

# School Plan

**BRADFORD ELEMENTARY SCHOOL  
P.O. BOX 60, BRADFORD, AR 72020**

## Arkansas Comprehensive School Improvement Plan

**2012-2013**

The staff of Bradford Elementary believes the responsibility for students must be shared by family, school, and community. Our mission is to provide a positive learning environment by nurturing, challenging, and guiding all students toward their maximum academic, social, emotional, and physical potential. It is our desire that student success will promote wise decision-making and a lifelong love of learning in any endeavor they choose: academic, technology, vocational, or fine arts.

Grade Span: K-6

Title I: Title I Schoolwide

School Improvement: MS

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### Table of Contents

#### **Priority 1:** Literacy

**Goal:** To have all students across the curriculum improve in all skills related to Reading Comprehension and the individual components that support this skill. Emphasis will be especially given to Main Idea. Literacy skills will be further extended across the curriculum with emphasis on the grammar as well as content and style.

#### **Priority 2:** Math

**Goal:** All students across the grades and curriculum will continue to strengthen procedural competencies and improve their problem solving capabilities.

#### **Priority 3:** Special Education

**Goal:** Provide comprehensive coordinated early intervening services to serve students who are not currently identified as in need of special education and related services but are experiencing difficulties which may result in them being referred for special education or receiving education settings in more restrictive environments

**Goal:** The district will meet the 60-day child find timeline across the curriculum.

**Goal:** The district will strive to meet the percentage of participation in Statewide Benchmark Exam.

#### **Priority 4:** Wellness

**Goal:** Students participating the BMI activity will show improvement in their cardiovascular, muscular strength/endurance, and flexibility activity as well as advocating that physical activity not be used as punishment, encouraging fundraising efforts supportive of healthy eating, providing professional development on stress management, healthy eating and weight management, implementing indoor air quality practices, and encouraging children who are eligible to apply for fee and reduced lunches.

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Priority 1:	All students across the curriculum will improve in all skills related to Reading Comprehension and the individual components that support this skill. Emphasis will be especially given to Main Idea. Literacy skills will be further extended across the curriculum with emphasis on the grammar as well as content and style. The attendance for the elementary school
Supporting Data:	<ol style="list-style-type: none"><li>1. A Literacy Team was formed for the Elementary School Grades K-6 to analyze the data from Augmented Benchmark, IOWA, SAT 10, and Target Tests. The data analysis from Benchmark, Iowa, and SAT 10 show that the combined population has shown the greatest growth in scoring proficient and advanced over the three-year period. The economically disadvantaged students' achievement has declined during the same period. Benchmark scores show that Students with disabilities had the best percentage (33.3%) of proficient and advanced in 2007. They steadily declined for the next three years (0%) but had a small increase in 2009 (4.15%). The areas of concern have not changed over the three-year period: Writing Content and Style, Word Analysis, and vocabulary. Not understanding these</li></ol>

concepts have caused the students to score poorly on constructed open response. After analyzing the data for 2010, we find that the same problems exist. Benchmark-3rd Grade Literacy Exam YEAR 2009- # Tested & Percent of Students Scoring Proficient/Advanced: 37 Students: 87% of Combined students 36.4% of Caucasian Students 21.1% of Economically Disadvantaged Students The lowest identified areas for the combined population were: Open Response in all areas.

The lowest identified areas for Caucasian were:

Open Response in all areas. The lowest identified areas for Econ.

Disadvantaged students were: Open Response in all areas. YEAR 2010- # Tested & Percent of Students Scoring Proficient/Advanced: 28 students 82% of combined population 13 females 100% of females 10 males 67% of males 18 students 78% of Economically Disadvantaged students The lowest identified areas for Econ. Disadvantaged students were: Open Response in all areas. 2011 Augmented Benchmark Scores are as follows: Number tested & percent of students scoring Proficient and Advanced were: 36 Students: 75% of Combined Students 36 Students: 75% of Caucasian Students 30 Students: 83% of Economically Disadvantaged Students 3 Students: 75% of Students with Disabilities The lowest identified areas for all students tested were: Constructed Response in all areas

2. Benchmark-4th Grade Literacy YEAR 2009- # Tested & Percent of Students Scoring Proficient/Advanced: 38 Students: 75% of Combined Students 69.4% of Caucasian Students 64% of Economically Disadvantaged Students The lowest identified areas for the combined population were: Open Response in all areas.

The lowest identified areas for Hispanic were: Open Response in all areas.

The lowest identified areas for Caucasian were:

The lowest identified areas for Econ. Disadvantaged students were: Open Response in all areas. YEAR 2010- # Tested & Percent of Students Scoring Proficient/Advanced: 42 students 76% of Caucasian students. 18 females- 95% of female students 13 males- 59% of male students The lowest identified areas for Econ. Disadvantaged students were: Open Response in all areas. 2011 Augmented Benchmark Scores are as follows: Number tested & percent of students scoring Proficient and Advanced were: 37 Students: 74% of Combined Students 37 Students: 74% of Caucasian Students 23 Students: 62% of Economically Disadvantaged Students 1 Student: 0% of Students with Disabilities The lowest identified areas for all students tested were: Writing- Content and Style Constructed Response

3. Benchmark-5th Grade Literacy Exam YEAR 2009-Number and Percent of Students Scoring Proficient or Advanced: 27 Students: 89% of Combined Students . Students: N/A% of African American Students 1 Students: 50.0% of Hispanic Students 26 Students: 63.4% of Caucasian Students 13 Students: 44.8% of Economically Disadvantaged Students . Students: N/A% of LEP Students 0 Students: 0% of Students with Disabilities The lowest identified areas for the combined population were: Constructed Response in all areas. The lowest identified areas for African Americans were: The lowest identified areas for Hispanic were: The lowest identified areas for Caucasian were: Open Response across the test YEAR 2010- Number and Percent of Students Scoring Proficient or Advanced: 35 students 69% of combined population 17 female students 74% of females 7 male students 58% of male students 19 students 64% of Economically Disadvantaged students The lowest identified areas for Economically Disadvantaged students were: Open Response across the test The lowest identified areas for LEP students were: 2011 Augmented Benchmark Scores are as follows: Number tested & percent of students scoring Proficient and Advanced were: 40 Students: 73% of Combined Students 39 Students: 71% of Caucasian Students 1 Student: 0% of Hispanic Students 25 Students: 53% of Economically Disadvantaged Students 3 Students: 67% of Students with Disabilities The lowest identified areas for all students tested were: Reading- Content Passage Constructed Response and All Writing Constructed Responses

4. Benchmark-6th Grade Literacy Exam YEAR 2009-Number and Percent of Students Scoring Proficient or Advanced: 31 Students: 73% of Combined Students . Students: N/A% of African American Students . Students: N/A% of Hispanic Students 31 Students: 65.9% of Caucasian Students 17 Students: 60.7% of Economically Disadvantaged Students . Students: N/A% of LEP Students 1 Students: 16.6% of Students with Disabilities The lowest identified areas for the combined population were: Constructed Response in all areas. The lowest identified areas for African Americans were: The lowest identified areas for Hispanic were: The lowest identified areas for Caucasian were: Open Response across the test The lowest identified areas for Economically Disadvantaged students were: Open Response across the test The lowest identified areas for LEP students were: YEAR 2010-Number and Percent of Students Scoring Proficient or Advanced: 33 students 87% of combined population 18 females 95% of females 11 male students 79% of male students 18 students 86% of Economically Disadvantaged students The lowest identified areas for Economically Disadvantaged students were: Open Response across the test 2011 Augmented Benchmark Scores are as follows: Number tested & percent of students scoring Proficient and Advanced were: 42 Students: 64% of Combined Students 1 Student: 100% of African American Students 1 Student: 100% of Hispanic Students 40 Students: 65% of Caucasian Students 30 Students: 67% of Economically Disadvantaged Students 6 Students: 33% of Students with Disabilities The lowest identified areas for all students tested were: Writing Constructed Response- Content and Style
5. The 2005 School Report Card shows our daily average attendance as 93.7%. The 2006 School Report Card shows our daily average attendance as 94.3%. The 2007 School Report Card Shows our daily average attendance as 93.8%. The 2008 School Report Card shows our daily average attendance as 93%. The 2009 School Report Card shows our daily average attendance as 93.7%.
6. IOWA TEST OF BASIC SKILLS GRADE 0 LANGUAGE YEAR 2006- Kindergarten Iowa Test of Basic Skills Test results are as follows: 42 Students were tested- 48% of students scored below the fiftieth percentile in Word Analysis. 37% of students scored below the fiftieth percentile in Listening 34% of students scored below the fiftieth percentile in Vocabulary The lowest identified area for combined population were Word Analysis. YEAR 2007-Number and Percent of Students Scoring Proficient or Advanced: 36 Students: 52.8% of Combined Students 36 Students: 52.8% of Caucasian Students 21 Students: 52.4% of Economically Disadvantaged Students . Students: N/A% of LEP Students The lowest identified areas for the combined population were: Vocabulary The lowest identified areas for Caucasian were: Vocabulary The lowest identified areas for Economically Disadvantaged students were: Vocabulary 2010 SAT-10 Scores Kindergarten- 34 students tested in Reading and Sounds 9 students 26% scored between the 76-99 percentile 47% scored below the 50th percentile in Reading and Sounds
7. IOWA TEST OF BASIC SKILLS GRADE 1 LANGUAGE 2009 The Augmented Benchmark was given. This included the SAT 10 test. The results were as follows: Reading Comprehension 66% of the students scored below the fiftieth percentile. 2010 SAT-10 test 42 students tested in Reading Comprehension 10 students 24% of the students scored between the 76th and 99th percentile 55% of the students scored below the 50th percentile in Reading Comprehension 2011 SAT 10- In Reading Comprehension, 45% of the students scored below the fiftieth percentile. This was the lowest identified area for all students tested.
8. IOWA TEST OF BASIC SKILLS GRADE 2 LANGUAGE 2009 The Augmented Benchmark was given. This included the SAT 10 test. The results were as follows. In Reading Comprehension, 29% scored below the fiftieth percentile. This was the lowest identified area for all students tested. 2010-SAT-10 Scores 36 students tested 18 students 51% of the students scored between the 76th and 99th percentile in Reading Comprehension 9

students 26% of the students scored below the 50th percentile in Reading Comprehension 2011 SAT 10- In Reading Comprehension, 44% of the students scored below the fiftieth percentile. This was the lowest identified area for all students tested.

9. IOWA TEST OF BASIC SKILLS GRADE 3 LANGUAGE YEAR 2007-Number and Percent of Students Scoring Proficient or Advanced: 14 Students: 37.8% of Combined Students 0 Students: 0% of Hispanic Students 14 Students: 38.9% of Caucasian Students 6 Students: 27.3% of Economically Disadvantaged Students The lowest identified areas for the combined population were: Spelling and Punctuation The lowest identified areas for Caucasian were: Word Analysis and Listening The lowest identified areas for Economically Disadvantaged students were: Spelling and Punctuation 2008 The Augmented Benchmark was given. This included the SAT 10 test. The results were as follows: 2008 SAT 10- In Reading Comprehension, 55% of the Students tested scored below the fiftieth percentile. In Comprehensive Language, 66% of the students scored below the fiftieth percentile. The lowest identified area for all students tested was: Comprehensive Language 2009- Augmented Benchmark including the SAT 10- Results: Reading Comprehension, 52% scored below the fiftieth percentile. 57% scored below the fiftieth percentile in Comprehensive Language.
10. IOWA TEST OF BASIC SKILLS GRADE 4 LANGUAGE YEAR 2007-Number and Percent of Students Scoring Proficient or Advanced: 14 Students: 37.8% of Combined Students 0 Students: 0% of Hispanic Students 14 Students: 38.9% of Caucasian Students 6 Students: 27.3% of Economically Disadvantaged Students The lowest identified areas for the combined population were: Spelling and Usage and Expression The lowest identified areas for Hispanic were: Spelling and Usage and Expression The lowest identified areas for Caucasian were: Spelling and Usage and Expression The lowest identified areas for Economically Disadvantaged students were: Spelling and Usage and Expression 2008 The Augmented Benchmark was given. This included the SAT 10 test. The results were as follows: 2008 SAT 10- In Reading Comprehension 31% of the students scored below the fiftieth percentile. In Comprehensive Language 51% of the students scored below the fiftieth percentile. The lowest identified area for all students tested was: Comprehensive Language 2009- Augmented Benchmark including the SAT 10. Results: In Reading Comprehension, 43% scored below the Fiftieth percentile. In Comprehensive Language, 66% scored below the fiftieth percentile.
11. IOWA TEST OF BASIC SKILLS GRADE 5 LANGUAGE YEAR 2007-Number and Percent of Students Scoring Proficient or Advanced: 28 Students: 77.8% of Combined Students 1 Students: 100% of African American Students 27 Students: 77.1% of Caucasian Students 18 Students: 75.0% of Economically Disadvantaged Students The lowest identified areas for the combined population were: Capitalization The lowest identified areas for African Americans were: Spelling The lowest identified areas for Caucasian were: Spelling The lowest identified areas for Economically Disadvantaged students were: Spelling 2008 The Augmented Benchmark was given. This included the SAT 10 test. The results were as follows: 2008 SAT 10- In Reading Comprehension 59% of the students scored below the fiftieth percentile. In Comprehensive Language 66% scored below the fiftieth percentile. The lowest identified area tested for all students was: Comprehensive Language 2009- Augmented Benchmark including the SAT 10- In Reading Comprehension, 34% scored below the fiftieth percentile and in Comprehensive Language, 45% scored below the fiftieth percentile. Comprehensive Language was the lowest identified area for all students tested.
12. IOWA TEST OF BASIC SKILLS GRADE 6 LANGUAGE YEAR 2007-Number and Percent of Students Scoring Proficient or Advanced: 20 Students: 48.8% of Combined Students 1 Students: 50% of Hispanic Students 19 Students: 48.7% of Caucasian Students 13 Students: 50% of Economically

Disadvantaged Students 0 Students: 0% of Students with Disabilities The lowest identified areas for the combined population were: Usage Expression The lowest identified areas for Caucasian were: Reading Comprehension The lowest identified areas for Economically Disadvantaged students were: Usage and Expression The lowest identified areas for Students with Disabilities were: Vocabulary, Reading Comprehension, and Spelling 2008 The Augmented Benchmark was given. This included the SAT 10 test. The results were as follows: 2008 SAT 10- In Reading Comprehension, 54% of students scored below the fiftieth percentile. In Comprehensive Language, 56% of students scored below the fiftieth percentile. The lowest identified area tested for all students was: Comprehensive Language 2009- Augmented Benchmark including the SAT 10. Results: In Comprehensive Language, 61% scored below the fiftieth percentile. This was the lowest identified area for all students tested.

**Goal** To have all students across the curriculum improve in all skills related to Reading Comprehension and the individual components that support this skill. Emphasis will be especially given to Main Idea. Literacy skills will be further extended across the curriculum with emphasis on the grammar as well as content and style.

**Benchmark** In the school year 2012-2013 the number of students who scored below Proficient will decrease by 3%.

Intervention: A balanced literacy approach integrated across all academics within the grade level curriculum will be applied to improve the reading, writing, and language scores.				
Scientific Based Research: Accelerated Reading, Renaissance Learning, www.renlearn.com 2001, Guided Readers and Writers: Teaching Comprehension, Genre, and Content Literacy by Irene C. Fountas and Gay Su Pinnell (Jan. 2001), "Comprehension that Works" by D. Brassell (2008), "Comprehension Strategies and Skills" by C. Dugan (2007)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
K-6 teachers will review and update current curriculum maps throughout the school year, aligning with the common core. Action Type: Alignment Action Type: Collaboration	Sarah Burkett, Curriculum Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Review Augmented Benchmark released items and ITBS assessments as a grade level and as team to determine areas needing improvement. Action Type: Alignment Action Type: Equity	Dara Burruss, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$

Action Type: Title I Schoolwide				
Formulate individual Academic Improvement Plans in each grade level. (AIP's) Action Type: AIP/IRI Action Type: Collaboration Action Type: Special Education	Dara Burruss, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
K-6 teachers will collaborate to develop a strategy to improve the identified areas of concern on the AIP's. Action Type: Collaboration Action Type: Special Education Action Type: Title I Schoolwide	Sarah Burkett, Curriculum Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Provide Ella, Elf, Lit Lab, Close reading, and 6 Traits of Writing training to all staff members to enhance the acquisition of skills in the targeted areas in literacy K-6 including Special Educators. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Arthur Dunn, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Implement and use all relevant assessments to identify and target specific weaknesses. i.e.	Dara Burruss, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$

<p>DSA, DRA, DIBELS.  Action Type: AIP/IRI  Action Type: Collaboration  Action Type: Equity  Action Type: Professional Development  Action Type: Special Education</p>				
<p>Developmental Reading Assessments Grades K-6, and Star Reading Grades 1-6, will be used in conjunction with Accelerated Reading Grades 1-6, to determine appropriate reading levels and progress.  Action Type: Equity  Action Type: Special Education  Action Type: Technology Inclusion</p>	<p>Dara Burruss, Principal</p>	<p>Start: 07/01/2012  End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• School Library</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Accelerated Reading will be used as an supplemental assessment of student reading progress.  Action Type: Special Education  Action Type: Technology Inclusion</p>	<p>Dara Burruss, Principal</p>	<p>Start: 07/01/2012  End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• Computers</li> <li>• School Library</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Computer Learning Lab will provide reinforcement of classroom skills, literacy skills, practical reading skills using Keybo, Raz-kids.</p>	<p>Dara Burruss, Principal</p>	<p>Start: 07/01/2012  End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

Odyssey or Learning Expedition in grades K-6. Action Type: AIP/IRI Action Type: Special Education Action Type: Technology Inclusion				
Use the Arkansas Frameworks, WDMESC Instructional Alignment, and CCSS guides as a weekly reference for lesson plans to review and update the implementation of the Frameworks within the daily lessons at each grade level. Action Type: Alignment Action Type: Equity Action Type: Special Education	Sarah Burkett, Curriculum Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Integrate the skills outlined within the Frameworks using various text and supplemental materials at each grade level. Action Type: Alignment Action Type: Special Education	Dara Burruss, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Send home an outline of skills the parent can expect their child to be working on throughout the year. Action Type: Parental Engagement	Dara Burruss, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	ACTION BUDGET: \$



<p>To assist instruction in reading place an aide in the Computer Lab in Grades 1-6 including Special Education.  Action Type: AIP/IRI  Action Type: Equity  Action Type: Special Education  Action Type: Technology  Action Type: Inclusion</p>	<p>Arthur Dunn,  Superintendent</p>	<p>Start:  07/01/2012  End:  06/30/2013</p>	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• Computers</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Each teacher will maintain an accurate and up-to-date portfolio which will include the child's AIP and either successful completion of remediation or lack of remediation as determined by observation,CWT and grade level meetings. This will be maintained in a logical progression of skills that have been addressed. One hundred percent of the teachers followed the guidelines set forth by the principal.  Action Type: AIP/IRI  Action Type: Equity  Action Type: Program  Action Type: Evaluation</p>	<p>Dara Burruss,  Principal</p>	<p>Start:  07/01/2012  End:  06/30/2013</p>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>All certified staff will obtain 6 hours of technology training to meet Professional!</p>	<p>Dara Burruss,  Elementary  Principal</p>	<p>Start:  07/01/2012  End:  06/30/2013</p>	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

Development and Licensure requirements. Action Type: Professional Development Action Type: Technology Inclusion				
Continue to invite other outside sources to visit our school to spread the enjoyment of reading for pleasure.	Nolan Brown, Library Media Specialist	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Public Library</li> <li>• School Library</li> </ul>	<hr/> ACTION BUDGET: \$
The counselor, Mary Eary, will go over the Benchmark and SAT 10 scores with each individual student 2nd through 6th pointing out 2 strengths and 1 weakness in literacy thereby encouraging each one to improve a little each year. Action Type: AIP/IRI Action Type: Equity	Dara Burruss, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Performance Assessments</li> </ul>	<hr/> ACTION BUDGET: \$
Developmental Reading Assessments, Qualls, and Brigance Assessments will be used in Kindergarten to determine appropriate reading levels and progress. Action Type: AIP/IRI Action Type: Equity	Dara Burruss, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
EVALUATION: The literacy team will review augmented benchmark and	Dara Burruss, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Performance Assessments</li> </ul>	<hr/> ACTION BUDGET: \$

<p>ITBS scores to determine areas of needed improvement. Action Type: Collaboration</p>			<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	
<p>Literacy teachers will compare pre-post scores at the end of this year with the literacy scores at the beginning of this year to see if progress has been made to document progress. The pre-post scores compared were taken from DRA, STAR Testing, Target Testing, and AR testing. Action Type: Program Evaluation</p>	<p>Dara Burruss, Principal</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Professional Development will be provided for all certified staff in order to meet the 60 hours required by ADE. The school district has 9 required days of professional development. (June 6,7 July 16,17, 31 August 1,13,15,16. The staff will select 1 flex day of professional development. The flex day must meet the rules and regs of professional development set forth by the State. The staff will select the flex days from the offerings made by Wilbur D. Mills Co-op or by college</p>	<p>Arthur Dunn, Superintendent</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>courses taken during the summer. Any other type of professional development must be authorized by the staff member's administrator and must meet the rules and regs of professional development set forth by the State.</p> <p>Action Type: Professional Development Action Type: Title I Schoolwide</p>				
<p>EVALUATION: The committee evaluated the plan from last year to determine the needs assessments for the priority.</p> <p>Action Type: Collaboration</p>	Dara Burruss, Principal	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Strategies are used to recruit and retain highly qualified teachers in order to meet our goals in literacy.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide</p>	Dara Burruss, Principal	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Federal, state, and local funds will be used to coordinate and integrate services to improve instruction and increase student achievement.</p>	Arthur Dunn, Superintendent	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>Central Office</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

Action Type: Title I Schoolwide				
Select teachers will have the opportunity travel to various cities to hear reading specialists. Action Type: Professional Development	Helen McGee, Federal Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	<hr/> ACTION BUDGET: \$
A period of time is set aside each day for remediation if the student has not scored proficient or advanced on the benchmark tests. Target Test formative assessments will be used throughout the year to ensure the students are proficient. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Dara Burruss, K-6 Principal, Rick Wood, 7-12 Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> <li>School Library</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Federal, state, and local funds are used to coordinate and integrate services to improve instruction, to purchase math and literacy instructional materials, and to increase student achievement. Action Type: Collaboration Action Type: Title I Schoolwide	Arthur Dunn, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Central Office</li> </ul>	<hr/> ACTION BUDGET: \$
Employ two 1.0 FTE aides, Jean Pearrow and	Arthur Dunn, Superintendent	Start: 07/01/2012 End:	<ul style="list-style-type: none"> <li>Central Office</li> </ul>	Title I - Employee \$31948.00

<p>Luanne Snelson, for K-6 literacy to help some struggling students in order to help bridge the gap of student achievement between combined population and economically disadvantaged population. The salary is included in the paraprofessionals employed by the school. The aides have passed the ETS Parapro exam. Action Type: Equity Action Type: Special Education</p>		06/30/2013		<p>Salaries: Title I - Employee \$10838.00 Benefits:</p> <hr/> <p>ACTION BUDGET: \$42786</p>
<p>Students in Grades K-6 will have an opportunity to participate in an afterschool program that contains some tutoring funded by 21st Century Grant. Action Type: Collaboration Action Type: Equity Action Type: Special Education</p>	Sarah Burkett, Curriculum Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Central Office</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>To address the content reading on Benchmark, specialists from the co-op will meet with Literacy teachers to incorporate content strategies- common core. Action Type: Alignment</p>	Dara Burruss, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation				
Update computers in Elementary School where needed when funds become available. Action Type: Equity Action Type: Technology Inclusion	Arthur Dunn, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Central Office</li> </ul>	<hr/> <hr/> ACTION BUDGET:   \$
The Mills Coop will help with target testing in Grades K-6. The Coop will grade the tests for our students in both Literacy and Math. Action Type: Collaboration Action Type: Technology Inclusion	Dara Burruss, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Outside Consultants</li> <li>Performance Assessments</li> </ul>	Title I - Purchased   \$1600.00 Services: <hr/> ACTION BUDGET:       \$1600
Renaissance Place will be renewed for Reading and Math. Action Type: Special Education Action Type: Technology Inclusion	Dara Burruss, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teaching Aids</li> </ul>	Title I - Purchased   \$3223.00 Services: <hr/> ACTION BUDGET:       \$3223
Employ 9 aides (1.0 FTE) each for Elementary School to help student achievement in Literacy in order to help students meet AMO and to help student achievement in Math in order to increase AMO. Two of the aides	Arthur Dunn, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Central Office</li> </ul>	NSLA (State- 281) -       \$46106.00 Employee Benefits: NSLA (State- 281) -       \$140907.00 Employee Salaries: <hr/> ACTION BUDGET:       \$187013

<p>are for Preschool (1.0 FTE each) to help preschoolers transition from preschool to Kindergarten. Action Type: Alignment Action Type: Collaboration</p>				
<p>Renew Learning A to Z in order to help underachieving students improve their reading ability. Research shows that this program has helped students improve comprehension as well as reading ability. Action Type: Collaboration Action Type: Technology Inclusion</p>	<p>Dara Burruss, Elementary Principal</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<p>Title I - Purchased Services: \$4000.00</p> <hr/> <p>ACTION BUDGET: \$4000</p>
<p>The price of iPads has decreased and that made the cost of the iPads changed. Research in California shows that elementary students in lower grades have success using iPad2's. Elementary wants to purchase 96 iPad2's for K-2 Students and each teacher in K-2. The iPad2's will be shared by all 6 classrooms, rotating the usage. The rotation will be scheduled by teachers and the elementary principal. This</p>	<p>Dara Burruss</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>



<p>project will be another access point for future testing. This will allow the capability of using another unit for taking the tests and more students will be able to take the tests at the same time. The iPad2 is also easier for little hands to access the Internet than the bigger computer keyboard. Programs to be accessed by the iPad2s are Accelerated Reading, Accelerated Math, Reading A-Z, RAZ-Kids, Vocabulary A-Z, Writing A-Z. This action will be evaluated by having teachers fill out a questionnaire at the end of the year to see if students have benefitted from using the iPad2s. The iPads were not completely done at the end of the year. The evaluation of this action will be done at the end of the current school year. Action Type: Collaboration Action Type: Technology Inclusion</p>				
<p>ALE. These funds will be used to provide a separate classroom for those students</p>	<p>Dara Burruss, Principal</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• Community Leaders</li> <li>• Outside Consultants</li> </ul>	<p>ALE (State-275) - Employee Benefits: \$6000.00</p>

<p>who cannot function in a regular classroom setting. The students will stay in the ALE classroom from a minimum of 20 days or a semester or for a full year. Action Type: Collaboration Action Type: Equity</p>			<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>ALE (State-275) - Employee Salaries: \$29000.00</p> <hr/> <p>ACTION BUDGET: \$35000</p>
<p>Purchase wireless access in order that the elementary school will be able to have wireless computer carts brought into the classroom to do testing on Target Tests and preparing for future testing. This is a new action and will be evaluated by the usage of the wireless. This purchase has been a successful adventure. Action Type: Technology Inclusion</p>	<p>Arthur Dunn, Superintendent</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Central Office</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>No ELL students are enrolled in our school. We do have a balance of \$540.00 that will be used if we have an ELL student enroll any time soon. Action Type: Collaboration</p>	<p>Helen McGee, Federal Coordinator</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• Teachers</li> </ul>	<p>ELL (State-276) - Materials &amp; Supplies: \$540.00</p> <hr/> <p>ACTION BUDGET: \$540</p>
<p>Mr. Harry Dickens will teach our elementary teachers how to</p>	<p>Dara Burruss, Elementary Principal</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Central Office</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>uses the iPads in order for the teachers to help their students in preparing for future testing. The teachers will be able to use the devices while walking around the room and demonstrating how the students are to use the devices. The teachers will be able to devise practices and tests for their students. The teachers are optimistic about raising test scores with the devices. iPads and their attachments will be purchased for each classroom teacher. This will be a total of 10 iPads. This is a new action and will be evaluated by examining test scores at the end of the current school year. Action Type: Technology Inclusion</p>				
<p>The elementary principal will be sending several teams of teachers to improvement of instruction workshops held at the Mills Co-op. PD money will be used to pay subs for the attending teachers. Also, teams will be sent to a workshop in Hot Springs for TLI.</p>	<p>Dara Burruss, Elementary Principal</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• Teachers</li> </ul>	<p>PD (State-223) - Employee Benefits: \$2160.00 PD (State-223) - Employee Salaries: \$8000.00</p> <hr/> <p>ACTION BUDGET: \$10160</p>

Action Type: Collaboration Action Type: Professional Development				
Supplies were committed in June but the invoice did not come in until in July. These supplies were for Literacy Grades K-6. Action Type: Collaboration Action Type: Title I Schoolwide	Dara Burruss, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	Title I - Materials & Supplies: \$8378.71 <hr/> ACTION BUDGET: \$8378.71
Employ two teachers, (names not known at this time) to do a half-day summer school for 10 weeks to help students retain knowledge learned during regular school term. Action Type: Alignment Action Type: Special Education	Dara Burruss, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• Teachers</li> </ul>	NSLA (State-281) - Employee Benefits: \$5400.00 NSLA (State-281) - Employee Salaries: \$20000.00 <hr/> ACTION BUDGET: \$25400
Employ a .5 FTE retired computer skills teacher, Judy Gray, to teach keyboarding skills to elementary students two days a week. The skills are for preparing students to use the computer keyboard accurately, preparing them for the future tests that they will have to take on the computer. Action Type: Collaboration	Arthur Dunn, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• Computers</li> </ul>	NSLA (State-281) - Employee Benefits: \$5400.00 NSLA (State-281) - Employee Salaries: \$20000.00 <hr/> ACTION BUDGET: \$25400

Action Type: Technology Inclusion				
Purchase a Portable Computer Lab that will be used in the Elementary School. This lab will allow the students to have access to more computers and will help in testing and research. Action Type: Technology Inclusion	Cindy Armstrong, Technology Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Central Office</li> </ul>	NSLA (State- 281) - \$25623.00 Capital Outlay: <hr/> ACTION BUDGET: \$25623
Two workshops on Curriculum Alignment were held on June 6 and June 7. Action Type: Collaboration	Dara Burruss, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Central Office</li> <li>Teachers</li> </ul>	PD (State- 223) - \$1000.00 Materials & Supplies: <hr/> ACTION BUDGET: \$1000
Workshop on July 16 and 17 for Elementary Teachers on Demonstrative Writin. Action Type: Collaboration	Dara Burruss,Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Central Office</li> <li>Teachers</li> </ul>	PD (State- 223) - \$1000.00 Materials & Supplies: <hr/> ACTION BUDGET: \$1000
Total Budget:				\$371123.71

Intervention: '6 Traits of Writing and Writing Workshop' implementation.

Scientific Based Research: "6 + 1 Traits of Writing" by Ruth Culham (2008), "Writing Workshop" by Ralf Fletcher (2000) "Write Traits" by Vicki Spandel 2010

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers at all grade levels including special educators will continue to use 6+1 Traits in their classrooms as well as integrating the writing responses expected in the ELLA, ELF, Close Reading, and Lit Lab trainings. This will be evident through administrative observations, teachers lesson plans, CWT, and formative assessments. One hundred percent of the teachers participated in the use of 6+1 Traits	Dara Burruss, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$

documented through the use of administrative observations and walk throughs. Evidence was shown through the teachers' lesson plans that the teachers who had been trained in ELLA were practicing what they had been taught. Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education				
K-2 teachers will ask students to write a response to a specific prompt for both a pre and post prompt writing for comparisons annually. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Dara Burruss, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
EVALUATION TECHNIQUE: K-6 teachers will provide a specific rubric for writing open response to assist the students knowledge of exactly what will be graded. Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion	Dara Burruss, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Smart Board technology will be used in grades 2-6 to improve the skills in grammar and writing. Two SmartBoards will be purchased for the new addition to the school. One is for Mrs. Waters, third grade math teacher. The other to be determined by the superintendent. This will be changed to purchasing Mimeos for the 3rd and 4th grade teachers. It will not be capital outlay but supplies and materials. This action has been completed and the teachers seem to be happy to have them in the classrooms. Action Type: AIP/IRI Action Type: Technology Inclusion	Dara Burruss, Elementary Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Central Office</li> <li>Computers</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Personnel will attend ELLA, ELF, 6 traits, Close reading, and Lit Lab	Dara Burruss, Principal	Start: 07/01/2012 End:	<ul style="list-style-type: none"> <li>Central Office</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$

conferences to further their knowledge and to stay in 'step' with state guidelines and expectations. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education		06/30/2013		BUDGET:
Continue to purchase a collection of supplemental reading material for K-6 grades when funds become available. Action Type: Equity Action Type: Special Education	Dara Burruss, Elementary Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Central Office</li> </ul>	ACTION BUDGET: \$
Purchase supplementary reading material for K-6 students. This is above the requirements of the State. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Dara Burruss, Elementary Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Purchase printers for to update some printers that are obsolete when money becomes available. Action Type: Equity	Helen McGee, Federal Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Central Office</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Enhance Phonic and Phonemic instruction in grades K-6.				
Scientific Based Research: "Word Journeys", by Kathy Gankse; "Put Reading First," National Institute for Literacy USDept of Ed 2000, Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction (4th Edition) by Donald R. Bear, Marcia Invernizzi, Shane R. Templeton, and Francine Johnston (May 2007) "Benchmark Phonics" 2007				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Kindergarten teachers will use letter play activities and formal phonetic instruction to form a foundation for future learning. Action Type: Equity Action Type: Special Education	Dara Burruss, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$
K-1 teachers will use word play activities and formal phonemic instruction to further the students' understanding. Action Type: Collaboration	Dara Burruss, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$

Action Type: Equity Action Type: Special Education				
Kindergarten will continue to strengthen phonemics with nursery rhymes, poems, etc. throughout the year. First grade will use these strategies at the first of the year for review and remediation. Action Type: Special Education	Dara Burruss, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teaching Aids</li> </ul>	<hr/> ACTION BUDGET: \$
K-6 teachers will use strategies from various text for word blending and word building to further phonetic skills. Action Type: Collaboration Action Type: Special Education	Dara Burruss, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teaching Aids</li> </ul>	<hr/> ACTION BUDGET: \$
The DIBELS will be given to all kindergarten students after each semester. First grade students will be checked at the beginning, middle, end, and as necessary throughout the year to check for progress. Further diagnostic tools will be administered as needed. Action Type: Equity Action Type: Special Education	Dara Burruss, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	<hr/> ACTION BUDGET: \$
EVALUATION: This intervention will be evaluated by teacher and administrator observation, teachers lesson plans, CWT, and student portfolios. The administrator observed teachers working on phonic and phonemic instruction in all grades K-6. Benchmark scores from last year showed improvement in the students in Grades K-6 because of the teachers working on phonic and phonemic instruction. Action Type: Program Evaluation	Dara Burruss, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Total Budget:				\$0



Intervention: K-6 will implement fluency instruction.				
Scientific Based Research: "Word Journeys", by Kathy Gankse; "Put Reading First," National Institute for Literacy USDept of Ed 2000, The Fluent Reader: Oral Reading Strategies for Building Word Recognition, Fluency, and Comprehension by Timothy V. Rasinski (June 2003), "Increasing Fluency with High Frequency Word Phrases" by E. Fry and T. Rasinski (2008)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
K-6 teachers will use strategies to promote fluency in reading such as echo, choral, repeated, and buddy. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Dara Burruss, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>School Library</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Teachers will administer a DIBELS record to check for improving fluency. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Dara Burruss, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
1-6 Teachers will administer the DIBELS Reading Fluency task at beginning, middle, and end-of-the-year. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Dara Burruss, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
EVALUATION: This intervention will be evaluated by teacher and administrator observation who will determine if the fluency instruction has been implemented and if the strategies have been successful. Since the achievement scores across the board did increase by greater than 3% as evidenced by the Benchmark scores and Target Testing scores, this intervention will continue. Action Type: Equity Action Type: Program Evaluation	Dara Burruss, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: K-6 teachers will implement vocabulary instruction through the use of various texts.

Scientific Based Research: "Guided Readers and Writers: Teaching Comprehension, Genre, and Content Literacy" by Irene C. Fountas and Gay Su Pinne (Jan. 2001), The Fluent Reader: Oral Reading Strategies for Building Word Recognition, Fluency, and Comprehension by Timothy V.

Rasinski (June 2003), Strategies That Work: Teaching Comprehension for Understanding and Engagement by Stephanie Harvey and Anne Goudvis (May 2007), "Building Vocabulary from Root Words" by T. Rasinski (2007)

Actions	Person Responsible	Timeline	Resources	Source of Funds
A variety of texts, readings, literature, etc. will be used to build, extend, and enrich receptive/expressive vocabulary skills. Action Type: Equity Action Type: Special Education	Dara Burruss, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>School Library</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Teachers will assess classroom vocabulary within the context ELLA, ELF, and Lit Lab guidelines. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Dara Burruss, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
EVALUATION: This intervention will be evaluated by teacher and administrator observation to determine if the strategies formulated have been successful. This is the first year for this intervention. The Benchmark scores from last year showed an improvement in vocabulary, however, the students continue to have difficulty with vocabulary in Constructed Open Response questions and more practice will be emphasized in the coming school year. Action Type: Program Evaluation	Dara Burruss, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Students will receive specific instruction in Reading Comprehension.

Scientific Based Research: "Strategies that Work", Harvey, Goudvis, 2003

Actions	Person Responsible	Timeline	Resources	Source of Funds
K-6 teachers will use strategies that are specifically related to comprehension. Graphic and semantic organizers, generating questions and answers, summarizing in	Dara Burruss, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Outside Consultants</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$

an oral and written response, etc. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education				
Teachers will use assessments from the basal, teacher-made, and the DRA to determine that a student is on his/her track for acquiring this skill. Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	Dara Burruss, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
EVALUATION: This intervention will be evaluated by teacher and administrator observation. Star testing and target testing have shown an improvement in Reading Comprehension. Action Type: Program Evaluation	Dara Burruss, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: K-6 will use a word/study spelling program using various text and supplemented with lessons from Word Journeys.

Scientific Based Research: 'Word Journeys' by Kathy Ganske; Words Their Way by Bear, Invernizzi & Johnston (May 2007) "Benchmark Phonics" 2007

Actions	Person Responsible	Timeline	Resources	Source of Funds
Grades K-6 will use the spelling techniques supplemented with Benchmark Phonics as listed in 'Word Journeys'. Action Type: Equity Action Type: Special Education	Dara Burruss, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
K-6 students will be screened with the Developmental Spelling Analysis (DSA) for placement of spelling instruction. The DSA will be placed in the end-of-the-year portfolio. It will be administered as	Dara Burruss, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$

needed at the beginning of the year and at the end of the school year. Action Type: Equity Action Type: Special Education				
Grades K-6 will integrate word sorts into all spelling skills to improve the students' understanding of regular and irregular spelling patterns. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Dara Burruss, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
EVALUATION: This intervention will be evaluated by teacher and administrator observation. Teacher and administrator observation in Grades K-6 showed that one hundred percent of the teachers were practicing the intervention. The Benchmark scores, indicated an increase in achievement in spelling. Action Type: Program Evaluation	Dara Burruss, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Purchase supplies to begin the year for K-6. The supplies will include books for supplementary reading, binders, pens, pencils, and toner for printers. Action Type: Equity	Dara Burruss, Elementary Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Central Office</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Parent Involvement Plan (Act 603 of 2003)				
Scientific Based Research: Fulton, Janie. Parental Involvement Detnews.com, 2003				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Designate a parent involvement center for parents of elementary school students. Action Type: Collaboration	Arthur Dunn, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	ACTION BUDGET: \$
Mary Eary, Elementary Counselor, is designated as the certified teacher who	Arthur Dunn, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	ACTION BUDGET: \$

will serve as coordinator. Action Type: Collaboration				
On July 31,2012, teachers and administrators completed 3 hours of professional development in parental involvement at Searcy High School provided by the Wilbur Mills Coop. Action Type: Professional Development Action Type: Title I Schoolwide	Arthur Dunn, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> </ul>	ACTION BUDGET: \$
Establish a parental involvement plan including programs and practices that enhance parental involvement and reflect the specific needs of students and their families. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education	Mary Eary, Parent Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> </ul>	ACTION BUDGET: \$
Parent Teacher Conferences will be held at the midpoint of the first and third quarters. This will give the parents time to encourage their children to improve scores before the quarter grades are determined. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Dara Burruss, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• District Staff</li> </ul>	ACTION BUDGET: \$
Purchase parenting books, magazines, and other informative materials regarding responsible parenting. Action Type: Collaboration Action Type: Equity Action Type: Special	Mary Eary, Elementary Counselor	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• Outside Consultants</li> </ul>	ACTION BUDGET: \$

Education				
<p>Prepare Information Packets to provide relevant information to parents.</p> <p>Action Type: Collaboration</p> <p>Action Type: Equity</p> <p>Action Type: Parental Engagement</p> <p>Action Type: Special Education</p>	Mary Eary, Parent Coordinator	<p>Start: 07/01/2012</p> <p>End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Schedule Parental Involvement Meetings throughout the year.</p> <p>Action Type: Collaboration</p> <p>Action Type: Equity</p>	Mary Eary, Parent Coordinator	<p>Start: 07/01/2012</p> <p>End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>The district shall review and update the district's parental involvement plan and file a copy of the plan with the Department of Education.</p> <p>Action Type: Collaboration</p>	Mary Eary, Elementary Counselor	<p>Start: 07/01/2012</p> <p>End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Publish a notice in the local newspaper at the end of each school year honoring parents who attend all parent-teacher conferences scheduled by the school. This has been done and continue to be part of the plan.</p> <p>Action Type: Collaboration</p>	Mary Eary, Parent Coordinator	<p>Start: 07/01/2012</p> <p>End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>EVALUATION: The plan will be evaluated by the number of parents who visit the center and the number of parents who attend the parent/teacher conferences at the midpoints of the first and third quarter. Only about ten percent of the parents used the center for the school year 2008-2009. The sign-in sheets were used as evaluation devices by the Parent Coordinator.</p> <p>Action Type: Program</p>	Mary Eary, Parent Coordinator	<p>Start: 07/01/2012</p> <p>End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

Evaluation				
<p>A School-Parent Compact will be given to each student to take home for the parent to read.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Helen McGee, Federal Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Central Office</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Prepare Volunteer Resource Book that contains information, some reproducilbe, to help parents find information for their needs in helping their children.</p> <p>Action Type: Equity Action Type: Parental Engagement</p>	Mary Eary, Parent Facilitator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Each year a parent, along with an administrator, a counselor, and a student edits the student handbook to see if additions or deletions should be made. This committee will ensure that the school's process for resolving parental concerns are in the handbook.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	Rick Wood, High School Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>An active PTO has been established and is supported by the parents of our school's students. The PTO meets monthly and has a program that includes students, which ecourages parents to attend each meeting. The PTO raises money each year to do a project for the school.</p> <p>Action Type: Collaboration</p>	Tabitha Gee, PTO President	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

Action Type: Parental Engagement Action Type: Title I Schoolwide				
At the beginning of each year and all through the year, teachers, principals, and other staff will be made aware of the importance of effective communication. They will be instructed the importance of using the same language as the parents use. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Mary Eary, Parent Facilitator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	ACTION BUDGET: \$
Volunteers who assist in an instructional program for parents will be held in conjunction with parent/teacher conferences on September 22, 2009. Evidence of the training will be sign-in sheets. This will be conducted by the Parent Coordinator. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Mary Eary, Parent Facilitator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	ACTION BUDGET: \$
Establish a parental involvement plan including programs and practices that enhance parental involvement and reflect the specific needs of students and their families. The parents are encouraged to volunteer their services to be readers in elementary classrooms. Parents are asked what is needed for their students and their families. Action Type: Equity Action Type: Parental Engagement Action Type: Special	Mary Eary, Parent Facilitator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	ACTION BUDGET: \$



Education				
Parents are encouraged to ask for any support needed to increase their students' achievement. Without the parents' backing, some of the students will not achieve as much as they would if they knew their parents cared. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education	Mary Eary, Parent Facilitator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Provide a smooth transition from Preschool to Kindergarten				
Scientific Based Research: Karnofsky, Florence and Trudy Weiss, How to Prepare your Child for Kindergarten, 2000.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Preschool students will have interaction with Kindergarten students by visiting the Kindergarten playground while the Kindergarten students are having recess occasionally through out the year. Visits will be made especially in the spring. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Dara Burruss, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Central Office</li> </ul>	<hr/> ACTION BUDGET: \$
The Preschool students will participate in story time with a Kindergarten class some time during the school year. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Dara Burruss, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
The Elementary Principal, Dara Burruss, will conduct a tour of the Kindergarten building and playground in order to acquaint the Preschool students with their future classrooms and playground.	Dara Burruss, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$

Action Type: Collaboration Action Type: Equity Action Type: Special Education				
EVALUATION: The intervention will be evaluated by teacher/principal observation. This intervention will be continue for another year since the principal's and the teachers' observations from last year showed that 95% of the students who went from PK to KF had a smoother transition than those students who did not attend PK. Action Type: Program Evaluation	Dara Burruss, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

- Priority 2: Students will continue to strengthen procedural competencies and improve their problem solving capabilities.
1. A Math ACSIP Leadership Team was formed to analyze the data from the Benchmark Tests, SAT 10, and Target Tests. In Mathematics, the Benchmark data for the years 07, 08, and 09 show the weakest areas to be Data Interpretation, Solving Problems, and Measurement in Grades 3-06. Not being able to solve problems and not being able to interpret data are causing the students to score low on the Constructed Open Response sections of the test. Iowa, SAT 10, and Target Testing achievement scores show the same conclusions. There is an achievement gap between the combined population and the economically disadvantaged students. The biggest achievement gap is between the combined population and the students with disabilities. Benchmark-3rd Grade Mathematics Exam 2007-# Tested & Percent of Students Scoring Proficient/Advanced:  
35 Students: 97.1% of Combined Students  
35 Students: 97.1% of Caucasian Students  
15 Students: 93.3% of Econ. Disadvantaged Students

Supporting Data: 3 Students: 66.6% of Students with Disabilities  
The lowest identified areas for the combined population were: Constructed response in all areas  
  
The lowest identified areas for Caucasian were: Constructed Response in all areas  
The lowest identified areas for Econ. Disadvantaged students were: Constructed Response in all areas  
In 2008 the Augmented Benchmark was given. The results were as followed: Number of Students Tested and Percent of Students Proficient and Advanced were: 36 Students: 89% of Combined Students 3 Students: 33% of Students with Disabilities 30 Students: 87% of Economically Disadvantaged Students 1 Students: 100% of Hispanic Students 35 Students: 88% of Caucasian Students The lowest identified areas for all students was: Constructed Response in all areas 2011- Combined Population Proficient and Advanced: 42 Students 88% The lowest identified areas for all students was: Constructed Response Data and Probability In 2012 the Augmented Benchmark was given. The results were as followed: Number of Students Tested and Percent of Students Proficient and

Advanced were: 34 Students: 82% of Combined Students 4 Students: 25% of Students with Disabilities 28 Students: 82% of Economically Disadvantaged Students 0 Students: NA% of Hispanic Students 34 Students: 82% of Caucasian Students The lowest identified areas for all students was: Constructed Response in all areas

2. Benchmark-4th Grade Mathematics Exam 2006-Number and Percent of Students Scoring Proficient or Advanced: 27 Students: 67.5% of Combined Students 1 Student:100.0% of African American Students . Students: N/A% of Hispanic Students 26 Students: 66.6% of Caucasian Students 19 Students: 67.8% of Economically Disadvantaged Students . Students: N/A% of LEP Students 2 Students: 50.0% of Students with Disabilities The lowest identified areas for the combined population were: Constructed Response in all areas. The lowest identified areas for African Americans were: The lowest identified areas for Hispanic were: Open Response across the test The lowest identified areas for Caucasian were: Open Response across the test The lowest identified areas for Economically Disadvantaged students were:Open response across the test The lowest identified areas for LEP students were: 2007-# Tested & Percent of Students Scoring Proficient/Advanced:  
36 Students: 47.2% of Combined Students  
. Students: N/A% of African American Students  
1 Student: 0% of Hispanic Students  
35 Students: 48.5% of Caucasian Students  
21 Students: 38.1% of Econ. Disadvantaged Students

3 Students: 33.3% of Students with Disabilities  
The lowest identified areas for the combined population were: Open Response in all areas

The lowest identified areas for Hispanic were: Open Response in all areas  
The lowest identified areas for Caucasian were: Open Response in all areas  
The lowest identified areas for Econ. Disadvantaged students were: Open Response in all areas

In 2008 the Augmented Benchmark was given. The results were as followed: Number of Students Tested and Percent of Students Scoring Proficient or Advanced: 37 Students: 100% of Combined Students 1 Student: 100% of Students with Disabilities 23 Students: 100% of Economically Disadvantaged Students 37 Students: 100% of Caucasian Students The lowest identified areas for all students was: Constructed Response Geometry Strand 2011- Combined Population Proficient and Advanced: 38 Students 94% The lowest identified areas for all students was: Constructed Response in all areas In 2012 the Augmented Benchmark was given. The results were as followed: Number of Students Tested and Percent of Students Scoring Proficient or Advanced: 33 Students: 88% of Combined Students 6 Student: 67% of Students with Disabilities 28 Students: 86% of Economically Disadvantaged Students 33 Students: 88% of Caucasian Students The lowest identified areas for all students was: Constructed Response Geometry Strand 2011- Combined Population Proficient and Advanced: 38 Students 94% The lowest identified areas for all students was: Constructed Response in all areas

3. Benchmark-5th Grade Mathematics Exam 2006-Number and Percent of Students Scoring Proficient or Advanced: 25 Students: 56.8% of Combined Students . Students: N/A% of African American Students 2 Students:100.0% of Hispanic Students 23 Students: 56.1% of Caucasian Students 14 Students: 48.2% of Economically Disadvantaged Students . Students: N/A% of LEP Students 2 Students: 28.5% of Students with Disabilities The lowest identified areas for the combined population were: Constructed Response in all areas. The lowest identified areas for African Americans were: The lowest identified areas for Hispanic were: The lowest identified areas for Caucasian were: Open Response across the test The lowest identified areas for Economically Disadvantaged students were:

Open Response across the test The lowest identified areas for LEP students were: 2007-# Tested & Percent of Students Scoring Proficient/Advanced: 36 Students: 77.7% of Combined Students

1 Student: 100.0% of Hispanic Students  
35 Students: 77.1% of Caucasian Students  
21 Students: 90.4% of Econ. Disadvantaged Students

3 Students: 66.6% of Students with Disabilities  
The lowest identified areas for the combined population were: Open Response in all areas

The lowest identified areas for Hispanic were: Open Response in all areas  
The lowest identified areas for Caucasian were: Open Response in all areas  
The lowest identified areas for Econ. Disadvantaged students were: Open Response in all areas

In 2008 the Augmented Benchmark was given. The results were as followed: Number of Students Tested and Percent of Students Scoring Proficient or Advanced: 40 Students: 66% of Combined Students 3 Students: 0% of Students with Disabilities 25 Students: 60% of Economically Disadvantaged Students 1 Student: 100% of Hispanic Students 39 Students: 64% of Caucasian Students The lowest identified areas for all students tested were: Algebra/ Data Analysis and Probability Constructed Response 2011- Combined Population Proficient and Advanced: 43 Students 71% The lowest identified areas for all students was: Constructed Response Data and Probability In 2012 the Augmented Benchmark was given. The results were as followed: Number of Students Tested and Percent of Students Proficient and Advanced were: 33 Students: 73% of Combined Students 5 Students: 60% of Students with Disabilities 23 Students: 60% of Economically Disadvantaged Students 1 Student: 100% of Hispanic Students 1 Student: 0% of American Indian 31 Students: 74% of Caucasian Students The lowest identified areas for all students was: Constructed Response in all areas

4. Benchmark-6th Grade Mathematics Exam 2006-Number and Percent of Students Scoring Proficient or Advanced: 30 Students: 63.8% of Combined Students . Students: N/A% of African American Students . Students: N/A% of Hispanic Students 30 Students: 63.8% of Caucasian Students 16 Students: 57.1% of Economically Disadvantaged Students . Students: N/A% of LEP Students 1 Student: 16.6% of Students with Disabilities The lowest identified areas for the combined population were: Constructed Response in all areas. The lowest identified areas for African Americans were: The lowest identified areas for Hispanic were: The lowest identified areas for Caucasian were: Open Response across the test The lowest identified areas for Economically Disadvantaged students were: Open Response across the test The lowest identified areas for LEP students were: 2007-# Tested & Percent of Students Scoring Proficient/Advanced: 36 Students: 66.6% of Combined Students  
1 Student: 100.0% of African American Students

35 Students: 65.7% of Caucasian Students  
24 Students: 58.3% of Econ. Disadvantaged Students

5 Students: 20.0% of Students with Disabilities  
The lowest identified areas for the combined population were: Open Response across the test  
The lowest identified areas for African Americans were: Open Response across the test

The lowest identified areas for Caucasian were: Open Response across the test  
The lowest identified areas for Econ. Disadvantaged students were: Open

Response across the test

The lowest identified areas for Students with disabilities were: Open Response across the test In 2008 the Augmented Benchmark was given. The results were as followed: Number of Students Tested and Percent of Students Scoring Proficient or Advanced: 42 Students: 86% of Combined Students 6 Students: 17% of Students with Disabilities 30 Students: 83% of Economically Disadvantaged Students 1 Student: 100% of African American Students 1 Student: 100% of Hispanic Students 40 Students: 86% of Caucasian Students The lowest identified areas for all students tested were: Constructed Response in the Algebra and Geometry Strands 2011- Combined Population Proficient and Advanced: 41 Students 84% The lowest Identified areas for all students tested were Constructed Response in the Algebra and Data/Probability Strands In 2012 the Augmented Benchmark was given. The results were as followed: Number of Students Tested and Percent of Students Proficient and Advanced were: 41 Students: 61% of Combined Students 3 Students: 33% of Students with Disabilities 30 Students: 60% of Economically Disadvantaged Students 0 Students: NA% of Hispanic Students 1 Student: 0% of African American 40 Students: 63% of Caucasian Students The lowest identified areas for all students was: Constructed Response in all areas

5. Sixth grade MATH Iowa Test of Basic Skills (ITBS) 2006-Number and Percent of Students Scoring Proficient or Advanced: 27 Students: 61.3% of Combined Students . Students: N/A% of African American Students . Students: N/A% of Hispanic Students 1 Student: 50% of Caucasian Students 17 Students: 60.7% of Economically Disadvantaged Students . Students: N/A% of LEP Students 0 Students: 0% of Students with Disabilities The lowest identified areas for the combined population were: Math Computation The lowest identified areas for African Americans were: The lowest identified areas for Hispanic were: The lowest identified areas for Caucasian were: Math Concepts, Problems & Data Interpretation, and Computation The lowest identified areas for Economically Disadvantaged students were: Math Computation The lowest identified areas for LEP students were: The lowest identified areas for Students with Disabilities were: Math Concepts, Problems & Data Interpretation, and Computation 2007-# Tested & Percent of Students Scoring Proficient/Advanced: 20 Students: 48.8% of Combined Students 1 Student: 50.0% of Hispanic Students 19 Students: 48.7% of Caucasian Students 13 Students: 50% of Econ. Disadvantaged Students

0 Students: 0% of Students with Disabilities

The lowest identified areas for the combined population were: Problems and Data Inter.

The lowest identified areas for African Americans were: Problems and Data Inter. br> The lowest identified areas for Caucasian were: Problems and Data nter.

In 2008 the Augmented Benchmark was giving. This included the SAT 10 test. The results were as follows: 2008 SAT 10- In Mathematics Problem Solving 32% of the students scored below the fiftieth percentile. The lowest identified area for all students tested was Math Problem Solving.

6. Fifth Grade MATH Iowa Test of Basic Skills (ITBS) 2006-Number and Percent of Students Scoring Proficient or Advanced: 30 Students: 68.1% of Combined Students . Students: N/A% of African American Students . Students: N/A% of Hispanic Students 0 Students: 0% of Caucasian Students 18 Students: 58.0% of Economically Disadvantaged Students . Students: N/A% of LEP Students 0 Students: 0% of Students with Disabilities The lowest identified areas for the combined population were: Problems & Data Interpretation The lowest identified areas for African Americans were: The lowest identified areas for Hispanic were: The lowest identified areas for Caucasian were: Math Concepts and Computation The lowest identified areas for Economically Disadvantaged students were:

Math Concepts and Problems & Data Interpretation The lowest identified areas for LEP students were: The lowest identified areas for Students with Disabilities were: Math Concepts, Problems & Data Interpretation, Computation 2007-# Tested & Percent of Students Scoring Proficient/Advanced:

41 Students: 60.9% of Combined Students

. Students: N/A% of African American Students

2 Students: 50.0% of Hispanic Students

39 Students: 61.5% of Caucasian Students

27 Students: 48.1% of Econ. Disadvantaged Students

. Students: N/A% of LEP Students

6 Students: 33.3% of Students with Disabilities

The lowest identified areas for the combined population were: Problems and Data Inter.

The lowest identified areas for African Americans were: None Listed

The lowest identified areas for Caucasian were: Problems and Data Inter.

The lowest identified areas for Econ. Disadvantaged students were: Problems and Data Inter.

In 2008 the Augmented Benchmark was giving. This included the SAT 10 test. The results were as follows: 2008 SAT 10- In Mathematics Problem Solving 50% of the students scored below the fiftieth percentile. The lowest identified area for all students tested was Math Problem Solving.

7. Fourth grade MATH 2005 Iowa Test of Basic Skills (ITBS) 2006-Number and Percent of Students Scoring Proficient or Advanced: 25 Students: 65.7% of Combined Students . Students: N/A% of African American Students . Students: N/A% of Hispanic Students 1 Students: 50% of Caucasian Students 15 Students: 55.5% of Economically Disadvantaged Students . Students: N/A% of LEP Students 1 Students: 50% of Students with Disabilities The lowest identified areas for the combined population were: Math Concepts The lowest identified areas for African Americans were: The lowest identified areas for Hispanic were: The lowest identified areas for Caucasian were: Math Concepts, Problems & Data Interpretation, and Math Computation The lowest identified areas for Economically Disadvantaged students were: Math Concepts, Problems & Data Interpretation, and Math Computation The lowest identified areas for LEP students were: The lowest identified areas for Students with Disabilities were: Math Concepts, Problems & Data Interpretation, and math Computation 2007-# Tested & Percent of Students Scoring Proficient/Advanced:  
22 Students: 59.5% of Combined Students  
0 Students: 0% of Hispanic Students  
21 Students: 61.1% of Caucasian Students  
12 Students: 54.5% of Econ. Disadvantaged Students

The lowest identified areas for the combined population were:Math Computation

The lowest identified areas for Hispanic were:Math Concepts, Problems & Data Inter., and Math Computation

The lowest identified areas for Caucasian were:Math Computation

The lowest identified areas for Econ. Disadvantaged students were:Math Computation

In 2008 the Augmented Benchmark was giving. This included the SAT 10 test. The results were as follows: 2008 SAT 10- In Mathematics Problem Solving, 17% of the students scored below the fiftieth percentile. The lowest identified area for all students tested was Math Problem Solving.

8. Third grade MATH Iowa Test of Basic Skills (ITBS) 2006-Number and Percent of Students Scoring Proficient or Advanced: 22 Students: 59.4% of Combined Students . Students: N/A% of African American Students . Students: N/A% of Hispanic Students 3 Students: 100% of Caucasian Students 11 Students: 47.8% of Economically Disadvantaged Students . Students: N/A% of LEP Students 0 Students: 0% of Students with Disabilities The lowest identified areas for the combined population were:

Problems and Data Interpretation The lowest identified areas for African Americans were: The lowest identified areas for Hispanic were: The lowest identified areas for Caucasian were: Problems and Data Interpretation The lowest identified areas for Economically Disadvantaged students were: Problems and Data Interpretation The lowest identified areas for LEP students were: The lowest identified areas for Students with Disabilities were: Problems and Data Interpretation 2007-# Tested & Percent of Students Scoring Proficient/Advanced:

30 Students: 85.7% of Combined Students

30 Students: 85.7% of Caucasian Students

12 Students: 80.0% of Econ. Disadvantaged Students

The lowest identified areas for the combined population were: Math Computation

The lowest identified areas for Caucasian were: Math Computation

The lowest identified areas for Econ. Disadvantaged students were: Math Computation

In 2008 the Augmented Benchmark was giving. This included the SAT 10 test. The results were as follows: 2008 SAT 10- In Mathematics Problem Solving, 42% of the students scored below the fiftieth percentile. The lowest identified area for all students tested was Math Problem Solving.

9. Second Grade MATH Iowa Test of Basic Skills (ITBS) 2007-Number and Percent of Students Scoring Proficient or Advanced: 16 Students: 48.6% of Combined Students 1 Students: 100% of Hispanic Students 16 Students: 59.3% of Caucasian Students 12 Students: 60.0% of Economically Disadvantaged Students The lowest identified areas for the combined population were: Math Concepts The lowest identified areas for Hispanic were None listed: The lowest identified areas for Caucasian were: Math Concepts The lowest identified areas for Economically Disadvantaged students were: Math Concepts The lowest identified areas for Students with Disabilities were: Problems and Data Interpretation and Math Concepts In 2008 the Augmented Benchmark was giving. This included the SAT 10 test. The results were as follows: 2008 SAT 10- In Mathematics Problem Solving, 50% of the students scored below the fiftieth percentile. The lowest identified area for all students tested was Math Problem Solving. 2010-SAT-10 test 36 students tested 12 students or 33% of the students scored below the 50th percentile in Math Problem Solving Second Grade 2012 IOWA Test of Basic Skills- 31 Total Student Tested: 11 Students 35% Scored Below the 50th Percentile in Math Problem Solving.
10. First Grade MATH Iowa Test of Basic Skills (ITBS) 2007-# Tested & Percent of Students Scoring Proficient/Advanced:  
24 Students: 60% of Combined Students  
0 Students: 0.0% of African American Students  
2012- IOWA Test of Basic Skills- 27 Total Students Tested: 15 Students  
56% Scored below the 50th Percentile in Math Problem Solving. 23 Students: 59.0% of Caucasian Students  
9 Students: 45.0% of Econ. Disadvantaged Students  
The lowest identified areas for the combined population were: Math Concepts  
The lowest identified areas for African Americans were: Math Concepts  
The lowest identified areas for Caucasian were: Math Concepts  
The lowest identified areas for Econ. Disadvantaged students were: Problems and Data Inter.  
In 2008 the Augmented Benchmark was giving. This included the SAT 10 test. The results were as follows: 2008 SAT 10- In Mathematics Problem Solving, 50% of the students scored below the fiftieth percentile. The lowest identified area for all students tested was Math Problem Solving. 2010 SAT-10 test- First Grade 42 students tested 26 students or 55% of the students scored below the 50th percentile in Math
11. Kindergarten MATH Iowa Test of Basic Skills (ITBS) 2007-# Tested & Percent of Students Scoring Proficient/Advanced:  
26 Students: 72.2% of Combined Students

26 Students: 72.2% of Caucasian Students  
 14 Students: 66.7% of Econ. Disadvantaged Students  
 The lowest identified areas for the combined population were: Math Computation

The lowest identified areas for Caucasian were: Math Computation  
 The lowest identified areas for Econ. Disadvantaged students were: Math Computation

2010 SAT-10 test- 34 students tested 59% of the students scored below the 50th percentile in Math 2012- The state of Arkansas Kindergartens did not test this year. So there are no scores available.

12. The 2005 School Report Card shows our daily average attendance as 93.7%. The 2006 School Report Card shows our daily average attendance as 94.3%. The 2007 School Report Card Shows our daily average attendance as 93.8%. The 2008 School Report Card Shows our daily average attendance as 93% The 2009 School Report Card shows our daily average attendance as 93.7%. The 2010 School Report Card shows our daily average attendance is 92.5% The 2011 School Report Card shows our daily average attendance is 93.57%

Goal All students across the grades and curriculum will continue to strengthen procedural competencies and improve their problem solving capabilities.  
 Benchmark By June 2010 the percentage of students scoring below Proficient in math on the Primary Benchmarks will decrease by 3%.

Intervention: K-6 teachers will implement a balanced mathematics program integrating mathematics across the curriculum using the Arkansas Math Frameworks and Common Core as their guide.				
Scientific Based Research: 'Making Sense of Mathematics; Communication and Reasoning, 2000 by Lappan and Schram "Thinking Mathematically" 2003 "Singapore Math"				
Actions	Person Responsible	Timeline	Resources	Source of Funds
K-4 math teachers use calendar math activities. Action Type: AIP/IRI Action Type: Equity	Dara Burruss, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Teachers will incorporate a problem of the day OR a problem of the week for solving and written response. Action Type: AIP/IRI Action Type: Equity	Dara Burruss, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$
IMPAC lab will be used weekly for all students k-6. A teacher and an aide will be available to provide one to one assistance. Action Type: AIP/IRI	Dara Burruss, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$



Action Type: Technology Inclusion				
Teachers will incorporate modeling and hands on lessons with manipulative's to enhance understanding of real world problems in problem solving through addressing Common Core standards. This will be evidenced in teacher lesson plans. Action Type: Professional Development	Dara Burruss, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> <hr/> ACTION BUDGET: \$
A paraprofessional for fourth, fifth, and sixth grade will be used to assist one to one for additional acquisition of skills when available. Action Type: AIP/IRI	Arthur Dunn, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Central Office</li> </ul>	<hr/> <hr/> ACTION BUDGET: \$
Star Math in grades 1-6 will be used to check growth at least twice a year. Action Type: AIP/IRI Action Type: Equity Action Type: Technology Inclusion	Dara Burruss, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Teachers</li> </ul>	<hr/> <hr/> ACTION BUDGET: \$
Third grade uses accelerated math folders to maintain and continue skills learned during classroom instruction for maintenance and remediation. Action Type: AIP/IRI Action Type: Equity Action Type: Technology Inclusion	Dara Burruss, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Teachers</li> </ul>	<hr/> <hr/> ACTION BUDGET: \$
'Smart Boards',	Dara Burruss,	Start:	<ul style="list-style-type: none"> <li>• Central Office</li> </ul>	<hr/> <hr/>

<p>memeo boards, and document cameras will be used for teacher student interaction and understanding of the mathematical skills being taught or reviewed in grades K-6  Action Type: AIP/IRI  Action Type: Equity  Action Type: Technology Inclusion</p>	Principal	07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$
<p>EVALUATION: The teachers decided to continue this action since there was an improvement and the school had met AYP. During the year, teachers will again identify and refine their position on expectations per grade level on the strategies being used to improve students' math skills based on the Arkansas Frameworks and Common Core to assure the needed skills have/will be taught before the test date.  Action Type: AIP/IRI  Action Type: Alignment  Action Type: Collaboration  Action Type: Equity  Action Type: Professional Development  Action Type: Special Education</p>	Dara Burruss, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
<p>At the beginning of the school year, the counselor will go over the Augmented Benchmark and SAT 10 scores with</p>	Mary Eary, Counselor	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• District Staff</li> </ul>	ACTION BUDGET: \$

<p>each individual student to let each child know 2 of his/her strengths and 1 weakness. Action Type: AIP/IRI Action Type: Equity</p>				
<p>The Math Chair, Karen Reed, and the Curriculum Coordinator, Sarah Burkett, will evaluate this intervention by comparing the benchmark scores at the beginning of this year with the benchmark scores at the end of the year to see the percentage of improvement. The math of the combined population gained 1.7%, so the intervention was a success and will continue. Action Type: Program Evaluation</p>	<p>Sarah Burkett, Curriculum Coordinator</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>EVALUATION: The evaluation of the administrative Classroom Walk-through, teachers lesson plans, teachers objectives, and observations showed 100% of the teachers were keeping lesson plans up to date, and the intervention was deemed a success by the principal. This intervention will continue for the 2009-2010 year. Ninety-eight percent of the teachers were using the RTIs. Action Type: Program Evaluation</p>	<p>Dara Burruss, Principal, Sarah Burkett, Curriculum Coordinator</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>Professional Development will be provided for all certified staff in order to meet the 60 hours required by ADE. The school district has 6 required days of professional development. The staff will select 4 flex days of professional development. The flex days must meet the rules and regs of professional development set forth by the State. The staff will select the flex days from the offerings made by Wilbur D. Mills Co-op or by college courses taken during the summer. Any other type of professional development must be authorized by the staff member's administrator and must meet the rules and regs of professional development set forth by the State. Action Type: Professional Development Action Type: Title I Schoolwide</p>	<p>Dara Burruss, Principal</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Strategies are used to recruit and retain highly qualified teachers in order to meet our goals in math. Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Title I Schoolwide</p>	<p>Dara Burruss, Principal</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>A period of time is set aside each day for remediation if</p>	<p>Dara Burruss, Principal</p>	<p>Start: 07/01/2012 End:</p>	<ul style="list-style-type: none"> <li>District Staff</li> <li>School Library</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

the student has not scored proficient or advanced on the benchmark tests. Target Test formative assessments will be used throughout the year to ensure the students are proficient. Action Type: Collaboration Action Type: Equity Action Type: Special Education		06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	
Integration of Federal, State, and local services and programs will be used throughout this priority. Action Type: Title I Schoolwide	Arthur Dunn, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	<hr/> ACTION BUDGET: \$
There will be an opportunity for students in Grades K-6 to participate in an afterschool program that includes tutoring through the 21st Century Grant. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Sarah Burkett, Curriculum Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Central Office</li> </ul>	<hr/> ACTION BUDGET: \$
Study Buddies (3-6) will be used to maintain and continue skills learned during classroom instruction for maintenance and remediation. Action Type: AIP/IRI Action Type: Equity Action Type: Technology Inclusion	Dara Burruss, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Smart Response (5-6) will be used to maintain and continue skills learned during classroom	Dara Burruss, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$

instruction for maintenance and remediation. Action Type: AIP/IRI Action Type: Equity Action Type: Technology Inclusion				
Math centers (K-4) will be used to maintain and continue skills learned during classroom instruction for maintenance and remediation. Action Type: AIP/IRI Action Type: Equity Action Type: Technology Inclusion	Dara Burruss, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Purchase math supplies that will aid the students' progress in math skills. Expectations are that these supplies will help students increase their math skills in order to get the school out of Needs Improvement. Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide	Dara Burruss, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	Title VI Federal - Materials \$1495.05 & Supplies: Title I - Materials \$5001.74 & Supplies: <hr/> ACTION BUDGET: \$6496.79
Math supplies that were purchased in June, but the invoices did not come in until July. These supplies were for K-6 Math programs. Action Type: Collaboration Action Type: Title I Schoolwide	Dara Burruss, Principal	Start: 07/10/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	Title I - Materials \$16136.57 & Supplies: <hr/> ACTION BUDGET: \$16136.57
Odyssey is a program that helps students in both Literacy and Math. Since the	Dara Burruss, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• Computers</li> <li>• Outside Consultants</li> </ul>	Title I - Purchased \$5267.50 Services: <hr/>

Elementary School is Needs Improvement in Math, Odyssey will be available in a Lab setting for Grades 3-6. Action Type: Collaboration Action Type: Technology Action Type: Inclusion Action Type: Title I Schoolwide				ACTION BUDGET: \$5267.5
The math teachers will be having workshops throughout the year. The supplies needed for these workshops will be funded by PD. Action Type: Collaboration	Dara Burruss, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Central Office</li> <li>Public Library</li> </ul>	PD (State-223) - Materials \$1125.36 & Supplies: <hr/> ACTION BUDGET: \$1125.36
Total Budget:				\$29026.22

Intervention: Science, Social Studies, and PE will implement math concepts across the curriculum.

Scientific Based Research: Mapping the Big Picture: Integrating Curriculum and Assessment K-12; Jacobs, Heidi Hayes. (1997)

Actions	Person Responsible	Timeline	Resources	Source of Funds
Science and Social Studies will implement the use of graphs, charts, measurement, and diagrams to complement the math program skills being taught. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Dara Burruss, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Science and Math teachers meet regularly to discuss implementation of Common Core lessons and Benchmark released items. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Dara Burruss, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
EVALUATION: This intervention will be evaluated by teacher and administrator observation, teachers lesson plans, and Classroom Walk-thoughts. This is the second year for this intervention.	Dara Burruss, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$

Classroom Walk-throughs showed that one hundred percent of the teachers were implementing math concepts in some way in their classes. Because of the success, this intervention will continue. Action Type: Program Evaluation				
On August 16, 2012 all staff members who teach Arkansas History obtained the ADE recommended professional development number of hours (2). Action Type: Professional Development	Dara Burruss, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
PE instruction will include reference to terms and formation of geometric shapes, ie, circle, square, rectangle, triangle, area, perimeter, etc. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Dara Burruss, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Bradford School District will continue to align the curriculum both horizontally and vertically.				
Scientific Based Research: 'Total Instructional Alignment: From Standards to Student Success' (2007) by Lisa Carter				
Actions	Person Responsible	Timeline	Resources	Source of Funds
All teachers will note the frameworks being taught on their lesson plan/or update their curriculum map on paper or on the computer each week to assure implementation and coverage of all skills for his/her grade level. Action Type: AIP/IRI Action Type: Alignment	Dara Burruss, Elementary Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
EVALUATION: Teachers will assess the skills presented weekly, 9 weeks and semester in order to determine if re-teaching is necessary for skills maintenance and mastery. Formative assessments in the form of teacher-made tests.	Dara Burruss	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$



<p>teacher observations, and Target Testing will be used. Since there was a 1.7% increase in achievement last year, this will continue for another year.</p> <p>Action Type: AIP/IRI Action Type: Program Evaluation</p>				
<p>SAT 10 and Augmented Benchmarks will be reviewed (both or which ever is applicable to the grade level) to determine each student's area of weakness for re-teaching and/or remediation and an AIP developed.</p> <p>Action Type: AIP/IRI Action Type: Equity</p>	Dara Burruss, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>EVALUATION: Teachers of math and or science will meet together at least once a semester to review their alignment of curriculum to the Arkansas Math Frameworks and Common Core state standards.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development</p>	Dara Burruss, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>A general outline of skills to be presented during the school year will be shared with the students' parents.</p> <p>Action Type: Parental Engagement</p>	Dara Burruss, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>EVALUATION: This intervention will be evaluated by comparing the benchmark scores at the beginning of this year with the benchmark scores at the end of the year to see the percentage of improvement. The percentage of improvement was 1.7%. This intervention will continue.</p> <p>Action Type: AIP/IRI Action Type: Program Evaluation</p>	Sarah Burkett, Curriculum Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

Total Budget:	\$0
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Priority 3: The school did not trigger in 2009-2010. The school did not trigger in any area for the school year 2008-2009. Special Education Trigger in Child Find, Percentage of Participation, and Least Restrictive environment.

- Supporting Data:
1. 2005-2006 Percent of Special Ed Students in the regular 80% or more of the day was 33.90% 2006-2007 Percent of Special Ed Students in the regular 80% or more of the day was 27.12% 2007-2008 Percent of Special Ed Students in the regular 80% or more of the day was 29.82%
  2. The difference between the special education representation being in the least restrictive area in relation to overall school population exceeds the state's established benchmark of 42.05%, with a standard deviation of 12.9%. Thus the trigger LRE is 29.76%. Our LRE is 27.12%, which is 2.54% below the benchmark. 2007-2008 The difference between the special education representation being in the least restrictive area in relation to overall school population exceeds the state's established benchmark of 42.05%, with a standard deviation of 12.9%. Thus the trigger LRE is 29.76%. Our LRE is 27.12%, which is 2.54% below the benchmark. We have 6.78% of students served in public or private separate schools, residential placements, or homebound/hospital placements.
  3. The State rate of Child Find in 2006-2007 was 90.50%. The State Target is 100%. The LEA rate of Child Find is 88.89%, a difference of 11.11%.

Goal: Provide comprehensive coordinated early intervening services to serve students who are not currently identified as in need of special education and related services but are experiencing difficulties which may result in them being referred for special education or receiving education settings in more restrictive environments

Benchmark: The district will provide comprehensive coordinated early intervening services to include all students who are at risk of not being identified as in need of special education services. We did not trigger in this.

Intervention: The district will provide comprehensive coordinated early intervening services to serve students who are not currently identified as in need of special education and related services but are experiencing difficulties which may result in them being referred for special education or receiving education settings in more restrictive environments				
Scientific Based Research: Hixson, J. and M. B. Tinzmann, Who are the "At-Risk" Students," 1990. Riley, Richard W., "Alternative Strategies to Reduce Student Suspensions and Expulsions," U.S. Department of Education. 2000.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The intervention will be evaluated by the success of getting the LRE to within acceptable range of what is acceptable by the State. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	Garrie Massengale, LEA Supervisor	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
The Special Education teachers will be included in the decision making of how to get the LRE to within the range that is acceptable by the State. Action Type:	Jill Sawrie, SP ED Teacher	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$

Collaboration Action Type: Equity Action Type: Special Education				
The counselors in both schools will study the possibility of scheduling the Special Education students in regular classes. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Dara Burruss, K-6 Principal and Rick Wood, 7-12 Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
The district will scrutinize each referral and see if the student should be placed in the regular classroom with extra help. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Garrie Massengale, LEA Supervisor	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
The principals in the district will study the possibility of team teaching a regular teacher with a special education teacher. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Dara Burruss, K-6 Principal and Rick Wood, 7-12 Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> </ul>	ACTION BUDGET: \$
The Special Education teachers will be included in the decision making of how to get the LRE to within the range that is acceptable by the State. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Garrie Massengale, LEA Supervisor	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> </ul>	ACTION BUDGET: \$
After reviewing the data from the Special Education Focused Monitoring, the school did not trigger in LRE for the 2007-2008 school year. The LRE was 29.82%, which is .10% above the trigger level. The Special Education	Garrie Massengale, LEA Supervisor	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• District Staff</li> </ul>	ACTION BUDGET: \$

Teachers consider this a successful intervention. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education				
Total Budget:				\$0

Goal The district will meet the 60-day child find timeline across the curriculum.  
 Benchmark The district will report all appropriate child-find students within the sixty-day timeframe. We did not trigger.

Intervention: Provide comprehensive coordinated child find services for all students who are identified in need of service.				
Scientific Based Research: Buller K., & Nelson, N. Responsiveness to Intervention and the Speech-language Pathologist, 2005. Strangman, N. Hitchcock, C. Hall, T. Meo, G. & Coyne, P, Response to Instruction and Universal Design for Learning. 2006				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Timelines will be monitored more closely in order to make sure the district is not going over the appropriate time. Should the district be out of time lines, the district will ask the question: "Is it out of our control?" If it is out of our control, a Separate Programming Conference will be held to address the reasons and to extend time lines. Referral Tracking will be checked to see the "acceptable" reasons that time lines can be extended. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Garrie Massengale, LEA Supervisor	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> </ul>	ACTION BUDGET: \$

Evaluators will be trained in appropriate child find procedures. Vision and hearing will be addressed before an informed consent is obtained. Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education	Garrie Massengale, LEA Supervisor	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
The intervention will be evaluated by the success of getting all evaluations conducted within an acceptable range of what is required by the State. Evaluators will be given the opportunity and time to implement appropriate child find timelines and give periodic feedback concerning the evaluations to the building principal. Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education	Garrie Massengale, LEA Supervisor	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Goal The district will strive to meet the percentage of participation in Statewide Benchmark Exam.

Benchmark The district will meet or exceed the state percentage of 95% participation in the statewide benchmark exam. We did not trigger.

Intervention: The district will meet the percentage of participation in the statewide benchmark exam. We did not trigger.				
Scientific Based Research: Bowe, Frank. Making Inclusion Work. 2005. Leal, Dorothy; Smith, Sean; Shank, Marilyn; Turnbull, Ann; & Turnbull, Rud Exceptional Lives: Special Education in Today's Schools, 2002.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The Counselors, the Special Education Staff, and the LEA Supervisor will evaluate the success of this intervention by the percent of participation in the benchmark exams. Action Type: Collaboration	Garrie Massengale, LEA Supervisor	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$

Action Type: Equity Action Type: Special Education				
The number of special education students in the district and in special day schools will be compared to the number of students portfolioed and/or tested. Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education	Garrie Massengale, LEA Supervisor	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The district will monitor the coding of the special education students before the exams take place. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Mary Eary and Paula Cossey, Counselors	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

- Priority 4: Students participating in the BMI activity will show improvement in their cardiovascular, muscular strength/endurance, and flexibility activity. Students at Bradford Schools will show improvement in their cardiovascular, muscular strength/endurance, and flexibility activity.
- Supporting Data:
- In 2011, the School Health Index showed a rating of the following: School Health policies and environment: 90% Health Education: 100% Physical Education and other physical activity programs: 100% Nutrition Services: 94% School Health Services: 100% School Counseling Psychological and Social Services: 100% Health Promotion for staff: 70% Family and Community Involvement: 100% Areas of Concern were programs for staff on Physical, eating, and weight management, programs for staff for physical fitness and stress management for staff. The School Index has increased for both schools over the last three years. The BMIs continue to be higher than the nurse would like for them to be, but they are improving slowly. In 2011 Healthy males was 43.9% decreased from 63.3% and healthy females was 53.3% increased from 45.5% in 2010. In 2011 Overweight Males 17.5% decreased from 20.2% in 2010 and the Overweight Females 17.1% decreased from 21.2%. In 2011 the Obese Males 38.6% increased from 16.5% in 2010 and the Obese Females 29.5% decreased from 33.3%.
  - In 2010, the School Health Index showed a rating of the following: School Health policies and environment: 93% Health Education: 100% Physical Education and other physical activity programs: 100% Nutrition Services: 94% School Health Services: 100% School Counseling Psychological and Social Services: 100% Health Promotion for staff: 71% Family and Community Involvement: 100% Areas of Concern were programs for staff on Physical, eating, and weight management, programs for staff for physical fitness and stress management for staff. The School Index has increased for both schools over the last three years. The area of Nutrition has gone from 90% to 95%. The other areas have also increased. The BMIs continue to be higher than the nurse would like for them to be, but they

- are improving slowly. The percentage of males and females at risk for overweight or being overweight have decrease 2%.
- The students in Bradford Elementary School qualified for free and reduced lunch services has steadily increased over the past five years.

**Goal** Students participating the BMI activity will show improvement in their cardiovascular, muscular strength/endurance, and flexibility activity as well as advocating that physical activity not be used as punishment, encouraging fundraising efforts supportive of healthy eating, providing professional development on stress management, healthy eating and weight management, implementing indoor air quality practices, and encouraging children who are eligible to apply for fee and reduced lunches.

**Benchmark** Healthier BMI results will be shown by June 30, 2013. There will be a 2% difference in the 2011-2012 BMI results indicating healthier lifestyles are being practiced.

Intervention: Bradford Elementary School will encourage students to use strategies and activities that promote a non-sedentary lifestyle.

Scientific Based Research: Let's Get Physical--Promotion and education Strategies by Dr. Hal Wechslet. <http://fns.usda.gov/oane/menue/NNEC/files?2003/LetsGetPhysical.pdf>

Actions	Person Responsible	Timeline	Resources	Source of Funds
Bradford School District Wellness Policy Adopted April 3, 2006. Bradford Elementary School also adopted the Policy and is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity. Therefore, it is the policy of the Bradford Elementary School that <ul style="list-style-type: none"> <li>The school district will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing district-wide nutrition and physical activity policies.</li> <li>All students in grades K-6 will have opportunities, support, and encouragement to be physically active on a regular basis.</li> <li>Foods and beverages sold or served at school will</li> </ul>	Leslie Ladd, Nurse	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$

<p>meet the nutrition recommendations of the U.S. Dietary Guidelines for Americans. • Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat. • To the maximum extent practicable, all schools in our district will participate in available federal school meal programs (including the School Breakfast Program and National School Lunch Program). • Schools will provide nutrition education and physical education to foster lifelong habits of health eating and physical activity, and will establish linkages between health education and school meal programs, and with related community activities.</p> <p>Action Type: Collaboration  Action Type: Equity  Action Type: Title I Schoolwide  Action Type: Wellness</p>				
<p>Promote reduction of time children spend engaged in sedentary activities such as watching television and playing video games.</p> <p>Action Type: Equity  Action Type: Parental Engagement  Action Type: Wellness</p>	<p>Leslie Ladd, Nurse</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>



Encourage participation in family oriented, community-based physical activity programs. Action Type: Equity Action Type: Parental Engagement Action Type: Wellness	Leslie Ladd, Nurse	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Conduct BMI assessment of each student that the State requires to determine if the priority was a success. Action Type: Wellness	Leslie Ladd, Nurse	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	<hr/> ACTION BUDGET: \$
Complete the School Health Index. Action Type: Equity Action Type: Wellness	Leslie Ladd, Nurse	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	<hr/> ACTION BUDGET: \$
Provide stress management, healthy eating habits, and weight management units in classroom activities or in health classes. Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Wellness	Leslie Ladd, Nurse	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Provide physical activity each week for all students K-6 and encourage teachers not to use physical activities as punishment. Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Wellness	Dara Burruss, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Incorporated cholesterol testing for staff members. The plan is to have a health fair in the Spring for staff. Action Type: Equity Action Type: Wellness	Leslie Ladd, School Nurse	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	<hr/> ACTION BUDGET: \$
A person will walk athletic field daily to ensure there are no safety hazards.	Heath Swiney, Coach	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$

Action Type: Wellness				
Post weapon free school signs Action Type: Wellness	Leslie Ladd, School Nurse	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	ACTION BUDGET: \$
Announce upcoming events at school events. Action Type: Equity Action Type: Wellness	Rick Wood, High School Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	ACTION BUDGET: \$
Bus drivers will stop letting the buses idle while loading and unloading. Action Type: Equity Action Type: Wellness	Arthur Dunn, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	ACTION BUDGET: \$
4.1.1 EVALUATION: This intervention was evaluated by the Wellness Committee by using the BMI data from previous years to see if the BMIs have decreased. Participation of students and staff in activities that promote a non-sedentary lifestyle was evaluated by surveys of both students and staff to determine if the intervention is doing well. Information from the surveys and the BMIs have shown that 50% of the students are beginning to use some of the activities suggested in order to have a more active lifestyle. The same procedure will be followed at the end of the school year. Action Type: Program Evaluation Action Type: Wellness	Leslie Ladd, School Nurse	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	ACTION BUDGET: \$
Develop a policy to screen for tobacco use. Action Type: Collaboration Action Type: Equity	Leslie Ladd, School Nurse	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> <li>District Staff</li> </ul>	ACTION BUDGET: \$
Develop a health promotion for Staff. Action Type: Collaboration	Leslie Ladd, School Nurse	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	ACTION BUDGET: \$

Action Type: Equity				
Action Type: Wellness				
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
	Brenda Roberson	Aide	Literacy
	Crystal Yates	Paraprofessional	Literacy
	Maxene King	Technology Aide	Math
	Renee Barron	Secretary to the Superintendent	Math
	Shannon Yates	Paraprofessional	Math
	Teresa Bettis	4th Grade Aide	Math
Classroom Teacher	Angela Johnson	Speech Teacher	Literacy
Classroom Teacher	Brandy Smith	First Grade	Math
Classroom Teacher	Crystal Osborn	Pre-School Teacher	Literacy
Classroom Teacher	Dara Burruss	Steering Committee Chairperson	Math
Classroom Teacher	Ina Clark, Co-Chair	Fourth Grade	Literacy
Classroom Teacher	Jill Sawrie, Co-Chair	Special Education	Literacy
Classroom Teacher	Karen Reed, Co-chair	Third Grade	Math
Classroom Teacher	Michelle Burruss	Second Grade	Literacy
Classroom Teacher	Pat Waters	Third Grade	Literacy
Classroom Teacher	Sabrina Otts	6th Grade Teacher	Literacy
Classroom Teacher	Sandi Toler	5th Grade Teacher	Literacy
Classroom Teacher	Sarah Myers	Kindergarten	Math
Classroom Teacher	Shelia Cade	Second Grade	Literacy
Classroom Teacher	Tami Holloway	Fourth Grade	Math
Classroom Teacher	Tommie Bryant	Kdgn Teacher	Literacy
Classroom Teacher	Wesley Osborn	5th and 6th Grade Teacher	Math
District-Level Professional	Arthur Dunn	Member	Federal Committee
District-Level Professional	Sarah Burkett	Curriculum Coordinator	Math and Literacy
Non-Classroom Professional Staff	Kathy Mannon	Media Specialist	Math
Non-Classroom Professional Staff	Leslie Ladd	School Nurse	Wellness
Non-Classroom Professional Staff	LuAnn Snelson	Paraprofessional	Math
Non-Classroom Professional Staff	Mary Eary	Counselor K-6	Parent
Non-Classroom Professional Staff	Mesha Sarrels	Pre-School Paraprofessional	Math
Non-Classroom Professional Staff	Richard Kohl	Gifted/Talented Coor	Math