

School Plan

BRADFORD SCHOOL DISTRICT
P.O. Box 60, Bradford, AR 72020

Arkansas Comprehensive School Improvement Plan

2013-2014

The mission of the Bradford Public School District is to use all resources in providing students to become productive citizens and life-long learners by using tools, programs, and technology.

Grade Span: Title I: Not Applicable School Improvement:

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Priority 1: Administrative Support

Goal: The district will provide support for administrators, staff, and parents and to provide programs to improve student achievement.

Priority 2: Safe and Drug Free Schools (NCLB 2001)

Goal: To reduce the use of drugs, alcohol, and tobacco by our student body by two percent and to stop bullying altogether.

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.

Priority 1: To Provide Administrative Support for Federal Programs and Special Needs Funding.

1. SCHOOLWIDE COMPONENT 1 SCHOOLWIDE COMPONENT 8. Both schools are achieving in Literacy in 2013. Our needs assessment shows that the District needs to work with the schools to continue to be Achieving in Literacy. The assessment done through teacher survey, parent surveys, committee meetings, and data. To meet the AMO for Literacy in 2014, All Students need to improve 2.28%; Tagg, 2.48%; White Subgroup, 2.29%; Economically Disadvantaged Sub group, 2.43%; Students with Disabilities Subgroup, 4.46%. Both schools are in Needs Improvement in Math. The District will work with the schools in order to bring up the scores to meet the AMO in 2014. To meet the AMO in Math in 2014, All Students will have to increase by 9.21%; TAGG, 10.23%; Economically Disadvantaged Subgroup, 9.85%; Students with Disabilities Subgroup, 11.11%. The District will support the schools by putting into place programs such as TLI, Listening Centers, Math Centers to help the students understand what is being taught in the classroom. We will continue to have highly qualified teachers in After School tutoring in both Literacy and Math. Arkansas District ESEA Accountability Report of 2012 indicates that the District is a Needs Improvement District. The District is Achieving in Percent Tested, Graduation Rate, and Literacy, but the District is a Needs Improvement District in Math. In Literacy, the AMO for All Students is 69.81 and 68.42 for the TAGG, a difference of 1.39. In the ESEA Sub Groups, White has AMO of 69.45; Economically Disadvantaged, 69.18, a difference of .27. The lowest performance is Students with Disabilities who had an AMO of 59.26, 10.19 below Whites and 9.92 below Economically Disadvantaged. In Math the AMO for all students is 65.33 and the TAGG is 62.5, a difference of 1.08. In the Sub Groups White had an AMO of 63.89; the Economically Disadvantaged had 63.65 and the Students with Disabilities had 49.07.

Supporting Data:

Students with Disabilities were 16.26 behind White and 14.82 behind Economically Disadvantaged. Over all Literary Needs Assessment for 2011, 2012, and 2013: ACSIP Leadership Teams were formed to analyze the data over a three year span from the Augmented Benchmark, Target Testing, and 11th grade EOC Literacy test, Classroom Walk Through results, SAT 10, ACT results, ADE Data Center formerly Normes data, Teacher-made exams, and disciplinary data. The data analysis led the committee to come to the consensus that our greatest weaknesses for all population groups are reading comprehension, mechanics, grammar usage, content open response, style of writing, practical reading. Elementary grades 3-6 met AYP in 2010. In grades 7-11, none of the populations made AYP and the high school was on Alert in Literacy in 2010 but met AYP in 2010-2011, 2012, and 2013. In 2012, elementary was Achieving in Literacy but is Needs Improvement in Math and in Needs Improvement again in 2013. It is the consensus of the committee that something needs to be done to help Grades K-2 to start preparing for Common Core exams when these children get to that point. Through research, iPads2's will fill the gap. They are small enough for little hands to do the apps and still meet the requirements of access to the Internet to take the tests. They also recommended to start with Grades 7 and 8 to prepare them for a hand held device to take the test. In addition to the iPad2s, the committee recommended a new program that is research-based literacy program entitled Learning A to Z. More technology in the form of portable computer labs and increased bandwidth will enable the students more opportunities for digital learning such as Arkansas Virtual High School. For Elementary: 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 2010. They steadily declined for the next three years (0%) but had a small increase in 2012 (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 concepts have caused the students to score poorly on constructed open response. After analyzing the data for 2012-2013, we find that the same problems exist. 2011 Augmented Benchmark Scores are as follows: Number tested & percent of students scoring Proficient and Advanced were: 74% of Combined Students 74% of Caucasian 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 High School: Over the past three years, literacy scores have increased across the board. The economically disadvantaged students made the most gains (12%). The EOC Literacy scores for the combined population improved 5.10% and the economically disadvantaged students improved 7.10%. The students with disabilities stayed basically the same. The lowest identified area for all populations was the open constructed response. The students did not understand the vocabulary used in the prompts. Benchmark 2011-Number and Percent of Students Scoring Proficient or Advanced: 80% of Combined Students N/A% of African American Students N/A% of Hispanic Students 80% of Caucasian Students 78% of Economically Disadvantaged Students N/A% of LEP Students 50% of Students with Disabilities 2011 EOC Exam- 77% of Combined Population students scored Advanced or Proficient. 47% of Economically Disadvantaged Students N/A% of LEP Students 0% of Students with Disabilities Mathematics Needs Assessment: Data for the committee included the Benchmark exams, 9th Grade SAT 10, ACT results, classroom observations, Normes data, classroom performances, Algebra and Geometry End of Course Exams, disciplinary data , Target Tests for

2009, 2010, and 2011. The weakest areas are language of algebra, solving equations, linear functions, data interpretations, probability, geometry, multiple choice and open response, measurement open response data analysis, measurement and measurement open responses. 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. After analyzing the data, the elementary school met the AYP in 2009-2010. High School was not so fortunate. The high school did not meet growth in math and literacy and was on Alert. The high school did meet AYP in 2010-2011, but the Elementary is on Alert for Literacy. 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 11, 12, and 13 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. A Math ACSIP Leadership Team was formed to analyze Benchmark Test scores, EOC, and Target Tests. Over a three year span, benchmark scores have increased for the combined population with the 8th grade making the most gains (17.9%). Unfortunately, the scores have decreased by 12.9% for economically disadvantaged students. The greatest need for the three years has been math concepts and procedures, data interpretation, and constructed response. Students with disabilities have basically stayed the same for all three years. Algebra students have gained 8.5% for the combined population and 8% for the economically disadvantaged population. Geometry students have made tremendous gains (30%) over three years for the combined population and 32% for the economically disadvantaged. The greatest need continues to be the constructed response. Vocabulary associated with the open constructed response is giving the students problems. Procedures still is a concern.

2011-Number and Percent of Students Scoring Proficient or Advanced:
 80% of Combined Students N/A% of African American Students N/A% of Hispanic Students 80% of Caucasian Students 78% of Economically Disadvantaged Students N/A% of LEP Students 50% of Students with Disabilities 2011 EOC Exam- 77% of Combined Population students scored Advanced or Proficient. 47% of Economically Disadvantaged Students N/A% of LEP Students 0% of Students with Disabilities

2. See the school plans for supporting data from the SAT 10 Tests.
3. In 2011, the graduation rate was 100%. In 2012, the graduation rate was 100%. In 2013, the graduation rate was 95.83%. The 2011 School Report Card shows our daily attendance is 92.8%. The 2012 School Report Card shows our daily attendance is 93.72%. The 2013 School Report Card has not been released.

Goal The district will provide support for administrators, staff, and parents and to provide programs to improve student achievement.

Benchmark Administrative support is shown through Federal funds: Title I, Title IIA, and Title VI Federal and State Categorical Funds: Staff Development (PD (State 223))and NSLA (State 281)), and ALE spent for programs that support a balanced literacy and math programs integrating literacy and math skills across the curriculum.

Intervention: (A) The District will support a balanced literacy and math program integrating literacy, math, and instructional skills across the curriculum and will supply technical assistance in maintaining the balanced literacy and math program(s) selected by the schools in order to improve student achievement.

Scientific Based Research: Mereseth, Katherine. WINDOWS ON TEACHING MATH, 2003. Sweet,

Anne P. and Catherine E. Snow. RETHINKING READING COMPREHENSION, 2003. 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) 'Total Instructional Alignment' by Lisa Carter 2007 Thinking and Reasoning with Data and Chance: 68th NCTM Yearbook. 2006 Forget, Mark, Ph.D. MAX Teaching With Reading and Writing: Classroom activities for helping students learn new subject matter while acquiring Literacy skills. 2004. Graham, Steve and Delores Perin. Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools. Washington, D.C.: Alliance for Excellent Education, 2007. Aiman, Maureen. Step Up to Writing, Sopris West, 2002. Fletcher, Ralph, and JoAnn Portalupi. Writing Workshop: The Essential Guide. New Hampshire: Heinemann, 2001.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>#1. Appoint Helen McGee, as a .5 FTE federal coordinator for 2013-2014. Action Type: Collaboration</p>	<p>Arthur Dunn, Superintendent</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Central Office 	<p>Title I - Employee Salaries: \$19700.00 Title I - Employee Benefits: \$5127.40</p> <hr/> <p>ACTION BUDGET: \$24827.4</p>
<p>#4. Set aside funds for identified homeless. The District, after identifying homeless students, budgets what is expected to be spent for supplies. The homeless liaison Sarah Burkett is notified by the principals, the counselors, and/or the nurse of students who are doubled up, living in vehicles, motels, or tents. Title I sets aside some funds to help the students purchase supplies, such as school supplies. If a student has his/her house burned, Title I, along with community churches, will purchase some clothing if needed. The method used to establish the amount of the set</p>	<p>Sarah Burkett, Homeless Liaison</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Central Office • District Staff • Teachers 	<p>Title I - Materials & Supplies: \$1000.00</p> <hr/> <p>ACTION BUDGET: \$1000</p>

<p>aside is based on last year's set aside amount, which is twice the amount of the per pupil budget. Action Type: Equity</p>				
<p>#2. The 6B-Special Education funds will be used for salaries, benefits, supplies, equipment, purchased services, and tuition agreements. Action Type: Collaboration Action Type: Special Education</p>	<p>Arthur Dunn, Superintendent</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Central Office 	<hr/> <p>ACTION BUDGET: \$</p>
<p>#10. SCHOOLWIDE REQUIREMENT (E.2) EVALUATION: All actions from last year were carried out by the teacher/teachers and/or departments. As a result, we will continue with the intervention. However, the high school was Needs Improvement in math but Achieving in Literacy and Graduate Rate for the school year 2012-2013. The elementary is Needs Improvement on both Math and Literacy. The committees have gone over the data to determine the weaknesses and are preparing interventions to help the students in both Elementary and High School!</p>	<p>Helen McGee, Coordinator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Central Office • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>meet the AMOs in 2013-2014. Success of the plan will be evaluated by the coordinator using a checklist to ensure all the actions have been carried out and the AYP report will determine if the students met AYP. Each school is accountable in making its plan work for the good of the school, the district, the parents, and most of all the students as they strive to make AYP. The checklist showed that last year's interventions were successful but needs improvement. Action Type: Program Evaluation</p>				
<p>#11. The Superintendent, Arthur Dunn, and the Bookkeeper, Janice Barron, have completed the initial 12 hours of inservice on budgeting. They have completed an initial 4 hours follow-up inservice and will complete another 4 hours this school year. This is in compliance with Act 730. This workshop was held on July 17, 2013 at Wilbur D. Mills Coop. Action Type: Professional Development</p>	<p>Arthur Dunn, Superintendent</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Central Office 	<p>_____ ACTION BUDGET: \$</p>
<p>#12 SCHOOLWIDE REQUIREMENT</p>	<p>Helen McGee, Coordinator</p>	<p>Start: 07/01/2013</p>	<ul style="list-style-type: none"> • Administrative Staff 	<p>_____ ACTION BUDGET: \$</p>

<p>(E.3) EVALUATION: The ACSIP committee reviewed the plan from 2012-2013 to determine what was to be left in so that the plan could be updated using the latest data for the 2013-2014 plans. Since the test scores taken from Benchmarks, EOC and Target Tests went down and the high school did not meet AMO in Math, the committee did not consider the high school plan a success. The high school plan had to be revised to include interventions for the Economically Disadvantaged sub-group and the Special Populations who did not meet AMO. The elementary will add new interventions in an attempt to meet the AMOs in both Math and Literacy and will continue with the main components of their plan. The Committee also interviewed teachers to get input of needs that needed to be addressed. The high school was Achieving in both Literacy and Math at the end of the school year 2011-2012, but the Elementary went on Alert in Literacy. In 2012-2013, High School met AMO, but</p>		<p>End: 06/30/2014</p>	<ul style="list-style-type: none"> • Community Leaders • Teachers 	
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<p>Elementary needs improvement in math. Action Type: Collaboration Action Type: Equity Action Type: Special Education</p>				
<p># 13.SCHOOLWIDE COMPONENT #10: Federal, state, and local funds are used to coordinate and integrate services to improve instructional programs, such as our three Vocational Programs, Nutrition Programs presented by our school nurse and health classes, and violence preventions programs. Action Type: Equity</p>	<p>Arthur Dunn, Superintendent</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Central Office 	<hr/> <p>ACTION BUDGET: \$</p>
<p>(E.1)The results of this intervention have been very positive. One hundred percent of the teachers are cooperating in this intervention. The performance assessments did not improve in the high school but did improve in the elementary school 3%. The principals have positive feedback, and teachers are expressing positive ideas. One hundred percent of the teacher lesson plans have been prepared from the frameworks. As a result of the positive feedback, this intervention</p>	<p>Dara Burruss, Elementary Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>will continue. Performance assessments, principal observations and Classroom Walk Throughs, teacher observations, and Teacher Lesson Plans will determine if this intervention will be beneficial after this year. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation</p>				
<p>#14. Two hours of Arkansas History and six hours of technology were part of our professional development held on our campus. Action Type: Professional Development</p>	<p>Arthur Dunn, Superintendent</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Central Office 	<hr/> <p>ACTION BUDGET: \$</p>
<p>#22. SCHOOLWIDE REQUIREMENT #AIPs AND IRIs. The teachers will use AIPs to remediate the students who have fallen below the proficient level in math, literacy, and science. The AIPs will be printed from NORMES or blank AIPs will be filled out by the teacher for students who were identified by NORMES but needed an AIP. The Elementary School also used IRIs for K-3 students who need intensive reading remediation. The</p>	<p>Dara Burruss, Elementary Principal and Rick Wood, High School Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Computers • District Staff • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>

<p>teachers explain to the parents how the AIPS and IRIs will be used to help the students and then the parents sign the AIPs and IRIs. The teachers will then use the AIPs and IRIs to guide them in remediating the students.</p> <p>Action Type: AIP/IRI</p> <p>Action Type: Collaboration</p> <p>Action Type: Equity</p> <p>Action Type: Parental Engagement</p> <p>Action Type: Special Education</p>				
<p>SCHOOLWIDE REQUIREMENT TRANSITIONS: The transition from Pre-K to K is made possible throughout the year by having Pre-K visit the K rooms and seeing the how the students are learning the curriculum. The Pre-K students will eat at the same time the K students do at least once a year to see how they are to act in the cafeteria when they get into "real school." The Pre-K students will be allowed to attend at least one assembly with K-6 students so they can participate in outside classroom activities. When a Student with Disabilities reaches the age of 16, the Resource Teacher</p>	<p>Dara Burruss, Elementary Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Administrative Staff 	<hr/> <hr/> <p>ACTION BUDGET: \$</p>

<p>prepares a transition program to be included in the IEP of the student. This helps prepare the student for his/her future. The high school counselor, Sabrina Otts, in conjunction with the elementary counselor, Tabitha Gee, plans a night with Grade 7 students and their parents. The students have a guided tour of the classrooms. In addition, the parents decide if their children will waiver the Smart Core, which is explained to them by the counselor, Mrs. Otts. Migrant students, children with disabilities, and homeless students will have the same opportunities as regular students in attending outside classroom activities. The teachers of these students will inform them of the activities and provide instruction of actions at such activities. At the present time we do not have neglected or delinquent students, but they would be included in everything the other students do. We also have a Grade 6 parent/student night so that the students can tour their new campus, meet the teachers.</p>				
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<p>and see their classrooms. This is held at our open house each year before the beginning a the new school year. Although the curricula for these students have to be modified to some extent, they are still held accountable for learning. Each student is valuable to us and is treated with respect. The programs of study are based on regular frameworks with some tweaks. The tweaks are based on each individual student's abilities and capacities and will help increase the program effectiveness. This helps eliminate duplication and helps the teachers keep the students on track.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>				
<p>#17. SCHOOLWIDE COMPONENT #5 Strategies to attract highly qualified teachers include, but are not limited to, keeping salary schedule as close to the surrounding schools as possible; ptoviding an attractive campus and classrooms; maintaining a well-</p>	<p>Arthur Dunn, Superintendent</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Central Office 	<hr/> <p>ACTION BUDGET: \$</p>

<p>rounded curriculum covering all thirty-eight required units of study plus some extras; striving to make sure the faculty has all the latest technology the district can afford. Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion</p>				
<p>#18. SCHOOLWIDE COMPONENT #3 All teachers for Year 2012-2013 are highly-qualified. No teacher is teaching out of his/her licensed field. If a teacher who is entering the teaching field through the alternative ed route, the district will help that teacher by providing a mentor and by allowing the teacher to go through Praxis 3. In the 2013-2014, we have one teacher in elementary and one teacher in high school who are on the Alternative Teaching program and are working to becoming highly qualified. Action Type: Collaboration Action Type: Equity Action Type: Professional</p>	<p>Dara Burruss, Elementary Principal and Rick Wood, High School Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office 	<hr/> <p>ACTION BUDGET: \$</p>

Development Action Type: Special Education Action Type: Technology Inclusion				
#16. SCHOOLWIDE COMPONENT #2.III and 2.i. School Plans are based on research-based strategies to help students strive to meet the State's proficient and advanced levels of achievement. The methods and instructional strategies strengthen the core program and include strategies for meeting the educational needs of underserved students and the assessment to make sure the strategies are working. The strategies for the elementary school are to keep the school meeting standards and the high school to remove itself from the alert. The District supports the schools in their interventions by supplying them with technology above what the state requires. Outside consultants are brought in to help the teachers. Recently, the literacy specialist and the math specialist from the Co-op came to work with the literacy and math teachers to offer	Dara Burruss, Elementary Principal and Rick Wood, High School Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff 	<hr/> <hr/> ACTION BUDGET: \$

<p>suggestions to strengthen the schools' strategies. The District further provides all the needs in supplies and equipment necessary to carry out the strategies in the interventions. Title I, along with other federal programs, purchases supplies and equipment above what the State requires. The Elementary School did not meet the AMOs and is now in Needs Improvement in both Literacy and Math. High School is in Needs Improvement in Math.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education</p>				
<p>#20. Special Education did not trigger this year. There are no further actions required.</p> <p>Action Type: AIP/IRI Action Type: Equity Action Type: Special Education</p>	<p>Helen McGee, Federal Coordinator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Central Office 	<hr/> <p>ACTION BUDGET: \$</p>
<p># 15. Technology is also provided to both schools by updating equipment when funds become available. Virus protection, Renaissance Place (both Reading and Math). Office</p>	<p>Arthur Dunn, Superintendent</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff 	<hr/> <p>ACTION BUDGET: \$</p>

<p>Suite, SmartBoards, Document cameras, Wireless slates, Study Buddys are also provided in Language Arts and Math Classes and most of the other classrooms. Need Assessments are done at the beginning of the school year to see what teachers need to carry out their plans. The district asks the teachers to prioritize the needs. The district then funds as many as possible. Action Type: Equity Action Type: Technology Action Type: Inclusion</p>				
<p>#24. Appoint a certified teacher to be Parental Involvement Coordinator. Mrs. Tabitha Gee, Elementary Counselor, has been appointed as the Parental Involvement Coordinator. Mrs. Gee will be .5 fte for high school and .5 fte for elementary. Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Action Type: Inclusion</p>	<p>Arthur Dunn, Superintendent</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>Title I - Employee Salaries: \$500.00 Title I - Employee Benefits: \$108.50 <hr/> ACTION BUDGET: \$608.5</p>
<p>Administrators will attend two Federal Coordinator Conferences: one in September and one in May.</p>	<p>Helen McGee, Federal Coordinator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Central Office 	<p>Title I - Purchased Services: \$1000.00 <hr/> ACTION BUDGET: \$1000</p>

Action Type: Professional Development				
Mandatory workshops held on our campus for both elementary and high school teachers were as follows: June 6 and 7--Curriculum Alignment July 16 and 17-- Demonstrative Writing- Elementary only August 13--iPad Training August 15--Differentiation Workshop August 16--Legal Aspects, Legislative Update Arkansas History Action Type: Alignment Action Type: Professional Development Action Type: Special Education	Dara Burruss, Elementary Principal and Rick Wood, High School Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	PD (State-223) - Materials & Supplies: \$2412.72 <hr/> ACTION BUDGET: \$2412.72
ALE. SCHOOLWIDE COMPONENT #2 iii.High School. For ALE, we are using a cooperative approach to ALE to meet the social, emotional, and academic needs of students that do not experience success within a regular classroom setting or they are not on pace to graduate with the district required credits. We are cooping with Bald Knob for our ALE program. The ALE program name is Bulldog Academy, and it is for Grades 3 through 12. The Director' name is Brad Roberts. Students are placed based on	Rick Wood, High School Principal and Dara Burrus, Elementary Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Central Office • Computers • Teachers 	<hr/> ACTION BUDGET: \$

<p>identified need developed to address the emotional and academic concerns. A student's progress will be monitored to see if progression toward the plan components that addresses the key skill need for success in the general education environment. The evaluation of this program will be made by the Director, test results, progress reports, Bradford High School Principal, and parent. The student(s) must meet all required of the transition criteria before leaving the Academy. Each quarter, or more frequently if necessary, a student's progress will be monitored and evaluated to determine if the student is making progress. SPED students will be monitored on a weekly basis. All modifications will be followed by the staff. The teacher/student ratios for the Bulldog academy will have a maximum of one teacher and one aide to 18 students each period. Bald Knob Academy has purchased APEX software for credit recovery for all</p>				
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<p>high school subjects that they have available. The completed classes are accepted as credit for the NCAA There is a certified teacher and paraprofessional available for assistance. We have four seats allotted to our school. Elementary. Students who cannot function in a regular classroom setting will be in a separate room with a teacher (unnamed) and an aide (unnamed). 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 Action Type: Parental Engagement Action Type: Special Education Action Type: Technology Inclusion</p>				
<p>The ELL funds were transferred to Title I because we did not have ELL students. However, if we have ELL students enrol in our schools, funds will be set aside to help them become more adept in the English language. Action Type: Collaboration</p>	<p>Dara Burruss, Elementary Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Central Office • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Employ a .2 FTE to</p>	<p>Arthur Dunn,</p>	<p>Start:</p>	<ul style="list-style-type: none"> • Computers 	<p>NSLA \$7500.00</p>

be a traveling technology teacher who will be able to help both teachers and students with technology skills. The District has contracted with the Coop to have Lucas Evans work at our school one day a week. Action Type: Collaboration Action Type: Technology Inclusion	Superintendent	10/02/2013 End: 05/31/2014	<ul style="list-style-type: none"> District Staff Teachers 	(State-281) - Purchased Services: <hr/> ACTION BUDGET: \$7500
The District will employ subs for teachers in both schools who are attending workshops, Action Type: Collaboration Action Type: Professional Development	Arthur Dunn, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Central Office Teachers 	PD (State-223) - \$16900.00 Purchased Services: <hr/> ACTION BUDGET: \$16900
Set aside funds for upgrading Title I equipment and for supplies such as toner, printers, apps for both schools. Action Type: Collaboration	Helen McGee, Federal Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Central Office 	Title I - Materials & \$9476.99 Supplies: <hr/> ACTION BUDGET: \$9476.99
Supplies such as special paper, special pens, special activities will be purchased to benefit both schools to help bring Needs Improvement to Achieving in math. Action Type: Collaboration	Helen McGee, Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers Teaching Aids 	Title VI Federal - Materials & \$5000.00 Supplies: <hr/> ACTION BUDGET: \$5000
Trinity Baptist, a private school located in our district, does not wish to accept any federal funds to carry out its programs. Trinity was contacted by letter to see if the	Don Robinson, Administrator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Central Office Community Leaders 	<hr/> <hr/> ACTION BUDGET: \$

administrator wanted to participate. All documentation has been submitted to the Title I office at ADE. Action Type: Collaboration Action Type: Equity				
Twenty-five computers in a Lab in elementary need to be upgraded with more memory at @250 each for a total of \$5,000.00. Twenty of those computers need new keyboards @\$50 each for a total of \$1,000.00. A networked printer will be added so that the students may print their work. It is estimated that toner for the printer will need to be purchased for all of K-6 to use: 3@412.50 each for a total of \$1236. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement	Cindy Armstrong, IT Coordinator	Start: 07/01/2013 End: 06/30/2013	<ul style="list-style-type: none"> Central Office District Staff 	Title I - Materials & \$7091.00 Supplies: <hr/> ACTION BUDGET: \$7091
Total Budget:				\$75816.61

Intervention: Parental Involvement SCHOOLWIDE COMPONENT #6				
Scientific Based Research: Fulton, Janie. Parental Involvement Detnews.com, 2003				
Actions	Person Responsible	Timeline	Resources	Source of Funds
#5. Purchase parenting books, magazines, and other informative materials regarding responsible parenting, if needed. Parents on the committee will help	Tabitha Gee, Parent Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Central Office 	<hr/> ACTION BUDGET: \$

make decisions on the types of books purchased. Action Type: Equity Action Type: Parental Engagement				
#7. 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 before the quarter grades are recorded. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education	Dara Burruss, K-6 Principal and Rick Wood, 7-12 Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Central Office • District Staff 	<hr/> ACTION BUDGET: \$
#8. Designate a parent involvement center for parents of elementary school students. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Arthur Dunn, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Central Office 	<hr/> ACTION BUDGET: \$
#9 (E.2) 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 parent center in 2012-2013 school year. Action Type: Collaboration Action Type: Equity Action Type: Parental	Tabitha Gee, Parent Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Central Office 	<hr/> ACTION BUDGET: \$

Engagement Action Type: Special Education				
#10. Tabitha Gee, Elementary Counselor, is designated as the certified teacher who will serve as coordinator. Action Type: Collaboration Action Type: Parental Engagement	Arthur Dunn, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Central Office 	<hr/> ACTION BUDGET: \$
#11. SCHOOLWIDE COMPONENT #6 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 encourage to volunteer their services to be readers in elementary classrooms. Parents are asked what is needed for their students and their families. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education	Tabitha Gee, Parent Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Central Office 	<hr/> ACTION BUDGET: \$
#12. Schedule regular Parent Involvement Meetings throughout the year. The first meeting was on August 15, 2013. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special	Tabitha Gee, Parent Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Central Office 	<hr/> ACTION BUDGET: \$

Education				
<p>#13. Prepare information/family kits to provide relevant information to parents. This information will be in a language parents can understand. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education</p>	<p>Tabitha Gee, Parent Coordinator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Central Office 	<hr/> <p>ACTION BUDGET: \$</p>
<p>#14. Teachers and administrators completed 2 hours professional development at Bradford High School. Some administrators received their training July 19, 2013. ADE provided the training for the administrators at Mills Coop. Action Type: Collaboration Action Type: Equity Action Type: Special Education</p>	<p>Arthur Dunn, Superintendent</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Central Office • Outside Consultants • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>#4 (E.1)The plan has been reviewed and updated. The Parent Coordinator, Tabitha Gee, was disappointed that only 10% of the parents used the facility; however, this action shall continue for another year. The district shall review and update the district's parental involvement plan and file a copy of the plan with the Department of Education. Action Type: Program Evaluation</p>	<p>Tabitha Gee, Parent Coordinator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Central Office 	<hr/> <p>ACTION BUDGET: \$</p>

<p>#16. A School-Parent Compact will be given to each student. This compact will be given to the students at the first parent/teacher conference. The first parent/teacher conference for this year was on September 19, 2013. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	<p>Helen McGee, Federal Coordinator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Central Office 	<hr/> <p>ACTION BUDGET: \$</p>
<p>#2. Plan seminars to inform the parents of high school students about how to be involved in decisions. The parents will be informed on understanding content how to monitor a child's progress, standards, and academic assessments. This will be done by going over the assessment reports sent home to the parents. The counselors do this on P/T conferences Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	<p>Tabitha Gee, Parent Facilitator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff 	<hr/> <p>ACTION BUDGET: \$</p>
<p>#3. The PTO is very active in planning activities that will benefit students, parents, and teachers. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	<p>Tabitha Gee, PTO President</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Community Leaders • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>#1. The Student Handbook committee, made up of the high school principal, a parent, a teacher, a community leader, and a student, will edit the student handbook and make recommendations for additions and deletions. The recommendations are presented to the Board for approval. The handbooks are handed out the first of school, August 19, 2013, this school year.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	<p>Rick Wood, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Outside Consultants 	<hr/> <p>ACTION BUDGET: \$</p>
<p>#18. Training for volunteers who assist in an instructional program for parents was held on August 15, 2013. The Parent Coordinator and the elementary principal hand out and explain materials describing what is expected of each volunteer while he/she is in the classroom. Evidence of the training will be sign-in sheets. This will be conducted by the Parent Coordinator.</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Tabitha Gee, Parent Facilitator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>#19. Parents are encouraged to ask for any support needed to increase their students' achievement.</p>	<p>Tabitha Gee, Parent Facilitator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Community Leaders 	<hr/> <p>ACTION BUDGET: \$</p>

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				
#17. At the beginning of the 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: Professional Development	Tabitha Gee, Parent Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
The high school counselor, Sabrina Otts, is in the process of planning and setting a date in late January or early February of 2014 for a seminar for parents of students in Grades 9-12 for planning a course of study for students in Grades 9-11. She will assist parents of seniors in financial planning for their students who plan to go to college. Action Type: Collaboration Action Type: Parental Engagement	Sabrina Otts, Counselor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Community Leaders 	<hr/> ACTION BUDGET: \$
Supplies will be purchased for the Parent Center to be	Tabitha Gee, Parent Facilitator	Start: 07/01/2013 End:	<ul style="list-style-type: none"> • Central Office 	Title I - Materials \$1000.00 &

used to produce materials for parents. The supplies are: small binders for parent take-home materials throughout the year; 1 package of blank CDs for making copies for parents; 1 3-inch binder for supplementary material that parents may copy; assorted pens. Action Type: Collaboration Action Type: Parental Engagement		06/30/2014		Supplies: <hr/> ACTION BUDGET: \$1000
Total Budget:				\$1000

Priority 2: Provide a Safe and Drug Free School for all students across the curriculum.

1. Data from school discipline records, classroom walk throughs, and police reports show that bullying has slightly increased during the last three years. Alcohol incidents have stayed steady during the same period. Drugs have increased slightly in the last three years. Suspensions for fighting and subordination have increased. Use of corporal punishment has increased over the same three year period.
2. In 2013, discipline records revealed the following incidents: Bullying, 2; Tobacco, 3; Drugs, 1; Truancy, 2; Corporal Punishments, 25; Suspensions: In-school, 58; Out-of-school, 8. In 2012, discipline records revealed the following incidents: Bullying, 3; Tobacco, 0; Drugs, 0; Fighting, 6; Truancy, 0; Corporal Punishments, 55; Suspensions: In-school, 25; Out-of-school, 17. In 2011, discipline records revealed the following incidents: Bullying, 3; Tobacco, 2; Drugs, 5; Fighting, 6; Truancy, 2; Corporal Punishments, 55; Suspensions: In-school, 25; Out-of-school, 17.

Supporting Data:

Goal To reduce the use of drugs, alcohol, and tobacco by our student body by two percent and to stop bullying altogether.

Benchmark Decrease the number of discipline reports for drugs, alcohol, and tobacco by two percent. Decrease the number of discipline reports for bullying by 100%.

Intervention: Providing a safe and drug free school for all students across the curriculum through character education and drug education with emphasis on bullying alcoholism, and tobacco addiction. Since we do not receive Safe and Drug Schools funds, we make sure we address this issue by using Federal and/or local funds				
Scientific Based Research: Kadel, Stephanie; Jim Watkins; Joseph Follman; and Cathy Hammonds. Reducing School Violence Building a Framework for School Safety, 1999.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
(2.1.8)A committee made up of parents, students, teachers, and counselors brainstorm to get ideas how students can be made aware of the dangers of drug abuse: illegal drugs.	Sabrina Otts, Drug Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Teachers 	<hr/> ACTION BUDGET: \$

<p>alcohol, and tobacco. In addition to drugs and alcohol, another concern is bullying. The committee meets in the fall and in the spring. After the committee decides the emphasis, the counselors order materials and supplies to cover the areas of concern. Action Type: Collaboration Action Type: Parental Engagement</p>				
<p>(2.1.1B)EVALUATION: This intervention will not be funded this year. We will use the products that we have on hand. Get Real About Tobacco program will be taught in Grades K-6 with an emphasis in Grades 1, 3, 4. Materials will be purchased to implement the program. Students of all abilities take part in the program. The District will be responsible for purchasing supplies needed. The counselor, Sabrina Otts, will go into the classroom during the health class and present the pre-planned lessons that come with the program. Action Type: Alignment Action Type: Equity</p>	<p>Sabrina Otts, High School Counselor</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>(2.1.1F)EVALUATION: THIS PROGRAMS WILL BE CARRIED ON WITHOUT FUNDING FROM TITLE IV. Better Choices; Better Chances will be implemented in Grades 5 and 6. This program is Character Education, trying to influence students to make wise decisions when they are tempted to do something that is against their best interests. Students of all abilities participate in the program. Action Type: Alignment Action Type: Equity</p>	<p>Sabrina Otts, High School Counselor and Tabitha Gee, Elementary Counselor</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>(2.1.1E)EVALUATION: THIS PROJECT IS NOT FUNDED THROUGH TITLE IV THIS YEAR. Project Alert will be used in Grades 7 and 8.</p>	<p>Sabrina Otts, Drug Coordinator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff 	<hr/> <p>ACTION BUDGET: \$</p>

<p>This is a drug education program that teaches the students the consequences of using drugs, alcohol and tobacco. The counselor uses the program in health classes as well as individual counseling. Action Type: Equity Action Type: Special Education</p>				
<p>All teachers will be able to check out any video or book in the drug education library to be used in individual classrooms throughout the school year. Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion</p>	<p>Sabrina Otts, Counselor</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>(2.1.1C)Unfortunately, our hopes of a 2% decrease did not happen. We will try for the same decrease in the 2013-2014 school year. Incidents of violence, illegal use of drugs, delinquency, serious discipline problems, and child abuse and domestic violence cases will be decreased by two percent. This will be evaluated by Teacher Observation, Principal Observation, and Curriculum Coordinator Observation. Action Type: Program Evaluation</p>	<p>Sabrina Otts, Drug Coordinator and Mary Eary, Elementary Counselor</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff 	<p>ACTION BUDGET: \$</p>
<p>(2.1.3)The two counselors, Mrs. Gee and Mrs. Otts, will attend workshops and additional training to obtain the latest information on the programs that they are providing to the students. Action Type: Professional Development</p>	<p>Sabrina Otts, Drug Coordinator and Tabitha Gee, Elementary Counselor</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Outside Consultants 	<p>ACTION BUDGET: \$</p>
<p>(2.1.1.D)The plan was evaluated by comparing the discipline reports at the end of June 2013 with the discipline reports at the end of June 2012 to see if the goal was met. Unfortunately, the goal was not met. Bullying did</p>	<p>Sabrina Otts, Drug Coordinator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Performance Assessments 	<p>ACTION BUDGET: \$</p>

decrease by 63%, but our goal was a 100% decrease. Action Type: Program Evaluation				
(2.1.1A)In reviewing the statistics from 2012 school year with the statistics from 2013 school year, the 2013 school year had more problems than the 2012 school year. There were fewer fights, more in-school suspensions, and more student assaults in the school. Bullying decreased by 63%. According to the Chief of Police, the community also had more problems with drugs than usual. Action Type: Program Evaluation	Helen McGee, Federal Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Central Office 	ACTION BUDGET: \$
(2.1.5)Students are held accountable for their actions. If a student is under the influence of drugs and/or alcohol, that student will face one or more of the following consequences: in-school suspension, out of school suspension, or expulsion. Action Type: Collaboration Action Type: Equity	Rick Wood, High School Principal and Dara Burruss, Elementary Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Central Office 	ACTION BUDGET: \$
(2.1.6)Students who are involved in violence, delinquency, serious discipline problems, child and/or domestic violence are escorted off the premises by a policeman. The parents are notified, and the students will face the same consequences of illegal drug and alcohol offenses. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Rick Wood, High School Principal and Dara Burruss, Elementary Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Central Office Outside Consultants 	ACTION BUDGET: \$
(2.1.7)Drug programs will be presented to the high school, Grades 7-12 and to the Elementary throughout the year. Action Type: Collaboration Action Type: Equity	Rick Wood, High School Principal and Dara Burruss, Elementary Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Central Office Outside Consultants 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 4: Students at Bradford Schools will show improvement in their cardiovascular, muscular strength/endurance, and flexibility activity.

1. 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 percentage of free and reduced has increased 5%. There was no remarkable increase noted for the 2009-10 school year. 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.
2. 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.

Supporting Data:

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, 2014. There was a increase in healty students as well as an increase in obese students in the 2012-2013 BMI results indicating healthier lifestyles are being practiced.

Intervention: Bradford Schools 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
# 8. Bradford School District Wellness Policy Adopted April 3, 2006. The Bradford District 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 School District	Leslie Ladd, School Nurse	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$

that • 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. • All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis. • Foods and beverages sold or served at school will 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

<p>activity, and will establish linkages between health education and school meal programs, and with related community services.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Wellness</p>				
<p># 5. 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>	Leslie Ladd, School Nurse	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff 	<hr/> <p>ACTION BUDGET: \$</p>
<p># 4. Encourage participation in family oriented, community-based physical activity programs.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Wellness</p>	Leslie Ladd, School Nurse	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Community Leaders Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p># 2. Provide a workshops for faculty and staff on stress management, healthy eating habits, and weight management.</p> <p>Action Type: Collaboration Action Type: Professional Development Action Type: Wellness</p>	Leslie Ladd, School Nurse	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p># 3. Provide physical activity each week for all students K-12 and encourage teachers not to use physical activities as punishment. Sparks Curriculum is in place with for grades K-6.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Wellness</p>	Leslie Ladd, School Nurse	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff 	<hr/> <p>ACTION BUDGET: \$</p>

<p># 7. Conduct BMI assessment of each student that the State requires to be assessed. Action Type: Equity Action Type: Wellness</p>	<p>Leslie Ladd, School Nurse</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff 	<hr/> <p>ACTION BUDGET: \$</p>
<p># 6. Complete the School Health Index. The School Health Index from 2012-2013 school year was compared to the Health Index from 2011-2012. BMIs had decreased for males by 5% and increased for females by 4%. Noted a larger group present on screening day. In 2013, the School Health Index showed a rating of the following: School Health policies and environment: 96% Health Education: 100% Physical Education and other physical activity programs: 100% Nutrition Services: 100% School Health Services: 100% School Counseling Psychological and Social Services: 100% Health Promotion for staff: 75% 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 wellness committee plan to implement new programs for staff this upcoming year. Action Type: Program Evaluation Action Type: Wellness</p>	<p>Leslie Ladd, School Nurse</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p># 11. Post weapon free school signs. Action Type: Equity Action Type: Wellness</p>	<p>Leslie Ladd, School Nurse</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff 	<hr/> <p>ACTION BUDGET: \$</p>

# 9. Announce upcoming events at school events. Action Type: Equity Action Type: Wellness	Rick Wood, High School Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	<hr/> ACTION BUDGET: \$
# 10. Bus drivers will stop letting buses idle while loading and unloading. Action Type: Equity Action Type: Wellness	Arthur Dunn, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	<hr/> ACTION BUDGET: \$
# 1. A person, Coach Grimes or his designee, will walk athletic field daily to ensure there are no safety hazards. Action Type: Equity Action Type: Wellness	Josh Grimes, Coach	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$
# 13. Train all staff in CPR and/or First Aid. Action Type: Wellness	Leslie Ladd, RN	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Central Office Teachers 	<hr/> ACTION BUDGET: \$
# 14. Have indoor/outdoor physical activity available after school. Students grades K-8 have the opportunity and are encouraged to participate in the S.S. Afterschool program for additional physical activity and reduce seditary activities. Action Type: Wellness	Leslie Ladd, RN	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Central Office 	<hr/> ACTION BUDGET: \$
# 15. Make fundraiser supportive of healthy eating. Action Type: Wellness	Leslie Ladd, RN	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Central Office 	<hr/> ACTION BUDGET: \$
# 12. Have stress management seminars for faculty and staff. Action Type: Wellness	Leslie Ladd, RN	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Central Office 	<hr/> ACTION BUDGET: \$
# 16 (E.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 will be	Leslie Ladd, RN, School Nurse	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$

<p>evaluated by surveys of both students and staff to determine if the intervention is doing well. There was improvement from last year, so the intervention will be kept in place. The same procedure will be followed at the end of the school year to evaluate the 2014 Wellness Plan. Action Type: Program Evaluation</p>				
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Patti Stevens	Member	Literacy
Community Representative	Dortha Bible	Member	Title I
Community Representative	Wesley Burruss	Member	Wellness
District-Level Professional	Arthur Dunn	Member	Title I
District-Level Professional	Helen McGee	Federal Coordinator	Title I
Non-Classroom Professional Staff	Leslie Ladd	Chairman	Wellness
Non-Classroom Professional Staff	Sabrina Otts	Counselor	Title I
Non-Classroom Professional Staff	Tabitha Gee	Counselor	Title I
Parent	Jennifer Woodell	Member - Parent	Title II
Parent	Renee Barron	Member - Parent	Title VI Federal
Principal	Dara Burruss	Member	Title II
Principal	Dara Burruss	Member	Title I
Principal	Rick Wood	Member	Title I