

School Plan

OUACHITA ELEMENTARY SCHOOL
332 SCHOOL HOUSE RD,DONALDSON, AR 71941

Arkansas Comprehensive School Improvement Plan

2013-2014

Realizing the different learning styles of children, we are committed to giving each child equitable opportunities to learn. By using various teaching strategies we will equip each child with the knowledge, skills, and attitudes to be successful at the next learning level.

Grade Span: K-6

Title I: Title I Targeted Assistance

School Improvement: MS

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Priority 3: Wellness

Goal: Reduce the number of students at risk of being overweight as measured by BMI.

Priority 1:	To improve Literacy skills across the curriculum, increasing the number of students advancing from below basic, to basic, proficient, or to advanced.
Supporting Data:	<ol style="list-style-type: none"> 3rd Grade Literacy Trends For the past three years 3rd grade scores for proficient and advanced have fluctuated between 72 and 90%. These scores reflect achieving status as per state guidelines. 4th grade Literacy Trends For the past three years 4th grade scores for proficient and advanced have fluctuated between 63 and 87%. Scores increased in 2011/12 and 2012/13. Compared to 2010/2011 scores. 5th grade Literacy Trends For the past three years 5th grade scores for proficient and advanced have fluctuated between 75 and 92%. These scores reflect achieving status as per state guidelines. 6th grade Literacy Trends For the past three years 6th grade scores for proficient and advanced have fluctuated between 66 and 79%. These scores reflect achieving status as per state guidelines. Weaknesses shown for data are as follows: Writing, MC at 3rd, 4th, 5th, and 6th grades Reading Practical Passage OR at 3rd, 4th, 5th & 6th Writing Content Domain OR at 3rd, 4th, 5th, 6th Writing Style Domain OR at 3rd, 4th, 5th, 6th The trend of scoring at or above the 50%ile for kindergarten for the past couple of years declined but a noticeable increase was recorded in 2011. There was a significant increase in the number scoring at or above the 50%ile. 2010/2011 was 66.5% Weak areas in kindergarten literacy were vocabulary and word attack skills. 2011/2012 Kindergarten students were not tested. 2012/2013 Kindergarten students were not tested. 1st grade Literacy trends For the past three years students scoring in the 50%tile or above has fluctuated between 64 and 71 % with the 2010/2011 being the lowest. 2010/2011 64 % 2011/2012 71% 2012/2013 69% The weak area noted is reading comprehension. 2nd grade Literacy trends For the past three years students scoring in the 50%tile or above has consistently increased from 59 % to 78 %. 2010/2011 was 59% 2011/2012 was 68% 2012/2013 was 78% The weakest area continues to be reading comprehension. Attendance rates for Ouachita Elementary School for the following years were: 2010/2011--95% 2011/2012--97% 2012/2013--96.5% Combined population students, grades 3-6, who were proficient or advanced and showed growth in literacy was 86%.

Goal	To improve literacy skills for all students, K-6, with emphasis on fluency, comprehension, writing, and open response for literary and content passages using common core instruction.
Benchmark	By the end of the 2013-14 school year, Ouachita Elementary School will show a gain in combined and sub-populations in literacy as measured by standardized tests. This increase will improve the low socio-economic sub-population's literacy scores to achieving status as per state guidelines.

Intervention: The school will provide comprehensive balanced reading and writing instruction to all K-6 students, including special education students and students in the low socio-economic population.				
Scientific Based Research: Citations: "NAEP 1998 Reading Report Card for the Nation" Washington, D.C.: Office of Educational Research and Improvement, U.S. Department of Education. "A Balanced Approach to Literacy" 2000, Arkansas Department of Education. National Diffusion Network and Step-Up to Writing; Vaughn, Sharon, and Sylvia Linan-Thompson. Research-Based Methods of Reading Instruction Grades K-3. Alexandria, Virginia USA: Association for Supervision and Curriculum Development, 2004. Langenberg, Donald N. Report of the National Reading Panel Teaching Children to read. NIFL. Dec. 2000. "Classroom Instruction that Works" Marzio, Pickering, & Pollock, 2001." Himmele, Persida. Total Participation Techniques. Alexandria, Virginia, USA: Association for Supervision and Curriculum Development, 2011. Cleveland, Kathleen Palmer. Teaching Boys who Struggle in School. Alexandria, Virginia, USA: Association for Supervision and Curriculum Development, 2011.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>All teachers, including special education teachers, have researched and decided to implement the following strategies to improve open-response writing for practical and content passages and to improve fluency and comprehension for all students including special education students. These strategies are aligned with Common Core Standards and will help to reduce the disparities of sub-populations. Strategies used in K-2 include phonemic awareness instruction, phonics instruction, fluency instruction, vocabulary instruction, and text comprehension.</p> <p>Grades 3-4 will use the strategies of Effective Literacy</p> <p>Grades 5-6 will use the Comprehensive Literacy Approach strategies as well as Step up to Writing.</p> <p>Grades 2-6 strategies will include emphasis on monitoring comprehension, using graphic organizers, generating questions, answering questions, recognizing story structure, making use of prior knowledge, using mental imagery, and expanding vocabulary.</p> <p>Teachers will provide an explanation and model fluency skills followed by small group instruction, guided practice and independent practice. Students' fluency will be assessed formally and informally throughout the year. Teachers K-6 will use appropriate technology when applicable. Testing from The Learning Institute (TLI) will be done in eight modules throughout the school term in grades 2-6; TLI testing in literacy will be done each grading period with grades 1 and 2. A highly trained 1.0 FTE para-pro will provide corrective reading strategies to students who show dyslexic tendencies. Title I funds will help supply materials and supplies for this program.</p> <p>Action Type: Alignment Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Target Assistance</p>	Betty Tidwell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	<p>Title I - Materials & Supplies: \$400.00</p> <hr/> <p>ACTION BUDGET: \$400</p>

<p>The pre-school program will incorporate the use of Sing, Spell, Read, and Write which is aligned to the kindergarten curriculum to promote readiness for kindergarten. Title I will provide materials, supplies, salary and benefits for one FTE para-professional, Wanda Buck, who will work under the direction of the regular teacher to enable low income children to have greater opportunities for readiness for kindergarten.</p> <p>Action Type: Alignment Action Type: Title I Target Assistance</p>	Betty Tidwell	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>Title I - Materials & Supplies: \$500.00</p> <p>Title I - Employee Salaries: \$14637.10</p> <p>Title I - Employee Benefits: \$3571.65</p> <hr/> <p>ACTION BUDGET: \$18708.75</p>
<p>Title I will provide salaries and benefits to 2.29 FTE para-professionals, Sheila Witherspoon, 1 FTE, salary \$14980.80; benefits 5446.8 and Laura Waters, 1 FTE, salary \$12,580.80; benefits 3,126.46, and Penny Bradshaw .29 FTE, salary 3000; benefits \$840, to assist Title I eligible students in improving open response writing skills in practical passages, content passages, and literacy passages as well as literacy skills in vocabulary, fluency and comprehension. Highly qualified Title I para-professionals will work under the direction of the classroom teachers who are also highly qualified, and will provide the same standards based instruction other students are receiving.</p> <p>Action Type: Alignment Action Type: Title I Target Assistance</p>	Betty Tidwell	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>Title I - Employee Salaries: \$30561.60</p> <p>Title I - Employee Benefits: \$9412.52</p> <hr/> <p>ACTION BUDGET: \$39974.12</p>
<p>The curriculum coordinator will disaggregate and evaluate formative and summative assessment data and identify strands/trends indicating weaknesses in student performance according to state standards and/or common core standards. Teachers, including special education teachers, and grade level teams will be given this analysis to guide them in working with students to improve achievement. Best practices will be sought and modeled for teachers to assist in tailoring instruction to the needs of the student.</p> <p>Action Type: Collaboration Action Type: Professional Development Action Type: Special Education</p>	Betty Tidwell	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Ouachita Elementary School will collect formative data as applicable to grade levels by utilizing DIBBLES, Developmental Reading Assessment and data from The Learning Institute as placement and evaluation tools for reading instruction for all students in grades 1-6, including special education students. Result of assessments will be analyzed to determine the effectiveness of the strategies. Summative evaluations will be NRT and CRT testing data which will be analyzed from these exams to determine the level of mastery students have attained. Effectiveness of the para-professionals will be evaluated by</p>	Betty Tidwell	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

teacher observation and CWT conducted by the principal/Title I Coordinator. A more in-depth monitoring and remedial strategies will be implemented using data and tools from The Learning Institute. Strategies are being implemented to target the low-socio economic sub population from Total Participation Techniques. Action Type: Program Evaluation Action Type: Special Education				
<p>All teachers, including special education teachers, have been trained in strategies specific to their grade levels.</p> <p>K-1 teachers will be trained in Read/Write/Listen for phonics, fluency and writing.</p> <p>All K-2 teachers have been trained in ELLA.</p> <p>All 3-4 teachers will be trained in Effective Literacy.</p> <p>All 3-6 teachers have been trained in TLI Methods of Instruction. Teachers in grades 5-6, including special education teachers, will be trained in and utilize the Comprehensive Literacy Approach for fluency instruction.</p> <p>Teachers in grades K-3 will be trained in Talents Unlimited while teachers in grades 4-6 will utilize the program option of pull-out for students identified as Gifted/Talented.</p> <p>Teachers and support staff will be trained in use of the data and instructional components from The Learning Institute. The GT Coordinator will evaluate effectiveness of all gifted program options annually. As new teachers and para-professionals are hired, they will be trained in the strategies appropriate to their teaching assignments and mentored by grade level co-teachers and/or the curriculum coordinator. Title I funds will provide staff development training for teachers who teach Title I eligible students; this training will be in addition to the state required 60 hours and may include conferences both in state and out of state that correlate with the school improvement plan.</p> <p>Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Target Assistance</p>	Betty Tidwell/Helen Cook	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Teachers 	<p>Title I - Purchased Services: \$5186.27</p> <hr/> <p>ACTION BUDGET: \$5186.27</p>
<p>School day remediation will be provided to students who scored less than proficient on CRT tests. Extensions such as GT and computerized instructions will be utilized to help students progress from proficient to advanced through a progress monitoring of formative assessments. A computerized program, snap and read, which will help Title I eligible students improve reading skills will be purchased with Title I funds.</p> <p>Action Type: AIP/IRI Action Type: Equity</p>	B. Tidwell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers • Teaching Aids 	<p>Title I - Purchased Services: \$490.00</p> <hr/> <p>ACTION BUDGET: \$490</p>

Instruction is provided by highly qualified teachers and paraprofessionals which meet the criteria established by the Arkansas Department of Education. Action Type: Professional Development Action Type: Title I Target Assistance	Betty Tidwell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff 	ACTION BUDGET: \$
Team meetings at pre-K, Kindergarten and 1st grade will be implemented to establish what areas are weakest for students in the district entering Kindergarten and those entering 1st grade. Data will be collected on all, but specifically for low socio-economic students; in the past this sub population has had the elementary school on alert for school improvement. Action Type: Equity	Betty Tidwell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Data from standardized tests, classroom teacher rating scales and Title I rating scales are used to identify Title I eligible students. Parents are notified of student eligibility; and that instruction will occur in the regular classrooms/labs using highly qualified teachers and paraprofessionals who will provide instruction using the same scientifically based methods and strategies that are used with other students. The intent of this program is to enable these students to achieve at a proficient or higher level. Students showing greatest needs will have priority services to enable them to meet the state's challenging academic standards for all children. A para-pro has been trained and will serve students who have reading difficulties in addition to the reading instruction received in the regular class. Title I parents are encouraged to become active in their student(s) education by attending school activities, serving on committees, and having frequent communication with teachers and administrators. Title I funds will be used to provide supplies to meet this action and provide materials for parent involvement. Action Type: Equity Action Type: Parental Engagement Action Type: Title I Target Assistance	Betty Tidwell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Performance Assessments • Teachers • Title Teachers 	ACTION BUDGET: \$
Total Budget:				\$64759.14
Intervention: Staff will annually review, revise, and align literacy curriculum according to Common Core Standards.				
Scientific Based Research: Citations: "The Reading Teacher", 43, 470-477. Implementing Strategies that Work, Stenhouse, (2000).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
All teachers, including special education teachers, will attend team meetings to evaluate/develop vertical and horizontal alignment of the literacy curriculum to Arkansas State Frameworks and Common Core Standards. Pacing guides will be used to establish benchmarks for students' progress each quarter. Action Type: Alignment Action Type: Professional Development	Betty Tidwell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$

Grade level or team teachers will meet to evaluate the scope and sequence of the literacy curriculum and make necessary adjustments to pacing guides. Information from the various formative and summative assessments as well as data from standardized tests will guide decisions, and be used as a factor in determining types of staff development needed for the area. Action Type: Alignment Action Type: Professional Development	David Tollett	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$
Use of aligned curriculum & pacing guides will be monitored through lesson plans, CWTs by building administrators, and evaluation protocol as adopted by the district. TLI testing will be done throughout the year in grades 2-6 and reports will be shared among grade level teams to evaluate the effectiveness of the alignment and pacing guides. Teachers reported an improvement in student effort and attitudes toward Benchmark testing which they attributed to the experiences with TLI testing throughout the year. Significant increases in K-2 students scoring proficient or above and an increase in over-all averages from 71% to 77% in grades 3-6 taking the Augmented Benchmark test indicate the plan is effective. Augmented benchmark scores were improved in the 11-12 testing cycle; teachers attribute a good deal of the progress to TLI testing throughout the year: students are more accustomed to testing protocol. Action Type: Alignment Action Type: Program Evaluation	Betty Tidwell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Staff will utilize previous year's testing data to develop and implement AIP's.

Scientific Based Research: Citations: "Parent and Family Involvement and Student Success" National PTA May 1998. Strong Families, Strong Schools. Washington, DC; U.S. Government Printing Office. No Child Left Behind Act of 2001 P.L. 107-110. "Adding Value to Accountability", Harold C. Doran, Educational Leadership, November 2003.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers, parents, and principal will develop IRI's and AIP's for students in 1st grade based on Kindergarten exit data from the Qualls assessment. Second grade will develop IRA's and /or AIP's based on 1st grade ITBS scores. AIP's for students 2-6 who score below proficient on ACTAAP Augmented Benchmark Exams will be developed. A variety of strategies will be used to remediate students who are at risk of not meeting the proficient level. Strategies will include but are not limited to small group and/or individual instruction. Computerized assisted instruction will also be utilized. Parent signature will verify parental input in developing the plans. Action Type: AIP/IRI Action Type: Alignment Action Type: Parental Engagement	D.Judd/H. Neel	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
School day tutoring will be provided to remediate identified students with AIP's. 3-6 grade will develop AIP's based on those who scored below proficient on Norm Referenced Test. Professional development will be provided by counselor in interpretation of data from TLI; curriculum director will be responsible for training teachers in strategies being used. Student progress will be monitored through a variety of assessments including performance assessments, report cards, notes to parents, classroom performance and	H. Neel/Lyn McDade	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Computers • Performance Assessments • Teachers • Teaching Aids • Title Teachers 	ACTION BUDGET: \$

improved test scores. This strategy will reduce the disparity between sub-populations. Action Type: AIP/IRI Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation				
TLI tests will be given in eight modules for grades 3-6. Report of student results will be used to determine if sufficient progress is evident in meeting growth in literacy. DIBBLES scores or TLI data will be used for documenting sufficient progress in 1-6. Action Type: AIP/IRI Action Type: Program Evaluation	H. Neel/Lyn McDade	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Small group and individual instruction will be used for remediation during the 2013-2014 school year. TLI assessments will be given to assess student accountability all year. K-2 teachers will use DIBBLES assessments throughout the year while 3-6 teachers will use TLI Quiz Builder/or Houghton Mifflin Unit test. Action Type: AIP/IRI Action Type: Program Evaluation	Betty Tidwell/H. Neel	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Parents will be notified of remediation requirements and consequences for not participating in remediation for students not scoring at the proficient level on standardized tests. This information is included in the student handbook. Action Type: AIP/IRI Action Type: Parental Engagement	Betty Tidwell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: The school will increase parental involvement by utilizing two way communication, parent resources, and collaborative events.

Scientific Based Research: Citations: "Parent Involvement Does Make a Difference in Student Achievement", The ERIC Reader, May 1995. (NCPIE: National Coalitions for Parent Involvement in Education; " Building School Communities-Strategies for Leaders", B.J. Meadows and Marilyn Saltzman, NSESP) <http://www.ncpie.org/>

Actions	Person Responsible	Timeline	Resources	Source of Funds
Parents will be invited to attend awareness programs to educate them on issues such as drug abuse, suicide prevention, and the importance of good nutrition and physical activity. They will be given literature to aid in educating their children. Title I funds will be used to help provide speakers and/or materials including but not limited to parental involvement magazines (Family Fun), brochures with parenting tips and academic materials for parents to check out to assist their child(ren) in learning the higher order skills expected of them. Research indicates that parental involvement with the school improves the academic achievement of students. Action Type: Parental Engagement Action Type: Wellness	H. Neel	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
A district volunteer resource book developed from parental surveys will be updated annually. Information will be used to provide parent volunteers for school activities. Action Type: Alignment Action Type: Parental Engagement Action Type: Title I Target Assistance	H. Neel	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Teachers 	ACTION BUDGET: \$
The parent involvement committee will plan and implement parent involvement meetings to include, but not be limited to Open House, academic nights,	H. Neel	Start: 07/01/2013 End:	<ul style="list-style-type: none"> District Staff Teachers 	

and two (2) parent-teacher conferences per year. Parental involvement coordinator will facilitate an academic night, in which teachers will instruct parents in developmentally appropriate ways to increase student achievement. Action Type: Alignment Action Type: Parental Engagement		06/30/2014		ACTION BUDGET: \$
Informational Packets will be developed for the elementary school containing the information required by Act 603. Packets will also include a statement of the districts commitment to parental engagement and the school's procedure for resolving parental concerns. Packets will be disseminated at the beginning of the school term and to parents enrolling students during the school year. Action Type: Alignment Action Type: Parental Engagement	Betty Tidwell/K. Mattingly	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	ACTION BUDGET: \$
A parent involvement facilitator will be selected for the elementary school to help plan and coordinate parental engagement activities. The facilitator, Heather Neel, will be paid a stipend for his/her services. Action Type: Alignment	Betty Tidwell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff 	ACTION BUDGET: \$
Each year a committee which includes parents will review/revise the School-Parent Compact and the Parent Involvement Policy. The compact will be included in Informational Packets to be distributed to parents at the beginning of the school term or upon enrolling a student after the term begins. This compact will include weekly/daily packets and/or assignment and conduct sheets to assist parents in understanding how to monitor the child's progress in content, standards, and academic assessments. Resources in this compact will also include materials and training opportunities to assist parents in improving academic achievement. Teachers, principals, and staff will be educated in the uses of effective communication and the importance of parental contributions to student success. The parental involvement facilitator will coordinate and integrate parent involvement programs and activities and ensure that information related to school and parent programs is sent to parents in the primary home language or a form to accommodate disabled parents. The facilitator will also entertain suggestions from parents that will support parental involvement. Action Type: Alignment Action Type: Parental Engagement Action Type: Title I Target Assistance	Betty Tidwell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Teachers 	ACTION BUDGET: \$
All teachers, including special education teachers, will receive two hours of staff development relating to parental engagement, and administrators will receive three hours of staff development relating to parental engagement each year. Action Type: Alignment Action Type: Professional Development	Betty Tidwell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
The parent involvement committee will meet semi-annually to review, plan, and recommend changes for the parent involvement program. Action Type: Alignment Action Type: Parental Engagement	H. Neel	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Teachers 	ACTION BUDGET: \$

The student handbook contains the school's process for resolving parental concerns, and is distributed to each student's parents at the beginning of the school term. Grievance procedures are outlined in Ouachita Board Policy Manuals and can be viewed on the school web site. Action Type: Parental Engagement	Betty Tidwell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers 	ACTION BUDGET: \$
Support will be given to staff and parents to enhance the effectiveness of the Parent/Teacher Organization. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Target Assistance	Betty Tidwell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Title I student eligibility is based on classroom teacher student analysis rating, teacher's performance rating of student skills and standardized test scores. Students showing greatest need have priority service to enable them to meet the state's challenging academic standards for all children. Title I funds will supplement state and local services and programs to provide an integrated educational program to enhance learning for Title I eligible students. Action Type: Alignment Action Type: Parental Engagement Action Type: Title I Target Assistance	Betty Tidwell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers Performance Assessments Teachers 	ACTION BUDGET: \$
Parents of Title I eligible students will be included on committees including but not limited to ACSIP committees, making decisions concerning the Title I program, student, parent, teacher compact, parent involvement activities, and PTO. Action Type: Parental Engagement Action Type: Title I Target Assistance	Betty Tidwell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers Title Teachers 	ACTION BUDGET: \$
Teachers will encourage parental involvement in assisting students' academic achievement at home. Teachers will send home study resources to include: study guides, edline postings, and/or newsletters, to assist parents in guiding child's learning in particular academic areas. The effectiveness of this program will be determined by a survey that will be sent home at the end of the year measuring the parent's ability to assist in the educational success of students at home. Results of the survey are on file with the building principal and the parent involvement coordinator. Action Type: Parental Engagement	Betty Tidwell	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Disabled parents will be ensured meaningful participation in Title I programs with particular assistance in understanding content and how to monitor their child's progress. Action Type: Parental Engagement	Betty Tidwell	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Information and interpretation will be provided to parents of students who receive Title I services of: Parents Right to know, the school's annual report card from the state, Individual student assessment report, Review of progress (4 times per year), Written state compliant procedures as appropriate, and appropriate parental communication. Action Type: Parental Engagement	Betty Tidwell	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
The school's Parent Involvement policy is posted on the school's website. Action Type: Alignment	A. Matthews	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Annual Title I meetings for parents, community and staff will be conducted as stand alone meetings, not in conjunction with other meetings.	Betty Tidwell	Start: 07/01/2013 End:		

Action Type: Parental Engagement		06/30/2014		ACTION BUDGET: \$
Currently there are no Ouachita students attending private schools. However, protocols are in place to comply with Title I federal guidelines in the event a student enters a private school. Action Type: Alignment	Betty Tidwell	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Parent and community members will be included as part of the committees to develop ACSIP plans for the school building which also includes developing policies and programs to improve student achievement. Action Type: Collaboration Action Type: Parental Engagement	Betty Tidwell	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
School volunteers will receive training concerning school protocol and guidelines for volunteers. A log will be kept to document who/how many hours volunteered. Action Type: Parental Engagement	Betty Tidwell	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
School information will be provided to parents as much as is possible in a language parents can understand; disabled parents will be accomodated as much as possible as well. Action Type: Parental Engagement	Betty Tidwell	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

Priority 2: To improve all students', including special education students, math skills with emphasis on Measurement-open response, Numbers, Properties, Operations-open response and Multiple step processes, using standards based mathematics instruction.

1. 3rd grade math trends:
For the past three years 3rd graders have shown growth except for year 2012 when there was a drop. The 3 year average for 3rd grade was 86.2% scoring proficient and advanced on the ACTAAP.
2010/2011-92% 2011/2012-88% 2012/2013-90% Third grade is at achieving status as per state guidelines,ie;students showing growth.
2. 4th grade math trends
With an average of 83% for the past three years fourth grade is at achieving status as per state guidelines.
2010/2011-77% 2011/2012-87% 2012/2013-86%
3. 5th grade math trends
Fifth grade shows a significant growth in the year 2011. However, data indicates a drop in students scoring proficient or advanced. 2011-92% 2012-79% 2013-76% 5th grade did not meet achieving status.
4. 6th grade math trends
Sixth grade had shown growth for the past three years.
with substantial growth being in 2012.
The three year average is 79% scoring proficient or advanced.
2011-69%
2012-93%
2013-76%
6th grade did not meet achieving status.
5. Math Weaknesses in grades 3-6 are:
Measurement, MC at grades 3 & 6
Number and Operations, MC 5
Number and Operations, OR at grades 5
Geometry OR at grades 5
Measurement, OR at grades 4,6
Data Analysis & Probability OR 3, 4, 6 grade
Data Analysis & Probability MC 3,5
Algebra OR 3rd grade
Algebra MC 4th grade
These weaknesses are addressed in the ACSIP plan
6. Kindergarten trends for the past three years shows an increase (growth) in the numbers of students scoring at or above the 50%ile on NRT tests.
2010/2011 was 58.3% above the 50%ile.
2011/2012 students were not tested.

Supporting Data:

- 2012/2013 students were not tested.
The weakest area for the past 2 years has been problem solving.
7. First grade trends for the past 3 years have shown fluctuating scores; however, the class average of students scores was above the 50%ile on NRT tests.
2010/2011 - 59% 2011/2012 - 61%
2012/2013 -70%
The weakest area for the three year span continues to be problem solving.
8. Second grade trends for the past 3 years have shown fluctuating scores; however the class average of students scores was above the 50%ile on NRT tests.
2010/2011 - 55.6.
2011/2012 -79% 2012/2013 The weakest area for second grade continues to be problem solving.
9. Attendance rates for Ouachita Elementary School for 3 years have been as follows:
2010--94%
2011--95% 2012--97%
10. Combined populaton students in grades 3-6 who were proficient or advanced and showed growth in math was 86.7%.
- 11.

Goal To improve all students', including special education students, math skills with emphasis on Measurement-open response, Numbers, Properties, Operations-open response and Multiple step processes, using standards based mathematics instruction.

Benchmark By the end of the 2013-2014 school year, Ouachita Elementary School will show a 2% gain in combined and sub-populations in Mathematics.

Intervention: The school will provide comprehensive balanced mathematics instruction to all K-6 students, including special education students.				
Scientific Based Research: Renaissance Learning-"Effects of Learning a Curriculum-based Monitoring System on the Classroom Instruction Environment and Math Achievement." Provide students with increased opportunities for direct interaction with the instructor. "Small Class Size and Its Effects", Biddle and Berlin, Educational Leadership, February 2002.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
All teachers including special education teachers have researched and decided to use the following strategies to improve math skills of all students', including special education students:various math manipulatives, calculators, computers, learning centers, and the adopted series will be used to improve student math skills with particular emphasis on open response Number Sense, Properties & Operations,Geometry, Measurement,Data Analysis & Probability, and Algebra as well as processes requiring multiple steps to solve. These strategies are aligned with Arkansas Frameworks. K-6 grades have implemented Common Core Standards.Teaching to a variety of learning styles will reduce the disparity among sub-populations and improve student skills in the identified weak areas of the math strands. Title I funds will be used to purchase learning materials such as protractors, manipulatives ,and center materials for identified targeted students as well as purchased services for web-based programs. Action Type: Alignment Action Type: Equity Action Type: Technology Inclusion	D.Burris/L.Prichard	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers Teachers Teaching Aids 	Title I - Materials & \$500.00 Supplies: Title I - Purchased \$350.00 Services: <hr/> ACTION BUDGET: \$850

Action Type: Title I Target Assistance				
Star Math will be used in grades 3-6 as a diagnostic tool. Accelerated Math will be used in classrooms for instructional purposes in which a child may advance at his/her own pace. TLI Quiz Builders will also provide materials for class work, homework, reviews and remediation. IXL math will be used at grades k-3 including Special Ed. classes. This strategy will be used to reduce the disparity of achievement among sub-populations especially the low socio-economic population Action Type: Alignment Action Type: Equity	D.Burris/L.Prichard	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers Teachers 	<hr/> ACTION BUDGET: \$
Carla Tugwell, a .5 FTE para-professional, salary and benefits will be funded through Title I. The para-pro will work under the direction of the regular classroom teacher with Title I eligible students and will provide the same standards based instruction that other students receive. This strategy will be used to reduce the disparity of achievement among sub-populations. The para-pro will attend staff development pertaining to her assigned duties along with teachers. Action Type: Alignment Action Type: Equity Action Type: Title I Target Assistance	D.Burris	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teaching Aids Title Teachers 	Title I - Employee \$7828.00 Salaries: Title I - Employee \$2997.48 Benefits: <hr/> ACTION BUDGET: \$10825.48
Teachers, including special education teachers and paraprofessionals, will attend staff development familiarizing them with and teaching them the most effective ways to teach math strategies, and they will participate in professional learning communities to share best practices. A team of teachers, grades K,1,and 4 have completed a three year training program in CGI math strategies. All K-5 teachers have been trained in Go Math Strategies. All 4-6 teachers have been trained in Accelerated Math. All K-3 teachers have been trained in Calendar Math. Sixth grade teacher has been trained in Glencoe Math strategies. All teachers, 1-6, have been trained in TLI. Teachers new to the district or who change grade levels will be trained in the strategies appropriate to their class assignment. They will be mentored by a teacher experienced in the strategies used at that particular grade level. Action Type: Professional Development	D.Burris	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers Teaching Aids 	<hr/> ACTION BUDGET: \$

Action Type: Special Education Action Type: Title I Target Assistance				
The instructional leader will monitor the progress and effectiveness of all actions by evaluating use of pacing guides, monitoring lesson plans to see that they are aligned with AR Frameworks and/or Common Core Standards, conducting teacher evaluations, CWTs, and analyzing the results of TLI assessments. TLI assessment results will be analyzed to see if alignment of AR Frameworks Augmented and Common Core Standards transfered to student success. The decision was made that teachers of these grades would continue CGI training and implement CGI strategies in the classroom. The current team completed CGI training in Aug. 2012; a new team will start training as the training is available. Action Type: Program Evaluation	Betty Tidwell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff 	ACTION BUDGET: \$
School day remediation will be provided to students who scored less than proficient on CRT tests. Extensions such as GT and computerized instructions will be utilized to help students progress from proficient to advanced through a progress monitoring of formative assessments. Action Type: Alignment Action Type: Title I Target Assistance	B.Tidwell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers • Teaching Aids 	ACTION BUDGET: \$
Instruction is provided by highly qualified teachers and paraprofessionals which meet the criteria established by the Arkansas Department of Education. Action Type: Professional Development	Betty Tidwell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff 	ACTION BUDGET: \$
Total Budget:				\$11675.48

Intervention: Staff will utilize previous year's testing data to develop and implement IRIs/AIPs for mathematics.				
Scientific Based Research: Citations: "Adding Value to Accountability", Harold C. Doran, Educational Leadership, November 2003.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers, parents, and the principal will develop IRI/AIP's for students 1-2 who scored below proficient on the Iowa Test of Basic Skills assessment, and AIP's for 3-6th grade students who scored below proficient on the ACTAAP Augmented Benchmark exams. Parent's signature will verify participation in developing the plan. Action Type: AIP/IRI Action Type: Parental Engagement	Betty Tidwell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
School day tutoring will be provided to remediate identified students with AIP's. Professional development will be provided by counselor in interpretation of data from NORMS; curriculum director will be responsible for training teachers in strategies being used. Student progress will be	Betty Tidwell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	ACTION BUDGET: \$

monitored through a variety of assessments including performance assessments, report cards, classroom performance and improved test scores. This strategy will reduce the disparity between sub-populations. Action Type: AIP/IRI Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development				
Results of ACTAAP Benchmark tests for grades 3-6 will be used to show that Ouachita Elementary School is Achieving status as per state guidelines in mathematics. Action Type: AIP/IRI Action Type: Alignment	Betty Tidwell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	ACTION BUDGET: \$
Parents will be notified of remediation requirements and consequences for not participating in remediation for students not scoring at the proficient level on standardized tests. This information is included in the student handbook. Action Type: AIP/IRI Action Type: Alignment Action Type: Parental Engagement	Betty Tidwell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff 	ACTION BUDGET: \$
The curriculum director will lead teachers and paraprofessionals in assessing math test data to determine the progress individual students are making as a result of the remediation program. TLI test data will be analyzed after each testing session, and the data will be used in grade level meetings to determine growth and continued weak areas. Action Type: AIP/IRI Action Type: Professional Development Action Type: Title I Target Assistance	Lyn McDade	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff 	ACTION BUDGET: \$
TLI test results will be used to determine if sufficient progress is evident in achieving status as per state guide lines in math. Assessment tests accompanying the basal series along with teacher made tests and assessments for implementing Common Core will be used for documentation of sufficient progress in K-6 math along with TLI testing. Protocols for evaluating and adjusting the program will be continued. Action Type: AIP/IRI	Betty Tidwell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff 	ACTION BUDGET: \$
TLI and computer lab will be used to remediate students needing AIPs for the 2012-2013 school year. Small group instruction will also be used during school day remediation. Effectiveness of the remediation program will be determined by analysis and comparison of student progress as measured by TLI progress reports. CRT and NRT assessments will also be reviewed for annual student growth. This evidence has been documented in the 2012-2013 plan. Action Type: AIP/IRI Action Type: Program Evaluation	Betty Tidwell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff 	ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Staff will periodically review, revise, and align math curriculum according to Common Core Curriculum.				
Scientific Based Research: Teppo, A.R. 1999. Reflecting on Practice in Elementary School Mathematics. Reston, VA: National Council of Teachers of Mathematics.				
Actions	Person Responsible	Timeline	Resources	Source of Funds

All teachers, including special education teachers, will attend team meetings to evaluate/develop vertical and horizontal alignment of the math curriculum as per the Arkansas State Mathematics Frameworks and Common Core Standards. Pacing guides will be used to establish benchmarks for students' progress each quarter to be assessed through TLI. Action Type: Alignment Action Type: Special Education	Betty Tidwell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff 	<hr/> ACTION BUDGET: \$
Grade level or team teachers will be trained to evaluate the scope and sequence of the math curriculum and make necessary adjustments to pacing guides each year. Information from the various formative and summative assessments will guide decisions for changes. Action Type: Alignment Action Type: Professional Development	Betty Tidwell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	<hr/> ACTION BUDGET: \$
Use of aligned curriculum & Pacing guides will be monitored through lesson plans, CWTs by the building principal, and evaluation protocol as adopted by the district. Use of NRT and CRT data will be used in alignment and adjusting of pacing guides to impact instruction. TLI assessments and tools will be used in eight modules over the course of the year to enhance the effectiveness of curriculum and instruction. Methods used for the delivery of instruction will be evaluated through the use of standardized testing data and will be reported in the 2013-2014 ACSIP plan. Using 08-09 school year data as a base line, the decision was made to add TLI assessments to grades 1-2, testing a minimum of once each grading period. Evidence of TLI's effectiveness in measuring appropriate alignment of instruction will be analyzed through the use of standardized testing data and will be reported in the 2012-2013 plan. Data from 2010/2011 testing reveals that 1st grade scored at the 51.96 %ile, and 2nd grade scored at the 57.13 %ile. These were significant increases from the year before; attributed in part to the after school tutoring program and the use of TLI tools and testing. On CRT tests, the combined population scoring at or above proficient in 2010-2011 are as follows: grade 3 shows 92%; grade 4 shows 64%, grade 5 shows 94%, and grade 6 shows 72%. The school met AYP in Mathematics. Data for 2011-2012 shows 1st grade scoring at the 70%ile; 2nd grade scoring at 79%ile; 3rd grade scoring at 88%ile; 4th grade scoring at the 57%ile; fifth grade scoring at the 79%ile, and 6th grade scoring at the 93%ile. For the 2012/13 school year grades 1-6 were at achieving status as per Arkansas state guidelines. 1st grade scoring 52% 2nd grade scoring 76% 3rd grade scoring 90% proficient/advanced 4th grade scoring 86% proficient/advanced 5th grade scoring 76% proficient/advanced 6th grade scoring 76% proficient/advanced	Betty Tidwell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments 	Title I - Materials & Supplies: \$1000.00 Title I - Purchased Services: \$1081.86 <hr/> ACTION BUDGET: \$2081.86

Action Type: Alignment				
Action Type: Program Evaluation				
Total Budget:				\$2081.86

Priority 3: To implement practices that will promote healthy lifestyles.

Supporting Data:

1. In 2012/2013 BMI data shows:
 healthy or underweight males--58.5%
 healthy or underweight females--52.2%
 overweight males--15.4%%
 overweight females--18.8%
 obese males--26.2%
 obese females--29%
2. In 2011/2012, BMI data shows:
 healthy or underweight males--67.6%
 healthy or underweight females--73.2%
 overweight males--16.2%
 overweight females--14.6%
 obese males--16.2%
 obese females--12.2%
3. In 2010/2011, BMI data shows:
 healthy or underweight males--39%
 healthy or underweight females--53%
 Overweight and obese combined males--60%
 Overweight and obese combined females--46%

Goal Reduce the number of students at risk of being overweight as measured by BMI.

Benchmark To decrease the percentage of students who are overweight or at risk for being overweight as measured by the BMI by 1 %.

Intervention: Implement a comprehensive school health/wellness program				
Scientific Based Research: Meeks, Linda, Philip Heit, and Randy Page. Comprehensive School Health Education. 9th ed. Blacklick, OH: Meeks Heit, 1996.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
All classroom teachers, including special education teachers, will incorporate lessons on health and wellness across the curriculum with emphasis on: characteristics relating to growth and development; Recognizing health-enhancing behaviors for personal health & safety; Understanding good nutrition and making healthy food choices. Action Type: Wellness	D. Kilcrease	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers • Teaching Aids 	ACTION BUDGET: \$
All classroom teachers, including special education teachers, will provide for instruction and strategies that will lead students to demonstrate competency in motor skills and tactics. Each week, 150 minutes will be devoted to the learning and performance of physical activities. These activities shall include, but not be limited to exercise, sports such as basket ball or softball, walking, relays, and playing on the playground. Action Type: Wellness	Betty Tidwell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$
Teachers will align health and physical education Frameworks to the curriculum both horizontally and vertically and develop pacing guides for each year. Action Type: Alignment Action Type: Professional Development Action Type: Wellness	Betty Tidwell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$
The level of instruction and activity will be monitored by the building principal by checking lesson plans, through observation and CWTs. Action Type: Wellness	Betty Tidwell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff 	ACTION BUDGET: \$

The school nurse will promote general health and wellness by conducting vision and hearing screenings, doing BMI and Scoliosis screenings, administering prescription medications, and monitoring student immunizations. Action Type: Wellness	D. Kilcrease	Start: 07/01/2013 End: 06/30/2014	• District Staff	ACTION BUDGET: \$
The food services director will plan menus which will reduce fat content served to students in the cafeteria. Action Type: Wellness	Carol Catlett	Start: 07/01/2013 End: 06/30/2014	• District Staff	ACTION BUDGET: \$
At the end of the school term, strategies in the wellness plan will be evaluated for their level of implementation. The current year BMI data will be compared to the previous year's data to determine the effectiveness of the wellness program. This comparison will be reported in the 2012-2013 plan.(see supporting data) Data from 2011 shows a significant increase in overweight students from the previous year. This leads to the conclusion that schools may promote healthy eating and physical activity, but schools can not fix the problem; families must take the initiative. Action Type: Program Evaluation Action Type: Wellness	D. Kilcrease	Start: 07/01/2013 End: 06/30/2014	• Computers • District Staff	ACTION BUDGET: \$
To promote fitness, students will be given the opportunity to participate in a walking program to be conducted after school. A group of adult volunteers will supervise children who want to participate. Two or three days a week students will walk a one mile route around the school campus. Miles will be logged in personal log books. Over the course of the year, students who have logged 25.2 miles will participate in the Little Rock Marathon in Little Rock, AR, for the last mile of the marathon. Action Type: Parental Engagement Action Type: Wellness	Lyn McDade	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Denise Judd	5th/6th reading	literacy
Classroom Teacher	Diane Burris	5th/6th math	Math
Classroom Teacher	Esther Rook	literacy classroom teacher	Literacy
Classroom Teacher	Gina Parish	3rd grade	literacy/writing
Classroom Teacher	Helen Cook	Resource/Gifted & Talented/ACSIP Co-chair	Writing/ACSIP Co-chair
Classroom Teacher	Holly Burroughs	2nd grade	Writing
Classroom Teacher	Holly Hughes	5th/6th Language	Reading
Classroom Teacher	Jami Maynard	2nd grade	Writing
Classroom Teacher	Jamie Chastain	1st grade teacher	Literacy
Classroom Teacher	Karen Ware	Pre-school	Reading
Classroom Teacher	Kay Minchew	Resource teacher	Math
Classroom Teacher	Linda Buck	5th & 6th science	ACSIP Co-chair
Classroom Teacher	Lori Chastain	Kindergarten	Reading
Classroom Teacher	Lori Corter	1st grade	Reading
Classroom Teacher	Lori Prichard	4th grade teacher	Math
Classroom Teacher	Pam Lewis	Kindergarten	Math
Classroom Teacher	Robin Kratz	3rd grade	Math
Community Representative	Brenda Burnett	Retired teacher	Reading
Community Representative	Sherry Smith	Retired teacher	Math
Non-Classroom Professional Staff	Carla Tugwell	Aide	Math
Non-Classroom Professional Staff	Carol Catlett	Food Service Director	Wellness

Non-Classroom Professional Staff	Deborah Kilcrease	School Nurse	Wellness
Non-Classroom Professional Staff	Donna Hardin	Early Childhood Aide	Reading
Parent	Karen Lemons	Parent	Math
Parent	Karen Lemons	Parent Representative	Title I Parent Advisory
Parent	Nita Wallace	Parent Representative	Wellness
Principal	Betty Tidwell	Principal/Fed. Coord.	Title I
Principal	Betty Tidwell	Grant coordinator	Wellness