child Nutrition Director in making appropriate changes that improve access to the program by all students. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Wellness</p>	<p>Joe Cook</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff 	<p>ACTION BUDGET: \$</p>
<p>An analysis of this intervention revealed that the BMI overweight and obesity has decreased from 2% to 25% from 2013-2014. The Healthy (or underweight)BMI increased over 10%. The SHI overall results from each campus revealed that there is a need for continued collaboration between food service and child nutrition directors, nurses, and the teachers. There is also a need for improvement in educating families about nutrition and allow more access to school facilities for physical activity. Action Type: Program Evaluation Action Type: Wellness</p>	<p>Terri Bryant</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Teachers • Title Teachers 	<p>ACTION BUDGET: \$</p>
<p>The effectiveness of this intervention will be a decrease in the overall BMI. In addition, each campus will annually assess the campus using the School Health Index (SHI) for Physical Activity, Healthy Eating, and a Tobacco-Free Lifestyle using modules #1, #2, #3, #4, and #8. The results of these modules will be compared to the previous year's results year-to-year. The pre and post assessments will be shared with the staffs and any areas needing improvement will be addressed. Action Type: Wellness</p>	<p>Terri Bryant</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 district employs a 1.00 FTE highly qualified human service worker to assist families and the school in meeting the needs of those who need assistance dealing with anger management, drug or alcohol violence, truancy. The human service worker will assist individuals in functioning as effectively as possible both in and out of school. The human service worker will collaborate and provide information, resources, services, and referrals, to the district, LEA, parents, and students in a variety of activities, training, and assessments concerning the physical, mental/emotional, and social health of the child. Action Type: Equity Action Type: Parental Engagement Action Type: Wellness</p>	<p>Terri Bryant</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Central Office • Community Leaders 	<p>NSLA (State-281) - \$9950.00 Employee Benefits: NSLA (State-281) - \$35937.00 Employee Salaries: ACTION BUDGET: \$45887</p>
<p>Offer in-service training on lifestyle changes,away from home foods, physical activity, weight management particularly</p>	<p>Terri Bryant</p>	<p>Start: 07/01/2014 End:</p>	<ul style="list-style-type: none"> • Computers • District Staff 	<p>ACTION BUDGET: \$</p>

with fruits and vegetables, tobacco cessation, and asthma management. First aid training will also be provided. Action Type: Professional Development Action Type: Wellness	06/30/2015		
Total Budget:			\$45887

Intervention: The Malvern School District will provide support for Health and Wellness.
Scientific Based Research: The Learning Connection. "The Value of Improving Nutrition and Physical Activity in our Schools". Satcher, David. (2007)

Actions	Person Responsible	Timeline	Resources	Source of Funds
The Malvern School District has established a district Nutrition and Physical Activity Committee and each school has a similar committee. The wellness policy was formulated in collaboration with each school's Nutrition and Physical Activity Committee. The policy was adopted by the school board on May 8, 2006, and is on file at the ADE and Child Nutrition Unit. Action Type: Collaboration Action Type: Wellness	Terri Bryant	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office Community Leaders District Staff Outside Consultants 	ACTION BUDGET: \$
The Malvern School District will provide support to schools to ensure successful implementation of the Wellness policies; provide resources and professional development to district and school staff to improve the overall school nutrition environment; and will promote the health and physical activity curriculum and student health. Action Type: Collaboration Action Type: Wellness	Terri Bryant	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office Community Leaders District Staff Outside Consultants 	ACTION BUDGET: \$
The Malvern School District will ensure each school provides a pleasant environment and monitors schedules and other factors which may interfere with students' access to health information, resources, and a healthy environment. The School Health Index (SHI) Modules will be used to evaluate district and school effectiveness. Action Type: Equity Action Type: Program Evaluation Action Type: Wellness	Terri Bryant	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office Community Leaders District Staff Teachers 	ACTION BUDGET: \$
The Malvern School District will support schools in the alignment and implementation of the current Arkansas Nutrition and Physical Education and Physical Activity Standards and Arkansas Curriculum Frameworks. Resources, professional development opportunities and training will be provided to increase knowledge and advance skills for successful implementation. Action Type: Alignment Action Type: Professional Development Action Type: Wellness	Terri Bryant	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 	ACTION BUDGET: \$
The district nurses will provide resources and professional development to each school to improve and promote health and wellness. Two (2.00) nurses, (Amy Walsh, Amy Robertson) that exceed standards, are employed with NSLA funds. The nurses will collect and analyze injuries on school property. Salaries and benefits are reflected in the building plan. Action Type: Collaboration Action Type: Professional Development	Terri Bryant	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Outside Consultants Teachers 	ACTION BUDGET: \$

Action Type: Wellness				
An analysis of this intervention revealed that awareness of healthy eating and lifestyle was increased by the staff of the Malvern School District. Several of the school competed in a weight loss campaign. Classroom walk throughs also revealed that classroom teachers and physical education and health teachers were emphasizing healthy choices. There was an increased use of the high school track for walking and running by the community. Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness	Terri Bryant	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office Community Leaders District Staff Teachers Title Teachers 	ACTION BUDGET: \$
The effectiveness of this intervention will be determined by The Nutrition and Physical Activity Committee. As part of the ACSIP Committee, this committee will monitor goals and will evaluate the effectiveness of interventions by reviewing data results, and other assessments related to Wellness (SHI). The ACSIP will be modified as needed. Action Type: Wellness	Terri Bryant	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Secure and provide exercise fitness facility for staff. Action Type: Wellness	Brian Golden	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers District Staff 	ACTION BUDGET: \$
Each campus of the Malvern School District has achieved the bronze level status from the Alliance for a Healthier Generation. Each school will continue to implement the food and nutrition services to maintain and improve our health and wellness of students, staff and community. The results of this will be monitored by the regional representative as goals for this program are achieved. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development	Terri Bryant	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: The Malvern School District will provide health promotion for staff activities and professional development.

Scientific Based Research: "School Employee Wellness: A Guide for Protecting the Assets of our Nation's Schools."

Actions	Person Responsible	Timeline	Resources	Source of Funds
All Malvern School staff will provide professional development in active shooter drill.	Janet Blair, Asst. Supt.	Start: 08/04/2014 End: 07/31/2014		ACTION BUDGET: \$
An analysis of this intervention will be determined by the school health index modules completed in May 2015, and development of K - 12 aligned curriculum.	Terri Bryant	Start: 07/01/2014 End: 06/30/2014		ACTION BUDGET: \$
Professional development related to implementing a school based health center for 2015, a CDC/ADE/ADH grant for HIV/AIDS prevention will be provided for health and wellness staff and other related staff. Action Type: Collaboration Action Type: Professional Development	Terri Bryant	Start: 06/30/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
The effectiveness of this intervention will be determined by school health and wellness committee, the physical education staff and the staff surveys. As part of the ACSIP Committee, each committee will monitor goals and will evaluate the effectiveness of interventions by reviewing data	Terri Bryant	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	ACTION BUDGET: \$

results, and other assessments related to Wellness (SHI). The ACSIP will be modified as needed. Action Type: Collaboration				
First aid training will be provided to all staff of the district who interact with students. The training will be provided by the district nurses. Action Type: Equity Action Type: Professional Development	Terri Bryant	Start: 09/01/2014 End: 06/30/2012	• District Staff	ACTION BUDGET: \$
Total Budget:				\$0

Priority 5: To increase the English proficiency of limited English proficient and immigrant students.

1. SY 2011-2012 There were 28 ELL students assessed in math in the district, of the 28 assessed 82% were proficient or advanced. There were 25 ELL students assessed in Literacy in the district, of the 25 assessed, 80% were proficient or advanced. SY 2012-2013 There were 26 ELL students assessed in math in the district, of the 28 assessed 69.23% were proficient or advanced. There were 25 ELL students assessed in Literacy in the district, of the 25 assessed, 80% were proficient or advanced. SY 2013-2014 There were 21 ELL students assessed in math in the district, of the 21 assessed 47.6% were proficient or advanced. There were 20 ELL students assessed in literacy in the district, of the 20 assessed 70% were proficient or advanced.
2. SY 2011-2012 There were a total of 66 Hispanic students assessed in the district, 89% were proficient or advanced in math and 84% were proficient or advanced in Literacy. SY 2012-2013 There were a total of 81 Hispanic students assessed in the district for math and 67 for Literacy, 71.6% were proficient or advanced in math and 86.57% were proficient or advanced in Literacy. The lowest identified area was Open Response in math and all areas in literacy. SY 2013-2014 There were a total of 85 Hispanic students assessed in the district for math and 79 for Literacy, 68.2% were proficient or advanced in math and 79.7% were proficient or advanced in Literacy. The lowest identified area was Open Response in math and all areas in literacy.
3. SY 2011-2012 ELDA Cluster K 10 students were assessed; 10% scored a composite proficiency level of 5. Cluster 1-2 14 students assessed; 14.3% scored a composite proficiency level of 5. Cluster 3-5 17 students assessed; 0% scored a composite proficiency level of 5. Cluster 6-8 5 students assessed; 0% scored a composite proficiency level of 5. Cluster 9-12 11 students assessed; 1% scored a composite proficiency level of 5. SY 2012-2013 ELDA Cluster K 8 students were assessed; 0% scored a composite proficiency level of 5. Cluster 1-2 18 students assessed; 22% scored a composite proficiency level of 5. Cluster 3-5 16 students assessed; 6% scored a composite proficiency level of 5. Cluster 6-8 8 students assessed; 0% scored a composite proficiency level of 5. Cluster 9-12 8 students assessed; 0% scored a composite proficiency level of 5. The lowest identified areas are speaking and writing. SY 2013-2014 ELDA Cluster K 13 students were assessed; 0% scored a composite proficiency level of 5. Lowest areas: Reading and Writing Cluster 1-2 15 students assessed; 40% scored a composite proficiency level of 5. Lowest areas: Reading and Writing Cluster 3-5 14 students assessed; 7% scored a composite proficiency level of 5. Lowest areas: Reading and Writing Cluster 6-8 8 students assessed; 0% scored a composite proficiency level of 5. Lowest area: Reading Cluster 9-12 8 students assessed; 25% scored a composite proficiency level of 5. Lowest area: Writing

Supporting Data:

Goal

The Malvern School District will ensure that all Limited English Proficient are provided high-quality language instructional programs that are research based.

Benchmark By 2014 - 2015, there will be a 10% increase on the proficient level of Limited English Proficient on the Benchmark Benchmark and a 5% increase to Composite Level 5 on the English Language Development Assessment (ELDA).

Intervention: Provide administrative support/leadership activities/professional development for each school to improve content skills and language acquisition of Limited English Proficient students.				
Scientific Based Research: U.S. Department of Education. English Language Learners What Works Clearinghouse, July 30, 2007.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The Malvern School District will provide high-quality professional development to classroom teachers, principals, and instructional aides to increase instructional strategies for LEP students. Money is budgeted in the building plans. Action Type: Alignment Action Type: Professional Development	Michael Bane	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers • Title Teachers 	ACTION BUDGET: \$

<p>The Malvern School District will identify, acquire, and upgrade the curricula, instructional materials, and educational software as needed to provide maximum instruction of LEP students. Action Type: Alignment Action Type: Technology Inclusion</p>	Michael Bane	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
<p>The Malvern School District will promote parental and community participation in language instruction and encourage the development of educational programs for the parents and communities of LEP students. Assistance will be provided to parents in helping their children improve academic achievement and how to become active participants in the educational process. All materials, flyers, and other informational bulletins will be language appropriate if applicable. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	Michael Bane	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Outside Consultants Teachers Teaching Aids 	ACTION BUDGET: \$
<p>The Malvern School District will ensure that the schools are providing high quality language instruction to LEP students that is based on scientifically based research and aligned with the Arkansas State Frameworks. Students will be immersed in English speaking classrooms with minimum pull-out. Action Type: Alignment</p>	Michael Bane	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers Teaching Aids 	ACTION BUDGET: \$
<p>The Hispanic population in the Malvern School District is increasing (2013 = 108; 2014 = 168) and those students are struggling in the classrooms. After-school tutoring and homework help will be provided for these students by two (2) ESL endorsed teachers. These teachers will concentrate on weaknesses as evidenced by the ELDA, the Arkansas Augmented Benchmark Exam, EOCs, and the Grade 11 Literacy Exam. Money is budgeted at the building level for interpreters during Parent teacher conferences and throughout the school year. In addition, the ESL endorsed teachers will communicate and ensure that schools provide tutorials, academic or vocational education and intensified instruction for LEP students. Action Type: Alignment Action Type: Collaboration</p>	Michael Bane	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers Teaching Aids 	ACTION BUDGET: \$
<p>ELL State funds are budgeted in the building plans for any LEP student in grades K-12. This money will be used to purchase ESL materials and supplies and any need professional development for teachers who have LEP students in their classrooms. Money is also budgeted for the translation of district newsletters, handbooks, and other forms into the appropriate language(s). Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development</p>	Michael Bane	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 	ACTION BUDGET: \$
<p>An analysis (2009-2010) of this intervention revealed that the LEP students' scores are not increasing on the ACTAAP and ELDA. The district now has ESL endorsed teachers in every building fulfilling the desire to have more ESL trained teachers in the district. There was greater participation of LEP parents in p/t conferences last year than in past years. (2010-2011) LEP scores have increased in for each grade configuration in Literacy. Math increased</p>	Janet Blair	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$

<p>in the K-5 and 9-12 configurations. (2011-2012) LEP scores have decreased and the number of tested tested has increased. ACTAPP scores for LEP students have remained constant over the past two years. (2012-2013) Literacy scores have decreased on the ELDA and increased on the State assessments for ELL students. Math scores have decreased on the state assessments for ELL students. The number of ELL students in the district has remained constant from 2011-2013. (2013-2014)Literacy scores have decreased on the ELDA in grades 4, 6, 7, and 8 when tracking grades. There was a 7% decreased on the state assessment for ELL students and 22% decrease in math. The number of ELL students dropped from 26 to 21 during the past year. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation</p>				
<p>The effectiveness of this intervention will be increased ACTAAP and ELDA scores of the LEP students; increased professional development for the teachers in the teaching of LEP; greater participation of parents of LEP; and if the curriculum focuses on the development of English language proficiency. Action Type: Alignment</p>	<p>Michael Bane</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Performance Assessments • Teachers 	<p>————— ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>

Priority 6: Special Education Trigger in Child Find

- Supporting Data:
1. In 2011-2012, 100% of Special Education evaluations were completed within the timelines.
 2. In 2010-2011, 100% of Special Education evaluations were completed within the timelines.
 3. In 2009-2010, 97.56% of Special Education evaluations were completed within the timelines.
 4. In 2013-2014, 100% of Special Education evaluations were completed within the timelines.

Goal The LEA will conduct all initial evaluations and re-evaluations within the 60 day timeline established by the state.

Benchmark By the end of 2014-2015 school year, the LEA will conduct all evaluations and re-evaluations within the timeline established by the state.

<p>Intervention: Addressing indicator 11: Child Find of the Arkansas Special Education District Annual Performance Report (APR)</p>				
<p>Scientific Based Research: Improving Child Find www.childfindidea.org/stages.htm, 2009; Improving child find. Retrieved August 26, 2011 from http://www.childfindidea.org/stages.htm Citation: Tracking, Referral and Assessment Center for Excellence. Retrieved September 1, 2011 from http://www.tracecenter.info/practices.php</p>				
<p>Actions</p>	<p>Person Responsible</p>	<p>Timeline</p>	<p>Resources</p>	<p>Source of Funds</p>
<p>Referral Tracking will be monitored to check that "acceptable" codes are entered. Action Type: Collaboration Action Type: Equity Action Type: Special Education</p>	<p>Laura Loy</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>————— ACTION BUDGET: \$</p>
<p>This intervention will be evaluated by the success of getting all evaluations completed within the required 60 days. The rate of completion for 2011-2012 was 100%. The rate of completion for 2012-2013 was 100%. The rate of completion for 2013-2014 was 100%. Action Type: Program Evaluation Action Type: Special Education</p>	<p>Laura Loy</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff 	<p>————— ACTION BUDGET: \$</p>
<p>The LEA supervisor will outline and provide specific district procedures for processing new referrals. The LEA supervisor will monitor and review the referral paperwork internally and provide ongoing technical assistance to designees throughout the school year. Action Type: Equity</p>	<p>Laura Loy</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff 	<p>————— ACTION BUDGET: \$</p>

Action Type: Special Education				
Timelines will be monitored closely in order to make sure the district is staying within required timelines. Should the district be out of timelines, the district will ask the question: "Is there a pattern?" If there is a pattern an action plan will be developed to address the specific reason the district is out of timelines. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Laura Loy	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
Business Representative	Diana Reggans	Malvern National Bank	Parent Alumni
Classroom Teacher	Barbara Hall	Teacher	Parent Involvement
Classroom Teacher	Chrystal Beene	Wilson Intermediate School	Federal Advisory
Classroom Teacher	Dawn Russell	Drug Education Prevention Coordinator	Federal Advisory
Classroom Teacher	Dracy Johnson	Teacher	Parental Involvement
Classroom Teacher	Janna McAfee	Physical Education	Health Nutrition Advisory
Classroom Teacher	Sandra Brosius	Teacher	Parent Involvement
Community Representative	Keith Prince	School Resource Officer	Health and Safety
Community Representative	Monica Roberts	Community Counseling	Health Nutrition Advisory
Community Representative	Troy Norton	School Resource Officer	Health and Safety
District-Level Professional	Brian Golden	Superintendent	Federal
District-Level Professional	Janet Blair	Instruction/K-6 Curriculum/Title I/Technology	Federal Advisory
District-Level Professional	Joe Cook	Assistant Superintendent	Health Nutrition Advisory
District-Level Professional	Terri Bryant	School Improvement	School Health
Non-Classroom Professional Staff	Becky Hedges	MES Counselor	Math
Non-Classroom Professional Staff	Diane Keenan	Cafeteria Supervisor	Health Nutrition Advisory
Non-Classroom Professional Staff	Faye Williams	District Nurse	Health Nutrition Advisory
Non-Classroom Professional Staff	Gloria Wright	Alternative Ed Supervisor	Federal Advisory
Non-Classroom Professional Staff	Meredith McCormack	Malvern Elementary Assistant Principal	Federal Advisory
Non-Classroom Professional Staff	Michael Bane	Instructional Technology	Math
Non-Classroom Professional Staff	Phyllis Murdock	K-6 Title I Parent Coordinator	Federal
Non-Classroom Professional Staff	Tammy Golden	Counselor	Parent Involvement
Principal	Jennifer Shnaekel	Principal	Literacy
Principal	Manuel Bullhoes	Assistant Principal	Literacy
Principal	Michael Bane	Director of Technology	ELL
Principal	Patricia Brunston	Assistant Principal	Math
Principal	Velda Keeney	Principal MJHS	Literacy