

# School Plan

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

## Arkansas Comprehensive School Improvement Plan

**2013-2014**

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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**Priority 1: Literacy**

**Goal:** To have all students across the curriculum improve in all skills relating to constructing reading open-responses. Literacy skills will be further extended across the curriculum with emphasis on content and style in writing.

**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 free 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 concepts have caused the students to score poorly on constructed open response. After analyzing the</li></ol>

- data for 2010, we find that the same problems exist. 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 area on the 2011 Augmented Benchmark Exam for all students tested in grade 3 was reading open-responses. 2012 Augmented Benchmark Scores are as follows: Number tested & percent of students scoring Proficient and Advanced were: 34 Students: 74% of Combined Students 34 Students: 74% of Caucasian Students 28 Students: 71% of Economically Disadvantaged Students 4 Students: 25% of Students with Disabilities The lowest identified area on the 2012 Augmented Benchmark Exam for all students tested in grade 3 was reading open-responses and writing domains content and style. 2013 Augmented Benchmark Scores are as follows: Number tested & percent of students scoring Proficient and Advanced were: 31 Students: 74% of Combined Students 31 Students: 74% of Caucasian Students 21 Students: 62% of Economically Disadvantaged Students 7 Students: 29% of Students with Disabilities The lowest identified area on the 2013 Augmented Benchmark Exam for all students tested in grade 3 was reading open-responses and writing domains content and style.
2. Benchmark-4th Grade Literacy 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. 2012 Augmented Benchmark Scores are as follows: Number tested & percent of students scoring Proficient and Advanced were: 33 Students: 88% of Combined Students 33 Students: 88% of Caucasian Students 28 Students: 86% of Economically Disadvantaged Students 6 Students: 34% of Students with Disabilities The lowest identified area on the 2012 Augmented Benchmark Exam for all students tested in grade 4 was reading open-responses and writing domains content and style. 2013 Augmented Benchmark Scores are as follows: Number tested & percent of students scoring Proficient and Advanced were: 35 Students: 83% of Combined Students 35 Students: 83% of Caucasian Students 27 Students: 82% of Economically Disadvantaged Students 3 Students: 33% of Students with Disabilities The lowest identified area on the 2013 Augmented Benchmark Exam for all students tested in grade 4 was reading open-responses and writing domains content and style.
  3. Benchmark-5th Grade Literacy Exam 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. 2012 Augmented Benchmark Scores are as follows: Number tested & percent of students scoring Proficient and Advanced were: 33 Students: 85% of Combined Students 31 Students: 83% of Caucasian Students 23 Students: 78% of Economically Disadvantaged Students 5 Students: 20% of Students with Disabilities The lowest identified area on the 2012 Augmented Benchmark Exam for all students tested in grade 5 was reading open-responses and writing domains content and style. 2013 Augmented Benchmark Scores are as follows: Number tested & percent of students scoring Proficient and Advanced were: 33 Students: 91% of Combined Students 33 Students: 91% of Caucasian Students 25 Students: 88% of Economically Disadvantaged Students 6 Students: 50% of Students with Disabilities The lowest identified area on the 2013 Augmented Benchmark Exam for all students tested in grade 5 was writing domains content and style.
  4. Benchmark-6th Grade Literacy Exam 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. 2012 Augmented Benchmark Scores are as follows: Number tested & percent of students scoring Proficient and Advanced were: 41 Students: 71% of Combined Students 1 Student: 100% of African American Students 40 Students: 70% of Caucasian Students 30 Students: 73% of Economically Disadvantaged Students 3 Students: 66% of Students with Disabilities The lowest identified area on the 2012 Augmented Benchmark Exam for all students tested in grade 6 was reading open-responses and writing domains content and style. 2013 Augmented Benchmark Scores are as follows: Number tested & percent of students scoring Proficient and Advanced were: 31 Students: 80% of Combined Students 31 Students: 80% of Caucasian Students 21 Students: 76% of Economically Disadvantaged Students 4 Students: 75% of Students with Disabilities The lowest identified area on the 2013 Augmented Benchmark Exam for all students tested in grade 6 was reading open-responses and writing domains content and style.

5. The 2011 School Report Card Shows our daily average attendance as 93.57 %. The 2012 School Report Card shows our daily average attendance as 94.66%. The 2013 School Report Card shows our daily average attendance as 95.08%.
6. IOWA TEST OF BASIC SKILLS GRADE K LANGUAGE 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 Fall 2011 Qualls Early Learning Inventory - 30 Students Tested; in Written Language, 13% tested as "Not Developed", 33% tested as "Developing", and 53% tested as "Developed".
7. IOWA TEST OF BASIC SKILLS GRADE 1 LANGUAGE 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. 2012 ITBS(Iowa Test of Basic Skills) In Reading, 56% of the students scored above the fiftieth percentile.
8. IOWA TEST OF BASIC SKILLS GRADE 2 LANGUAGE 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. 2012 SAT 10- In Reading Comprehension, 71% of the students scored above the fiftieth percentile.
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 relating to constructing reading open-responses. Literacy skills will be further extended across the curriculum with emphasis on content and style in writing.

Benchmark

In the school year 2013-2014, 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 open-response and writing content and style scores.

Scientific Based Research: Teaching For Comprehension and Fluency, Genre, and Content Literacy by Irene C. Fountas and Gay Su Pinnell (Jan. 2006), Explorations of Non-fiction Writing by Linda Hoyt (2012), Renaissance Learning, www.renlearn.com 2001, "Comprehension that Works" by D. Brassell (2008), "Comprehension Strategies and Skills" by C. Dugan (2007) Compass Learning Odyssey (2011), Hoyt, Linda. Interactive Read-Alouds. New Hampshire: Heinemann, 2007. Harvey, Stephanie & Anne Goudvis. The Comprehension Toolkit. 2005. Culham, Ruth. 6+1 Traits of Writing: The Complete Guide for the Primary Grades. USA: Scholastic, 2005., Hoyt, Linda. Crafting Nonfiction. New Hampshire: Heinemann, 2011. Harvey, Stephanie & Anne Goudvis. Strategies That Work: Teaching Comprehension for Understanding and Engagement. USA: Pembroke Publishers Limited, 2007.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>K-6 teachers will continue to review and update current curriculum maps using the Common Core State Standards. Action Type: Alignment Action Type: Collaboration</p>	<p>Sarah Burkett, Curriculum Coordinator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>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 Action Type: Title I Schoolwide</p>	<p>Dara Burruss, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Formulate individual Academic Improvement Plans in each grade level. (AIP's) Action Type: AIP/IRI Action Type: Collaboration Action Type: Special Education</p>	<p>Dara Burruss, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>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</p>	<p>Sarah Burkett, Curriculum Coordinator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>

Action Type: Title I Schoolwide				
Provide Ella, Elf, Lit Lab, Close reading, 6 Traits of Writing, and Exploration of Non-fiction 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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Implement and use all relevant assessments to identify and target specific weaknesses. i.e. DSA, DRA, DIBELS, Texas Primary Reading Inventory, Target Test. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education	Dara Burruss, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
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	Dara Burruss, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• School Library</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Renaissance Learning/Accelerate	Dara Burruss, Principal	Start: 07/01/2013	<ul style="list-style-type: none"> <li>• Central Office</li> </ul>	Title I - \$7354.00

<p>d Reading and Raz Kids will be used as a supplemental assessment of student reading progress. Renewal for Ren Learning (\$4354) and for Raz Kids (\$3000) are supported by Title I. Action Type: Special Education Action Type: Technology Inclusion</p>		<p>3 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• School Library</li> <li>• Teachers</li> </ul>	<p>Purchased Services:</p> <hr/> <p>ACTION BUDGET: \$7354</p>
<p>Computer Learning Lab will provide reinforcement of classroom skills, literacy skills, practical reading skills using Keybo, Raz-kids, Compass Learning Odyssey, and Star Fall in grades K-6. Action Type: AIP/IRI Action Type: Special Education Action Type: Technology Inclusion</p>	<p>Dara Burruss, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Use the CCSS guides as a weekly reference for lesson plans to review and update the implementation of the Standards within the daily lessons at each grade level. Action Type: Alignment Action Type: Equity Action Type: Special Education</p>	<p>Sarah Burkett, Curriculum Coordinator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Integrate the skills outlined within the frameworks using various text and supplemental materials at each grade level. Action Type: Alignment Action Type: Special Education</p>	<p>Dara Burruss, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>Send home an outline of skills the parent can expect their child to be working on throughout the year. Action Type: Parental Engagement</p>	<p>Dara Burruss, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>To assist instruction in reading, place an aide in the Computer Lab in Grades K-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: 07/01/2013 End: 06/30/2014</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 successful completion of remediation or lack of improvement in 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 Evaluation</p>	<p>Dara Burruss, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>All certified staff will obtain six hours of technology training to meet professional development and licensure requirements. Action Type:</p>	<p>Dara Burruss, Elementary Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>



Professional Development Action Type: Technology Inclusion				
Continue to invite other outside sources to visit our school to spread the enjoyment of reading for pleasure.	Hallie Freeman, Library Media Specialist	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Public Library</li> <li>• School Library</li> </ul>	ACTION BUDGET: \$
The counselor, Tabitha Gee, will go over the Benchmark and ITBS scores with each individual student second through sixth pointing out two strengths and one weakness in literacy thereby encouraging each one to improve a little each year. Action Type: AIP/IRI Action Type: Equity	Dara Burruss, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Performance Assessments</li> </ul>	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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
EVALUATION: The literacy team will review Augmented Benchmark and ITBS scores to determine areas of needed improvement. Action Type: Collaboration	Dara Burruss, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
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	Dara Burruss, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$

<p>compared were taken from DRA, STAR Testing, Target Testing, and AR testing. Action Type: Program Evaluation</p>				
<p>Professional Development will be provided for all certified staff in order to meet the 60 hours required by ADE. The school district required ten days of professional development. (July 22,23, August 5-8, August 12-15. The staff may select additional professional development. Additional days must meet the rules and regs of professional development set forth by the State. The staff will select the additional 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>Arthur Dunn, Superintendent</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>EVALUATION: The committee evaluated the plan from last year to determine the needs assessments for the priority.</p>	<p>Dara Burruss, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>

Action Type: Collaboration				
Strategies are used to recruit and retain highly qualified teachers in order to meet our goals in literacy. The school website and newspapers are used to let prospective employees to know about positions that are being filled. Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide	Dara Burruss, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	ACTION BUDGET: \$
Federal, state, and local funds will be used to coordinate and integrate services to improve instruction and increase student achievement. Action Type: Title I Schoolwide	Arthur Dunn, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Central Office</li> </ul>	ACTION BUDGET: \$
Select teachers will have the opportunity to travel to various cities to hear reading specialists and to attend the Arkansas Reading Association conference. Action Type: Professional Development	Helen McGee, Federal Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	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	Dara Burruss, K-6 Principal, Rick Wood, 7-12 Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> <li>School Library</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$

Action Type: Special Education				
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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Central Office</li> </ul>	<hr/> ACTION BUDGET: \$
Employ two aides, Jean Pearrow, (1.0 FTE) and Luanne Snelson, (1.0 FTE) 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	Arthur Dunn, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Central Office</li> </ul>	Title I - Employee Salaries: \$31948.00 Title I - Employee Benefits: \$10342.72 <hr/> ACTION BUDGET: \$42290.72
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	Sarah Burkett, Curriculum Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Central Office</li> </ul>	<hr/> ACTION BUDGET: \$
To address the reading open-responses on	Dara Burruss, Principal	Start: 07/01/2013	<ul style="list-style-type: none"> <li>District Staff</li> <li>Outside</li> </ul>	<hr/> ACTION BUDGET: \$

Benchmark, specialists from the co-op meet with literacy teachers to incorporate strategies. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation		End: 06/30/2014	<ul style="list-style-type: none"> <li>Consultants</li> <li>Performance Assessments</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	
Update computers in Elementary School where needed when funds become available. Action Type: Equity Action Type: Technology Inclusion	Arthur Dunn, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Central Office</li> </ul>	ACTION BUDGET: \$
The Wilbur D. Mills Coop will help with target testing in Grades 3-6. Action Type: Collaboration Action Type: Technology Inclusion	Dara Burruss, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Outside Consultants</li> <li>Performance Assessments</li> </ul>	Title I - Purchased Services: \$1700.00 ACTION BUDGET: \$1700
Renaissance Place will be renewed for Reading and Math. Action Type: Special Education Action Type: Technology Inclusion	Dara Burruss, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Employ 6 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. These aides have all passed the ETS Parapro test: Shannon Yates, Brenda Robertson, Maxene King, Teresa Bettis, Lori Mitchell,	Arthur Dunn, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Central Office</li> </ul>	NSLA (State-281) - Employee Salaries: \$94285.00 NSLA (State-281) - Employee Benefits: \$34099.86 ACTION BUDGET: \$128384.86

<p>Paula Boyce 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: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>IPads will be used in the classroom to enhance instruction and remediation. Research in California shows that elementary students in lower grades have success using iPad2's. This 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. 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.</p>	<p>Dara Burruss</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>Additional iPads will be purchased as funds become available. Action Type: Collaboration Action Type: Technology Inclusion</p>				
<p>ALE. These funds will be used to provide a separate classroom for those students 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>	<p>Dara Burruss, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• Community Leaders</li> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Wireless access has been purchased so 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 action will continue to 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: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Central Office</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Mr. Harry Dickens taught our elementary teachers how to use 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</p>	<p>Dara Burruss, Elementary Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Central Office</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>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 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. Action Type: Collaboration Action Type: Professional Development</p>	<p>Dara Burruss, Elementary Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Employ teachers, (names not known at this time) to do a half-day summer school for 4 weeks to help students retain knowledge learned during regular school term. This will be for 20 days 6 hours a day (one-half day for Literacy and one-half day for Math) for a total of 120 hours @\$25 and</p>	<p>Dara Burruss, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• Teachers</li> </ul>	<p>NSLA (State-281) - Employee Salaries: \$3000.00 NSLA (State-281) - Employee Benefits: \$651.00</p> <hr/> <p>ACTION BUDGET: \$3651</p>



hour. Action Type: Alignment Action Type: Special Education				
Employ a .5 FTE certified teacher, Sandi Toler, to teach keyboarding skills to Grades 5 and 6. 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 Action Type: Technology Inclusion	Arthur Dunn, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• Computers</li> </ul>	NSLA (State-281) - \$5134.45 Employee Benefits: NSLA (State-281) - \$19732.50 Employee Salaries: <hr/> ACTION BUDGET: \$24866.95
Continue to use a portable computer lab in the Elementary School. This lab will allow the students to have access to more computers and will help in testing and research. The lab consists of one cart and 24 laptops. Action Type: Technology Inclusion	Cindy Armstrong, Technology Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Central Office</li> </ul>	<hr/> ACTION BUDGET: \$
Two workshops on Common Core were held on August 12 and August 14. Action Type: Collaboration	Dara Burruss, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Literacy workshops were held on July 22 and 23 for elementary workshops. Action Type: Collaboration	Dara Burruss, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Employ a traveling literacy teacher (One who will work with students who are having a hard time understanding	Arthur Dunn, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• Teachers</li> </ul>	NSLA (State-281) - \$6664.80 Employee Benefits:

<p>what is being taught in the classroom.) The Literacy teacher (Name Unknown) will be employed from October 1 through May 31. The duties will be going from Literacy classes K-6 plus students with disabilities. Action Type: Collaboration Action Type: Equity Action Type: Special Education</p>				<p>NSLA (State-281) - Employee Salaries: \$32000.00</p> <hr/> <p>ACTION BUDGET: \$38664.8</p>
<p>K-4 students will attend Gifted and Talented Enrichment classes 40/min per week. Activities will include the use of Literacy/Math skills through creative extension activities. The GT teachers will collaborate with the regular classroom teachers in order to enrich the activities currently being taught. The 4-6th grade Gifted and Talented students attend a GT Pull-out class 150 min/week. Activities involve content specific Literacy/Math skills using higher order thinking, problem solving, and critical thinking skills designed to enhance and reinforce student independent study skills. Action Type: Collaboration Action Type: Equity</p>	<p>Debbie Roberts, GT Coordinator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>10 Listening Centers @320 each will be purchased to help students with their listening skills. The committee believes that this will increase the</p>	<p>Dara Burruss, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>NSLA (State-281) - Materials &amp; Supplies: \$3200.00</p> <hr/> <p>ACTION BUDGET: \$3200</p>

students' test scores in Literacy, since the school is in Needs Improvement in Literacy. Action Type: Technology Inclusion				
Ten sets of books on cassettes will be purchased to go with the ten listening centers. The books will be on grade level and also will be high interest books. Action Type: Collaboration Action Type: Technology Inclusion	Dara Burruss, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	Title VI Federal - Materials & Supplies: \$1000.00 <hr/> ACTION BUDGET: \$1000
The committee agreed that supplementary materials for literacy, reading and writing, such as learning games, alphabet charts, exercises in writing and reading of all levels (K-6) will be purchased to help the elementary school students raise the AMOs enough to get out Needs Improvement. Action Type: Alignment Action Type: Collaboration	Dara Burruss, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teaching Aids</li> </ul>	Title VI Federal - Materials & Supplies: \$4561.20 <hr/> ACTION BUDGET: \$4561.2
Literacy needs improving in the elementary school. Money has been set aside to help the school purchase supplementary materials, such as new reading material, more time for one-on-one tutoring, materials sent home for parents to help students, and other	Dara Burruss	Start: 07/01/2013 End: 06/30/2013	<ul style="list-style-type: none"> <li>Central Office</li> </ul>	Title I - Materials & Supplies: \$3238.30 <hr/> ACTION BUDGET: \$3238.3

materials that the teachers believe will help the students raise their scores and close the achievement gap. Action Type: Collaboration Action Type: Parental Engagement				
Total Budget:				\$258911.83

Intervention: Implement "6 Traits of Writing and Writing Workshop".  
 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 literacy trainings and Common Core State Standards. 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 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, ELF, and Lit Lab were practicing what they had been taught. Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education	Dara Burruss, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
K-6 teachers will ask students to write a response to a specific prompt for both a pre and post comparison annually. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Dara Burruss, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$

<p>EVALUATION TECHNIQUE: K-6 teachers will provide a specific rubric for writing open responses to assist the students knowledge of exactly what will be graded.  Action Type: Collaboration  Action Type: Parental Engagement  Action Type: Technology Inclusion</p>	<p>Dara Burruss, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Smart Board technology or Mimeoos and Apple TVs will be used in grades K-6 to improve the skills in literacy. 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</p>	<p>Dara Burruss, Elementary Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• Computers</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Personnel will attend professional development 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</p>	<p>Dara Burruss, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Continue to purchase a collection of supplemental reading material for K-6 grades. The reading material will be all grade levels and will be of high interest such as sports, animals, and people. The teachers will do a survey of interests in the classrooms so that the students will have several books from which to choose.  Action Type: Equity  Action Type: Special Education</p>	<p>Dara Burruss, Elementary Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Central Office</li> </ul>	<p>Title I - Materials &amp; Supplies: \$2001.08</p> <hr/> <p>ACTION BUDGET: \$2001.08</p>
<p>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</p>	<p>Dara Burruss, Elementary Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• Teachers</li> </ul>	<p>Title I - Materials &amp; Supplies: \$6092.24</p> <hr/> <p>ACTION BUDGET: \$6092.24</p>

Purchase printers or update some printers that are obsolete when money becomes available. Action Type: Equity	Helen McGee, Federal Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Central Office</li> </ul>	<hr/> ACTION BUDGET: \$
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Total Budget:	\$8093.32
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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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teaching Aids</li> </ul>	<hr/> ACTION BUDGET: \$
K-1 teachers will use word play activities and formal phonemic instruction to further the students' understanding. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Dara Burruss, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teaching Aids</li> </ul>	<hr/> ACTION BUDGET: \$
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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teaching Aids</li> </ul>	<hr/> ACTION BUDGET: \$
K-6 teachers will use Word Journeys and other texts for word blending and word building to further phonetic skills. Action Type: Collaboration Action Type: Special Education	Dara Burruss, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teaching Aids</li> </ul>	<hr/> ACTION BUDGET: \$
The DIBELS will be administered K-6 at the beginning, in the middle, and at the end of the year with additional progress monitoring throughout the year as needed. Further diagnostic tools will be	Dara Burruss, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	<hr/> ACTION BUDGET: \$

administered as needed. Action Type: Equity Action Type: Special Education				
EVALUATION: This intervention will be evaluated by teacher and administrator observation, teachers lesson plans, CWT, and student portfolios. The administrator observed teachers working on phonics 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 phonics and phonemic instruction. Action Type: Program Evaluation	Dara Burruss, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	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: 07/01/2013 End: 06/30/2014	<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: 07/01/2013 End: 06/30/2014	<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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
EVALUATION: This intervention will be evaluated by teacher and administrator observations.	Dara Burruss, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	ACTION BUDGET: \$

They 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 scores, this intervention will continue. Action Type: Equity Action Type: Program Evaluation			<ul style="list-style-type: none"> <li>Teachers</li> </ul>	
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Total Budget: \$0

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

Scientific Based Research: Zutell, Jerry, Ph.D. Word Wisdom: Vocabulary for Listening, Speaking, Reading, and Writing. Ohio: Zaner-Bloser, Inc., 2013. "Guided Readers and Writers: Teaching Comprehension, Genre, and Content Literacy" by Irene C. Fountas and Gay Su Pinnell (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), Fountas, Irene, C. and Gay Su Pinnell. Teaching Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K-8. New Hampshire: Heinemann, 2006.

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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>School Library</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Teachers will assess classroom vocabulary within the context of the Common Core State Standards. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Dara Burruss, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
EVALUATION: This intervention will be evaluated by teacher and administrator observation to determine if the strategies formulated have been successful. This is an ongoing intervention. Action Type: Program Evaluation	Dara Burruss, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$



Send Michelle Burruss, a second grade teacher, to a workshop for dyslexia. Action Type: Collaboration Action Type: Special Education Action Type: Technology Inclusion	Dara Burruss, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Central Office</li> </ul>	PD (State-223) - Purchased Services: \$1000.00 <hr/> ACTION BUDGET: \$1000
Total Budget:				\$1000

Intervention: Students will receive specific instruction in Reading Comprehension.

Scientific Based Research: "Strategies that Work", Harvey, Goudvis, 2003. Fountas, Irene, C. and Gay Su Pinnell. Teaching Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K-8. New Hampshire: Heinemann, 2006.

Actions	Person Responsible	Timeline	Resources	Source of Funds
K-6 teachers will use strategies that are specifically related to comprehension. Strategies may include organizing through graphic and semantic organizers, generating questions and answers, summarizing in an oral and written response, etc. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education	Dara Burruss, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Outside Consultants</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Teachers will use a variety of assessments 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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
EVALUATION: This intervention will be evaluated by teacher and administrator observation. Reading comprehension improvement will be monitored using a variety of assessments. Action Type: Program Evaluation	Dara Burruss, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: K-6 will use Word Journeys, a word/study spelling program, and other texts as a supplement.

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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teaching Aids</li> </ul>	<hr/> 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 at the beginning of the year and at the end of the school year. Action Type: Equity Action Type: Special Education	Dara Burruss, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teaching Aids</li> </ul>	<hr/> 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 showed success in the mechanics domain, which includes spelling. Action Type: Program Evaluation	Dara Burruss, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	<hr/> 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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Central Office</li> </ul>	<hr/> ACTION BUDGET: \$

Total Budget:	\$0
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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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	ACTION BUDGET: \$
Tabitha Gee, Elementary Counselor, is designated as the certified teacher who will serve as coordinator. Action Type: Collaboration	Arthur Dunn, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	ACTION BUDGET: \$
On August 15, 2013, teachers and administrators completed 3 hours of professional development in parental involvement at Bradford School District. Action Type: Professional Development Action Type: Title I Schoolwide	Arthur Dunn, Superintendent	Start: 07/01/2013 End: 06/30/2014	<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: 07/01/2013 End: 06/30/2014	<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	Dara Burruss, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• District Staff</li> </ul>	ACTION BUDGET: \$

Action Type: Special Education				
Purchase parenting books, magazines, and other informative materials regarding responsible parenting. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Tabitha Gee, Elementary Counselor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• Outside Consultants</li> </ul>	<hr/> ACTION BUDGET: \$
Prepare Information Packets to provide relevant information to parents. 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"> <li>• Community Leaders</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Schedule Parental Involvement Meetings throughout the year. Action Type: Collaboration Action Type: Equity	Tabitha Gee, Parent Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	<hr/> ACTION BUDGET: \$
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: Collaboration	Tabitha Gee, Elementary Counselor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• District Staff</li> </ul>	<hr/> ACTION BUDGET: \$
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. Action Type: Collaboration	Tabitha Gee, Parent Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	<hr/> ACTION BUDGET: \$
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	Tabitha Gee, Parent Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	<hr/> ACTION BUDGET: \$

used the center for the school year 2012-2013. The sign-in sheets were used as evaluation devices by the Parent Coordinator. Action Type: Program Evaluation				
A School-Parent Compact will be given to each student to take home for the parent to read. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide	Helen McGee, Federal Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Central Office</li> </ul>	<hr/> ACTION BUDGET: \$
Prepare Volunteer Resource Book that contains information, some reproducilbe, to help parents find information for their needs in helping their children. Action Type: Equity Action Type: Parental Engagement	Tabitha Gee, Parent Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	<hr/> ACTION BUDGET: \$
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. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Rick Wood, High School Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	<hr/> ACTION BUDGET: \$
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 encourages parents to attend each meeting. The PTO raises money each year to do a project for the school!	Tabitha Gee, PTO President	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$

<p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide</p>				
<p>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</p>	<p>Tabitha Gee, Parent Facilitator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	<hr/> <p>ACTION BUDGET:           \$</p>
<p>Volunteers who assist in an instructional program for parents will be held in conjunction with parent/teacher conferences on September 19, 2013. 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</p>	<p>Tabitha Gee, Parent Facilitator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	<hr/> <p>ACTION BUDGET:           \$</p>
<p>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. Parnts are asked what is needed for thier students and their families. Action Type: Equity Action Type: Parental Engagement Action Type: Special Education</p>	<p>Tabitha Gee, Parent Facilitator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	<hr/> <p>ACTION BUDGET:           \$</p>

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	Tabitha Gee, Parent Facilitator	Start: 07/01/2013 End: 06/30/2014	<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: 07/01/2013 End: 06/30/2014	<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: 07/01/2013 End: 06/30/2014	<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. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Dara Burruss, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$

<p>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' observatons from last year showed that 95% of the students who went from PK to KF had a smoother transition that those students who did not attend PK. Action Type: Program Evaluation</p>	<p>Dara Burruss, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>

- 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, IOWA, 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 3-6. Not being able to solve problems and not being able to interpret data are causing the students to score low on the constructive response sections of the Benchmark test. Iowa 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. Augmented Benchmark-3rd Grade Mathematics Exam: 2011-# tested and percent of students scoring proficient/advanced: 35 students: 97.1% of combined students 35 students: 97.1% Caucasian students 15 students: 93.3% of Econ. Disadvantaged students 3 students: 66.6% of students with disabilities The lowest identified areas for the combined populations 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. 2012-# Tested & Percent of Students Scoring Proficient/Advanced: 34 Students: 82% of Combined Students  
34 Students: 82% of Caucasian Students  
28 Students: 82% of Econ. Disadvantaged Students  
  
4 Students: 25% of Students with Disabilities  
0 students: NA% of Hispanic Students The lowest identified areas for the combined population were: Constructed response in all areas  
  
The lowest identified areas for Caucasian students were: Constructed response in all areas  
The lowest identified areas for Econ. Disadvantaged students were: in all areas  
Constructed response. In 2013 the Augmented Benchmark was given. The results were as followed: Number of Students Tested and Percent of Students Proficient and Advanced were: 31 Students: 87% of Combined Students 3 Students: 60% of Students with Disabilities 17 Students: 81% of Economically Disadvantaged Students 0 Students: NA% of Hispanic Students 31 Students: 87% of Caucasian Students The lowest identified areas for all students was: in all areas Multiple-Step Problem Solving and Estimation 2013- Combined Population Proficient and Advanced: 31 Students 87% The lowest identified areas for all students was: Multiple-Step Problem Solving and Estimation
  2. Benchmark-4th Grade Mathematics Exam 2011-# Tested & Percent of
- Supporting Data:



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 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 In 2013 the

Augmented Benchmark was given. The results were as followed: Number of

Students Tested and Percent of Students Scoring Proficient or Advanced: 35

Students: 85% of Combined Students 2 Student: 50% of Students with

Disabilities 23 Students: 85% of Economically Disadvantaged Students 35

Students: 85% of Caucasian Students 0 Students: NA% Hispanic Students

The lowest identified areas for all students was: Multiple step problem solving

3. Benchmark-5th Grade Mathematics Exam 2011-# 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 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 areasIn 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 In 2013 the Augmented Benchmark was

given. The results were as followed: Number of Students Tested and Percent

of Students Proficient and Advanced were: 33 Students: 72% of Combined

Students 3 Students: 0% of Students with Disabilities 18 Students: 72% of

Economically Disadvantaged Students 0 Students: NA% of Hispanic Students

0 Student: NA% of American Indian 33 Students: 72% of Caucasian Students  
The lowest identified areas for all students was: Multiple step problem solving and estimation in all areas.

4. Benchmark-6th Grade Mathematics Exam 2011-# Tested & Percent of Students Scoring Proficient/Advanced:

36 Students: 66.6% of Combined Students

1 Students: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 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 In

2013 the Augmented Benchmark was given. The results were as followed:

Number of Students Tested and Percent of Students Proficient and Advanced

were: 31 Students: 81% of Combined Students 3 Students: 66% of Students

with Disabilities 21 Students: 71% of Economically Disadvantaged Students 0

Students: NA% of Hispanic Students 1 Student: 0% of African American 31

Students: 81% of Caucasian Students The lowest identified areas for all

students was: Multiple step problem solving and estimation 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 Students: 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 Students: 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: 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. 2013 IOWA Test of Basic Skills- 31 Total Student Tested: 14 Students 45% 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 2013 IOWA test- First Grade 30 students tested 11 students or 37% 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. 2013- 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%  
 The 2012 School Report Card shows our daily average attendance is 94.66%  
 The 2013 School Report Card shows our daily average attendance is 95.08%

Goal All students across the grades and curriculum will continue to strengthen procedural competencies and improve their problem solving capabilities.  
 Benchmark By June 2014 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 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" "Extending Children's Mathematics Fractions and Decimals" 2011 by Susan B. Empson and Linda Levi "Developing Essential Understanding of Geometry" NCTM 2012 "Teaching Student Centered Mathematics" Van de Walle 2006 "Children's Mathematics" (CGI) by Thomas P. Carpenter, Elizabeth Fennema, Megan Loef Franke, Linda Levi, Susan B. Empson

Actions	Person Responsible	Timeline	Resources	Source of Funds
K-3 math teachers use calendar math activities. Action Type: AIP/IRI Action Type: Equity	Dara Burruss, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Teachers will incorporate a problem	Dara Burruss, Principal	Start: 07/01/2013	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	ACTION BUDGET: \$

of the day OR a problem of the week for solving and written response. Action Type: AIP/IRI Action Type: Equity		End: 06/30/2014	<ul style="list-style-type: none"> <li>Teaching Aids</li> </ul>	
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 Action Type: Technology Inclusion	Dara Burruss, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Teachers will incorporate modeling and hands-on lessons with manipulatives 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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
A paraprofessional for third, 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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Central Office</li> </ul>	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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> </ul>	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:	Dara Burruss, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$

Technology Inclusion				
'Smart Boards', memeo boards, iPads, Apple TV, 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: Implement Apple TV Kindergarten 2014-2015 Action Type: AIP/IRI Action Type: Equity Action Type: Technology Inclusion	Dara Burruss, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> <hr/> ACTION BUDGET: \$
EVALUATION: The teachers decided to continue this action since there was an improvement. 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 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	Dara Burruss, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<hr/> <hr/> ACTION BUDGET: \$
At the beginning of the school year, the counselor will go over the Augmented Benchmark and IOWA scores with each individual student to let each child know 2 of his/her strengths and 1 weakness. Action Type: AIP/IRI Action Type: Equity	Tabitha Gee, Counselor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• District Staff</li> </ul>	<hr/> <hr/> ACTION BUDGET: \$

<p>The Math Chair, Karen Reed, the Curriculum Coordinator, Sarah Burkett, and the math committee 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 1.36%, so the intervention was a success and will continue. Action Type: Program Evaluation</p>	<p>Sarah Burkett, Curriculum Coordinator</p>	<p>Start: 07/01/2013 End: 06/30/2014</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, TESS evaluations, 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 2013-2014 year. All teachers were using the RTI strategies for remediation. Action Type: Program Evaluation</p>	<p>Dara Burruss, Principal, Sarah Burkett, Curriculum Coordinator</p>	<p>Start: 07/01/2013 End: 06/30/2014</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 10 required days of professional development. The staff will select 4 flex days of professional development. The flex</p>	<p>Dara Burruss, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>



<p>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.</p> <p>Action Type: Professional Development</p> <p>Action Type: Title I Schoolwide</p>				
<p>Strategies are used to recruit and retain highly qualified teachers in order to meet our goals in math.</p> <p>Action Type: Collaboration</p> <p>Action Type: Equity</p> <p>Action Type: Special Education</p> <p>Action Type: Title I Schoolwide</p>	Dara Burruss, Principal	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</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 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.</p> <p>Action Type: Collaboration</p> <p>Action Type: Equity</p> <p>Action Type: Special Education</p>	Dara Burruss, Principal	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>District Staff</li> <li>School Library</li> <li>Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Integration of Federal, State, and local</p>	Arthur Dunn, Superintendent	<p>Start: 07/01/2013</p>	<ul style="list-style-type: none"> <li>Administrative</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

services and programs will be used throughout this priority. Action Type: Title I Schoolwide		End: 06/30/2014	Staff	
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: 07/01/2013 End: 06/30/2014	<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. Grade 4 will use Hot Dots. Action Type: AIP/IRI Action Type: Equity Action Type: Technology Inclusion	Dara Burruss, Principal	Start: 07/01/2013 End: 06/30/2014	<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 instruction for maintenance and remediation. Action Type: AIP/IRI Action Type: Equity Action Type: Technology Inclusion	Dara Burruss, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
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: 07/01/2013 End: 06/30/2014	<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	Dara Burruss, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> ACTION BUDGET: \$

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				
Purchase classroom math supplies. Including manipulatives, and professional texts. Action Type: Collaboration Action Type: Title I Schoolwide	Dara Burruss, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$
Odyssey is a program that helps students in both Literacy and Math. Since the Elementary School is Needs Improvement in Math, Odyssey will be available in a Lab setting for Grades K-6. Action Type: Collaboration Action Type: Technology Inclusion Action Type: Title I Schoolwide	Dara Burruss, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• Computers</li> <li>• Outside Consultants</li> </ul>	ACTION BUDGET: \$
The math teachers will have professional development, including CGI. The supplies needed for these workshops will be funded by PD. Action Type: Collaboration	Dara Burruss, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• Public Library</li> </ul>	ACTION BUDGET: \$
K-4 students will attend Gifted and Talented Enrichment classes 40/min per week. Activities will include the use of Literacy/Math skills through creative extension activities. The GT teachers will collaborate with the regular classroom teachers in order to enrich the activities	Debbie Roberts, GT Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$

<p>currently being taught. The 4-6th grade Gifted and Talented students attend a GT Pull-out class 150 min/week. Activities involve content specific Literacy/Math skills using higher order thinking, problem solving, and critical thinking skills designed to enhance and reinforce student independent study skills.</p> <p>Action Type: Collaboration Action Type: Equity</p>				
<p>Two Chromebooks carts @\$1499.75 each will be purchased to hold chromebooks that were purchased last year.</p> <p>Action Type: Technology Inclusion</p>	<p>Cindy Armstrong, Technologist</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>Central Office</li> </ul>	<p>NSLA (State-281) - \$4499.24 Capital Outlay:</p> <hr/> <p>ACTION BUDGET: \$4499.24</p>
<p>A fourth grade teacher, Tammi Holloway, asked to purchase a concentration game to use with her math students in order to help them concentrate on what task they were doing. She believes that this will help them concentrate on the math part of the Benchmark and help raise the AMOs so that the elementary school can get out of the Needs Improvement in math.</p> <p>Action Type: Alignment Action Type: Collaboration</p>	<p>Tammi Holoway, Fourth Grade Teacher</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teaching Aids</li> </ul>	<p>Title VI Federal - Materials &amp; Supplies: \$181.66</p> <hr/> <p>ACTION BUDGET: \$181.66</p>
<p>Math needs improving in the elementary school. Money has been set aside to help the school purchase supplementary materials, such as new math material, more</p>	<p>Dara Burruss</p>	<p>Start: 07/01/2013 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>Central Office</li> <li>District Staff</li> </ul>	<p>Title I - Materials &amp; Supplies: \$3237.50</p> <hr/> <p>ACTION BUDGET: \$3237.5</p>

time for one-on-one tutoring, materials sent home for parents to help students, and other materials that the teachers believe will help the students raise their scores and close the achievement gap. Action Type: Collaboration Action Type: Parental Engagement				
Total Budget:				\$7918.4

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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
EVALUATION: This intervention will be evaluated by teacher and administrator observation, teachers lesson plans, and Classroom Walk-thoughts. This is the third year for this intervention. 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	Dara Burruss, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
On August 15, 2013 all staff members who teach Arkansas History obtained	Dara Burruss, Principal	Start: 07/01/2013 End:	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	ACTION BUDGET: \$

the ADE recommended professional development number of hours (2). Action Type: Professional Development		06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	
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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	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 standards 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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	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, teacher observations, and Target Testing will be used. Since there was a 1.36% increase in achievement last year, this will continue for another year. Action Type: AIP/IRI Action Type: Program Evaluation	Dara Burruss	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
IOWA and Augmented Benchmarks will be reviewed (both or which ever is applicable to the grade level)	Dara Burruss, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$

to determine each student's area of weakness for re-teaching and/or remediation(by teacher or paraprofessional) and an AIP developed. Action Type: AIP/IRI Action Type: Equity				
EVALUATION: Teachers of math and or science will meet together at least once a semester to review their alignment of curriculum to the Arkansas Frameworks for Science and Common Core State Standards. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Dara Burruss, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
A general outline of skills to be presented during the school year will be shared with the students' parents. Action Type: Parental Engagement	Dara Burruss, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
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 1.36%. This intervention will continue. Action Type: AIP/IRI Action Type: Program Evaluation	Sarah Burkett, Curriculum Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

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.

- 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%
- 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

Supporting Data:

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: 07/01/2013 End: 06/30/2014	<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: Collaboration Action Type: Equity Action Type: Special Education	Jill Sawrie, SP ED Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
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: 07/01/2013 End: 06/30/2014	<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	Garrie Massengale, LEA Supervisor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> </ul>	ACTION BUDGET: \$



with extra help. Action Type: Collaboration Action Type: Equity Action Type: Special Education			<ul style="list-style-type: none"> <li>Teachers</li> </ul>	
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: 07/01/2013 End: 06/30/2014	<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: 07/01/2013 End: 06/30/2014	<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 Teachers consider this a successful intervention. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education	Garrie Massengale, LEA Supervisor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	ACTION BUDGET: \$
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	Garrie Massengale, LEA	Start: 07/01/2013 End:	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	ACTION \$

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	Supervisor	06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	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 Action Type: Equity Action Type: Special Education	Garrie Massengale, LEA Supervisor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
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: 07/01/2013 End: 06/30/2014	<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: 07/01/2013 End: 06/30/2014	<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/endorurance, and flexibility activity. Students at Bradford Schools will show improvement.
- 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
- Supporting Data:

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%.

3. 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 free and reduced lunches.

**Benchmark** Healthier BMI results will be shown by June 30, 2014. There will be a 2% difference in the 2012-2013 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. <a href="http://fns.usda.gov/oane/menue/NNEC/files?2003/LetsGetPhysical.pdf">http://fns.usda.gov/oane/menue/NNEC/files?2003/LetsGetPhysical.pdf</a>				
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 • 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-6 will have opportunities, support, and encouragement to be physically active on a regular basis. • Foods and	Leslie Ladd, Nurse	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$

<p>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 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: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Encourage participation in family oriented, community-based physical activity</p>	<p>Leslie Ladd, Nurse</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

programs. Action Type: Equity Action Type: Parental Engagement Action Type: Wellness				
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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	ACTION BUDGET: \$
Complete the School Health Index. Action Type: Equity Action Type: Wellness	Leslie Ladd, Nurse	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	ACTION BUDGET: \$
A person will walk athletic field daily to ensure there are no safety hazards. Action Type: Wellness	Josh Grimes, Coach	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Post weapon free school signs Action Type: Wellness	Leslie Ladd, School Nurse	Start: 07/01/2013 End: 06/30/2014	<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: 07/01/2013 End: 06/30/2014	<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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	<hr/> 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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	<hr/> ACTION BUDGET: \$
Develop a policy to screen for tobacco use. Action Type: Collaboration Action Type: Equity	Leslie Ladd, School Nurse	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> <li>District Staff</li> </ul>	<hr/> ACTION BUDGET: \$
Develop a health promotion for Staff. Action Type: Collaboration Action Type: Equity Action Type: Wellness	Leslie Ladd, School Nurse	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	<hr/> ACTION BUDGET: \$
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
Classroom Teacher	Teresa Bettis	4th Grade Aide	Math
	Angela Felts	Fifth Grade Literacy	Literacy

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	Meagan Dunn	Second Grade	Literacy
Classroom Teacher	Michelle Burruss	Second Grade	Math
Classroom Teacher	Pat Waters	Third Grade	Literacy
Classroom Teacher	Rebecca Cayenne	6th grade	Literacy
Classroom Teacher	Sandi Toler	5th Grade Teacher	Literacy
Classroom Teacher	Sarah Myers	Kindergarten	Math
Classroom Teacher	Shelia Cade	First 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	Debbie Roberts	Gifted and Talented	Math
Non-Classroom Professional Staff	Hallie Freeman	Media Specialist	Literacy
Non-Classroom Professional Staff	Jean Pearrow	Interventionist	Literacy
Non-Classroom Professional Staff	Leslie Ladd	School Nurse	Wellness
Non-Classroom Professional Staff	LuAnn Snelson	Paraprofessional	Math
Non-Classroom Professional Staff	Mesha Sarrels	Pre-School Paraprofessional	Math
Non-Classroom Professional Staff	Tabitha Gee	Counselor	Parent
Parent	Paula Boyce	Member	Literacy

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