

School Plan

WESTSIDE ELEMENTARY SCHOOL
193 School Street; Hartman, AR 72840

Arkansas Comprehensive School Improvement Plan

2012-2013

It is the mission of Westside Elementary School to provide an educational program that enables our students to become proficient in literacy, math, and be lifelong learners.

Grade Span: K-6

Title I: Title I Schoolwide

School Improvement: SI_1

Table of Contents

Priority 1: Literacy

Goal: During the 2011-12 school year, Westside Elementary School students in all student groups performed above the AMO in literacy. For the 2012-13 school year, all student groups will continue to improve reading comprehension; reading and interpreting a variety of text including practical, content, literary; writing conventions; and writing with greater voice and style.

Priority 2: Math

Goal: All students will improve in the area of mathematics. Emphasis will be placed on the identified low-performing student group: economically disadvantaged students. Mathematical skills and strategies that need to improve are found in Algebra, Geometry, Measurement, and Data/Probability.

Priority 4: Wellness

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

Priority 1: Westside Elementary's goal is to improve Literacy in all grades.

- Supporting Data:
1. Based on comprehensive needs assessments that reflects an in-depth trend analysis of multiple data sources across multiple grade levels and content areas we found that our areas of need in our combined population to be Reading content passage and multiple choice reading practical. This conclusion has been obtained by studying the CRT, NRT, and target assessments.
 2. The average daily attendance for 2006-07 was 93.7%. The average daily attendance for 2007-08 was 94.0%. The average daily attendance for 2008-09 was 93.9%. The average daily attendance for 2009-10 was 93% and for 2010-2011 it was 94%. We will work to decrease student absenteeism in order to provide more instructional time.

Goal: During the 2011-12 school year, Westside Elementary School students in all student groups performed above the AMO in literacy. For the 2012-13 school year, all student groups will continue to improve reading comprehension; reading and interpreting a variety of text including practical, content, literary; writing conventions; and writing with greater voice and style.

Benchmark: Westside Elementary School was an achieving school in literacy for 2011-12. In literacy, the All Students group was 74.47% proficient/advanced and met the AMO Performance target of 70.28%. In AMO Growth, the All Students group achieved 81.06% and met the AMO Growth target of 74.20%. It is expected that All Students, the Targeted Achievement Gap Group and ESEA subgroups will meet or exceed the individual 2013 AMO performance target (72.98%) and growth target (76.54%) for literacy in the 2012-13 school year.

Intervention: PHONEMIC AWARENESS (K-1) Westside Elementary School staff will utilize the PHONEMIC AWARENESS Program for phonological and PHONEMIC AWARENESS instruction as received through the ELLA program. The teachers will also utilize the Harcourt Brace PHONEMIC AWARENESS Program as a supplemental tool in helping the students achieve their full literacy potential.

Scientific Based Research: Results of An Early Intervention Program for the First Grade At Risk for Reading Disability. Reeves, Doug. Making Standards Work. Badger, Elizabeth & Thomas, Brenda (1992). Open-ended Questions in Reading. Practical Assessment, Research and Evaluation,3(4). Armbruster, Lehr & Osborn. (2003). Put Reading First: The Research Building Block for Teaching Children to Read.

Actions	Person Responsible	Timeline	Resources	Source of Funds

<p>Conduct meetings with grade level teachers to explain expectations of the phonemic awareness program. Supplies to fully implement components of the ELLA program will be purchased for 1 kindergarten class. Follow-up meetings will also be held to discuss progress of students and the effectiveness of the program. Action Type: Collaboration Action Type: Program Evaluation</p>	<p>Mary Ellen Robbins</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Teachers • Title Teachers 	<p>Title I - Materials & Supplies: \$192.06</p> <hr/> <p>ACTION BUDGET: \$192.06</p>
<p>Use journals to improve writing responses for all students including art, music and GT classes. Student's journal writing will be scaffolded by purchases of materials such as alphabet and sounds kits, social science's dvds, ocean content books, vowel read-along sets, phonics games, and multiple meaning word games. Action Type: Equity Action Type: Special Education</p>	<p>Carol Struckmeyer</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	<p>Title I - Materials & Supplies: \$4997.00</p> <hr/> <p>ACTION BUDGET: \$4997</p>
<p>Evaluate practical/functional readiness skills through the Qualls Early Learning. In the "Developed" category, the district scored below the state in Oral communication, Work Habits, and Attentive Behavior. Identified at-risk students will receive interventions and their progress will be monitored through DIBELS' testing. Alphabet Keep-At-Home Packets, consisting of the same ELLA alphabet letter and sound cards used in their classroom, will be sent home with all K-2 students so parents have the tools to help their child at home. Action Type: Alignment Action Type: Parental Engagement</p>	<p>Jan Sutterfield</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Teachers 	<p>Title I - Materials & Supplies: \$498.00</p> <hr/> <p>ACTION BUDGET: \$498</p>
<p>AIPs will be developed on each student not performing at achievement levels required by state guidelines. IRI data will determine AIPs for students in grades K-2. Action Type: AIP/IRI</p>	<p>Mary Ellen Robbins</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Professional Development will be provided for certified and classified staff to improve literacy and math scores. This will include travel, meals, lodging, and registration fees. Action Type: Professional Development</p>	<p>John Elms</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • District Staff • Teachers • Title Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>One FTE alternative learning environment teacher (Mignonne Morrow) will be hired to serve ALE students in grades K-6 as needed. Entrance and exit criteria are identified in the District Plan. She will purchase materials and</p>	<p>Lucas Skaggs</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ALE (State -275) - Materials & Supplies: \$500.00</p>

<p>supplies for her ALE students. In the 2008-09 school year, 4 ALE students scored proficient or above in literacy and 2 scored proficient or above in math. Salary 44,224/11,410 Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation</p>				<p>ALE (State -275) - Employee \$11410.00 Benefits: ALE (State -275) - Employee \$44224.00 Salaries: ACTION BUDGET: \$56134</p>
<p>The effectiveness of the actions of this intervention will be evaluated periodically and annually by CWTs, Qualls and DIBELS. The data collected is for the purpose of monitoring and adjusting instruction. Action Type: Program Evaluation</p>	John Elms	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers • Title Teachers 	<p>ACTION BUDGET: \$</p>
<p>One FTE class size reduction teacher, Mrs. Fields, will be hired to teach kindergarten. The student teacher ratio for grade K is 19.67. With the class sized reduction teacher, the student teacher ratio is 14.75. For the 2011-12 school year, Literacy growth for the 1st grade class size reduction was an average of +2.5 on Oral Reading Fluency. The math growth was +7.8 normal curve equivalent. This data was generated from STAR math and literacy growth reports. \$38,189/\$10,102. -6889. 3213 benefits Action Type: Collaboration</p>	Lucas Skaggs	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Title Teachers 	<p>Title II-A - Employee \$38189.00 Salaries: Title II-A - Employee \$3213.00 Benefits: ACTION BUDGET: \$41402</p>
<p>Westside School District opened an Arkansas Better Chance (ABC) preschool. The preschool incorporates ELLA teaching strategies into their daily literacy curriculum. This program will prepare local children for greater success in Kindergarten. Materials and supplies will be purchased to support their literacy activities. Action Type: Collaboration Action Type: Equity</p>	John Elms	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Central Office • Teachers • Teaching Aids 	<p>Title I - Materials & Supplies: \$1000.00 ACTION BUDGET: \$1000</p>
<p>Total Budget:</p>				<p>\$104223.06</p>
<p>Intervention: PHONICS: Westside Elementary School will utilize the phonics program as applied through the ELLA/Effective Literacy program with supplemental use of the MacMillan, Sing, Spell, Read, and Write program, Word Study, with the DSA, with the Language Arts Standards, and scientifically based reading research, in grades K-6.</p>				
<p>Scientific Based Research: Reeves, Doug. (2004) Making Standards Work. Badger, Elizabeth and Thomas, Brenda (1992). Open-ended questions in reading. Practical Assessment, Research, and Evaluation, 3(4). Armbruster, Lehr, & Osborn. (2003). Put Reading First: The Research Building Blocks For Teaching Children to Read. Vaughn, Sharon, Linan-Thompson, Sylvia, Research-Based Methods of Reading Instruction for English Language Learners, (2007);</p>				
<p>Actions</p>	<p>Person Responsible</p>	<p>Timeline</p>	<p>Resources</p>	<p>Source of Funds</p>

In order to improve fluency, written responses, and early reading skills, DIBELS assessment will be extended through the 3rd grade. DIBELS' kits and scoring booklets will be bought. Assessment findings will be used in intensive reading interventions and adjustment of classroom instruction. Action Type: Alignment Action Type: Equity	Jill Fields	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teachers Teaching Aids Title Teachers 	Title I - Materials & Supplies: \$781.72 ACTION BUDGET: \$781.72
Federal Coordinator, Superintendent, Principal, Title I teachers, classroom teachers and para-professionals will attend local, state and national professional development conferences throughout the year. Funding is budgeted in the district plan. Action Type: Professional Development	Peggy Horne	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teachers Teaching Aids Title Teachers 	ACTION BUDGET: \$
Evaluate effectiveness of the construsted response instruction through the use of Target Assessment reflection sheets and teacher scoring of open response questions used in classrooms. Adjust priorities for instruction as needed. Action Type: Program Evaluation	Michelle Howell	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Schedule meetings with grade level teachers to work on open-ended response in reading. Action Type: Collaboration	John Elms	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff Teachers Title Teachers 	ACTION BUDGET: \$
The effectiveness of the actions of this intervention will be evaluated annually using DIBELS K-3 and Target Assessments for 3-6. Action Type: Program Evaluation	Amanda Austin	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers Title Teachers 	ACTION BUDGET: \$
4 Sing, Spell, Read, and Write Kindergarten packs will be purchased to support the Ella program in place. Action Type: Equity	Rebecca Elms	Start: 07/07/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teachers Teaching Aids 	Title I - Materials & Supplies: \$1733.88 ACTION BUDGET: \$1733.88
Total Budget:				\$2515.6
Intervention: FLUENCY(1-6) Westside Elementary School uses the Comprehensive Literacy Approach for fluency instruction.				
Scientific Based Research: National Reading Panel Report, Teaching Children to Read, (2000); Fountas, I.C., & Pinell, G.S. (1996) Guided Reading; Fountas, I.C., & Pinell, G.S., (2001) Guiding Readers and Writers. Johnson, K.R. and Street, E. M. Balanced Reading with Fluency: Morningside Model of Generative Instruction. Rasinski Ph D., Timothy V. Assessing Reading Fluency. (2004). Marzano, R. (2004). Building Background Knowledge on What Works in Schools.				
Actions	Person Responsible	Timeline	Resources	Source of Funds

Four FTE highly qualified aides will be hired using Title I funding to provide intervention instruction to students in math and literacy at the Elementary Campus (K-6). Marcia Morgan-\$14,372/\$4947, Jennifer Zolliecoffer-\$14,954/\$5073, Donna Jestice \$15,730/\$5241, Jerry Minchew \$14,566/\$4989. Total \$59,622/\$20,250. Action Type: Collaboration	Lucas Skaggs	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff Teachers 	Title I - Employee Salaries: \$59622.00 Title I - Employee Benefits: \$20250.00 <hr/> ACTION BUDGET: \$79872
Westside is a Provision II school. Interactive Read Alouds will be bought and placed in the K-6 bookroom, spanning grades K-7. They will be used to supplement and scaffold the literacy curriculum by promoting vocabulary, comprehension. These materials complement our implementation of the Comprehensive Literacy Approach. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Rebecca Elms	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teachers Title Teachers 	Title I - Materials & Supplies: \$3000.00 <hr/> ACTION BUDGET: \$3000
The effectiveness of the actions of this intervention will be evaluated periodically and annually by CWTs, Target Assessments, CRTs and NRTs. The statistics collected from the state Benchmark test (CRT) will be examined, reviewed, graphed and resulting trends will be discussed in grade level and multi-grade meetings led by the principal. Action Type: Program Evaluation	John Elms	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff Teachers Title Teachers 	<hr/> ACTION BUDGET: \$
High-interest fiction and nonfiction books of various genres and reading levels (4th-6th grade) will be bought to promote fluency and comprehension in grades 4-6. These books will support the Accelerated Reader, Effective Literacy, and Literacy Lab programs already in place. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Carol Struckmeyer	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teachers Teaching Aids Title Teachers 	Title I - Materials & Supplies: \$13050.00 <hr/> ACTION BUDGET: \$13050
Professional Learning Communities (PLC) will be established and meetings will be held monthly. The purpose of these meetings is to "showcase" a literacy strategy for professional development to all elementary teachers from strategy books by Marcia Tate, Champion and Marzano. Teachers will implement the strategy for one month and then meet the next month for a round table discussion about the effectiveness of the strategy, difficulties they encountered and the successes that teachers noted. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Special Education Action Type: Title I Schoolwide	Carol Struckmeyer	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> ACTION BUDGET: \$

The Literacy Coach will model "shared reading" lessons for K-2 teachers using Interactive Read Alouds and "Big Books". Action Type: Professional Development	Rebecca Elms	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff Teachers 	Title I - Materials & Supplies: \$450.00 ACTION BUDGET: \$450
Total Budget:				\$96372
Intervention: WORD STUDY - SPELLING INSTRUCTION (1-6) Westside Elementary School will utilize a comprehensive literacy approach to word study/spelling in grades 1-6 as students progress through the within-word stage, syllable juncture stage, and derivational constancy stage as noted in Word Journeys (2000)				
Scientific Based Research: National Reading Panel Report, Teaching Children to Read (2000); Ganske, Kathy. (2000). Word Journeys. The Guilford Press. Benjamin, Amy and Crow, John T. (2009). Vocabulary at the Center. Marzano, Robert. (2005). Building Academic Vocabulary. Arbruster, Lehr, & Osborn. (2003). Put Reading First: The Research Building Blocks for Teaching Children to Read.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will visit each other's classrooms and other schools to see how ELLA, Effective Literacy and Literacy lab are incorporated. Teachers will work with their own grade level, plus grade levels above and below them to ensure curriculum is aligned vertically and horizontally to state core standards. Action Type: Alignment Action Type: Collaboration	Shea Hylton	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
The effectiveness of the actions of this intervention will be evaluated periodically and annually by teachers and the principal. As the students become more proficient spellers through these actions, classroom spelling grades will improve, class essays will be more readable, students efforts in writing will be more evident and the state Benchmark exam (CRT) "mechanics" score will increase. Action Type: Program Evaluation	John Elms	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers Title Teachers 	ACTION BUDGET: \$
The WORD STUDY intervention program, "Words Their Way", will be extended through the 6th grade. Students' levels will be assessed using the DSA and teachers will be receiving the developmentally appropriate materials that are needed for the implementation of this new program. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Tracye Smith	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff Teachers 	Title I - Materials & Supplies: \$325.01 ACTION BUDGET: \$325.01
The effectiveness of the program, "Words Their Way", will be assessed and evaluated through the use of the Developmental Spelling Assessment (DSA). Teachers will receive professional development in the use of this assessment tool. Action Type: Alignment	Rebecca Elms	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teaching Aids 	ACTION BUDGET: \$

Action Type: Professional Development				
Total Budget:				\$325.01
Intervention: VOCABULARY (K-6) Westside Elementary School uses the Comprehensive Literacy approach to vocabulary instruction. The teachers will collaborate horizontally, by grade level, and vertically, by teams, to ensure the curriculum is being implemented per requirements of the Arkansas Department of Education Language Arts frameworks.				
Scientific Based Research: National Reading Panel Report, Teaching Children to Read, (2000); Beck, Isabel, McKeown, Margaret, Kucan, Linda, Bringing Words to Life, The Guilford Press, (2002); Marzano, Robert, and Pickering, Debra, Building Academic Vocabulary (2005); Benjamin, Amy and Crow, John T., Vocabulary at the Center, (2009);				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The effectiveness of the actions of this intervention will be evaluated periodically by the principal through CWTs and annually by teachers using the state Benchmark Exam (CRT) scores and the "vocabulary" section of the Iowa Test of Basic Skills (NRT) scores. Additionally, teachers and the principal will discuss the vocabulary actions used in this intervention during the May PLC meeting. Actions will be modified, strengthened, discarded or extended as the committee deems necessary. Action Type: Program Evaluation	John Elms	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff Teachers Title Teachers 	<hr/> ACTION BUDGET: \$
Teachers will work on vocabulary by having students defining words, then using spelling words in writing passages. This is a component of the program, Words Their Way. This will allow teachers to assess if students understand word meanings and use vocabulary words in proper context. To aid this process, a Reading Inventory, Flynt Cooter, pictorial vocabulary cards, and supplemental vocabulary aids will be purchased. Teachers will meet to align their lesson plans vertically and horizontally to the Arkansas Frameworks and Common Core Standards where appropriate. Action Type: Collaboration Action Type: Equity	Jennifer Emfinger	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teachers 	Title I - Materials & Supplies: \$466.70 <hr/> ACTION BUDGET: \$466.7
Teachers will engage in professional development that specifically targets vocabulary instruction. Teachers will work in various group dynamics (grade level, multi-grade levels, cross curricular, PLC's etc.) while learning about new skills, activities, and strategies. The principal, various literacy team members, and the WAESC literacy specialist will conduct the vocabulary sessions. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Special Education	Carol Struckmeyer	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	<hr/> ACTION BUDGET: \$

Teachers are engaging in PLC meetings monthly to focus on vocabulary strategies, taken from Marzano's book: Building Academic Vocabulary and/or Marcia Tate's book: Worksheets Don't Grow Dendrites. Professional books will be bought to serve as resources for teachers needing help in implementing strategies, understanding literacy skills, gathering ideas, and strengthening grammar/writing skills. Action Type: Alignment Action Type: Collaboration Action Type: Special Education Action Type: Title I Schoolwide	Carol Struckmeyer	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Teachers 	Title I - Materials & Supplies: \$200.00 ACTION BUDGET: \$200
Total Budget:				\$666.7

Intervention: WRITING (K-6): Westside Elementary School uses the Comprehensive Literacy Approach to writing instruction to include writing-to-learn, writing-to-demonstrate learning and authentic writing.

Scientific Based Research: SREB Literacy Across the Curriculum (Southern Regional Education Board, High Schools That Work) (2001); Fletcher, Ralph, Portalupi, JoAnn, Writing Workshop: The Essential Guide, Heinemann, (2001); Scaffolding Young Writers (2001); Jacob, Heidi, Hayes, Eye on Education: Active Literacy Across the Curriculum, (2006); Blackburn, Barbara, Eye on Education: Literacy From A to Z: Engaging Students in Reading, Writing, Speaking and Listening, (2008);

Actions	Person Responsible	Timeline	Resources	Source of Funds
Veteran teachers are trained in using "Step-Up-To-Writing". New teachers will be trained and then mentored in the process also. Teachers work together to ensure the writing gets progressively harder as students progress through the grades. "100 Things About Me: A Structured Writing Journal" (1st grade) will be purchased to aid the writing process. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Tracye Smith	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Teachers Title Teachers 	Title I - Materials & Supplies: \$279.47 ACTION BUDGET: \$279.47
The effectiveness of the actions of this intervention will be evaluated periodically and annually by Target Assessment open response essays, classroom essays (both literary and content) and improved CRT open response scores. Action Type: Program Evaluation	John Elms	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff Teachers Title Teachers 	ACTION BUDGET: \$
Elementary teachers are using the "Shurley Method" (\$4809.21) to support the grammar component of the writing process. Teachers are using the publication, "Drops In the Bucket" as an intervention tool for this process. A purchased handwriting program (\$6000), for students K-3, will support components of the writing process and will scaffold the writing program already in place.	Jennifer Emfinger	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teachers 	Title I - Materials & Supplies: \$6000.00 NSLA (State-281) - Materials & Supplies: \$4809.21

Action Type: Alignment Action Type: Collaboration				ACTION BUDGET: \$10809.21
Westside Elementary students are engaged in daily vocabulary building exercises to strengthen the content and style component of the writing process. Teachers are targeting "common" content words that they feel are necessary for the students' success in understanding open response questions and subsequent written responses. Students in 1st-2nd grades will be using a "prompted" writer's journal and students in 1st grade have "Reader's and Writer's Notebooks to scaffold the writing process. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Michelle Howell	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teachers Title Teachers 	Title I - Materials & Supplies: \$465.81 <hr/> ACTION BUDGET: \$465.81
Computer writing software (\$6000) will be purchased and used to improve writing skills of all K-12 students. Students may access the software at any campus computer or at home. To aid this process, two teams from the University of Arkansas writing class(\$400) will work with students in grades 3-6 to improve their content, style, and "voice". Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	John Elms	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Outside Consultants 	Title I - Purchased Services: \$6400.00 <hr/> ACTION BUDGET: \$6400
Total Budget:				\$17954.49

Intervention: COMPREHENSION STRATEGY INSTRUCTION (K-6) Westside Elementary School uses the Comprehensive Literacy Approach to comprehension instruction with emphasis on monitoring comprehension, using graphic and semantic organizers, answering questions, generating questions, recognizing story structure, summarizing, making use of prior knowledge and using mental imagery.

Scientific Based Research: National Reading Panel Report, Teaching Children to Read, (2000); Harvey, Stephanie, Goudvis, Anne, Strategies That Work, Stenhouse, (2000); Blackburn, Barbara, Eye on Education: Literacy From A to Z: Engaging Students in Reading, Writing, Speaking, and Listening, (2008); Jacob, Heidi, Hayes, Eye on Education: Active Literacy Across the Curriculum, (2006); Patriarche, Kathryn, Proof, Practice, and Promise, (2006); McNamara, Danielle, S., Reading Comprehension Strateies, Theories, Interventions, and Technology, (2009); Sousa, David A., How Brains Learn to Read, (2005); Blackburn, Barbara, Eye on Education: Literacy From A to Z: Engaging Students in Reading, Writing, Speaking, and Listening, (2008);

Actions	Person Responsible	Timeline	Resources	Source of Funds
Accelerated Reader (\$1326), Star Reading (\$231.75), Star math (\$350.20), and Star Early Literacy (\$103) and web hosting (\$499) will be purchased so students will have access to all AR quizzes (\$2509.95). The library will purchase WebOPAC tech support (\$200). Ink will be purchased so students can have a copy of their assessments (\$3000). Action Type: Collaboration	John Elms	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff Teachers 	Title I - Purchased Services: \$2709.95 NSLA (State-281) - \$3000.00 Materials & Supplies: <hr/> ACTION BUDGET: \$5709.95

<p>All 4th grade students will go on a field trip to Little Rock or Ft. Smith to see the Black Stallions. Literacy teachers use this event to provide comprehensive literacy instruction for grades 4, 5 and 6. Fifth and Sixth grade teachers use this field trip as a reference point in writing activities. It provides a common experience for students. Also, each student receives a book, which is used in fifth grade for book reports and literacy circles which is a component of the comprehensive literacy approach taught in literacy lab. This field trip is used as a cultural experience for our students also. We are a Provision II school, all students eat free. Tickets will be purchased, bus driver paid, fuel purchased, and lunch for the students for the trip.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Special Education</p>	Sandra Mitchell	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> School Library Teachers 	<p>Title I - Materials & Supplies: \$700.00</p> <hr/> <p>ACTION BUDGET: \$700</p>
<p>The 21 CCLC Grant will be supported for year 3 with Title I funds. The "Rockin Rebel" Program takes place after school, Monday-Thursday, from 3:30-6:30. During the summer, it occurs Monday-Friday, 8 AM - Noon. Professional development will be provided to the Grant Administrator and to Rockin Rebel workers.</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>	Nola Newton	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> District Staff Teachers 	<p>Title I - Employee Salaries: \$41340.00</p> <p>Title I - Employee Benefits: \$11660.00</p> <hr/> <p>ACTION BUDGET: \$53000</p>
<p>Emily Jennings certified teacher will be hired .32 FTE to implement intervention strategies for grades K -6. Christina Payne certified teacher will be hired .26 FTE to implement intervention strategies for grades K -6. Jennings \$35,914/9611. 32% paid from Title 1 is 11492.48/3075.52 Payne \$40,939/\$10,700. 26% from Title 1 is \$10,644.14/\$2782 Total \$22136.62/\$5857.52</p> <p>Action Type: Equity Action Type: Technology Inclusion</p>	Lucas Skaggs	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> Title Teachers 	<p>Title I - Employee Salaries: \$22136.62</p> <p>Title I - Employee Benefits: \$5857.52</p> <hr/> <p>ACTION BUDGET: \$27994.14</p>
<p>The librarian will purchase books to support the Accelerated Reader Program.</p> <p>Action Type: Collaboration</p>	Sandra Mitchell	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> Teachers 	<p>Title I - Materials & Supplies: \$3000.00</p> <hr/> <p>ACTION BUDGET: \$3000</p>
<p>6 class sets of books will be bought to help continue to improve comprehension in the content and literary areas.</p> <p>Action Type: Collaboration Action Type: Technology Inclusion</p>	Carol Struckmeyer	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> Teachers Teaching Aids 	<p>Title I - Purchased Services: \$1950.00</p> <hr/> <p>ACTION BUDGET: \$1950</p>

<p>1 FTE elementary counselor will be hired. The ratio requirement is 1:500. Westside's K-6 enrollment is 355. 29% of Ms. Robbin's salary can be paid from NSLA. She will help with ALE placement, coordinate ELL testing and mental health services. A computer will be bought and used for classroom guidance and character development of children. Total contract amount is \$51,599/\$13,007. Oper \$36635.29/9234.97. NSLA 14963.71/3772.03 Action Type: Equity Action Type: Technology Inclusion</p>	<p>Lucas Skaggs</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> Administrative Staff 	<p>NSLA (State-281) - Employee Benefits: \$3772.03 NSLA (State-281) - Employee Salaries: \$14963.71 NSLA (State-281) - Materials & Supplies: \$485.00 ACTION BUDGET: \$19220.74</p>
<p>Professional Learning Communities and Literacy teams will meet on a monthly basis. Meetings are led by the principal, literacy instructional facilitator and school literacy team members. Literacy strategies for comprehension will be shared with the entire staff to improve student scores on Target Assessments and the Benchmark exam. Specific literacy strategies will be targeting the SLEs that our students scored 50%-70% on. Teachers will include these strategies in their daily lessons. Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide</p>	<p>John Elms</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> Outside Consultants Teachers Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$111574.83</p>
<p>Intervention: Systems Organization for Improved Student Achievement</p>				
<p>Scientific Based Research: Research: Senge, Peter. (1990). THE FIFTH DISCIPLINE: The Art and Practice of the Learning Organization. New York: Bantam Doubleday Dell. Carter, Lisa. (2007). Total Instructional Alignment: From Standards to Student Success. (2007). Carter, Lisa. Five Big Ideas: Leading Total Instructional Alignment. (2009).</p>				
<p>Actions</p>	<p>Person Responsible</p>	<p>Timeline</p>	<p>Resources</p>	<p>Source of Funds</p>
<p>STRATEGIES TO ATTRACT HIGHLY QUALIFIED TEACHERS include advertising nation-wide for certified vacancies on the Arkansas Association of Educational Administrators website. Federal funds (Title II-A) may be used to offer tuition reimbursement, providing funding is available. Action Type: Title I Schoolwide</p>	<p>Lucas Skaggs</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> Administrative Staff 	<p>ACTION BUDGET: \$</p>
<p>Curriculum and professional development are developed and presented based upon NEEDS ASSESSMENTS. Teachers ensure the curriculum is aligned to the frameworks and annual surveys are</p>	<p>Peggy Horne</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> Administrative Staff Teachers Title Teachers 	<p>ACTION BUDGET: \$</p>

<p>conducted to evaluate and determine professional development needs. Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>				
<p>Measures to include teachers COLLABORATING in the decision making process occur at Westside as teachers serve on committees which include: ACSIP teams, wellness teams, a technology committee, professional development committee, data disaggregation, textbook adoption, parental involvement, student handbook, crisis and curriculum alignment committee. Dameware NT Utilities will be purchased for client management for students and teachers. Action Type: Collaboration Action Type: Title I Schoolwide</p>	John Elms	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers • Title Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Federal, state, and local funds are used for COORDINATION OF FUNDS to improve instruction and increase student achievement. This is done through purchasing textbooks using state and local funds, and supplemented with federal funds to purchase SCIENTIFICALLY BASED support programs like My Access, extra books for classroom libraries, web-based Accelerated Reader quizzes and phonics' programs from Orchard. Action Type: Title I Schoolwide</p>	Lucas Skaggs	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • District Staff 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>POINT IN TIME INSTRUCTION TO IMPROVE MASTERY occurs at Westside Elementary. K-2 students with an IRI receive remediation until brought up to grade level. FORMATIVE evaluation of an intervention may include, but not be limited to: Teacher observation of interactive lessons, skill checklists, periodic teacher made (or standardized) tests, computer lab quizzes, mock benchmark exams (chunk tests) term or research papers, higher level questioning, projects or independent study, performance based skill assessments in a lab type setting. The assessments will be aligned with the goals and objectives of the intervention and relate back to the SLE's of the literacy /math frameworks and standards. Action Type: Title I Schoolwide</p>	John Elms	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • District Staff • Teachers • Title Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>SCHOOLWIDE REFORM STRATEGIES at Westside Elementary include implementing research based literacy and math strategies. This includes implementing ELLA, Effective Literacy, and Literacy Lab literacy strategies. For math it</p>	John Elms	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers • Title Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>

<p>includes implementing Saxon Math. Students scoring below proficient on the benchmark tests have access to supplemental instruction using the Orchard program, which is scientifically based. Action Type: Alignment Action Type: Collaboration Action Type: Technology Inclusion</p>				
<p>An appropriate number of kindergarten teachers will be hired to teach Pre-K students from June 6 - June 17, 2011 for four hours per day. Westside Schools will continue to provide parents and staff with the appropriate training to facilitate the TRANSITION between PRESCHOOL and KINDERGARTEN to create a seamless transition between the two environments. This will be accomplished by pre-registration appointments for Kindergarten students to receive health screenings, Brigance testing, PTO meetings, public notices sent out through school flyers and in the local newspapers and by holding a pre-K summer school each summer to help the students with the transition. Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	<p>John Elms</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>MENTORING/PROFESSIONAL DEVELOPMENT: 10% of the building's Title I allocation will be set -aside (Title I schools only) to aid in provided targeted professional development. A Quality Coaching Model using IF's or curriculum coaches, with district support, will coordinate & sustain professional development activities in the areas of literacy and mathematics to enable teachers and paraprofessionals to: * teach and assess the Arkansas academic content standards to improve student achievement; * teach and address the needs of the students with different learning styles and students with special learning needs, * improve student behavior; * involve parents in their child's education and * understand and use data and assessments to improve classroom practice and student learning. Mentoring, beyond Pathwise, will place special emphasis on the teachers in the curriculum which led to the School Improvement Status specifically for Literacy. The subgroups that will be targeted are caucasian and free and reduced. Arkansas law requires all certified personnel to attend sixty (60) approved PROFESSIONAL DEVELOPMENT hours each year. The</p>	<p>John Elms</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>PD (State -223) - Purchased Services: \$24000.00 ACTION BUDGET: \$24000</p>

<p>approved professional development is based on needs determined by staff surveys and hours shall be aligned to the National Staff Development Council Standards and include: • Technology – 6 hours annually • Arkansas History – 2 hours annually for all teachers teaching Arkansas History • Parent Involvement – 2 hours annually for teachers and 3 hours annually for administrators • Data disaggregation, instructional leadership, and fiscal management professional development shall be included annually for all administrators. This funding will provide professional development for certified and classified employees. The purchased services allocated in this action will be allocated to WAESC. Action Type: Professional Development Action Type: Professional Development Action Type: Title I Schoolwide</p>				
<p>PARENTAL INVOLVEMENT STRATEGIE:All parents will be invited to Parent/Teacher Conferences in September and February to review student achievement and encourage academic improvement. Parents will be encouraged to participate in the learning process and be invited to give their input and suggestions for helping their student's achievement. Additional effort will be placed toward involving parents of the identified low-performing students. All components of Act 307 of 2007 are implemented at Westside Elementary. PARENT INVOLVEMENT is highly encouraged at Westside Elementary School. INFORMATIONAL PACKETS will be distributed to all parents the first week of school. All new enrollees will also receive a packet. A parent compact will be constructed jointly with parents which will describe the school's responsibilities to provide high quality curriculum and instruction in a supportive, effective environment. It will include ways parents can support their children's learning, by ensuring regular attendance, ensuring homework is completed, volunteering at school, participating in decisions about the education of their children and positive use of after-school time. Regular communication between the school and home will occur through 2 ANNUAL PARENT - TEACHER CONFERENCES, progress reports to parents on their child's progress, and</p>	<p>Amanda Austin</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Teachers • Title Teachers 	<p>Title I - Purchased Services: \$1804.56 Title I - Materials & Supplies: \$631.98 <hr/>ACTION BUDGET: \$2436.54</p>

<p>allowing parents to have reasonable access to school staff. The compact will be discussed with parents during PARENT INVOLVEMENT MEETINGS and the September parent - teacher conferences. Westside Schools will continue the development and distribution of the School-Parent Compact with families annually. There is currently not a PTA organization. If someone is interested in starting one up, the school would be open to that opportunity. Amanda Austin is the elementary PARENT FACILITATOR. Amanda Austin keeps a VOLUNTEER RESOURCE BOOK which is updated annually. Teachers use this resource to invite parents into the classrooms as guest speakers. The SCHOOL'S PROCESS FOR RESOLVING PARENTAL CONCERNS IS IN THE STUDENT HANDBOOK. Edline will be provided so parents may access student grades or missing assignments regularly. A MONTHLY NEWSLETTER containing tips for their child's academic success will be sent to all parents. Materials and supplies needed for parental involvement will be bought as needed. Action Type: Parental Engagement Action Type: Parental Engagement Action Type: Title I Schoolwide</p>				
<p>Students at Westside will receive INSTRUCTION FROM HIGHLY QUALIFIED TEACHERS. All teachers and paraprofessionals who are not highly qualified are working on an approved plan to become highly qualified as quickly as possible. Action Type: Title I Schoolwide</p>	<p>Peggy Horne</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff 	<p>ACTION BUDGET: \$</p>
<p>Curriculum ALIGNMENT will take place annually. Curriculum will be aligned vertically and horizontally to the Arkansas State Frameworks and Common Core State Standards where appropriate. Teachers will work together to ensure lesson plans are aligned to student learning outcomes. Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide</p>	<p>John Elms</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>The effectiveness of the actions of this intervention will be evaluated periodically and annually by CWTs, Target Assessments, CRTs and NRTs. The data collected this year will serve as baseline data for purposes of valuation of the action. Action Type: Program Evaluation</p>	<p>Peggy Horne</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers • Title Teachers 	<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$26436.54</p>

Intervention: Westside Elementary School is an Achieving School in Literacy. For the year 2011-2012, All Students met all AMO performance and growth goals. Westside Elementary School did not meet the 3 year Performance goal of 70.28% for All Students and Students with Disabilities but did exceed the three year growth goal of 74.20 in all categories.				
Scientific Based Research: Poston, English, Steffy, Downey; 50 Ways to Close the Achievement Gap, 3rd Edition, SAGE Publications (2008); Marzano, Pickering, Pollock,(2001)Classroom Instruction that works: Research-based strategies for increasing student achievement, Alexandria, VA: Association for Supervision and Curriculum Development; Wormeli (2005)Summarization in Any Subject: 50 Techniques to Improve Student Learning, Alexandria, VA: Association for Supervision and Curriculum and Development				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The instructional leader will monitor the level of writing across the classrooms according to the observation protocol and/or CWT. The instructional leader will confer with the teacher to discuss the frequency of writing implementation. Professional training will be offered if deemed necessary by the instructional leader. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	John Elms	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Teachers are participating in Comprehensive Literacy training such as: Literacy Lab, ELLA, Effective Literacy to learn about effective literacy strategies. Action Type: Collaboration Action Type: Professional Development	John Elms	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> School Library Teachers 	ACTION BUDGET: \$
Certified teachers will provide after school tutoring in the "Homework Room" of the Rockin' Rebels after school program for K-6 elementary students. Teachers will be paid \$25/hour. Teachers and parents may refer children to the program. The number of teacher referrals at the beginning of the program as compared to the number of referrals at the end of the program, completed assignments and improved grades will determine the effectiveness of the tutoring sessions. The money for this action is provided for in the District plan. Action Type: Equity	John Elms	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Star Testing (3 times per year) will be used for students in grades 1-6. This assessment will give teachers whole class strengths and weaknesses as well as individual strengths and weaknesses. Action Type: Alignment Action Type: Equity Action Type: Technology Inclusion Action Type: Title I Schoolwide	Tammy Williams	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Computers Teachers Title Teachers 	ACTION BUDGET: \$
Students in Social Studies classes (3rd-6th) will read novels relevant to the course content. Students in Science class will read nonfiction books concerning the material currently being studied. This will enhance the comprehension of the novel, nonfiction book, and will lead to greater understanding of the course content. Action Type: Title I Schoolwide	Tracye Smith	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> School Library Teachers 	ACTION BUDGET: \$
Classroom teachers will engage in grade level meetings weekly to discuss curriculum	John Elms	Start: 07/01/2012	<ul style="list-style-type: none"> Teachers 	

alignment, teaching strategies, classroom management, literacy deficiencies on benchmark exams, peer support, etc. Minutes will be taken and kept in the teachers' ACSIP binder. These weekly meetings will promote greater teacher collaboration and focused teaching. Action Type: Alignment Action Type: Collaboration		End: 06/30/2013	• Title Teachers	ACTION BUDGET: \$
Classroom Walk Through (CWT) will be used periodically as one method of collecting program information in order to adjust or change programs, to increase academic success by students and the professional growth of teachers. This form of program evaluation will be conducted by building and district administration. Statistical data from CWTs will be used to effectively monitor implementation and success of instruction. Action Type: Alignment Action Type: Program Evaluation	John Elms	Start: 07/01/2012 End: 06/30/2013	• Teachers • Title Teachers	ACTION BUDGET: \$
Remediation and Intervention occurs at Westside Elementary School. Formative evaluations will occur five times a year using Target Assessments available through WAESC. These assessments are reviewed by teachers and curriculum is adjusted. Interventions are whole group, small group, or individuals and occur in the computer lab as well as the classroom. The Orchard Program is WES's computer based remediation program. The art, music, and PE teachers help provide remediation/interventions along with the regular classroom teacher. Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide	John Elms	Start: 07/01/2012 End: 06/30/2013	• Teachers • Title Teachers	ACTION BUDGET: \$
The effectiveness of this intervention will be assessed by better scores on Target Assessments, mid-term grades, and a higher number of proficient/advanced students on the Benchmark Exam (AYP). Action Type: Program Evaluation	Lucas Skaggs	Start: 07/01/2012 End: 06/30/2013	• Administrative Staff • District Staff	ACTION BUDGET: \$
In an effort to ascertain how effective our Accelerated Reading program is and to better serve our "bubble students" (10-15 pts. away from proficiency); data will be collected at each 9 weeks this school year. The data collected will be: Did student * reach 9 weeks AR pts goal * % of pts obtained * reach 85% comprehension * timeline between pts & comprehension goal. We also want to know what the correlation is, if any, between all proficient students and reaching AR goal every 9 weeks.	Carol Struckmeyer	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
Teachers will collaborate to address the needs of at-risk students and incorporate literacy or math activities into lesson planning and assessment activities. Administrators and Counselors will conference with at-risk students and ensure that school instructional staff are made aware of the at-risk students. Action Type: Collaboration	Lucas Skaggs	Start: 07/01/2012 End: 06/30/2013	• District Staff • Teachers	ACTION BUDGET: \$

<p>LEADERSHIP STRATEGIES FOR ACHIEVING SCHOOLS: The ACSIP Leadership committee will meet to revisit the goals and objectives of the ACSIP plan. The meetings will have an agenda, sign-in sheets, and minutes will be recorded and filed. Special concentration on monitoring the program/processes designed to address the need for continued school advancement in literacy, especially with caucasian, free and reduced students. The team will review and plan throughout the school year to manage the best practices of instruction and assessment to improve performance. Action Type: Program Evaluation</p>	<p>John Elms</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>

Priority 2: Westside Elementary School's Goal is to Improve Mathematic Skills and Strategies

- Supporting Data:
1. Based on comprehensive needs assessments that reflects an in-depth trend analysis of multiple data sources across multiple grade levels and content areas we found that our areas of need in our combined population to be Number, Properties and Operations, Geometry and Algebra. This conclusion has been obtained by studying the CRT, NRT, and target assessments.
 2. The average daily attendance for 2006-07 was 93.7%. The average daily attendance for 2007-08 was 94.0%. The average daily attendance for 2008-09 was 93.9%. The average daily attendance for 2009-10 was 93% and for 2010-2011, it was 94%. We will work to decrease student absenteeism in order to provide more instructional time.

Goal: All students will improve in the area of mathematics. Emphasis will be placed on the identified low-performing student group: economically disadvantaged students. Mathematical skills and strategies that need to improve are found in Algebra, Geometry, Measurement, and Data/Probability.

Benchmark: Westside Elementary School was a Needs Improvement school in math for 2011-12. Math Performance: The All Students group was 72.87% proficient/advanced, not meeting the 2012 AMO performance target of 73.81%. The subgroup not meeting 2012 AMO target was Economically Disadvantaged. Math Growth: The All Students group in math growth was 56.06%, not meeting the 2012 AMO growth target of 59.26%. It is expected that All Students, the Targeted Achievement Gap Group, and all ESEA subgroups will meet or exceed the individual 2013 AMO performance (76.19%) and growth (62.97%) targets for math in the school year 2012-13.

<p>Intervention: To implement a K-6 developmental mathematics program with a focus on Benchmark skills; measurement, algebra and geometry; improving math instruction using data analysis and number sense, properties and operations through Targeted Assisted Remediation (Title I).</p>				
<p>Scientific Based Research: K8 Math Strategies, Edvantia.,(2007). What Successful Math Teachers Do., Posamentier, Alfred S., Jaye, Daniel., (2006). "Children's Mathematical Thinking." Teaching Children Mathematics. Doug Reeves, "Making Standards Work." Act 999. Attitudes and Opinions Toward Incorporation of Algebra in Elementary School, Dulmer, J. Michael, November 26, 2002. Integrating Mathematics into Early Childhood Classrooms., Martin, Joan D., Milstein, Vicki E. (2007). Carter, Lisa. Total Instructional Alignment: From Standards to Student Success. (2007). Tate, Marcia. Math Worksheets Don't Grow Dendrites. (2009).</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>All students "at-risk" of failure in mathematics will be identified through grades, SAT-10 test scores, teacher referral, Benchmark scores and academic improvement plans (AIPs) will be developed for each student according to Act 999. Parents will help write AIPs and both the teacher and parent will sign the plan. Parents will also be notified via Edline or letters sent home. Parent/Teacher conferences will be held to discuss progress with parents.</p>	<p>Mary Ellen Robbins</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</p>

Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation				
Review Standardized test scores and Benchmark scores to determine student achievement in mathematics, particularly measurement, algebra, and geometry to improve test scores. Action Type: Program Evaluation	Mary Ellen Robbins	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Performance Assessments • Teachers • Title Teachers 	ACTION BUDGET: \$
Develop a parent resource center to provide students with homework assistance in math through the Rockin' Rebels after school program. To assist parents in helping their child with math computational fluency, students in grades 1-3 will be given addition flash cards and grades 3-6 will be given multiplication flash cards at Parent/Teacher Conferences. Number Take-Home packets will be developed for kindergarten students. Action Type: Parental Engagement	Amanda Austin	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Computers • School Library 	Title I - Materials & \$900.00 Supplies: ACTION BUDGET: \$900
Computer software programs and mathematics web-sites will be used to reinforce student achievement in mathematics (Timez Attack \$570). Students performing below proficient have access through the computer lab, classrooms, and after school program. Action Type: Equity Action Type: Technology Inclusion	Meredith Young	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Computers • Teachers • Title Teachers 	Title I - Purchased \$570.00 Services: ACTION BUDGET: \$570
Number and Computational fluency has been identified K-12 as an area of needed improvement. Saxon Math (K-3) student materials will be purchased to promote computational fluency. Action Type: Collaboration Action Type: Equity	Carol Struckmeyer	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • District Staff • Teachers 	Title I - Materials & \$6300.00 & Supplies: ACTION BUDGET: \$6300
The effectiveness of the actions of this intervention will be evaluated periodically and annually by the statistics garnered from on-going Target Assessments and previous CRTs/NRTs. The data collected will enable teachers to strengthen their curriculum in weak areas. Action Type: Program Evaluation Action Type: Special Education	Carol Struckmeyer	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • District Staff • Teachers • Title Teachers 	ACTION BUDGET: \$
United Streaming web based software will be purchased so teachers can integrate technology into the curriculum. Action Type: Technology Inclusion	Mike Hayes	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • District Staff • Teachers 	Title I - Purchased \$1495.00 Services: ACTION BUDGET: \$1495
The math coach will purchase materials to help students (grades 4-6) continue to improve on measurement skills through two special projects. Students will follow a	Carol Struckmeyer	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Teachers 	Title I - Materials & \$400.00 Supplies:

cookie recipe in the fall and cheese bread recipe in the spring to make a dry mix that they will take home to bake with their parents or give as a gift to a loved one. The emphasis of this activity is to have real life experiences involving practical reading skills and measuring skills (dry, liquid, and table/teaspoon measurements). ALE and special education students will be included. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education				ACTION BUDGET: \$400
Math games and manipulatives will be purchased to support the math program currently utilized by grades K-6. Items purchased will strengthen the students understanding of key mathematical concepts, student learner expectations, vocabulary, promote computation fluency and fact automaticity. Action Type: Collaboration	Carol Struckmeyer	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teachers Teaching Aids 	Title I - Materials & Supplies: \$1928.00 ACTION BUDGET: \$1928
Establish committee to review and recommend math based software programs. Review of software may include registration and travel to conventions, school sites, professional development workshops to investigate possible programs. Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion	John Elms	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Computers Teachers Title Teachers 	ACTION BUDGET: \$
To assist with the cross coordination of the Saxon Math program and the Common Core Standards, materials will be purchased for K-2 grade. These materials will promote counting, cardinality, and subitizing of numbers for kindergarten-1st students, and conservation/preservation of numbers for 1st-2nd grade students. Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide	Carol Struckmeyer	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff Teachers Teaching Aids 	Title I - Materials & Supplies: \$700.00 ACTION BUDGET: \$700
Total Budget:				\$12293
Intervention: To provide an extended day program for grades K-6 to increase achievement in mathematics in the lowest areas.				
Scientific Based Research: www.edgov.gov/21steele. , www.edgov.gov/pubs/Providing Quality After School Learning , www.pasesetter.com				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Selection of students through SAT-10 Test scores, grades, Benchmark scores and teacher referral and AIP students. Action Type: AIP/IRI Action Type: Program Evaluation	Glen Newton	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
Conduct 21st CCLC after-school program for 3 hours/day, 4 days/week to intervene with math skills by helping with homework. Highly	Nola Newton	Start: 07/01/2012	<ul style="list-style-type: none"> Computers District Staff 	

qualified teachers and para-professionals will be available to assist with tutoring as needed. Professional development is conducted by the program director at the beginning of the school year. Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education		End: 06/30/2013	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
The effectiveness of the actions of this intervention will be evaluated periodically and annually by the program director and principal. Input from teachers concerning students' progress on completing classroom assignments, daily work quality, test grades and improved student attitudes/self esteemed will be solicited and reviewed. Action Type: Program Evaluation	Nola Newton	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff Teachers Title Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Improve math instruction with emphasis on open-response question and multi-step problem solving.

Scientific Based Research: ADE state initiated. Reeves, D. Making Standards Work. Mikusa, M. (1992). Problem Solving is More Than Solving Problems. What Successful Math Teachers Do, Alfred S. Posamentier. Joye, Daniel(2006). Bridging the Gap Between Standards & Practice, Keeley, Page. Rose, Cheryl M. Building Academic Vocabulary. Marzano, Robert. (2005). Tate, Marcia. Math Worksheets Don't Grow Dendrites. (2009).

Actions	Person Responsible	Timeline	Resources	Source of Funds
Plan ongoing evaluation of open-response questions and multi-step problem solving through classroom assessment pre- and post-tests. A commercial program, "Buckle Down" will be purchased for students in grades 4-6 to scaffold multi-step problem solving, math interventions, and student understanding of key mathematical concepts.	Michelle Howell	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Performance Assessments 	Title I - Materials & Supplies: \$5052.47 ACTION BUDGET: \$5052.47
All students, grades 3-6, (including special education students and those with AIP's) will practice open response questions and be scored on common rubrics created by teachers. Action Type: Equity	John Elms	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Performance Assessments 	ACTION BUDGET: \$
Teachers will use test data to identify areas of weakness for students scoring below proficient in math. AIP's will be written by teachers and parents, collaboratively, to address those needs. Parents and teachers will sign AIPs after they have been written. Parent/Teacher conferences will be held where parents will have the opportunity to discuss their child's AIP and find out what they can do to help raise their child's achievement level. Action Type: AIP/IRI	Mary Ellen Robbins	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
K-6 teachers will use the "Drops in the Bucket" publication to improve and assess math computation skills. The skills practiced at each grade level are skills that are commonly	Kasey Sisk	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$

missed. Targeted skills are repeated in each lesson with gradually increasing difficulty level and application. Action Type: Equity				
Faculty will examine released test items to identify appropriate question format. Action Type: Collaboration	John Elms	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments 	ACTION BUDGET: \$
The effectiveness of the actions of this intervention will be evaluated annually by improved scores on the state Benchmark Exam; specifically an improvement in our open response scores. The data collected will be discussed in multi-grade and grade level meetings led by the principal and math coach. Action Type: Program Evaluation	Michelle Howell	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • District Staff • Teachers 	ACTION BUDGET: \$
6th grade students will engage in more hands-on based math lessons to better grasp student learning expectations in the Data Analysis Strand which will ultimately result in better open-response/multiple choice scores on the Benchmark Test. The lessons are based on the Richard Lear Data Modules. A WAESC math specialist will be mentoring the lessons. Materials and supplies, such as chart paper, markers, Post-it flags, and graph paper will be bought to support this action. Action Type: Collaboration	Glenn Newton	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Outside Consultants • Teachers • Teaching Aids 	Title I - Materials & \$200.00 Supplies: ACTION BUDGET: \$200
Teachers are striving to improve instruction by engaging in "Cognitively Guided Instruction" training. Faculty finished with year 1 are: Struckmeyer, Newton, Young, Caudle, Sisk, Reese, and Diffey. Teachers currently enrolled in year 1 training are: Apple, Austin, Howell, Williams, and Cremer. "CGI" training videos will be bought to facilitate the essential questioning techniques needed in a cognitively guided classroom. Action Type: Professional Development	John Elms	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Outside Consultants • Teachers • Title Teachers 	Title I - Materials & \$185.00 Supplies: ACTION BUDGET: \$185
Total Budget:				\$5437.47
Intervention: Westside Elementary School is a Needs Improvement School in Math. For the year 2011-2012, the school did not meet the AMO performance (72.39%) or growth (59.26%) goals for the All Student category. The ESEA subgroup of "White" did meet the AMO performance goal of 72.39% and ESEA subgroup "Students with Disabilities" met both performance (55.64%) and growth (35.97%) goals.				
Scientific Based Research: Curriculum Mapping and Alignment: Heidi Hayes Jacobs, "Mapping the Big Picture", 1997. ADE state initiated. Martin, Joan D. Milstein, Vicki C. (2007) Integrating Math into the Early Childhood Classroom. NCTM Stein, Mary Kay. Which Curriculum is Most Effective in Producing Gains in Student Learning? US Department of Education. (2008) What Works Clearing House.				
Actions	Person Responsible	Timeline	Resources	Source of Funds

All teachers will work together from each grade level to coordinate mapping/alignment activities so classroom instruction will flow smoothly vertically and horizontally. Additional training or mentoring will be provided by administration as needed. Action Type: Alignment Action Type: Professional Development	Glenn Newton	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Faculty/Staff will review Benchmark and SAT-10 test results to identify strengths and weaknesses. Action Type: Collaboration	Mary Ellen Robbins	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Performance Assessments 	ACTION BUDGET: \$
Cross-grade level meetings will be held to determine any repetitions or gaps in the curriculum. Mapping and Alignment documents will be updated as state standards change. Grade level meetings will be held weekly and a "common" lesson plan will be utilized this year by same grade teachers. This will promote equity among the classrooms. Action Type: Alignment Action Type: Special Education	John Elms	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers Title Teachers 	ACTION BUDGET: \$
Principal, counselor, math coach and teachers will meet to address specific curriculum needs found in areas of weakness and discuss at teacher meetings and on staff development days. Materials and supplies will be bought to address the areas of weaknesses. Action Type: Alignment	Mary Ellen Robbins	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff District Staff Performance Assessments Teachers 	Title I - Materials & Supplies: \$450.00 ACTION BUDGET: \$450
Refrigerator curriculum will be revisited and revised as needed. Copies will be sent to parents yearly to help parents understand the curriculum taught throughout the school year. Tip's on how parents can foster their child's success in school will be distributed to parents through a monthly newsletter. Provision for the newsletter's cost is provided elsewhere in this plan. Action Type: Parental Engagement Action Type: Program Evaluation	Amanda Austin	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers Title Teachers 	ACTION BUDGET: \$
The effectiveness of this intervention will be evaluated periodically and annually by multi-grade teacher meetings, Target Assessments, CRTs and NRTs scores. The data collected from previous years will be examined, graphed, and reviewed for trends/strengths/weaknesses to determine the effectiveness of these actions. Action Type: Program Evaluation	John Elms	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff Teachers Title Teachers 	ACTION BUDGET: \$
To promote greater understanding of rational numbers (fractions), students in 3rd-5th grades will engage in 10 standards' based lessons derived from	Carol Struckmeyer	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Outside Consultants 	Title I SIP05 - Materials \$400.00

the "Context for Learning Mathematics" investigation series. The school math coach and the mathematics specialist from WAESC will model and facilitate the lessons as needed for teachers. Action Type: Collaboration Action Type: Equity Action Type: Professional Development			• Teachers	& Supplies: ACTION BUDGET: \$400
Total Budget:				\$850

Priority 4: To improve the wellness of all students.

- Supporting Data:
1. MALES: In 2007-2008, BMI results for Westside Elementary School District indicated that 32.5% of the student male population was at risk of being overweight or were overweight. In 2008-2009, BMI results indicated 43% were overweight or obese. This is a 10.5% increase comparing data from grades K, 2, 4, and 6.
 2. FEMALES: In 2007-2008, BMI results for Westside Elementary School indicated that 45.3% of the female student population was at risk of being overweight or were overweight. In 2008-2009 BMI results indicated that 46% were overweight or obese. This is a .7% increase comparing data from grades K, 2, 4, and 6.
 3. After reviewing the 2005 & 2006 School Health Index (SHI) reports the following weaknesses and concerns will be addressed: 1. Provide staff and students with CPR & First Aid training. 2. Adopt additional lessons on health and safety issues to be taught in the health education classes. 3. Change meal menus that will lower fats in at least two food groups daily. 4. Identify students with nutritional deficits and provide healthy food items for them to home on the weekends. 5. Provide more workshops, health fairs, healthy living seminars for parents and staff to help promote healthier lifestyles.
 4. In 2005-2006 school year 74% of the students at Westside School District were on free and or reduced lunches. Westside School District applied for and was granted a Provision 2 status. Showing that three-fourths of our students are at risk for being under-nourished.
 5. The Westside School District's communities are socially and economically disadvantaged, with an average per capita income of \$14,364. 23.3% of the population in this area are living below the national poverty level. These factors also contribute detrimentally to the overall well being of our students.

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

Healthier BMI results will continue to be evident by June 30, 2012. There will be a .5% difference in the 2007-2008 BMI results indicating healthier lifestyles are being practiced. In 2007-08: 41.4% of male students are overweight or at risk of being overweight. 41.4% of females students are overweight or at risk of being overweight. 56.5% are overweight or obese. Females- 40.9% are healthy or underweight. 59.1% are overweight or obese. In 2008-09 43% of male students are overweight or obese. 46% of female students are overweight or obese. In 2009-10 33.3% of male students are overweight or obese. 43.5% of female students are overweight or obese. In 2010-11 48.9% of male students are overweight or obese and 38.9% of female students are overweight or obese.

Intervention: Westside School District will encourage strategies and activities that promote and encourage a more healthier lifestyle in which proper diet and exercise are a part of everyday life.				
Scientific Based Research: United States Center for Disease Control (CDC) publication: Guidelines for School Health Programs to "Promote Lifelong Physical Activity". http://www.cdc.gov/mmwr/PDF/rr/rr4606.pdf				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The elementary school will work with parents and students to provide better education on health related issues by promoting healthier lifestyles and conducting health screenings and a health fair. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Wellness	John Elms	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Teachers 	ACTION BUDGET: \$

Westside Elementary staff and community members will create a health advisory committee to work together with the goals for nutrition education, physical activities and other healthy activities that are designed to promote student wellness. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	John Elms	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Community Leaders Teachers 	ACTION BUDGET: \$
Westside Elementary received a Child Wellness Intervention Program Grant sponsored by the AR Tobacco Settlement Commission in the amount of \$17,312.21 which will serve grades K-6. Elementary students will receive a minimum of 60 minutes of PE weekly. Students in the Rockin Rebel after school and summer program will participate in physical activities also. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Wellness	Christina Payne	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

- Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Amanda Austin	3rd Grade	Literacy, ELL
Classroom Teacher	Anita Apple	Sp Ed	Literacy
Classroom Teacher	Brandy Reese	Second Grade Teacher	Literacy, ELL
Classroom Teacher	Carol Struckmeyer	Math Coach K-12	Math Chair, Literacy
Classroom Teacher	Christina Payne	Physical Ed.	Wellness
Classroom Teacher	Crystal Clark	3rd Grade	Literacy
Classroom Teacher	Dawn Diffey	2nd Grade Teacher	Math, Parental Involvement
Classroom Teacher	Debbie Kasper	G/T K-12	ELL, Parental Involvement
Classroom Teacher	Emily Jennings	Music	Math
Classroom Teacher	Flo Highfill	Kindergarten	Math, Parental Involvement Chair
Classroom Teacher	Glenn Newton	5th & 6th Grade	Math Chair
Classroom Teacher	Jan Sutterfield	Kindergarten	Literacy, Parental Involvement
Classroom Teacher	Jennifer Emfinger	3rd Grade Teacher	Literacy Chair
Classroom Teacher	Jill Fields	Kindergarten	Literacy
Classroom Teacher	Karen Cremer	Special Education	Math, Wellness
Classroom Teacher	Kasey Sisk	Discovery First Teacher	Math Chair
Classroom Teacher	Meredith Young	Fourth Grade	Math
Classroom Teacher	Michelle Howell	3rd Grade Teacher	Math, Literacy
Classroom Teacher	Mignonne Morrow	ALE	Literacy, Science
Classroom Teacher	Peggy Johnson	3rd Grade Teacher	Literacy
Classroom Teacher	Rochelle Qualls	First Grade	Literacy, ELL
Classroom Teacher	Sarah Caudle	5th grade	Math
Classroom Teacher	Shea Hylton	5th Grade	Literacy chair
Classroom Teacher	Tammy Williams	1st Grade	Math, ELL
Classroom Teacher	Tracye Smith	6th Grade	Literacy, Science
Classroom Teacher	Willene Gowing	2nd Grade	Literacy, Science
Community Representative	Kristin Scott	Community Member	Literacy
Non-Classroom Professional Staff	Donna Jestice	Aide	Literacy

Non-Classroom Professional Staff	Ina Sunderman	Para-professional	Science
Non-Classroom Professional Staff	Jennifer Zollicoffer	Para-Professional	Literacy
Non-Classroom Professional Staff	Jerry Minchew	Para-professional	Science
Non-Classroom Professional Staff	Kathryn Jones	Speech	Literacy, ELL
Non-Classroom Professional Staff	Mary Ellen Robbins	Counselor	ELL Chair, Literacy
Non-Classroom Professional Staff	Merrie Chrisman	Para-professional	Literacy
Non-Classroom Professional Staff	Rhonda Hogue	Elem Cafeteria Dir	Wellness
Non-Classroom Professional Staff	Sandra Mitchell	Media Specialist	Literacy
Parent	Cecil Zollicoffer	Parent	Literacy
Parent	Jerry Don Stricklin	member	Parental Involvement
Parent	Mike Estes	Parent	Math
Parent	Susan McKee	member	Parental Involvement
Principal	John Elms	Elem Principal	Literacy, Math, ELL, Parental Involvement, Science