

School Plan

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

Arkansas Comprehensive School Improvement Plan

2012-2013

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

Grade Span: Title I: Not Applicable School Improvement:

Table of Contents

Priority 1: Administrative Support

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

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

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

Priority 4: Wellness

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

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

1. Our needs assessment shows that the District needs to work with the schools to meet our AMO in Literacy for All Students up 2.74% to meet our AMO in 2013 for TAGG 2.87% to meet AMO in Literacy. In Math, the District will work with the schools to bring up the District AMO 3.34% to meet the AMO in 2013 and to bring up the TAGG 3.34% to meet the AMO for 2013. Arkansas District ESEA Accountability Report of 2012 indicates that the District is a Needs Improvement District. The District is Achieving in Percent Tested, Graduation Rate, and Literacy, but the District is a Needs Improvement District in Math. In Literacy, the AMO for All Students is 69.81 and 68.42 for the TAGG, a difference of 1.39. In the ESEA Sub Groups, White has AMO of 69.45; Economically Disadvantaged, 69.18, a difference of .27. The lowest performance is Students with Disabilities who had an AMO of 59.26, 10.19 below Whites and 9.92 below Economically Disadvantaged. In Math the AMO for all students is 65.33 and the TAGG is 62.5, a difference of 1.08. In the Sub Groups White had an AMO of 63.89; the Economically Disadvantaged had 63.65 and the Students with Disabilities had 49.07. Students with Disabilities were 16.26 behind White and 14.82 behind Economically Disadvantaged. Over all Literacy Needs Assessment for 2010, 2011, and 2012: ACSIP Leadership Teams were formed to analyze the data over a three year span from the Augmented Benchmark, Target Testing, and 11th grade EOC Literacy test, Classroom Walk Through results, SAT 10, ACT results, Normes data, Teacher-made exams, and disciplinary data. The data analysis led the committee to come to the consensus that our greatest weaknesses for all population groups are reading comprehension, mechanics, grammar usage, content open response, style of writing, practical reading. Elementary grades 3-6 met AYP in 2010. In grades 7-11, none of the populations made AYP and the

Supporting Data:

high school is on Alert in Literacy in 2010. High school met AYP in 2010-2011 and elementary is now on Alert for Literacy. In 2012, elementary was Achieving in Literacy but is Needs Improvement in Math. It is the consensus of the committee that something needs to be done to help Grades K-2 to start preparing for Common Core exams when these children get to that point. Through research, iPads2's will fill the gap. They are small enough for little hands to do the apps and still meet the requirements of access to the Internet to take the tests. They also recommended to start with Grades 7 and 8 to prepare them for a hand held device to take the test. In addition to the iPad2s, the committee recommended a new program that is research-based literacy program entitled Learning A to Z. For Elementary: A Literacy Team was formed for the Elementary School Grades K-6 to analyze the data from Augmented Benchmark, IOWA, SAT 10, and Target Tests. The data analysis from Benchmark, Iowa, and SAT 10 show that the combined population has shown the greatest growth in scoring proficient and advanced over the three-year period. The economically disadvantaged students' achievement has declined during the same period. Benchmark scores show that Students with disabilities had the best percentage (33.3%) of proficient and advanced in 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 data for 2010-2011, we find that the same problems exist. 2010- Combined Population Proficient and Advanced: 38 Students 94% The lowest identified areas for all students was: Constructed Response in all areas 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. YEAR 2010- Tested & Percent of Students Scoring Proficient/Advanced: 76% of Caucasian students. 95% of female students 59% of male students The lowest identified areas for Econ. Disadvantaged students were: Open Response in all areas. 2011 Augmented Benchmark Scores are as follows: Number tested & percent of students scoring Proficient and Advanced were: 74% of Combined Students 74% of Caucasian Students 62% of Economically Disadvantaged Students 1 Student: 0% of Students with Disabilities The lowest identified areas for all students tested were: Writing- Content and Style Constructed Response High School: Over the past three years, literacy scores have increased across the board. The economically disadvantaged students made the most gains (12%). The EOC Literacy scores for the combined population improved 5.10% and the economically disadvantaged students improved 7.10%. The students with disabilities stayed basically the same. The lowest identified area for all populations was the open constructed response. The students did not understand the vocabulary used in the prompts. Benchmark 2010-Number and Percent of Students Scoring Proficient or Advanced: 38% of Combined Students N/A% of African American Students N/A% of Hispanic Students 38% of Caucasian Students 28% of Economically Disadvantaged Students N/A% of LEP Students 0% of Students with Disabilities 2011-Number and Percent of Students Scoring Proficient or Advanced: 80% of Combined Students N/A% of African American Students N/A% of Hispanic Students 80% of Caucasian Students 78% of Economically Disadvantaged Students N/A% of LEP Students 50% of Students with Disabilities 2011 EOC Exam- 77% of Combined Population students scored Advanced or Proficient. 47% of Economically Disadvantaged Students N/A% of LEP Students 0% of Students with Disabilities Mathematics Needs Assessment: Data for the committee included the Benchmark exams, 9th Grade SAT 10, ACT results, classroom observations, Normes data, classroom performances, Algebra and Geometry End of Course Exams, disciplinary data , Target Tests for 2009, 2010, and 2011. The weakest areas are language of algebra, solving

equations, linear functions, data interpretations, probability, geometry, multiple choice and open response, measurement open response data analysis, measurement and measurement open responses. Not being able to solve problems and not being able to interpret data are causing the students to score low on the Constructed Open Response sections of the test. After analyzing the data, the elementary school met the AYP in 2009-2010. High School was not so fortunate. The high school did not meet growth in math and literacy and was on Alert. The high school did meet AYP in 2010-2011, but the Elementary is on Alert for Literacy. A Math ACSIP Leadership Team was formed to analyze the data from the Benchmark Tests, SAT 10, and Target Tests. In Mathematics, the Benchmark data for the years 09, 10, and 11 show the weakest areas to be Data Interpretation, Solving Problems, and Measurement in Grades 3-06. Not being able to solve problems and not being able to interpret data are causing the students to score low on the Constructed Open Response sections of the test. Iowa, SAT 10, and Target Testing achievement scores show the same conclusions. There is an achievement gap between the combined population and the economically disadvantaged students. The biggest achievement gap is between the combined population and the students with disabilities. A Math ACSIP Leadership Team was formed to analyze Benchmark Test scores, EOC, and Target Tests. Over a three year span, benchmark scores have increased for the combined population with the 8th grade making the most gains (17.9%). Unfortunately, the scores have decreased by 12.9% for economically disadvantaged students. The greatest need for the three years has been math concepts and procedures, data interpretation, and constructed response. Students with disabilities have basically stayed the same for all three years. Algebra students have gained 8.5% for the combined population and 8% for the economically disadvantaged population. Geometry students have made tremendous gains (30%) over three years for the combined population and 32% for the economically disadvantaged. The greatest need continues to be the constructed response. Vocabulary associated with the open constructed response is giving the students problems. Procedures still is a concern. 2009 Augmented Benchmark-Number and Percent of Students Scoring Proficient or Advanced: 73% of Combined Students N/A% of African American Students N/A% of Hispanic Students 73% of Caucasian Students 50.0% of Economically Disadvantaged Students N/A% of LEP Students 0% of Students with Disabilities 2010 Augmented Benchmark- Number and Percent of Students Scoring Proficient or Advanced: 68% of Combined Students N/A% of African American Students N/A% of Hispanic Students 68% of Caucasian Students 43% of Economically Disadvantaged Students N/A% of LEP Students 0% of Students with Disabilities The lowest identified areas for the combined population were: Constructed Response in Number/ Operations and Measurement The lowest identified areas for the Caucasian were: Constructed Response in Number/ Operations and Measurement The lowest identified areas for the Economically disadvantaged were: Constructed Response in all areas. 2011-Number and Percent of Students Scoring Proficient or Advanced: 80% of Combined Students N/A% of African American Students N/A% of Hispanic Students 80% of Caucasian Students 78% of Economically Disadvantaged Students N/A% of LEP Students 50% of Students with Disabilities 2011 EOC Exam- 77% of Combined Population students scored Advanced or Proficient. 47% of Economically Disadvantaged Students N/A% of LEP Students 0% of Students with Disabilities

2. See the school plans for supporting data from the SAT 10 Tests.
3. In 2010, the graduation rate was 95%. In 2011, the graduation rate was 100%. In 2012, the graduation rate was 100%. 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 attendance is 92.8%. The 2012 School Report

Card has not been released.

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

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

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

Scientific Based Research: Mereseth, Katherine. WINDOWS ON TEACHING MATH, 2003. Sweet, Anne P. and Catherine E. Snow. RETHINKING READING COMPREHENSION, 2003. Accelerated Reading, Renaissance Learning, www.renlearn.com 2001, Guided Readers and Writers: Teaching Comprehension, Genre, and Content Literacy by Irene C. Fountas and Gay Su Pinnell (Jan. 2001), "Comprehension that Works" by D. Brassell (2008), "Comprehension Strategies and Skills" by C. Dugan (2007) 'Total Instructional Alignment' by Lisa Carter 2007 Thinking and Reasoning with Data and Chance: 68th NCTM Yearbook. 2006 Forget, Mark, Ph.D. MAX Teaching With Reading and Writing: Classroom activities for helping students learn new subject matter while acquiring Literacy skills. 2004. Graham, Steve and Delores Perin. Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools. Washington, D.C.: Alliance for Excellent Education, 2007. Aiman, Maureen. Step Up to Writing, Sopris West, 2002. Fletcher, Ralph, and JoAnn Portalupi. Writing Workshop: The Essential Guide. New Hampshire: Heinemann, 2001.

Actions	Person Responsible	Timeline	Resources	Source of Funds
#1. Appoint Helen McGee, as a .5 FTE federal coordinator for 2012-2013. Action Type: Collaboration	Arthur Dunn, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Central Office 	Title I - Employee \$19700.00 Salaries: Title I - Employee \$7157.10 Benefits: <hr/> ACTION BUDGET: \$26857.1
#4. Set aside funds for identified homeless. Homeless liaison Sarah Burkett is notified by the principals, the counselors, and/or the nurse of students who are doubled up, living in vehicles, motels, or tents. Title I sets aside some funds to help the students purchase school supplies. If a student has his/her house burned, Title I will supply some	Sarah Burkett, Homeless Liasion	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Central Office District Staff Teachers 	Title I - Materials & Supplies: \$1000.00 <hr/> ACTION BUDGET: \$1000

clothing. The method used to establish the amount of the set aside is based on last year's set aside amount. Action Type: Equity				
#2. The 6B-Special Education funds will be used for salaries, benefits, supplies, equipment, purchased services, and tuition agreements. Action Type: Collaboration Action Type: Special Education	Arthur Dunn, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Central Office 	ACTION BUDGET: \$
#5. Parent Involvement workshop was held at Harding University. Teachers and administrators received three hours professional development at this time. Some administrators received their training on July 15, 2012. ADE provided the training for the administrators at Riverview School District. Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education	Arthur Dunn, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Central Office 	ACTION BUDGET: \$
#10. SCHOOLWIDE REQUIREMENT (E.2) EVALUATION: All actions from last year were carried out by the teacher/teachers and/or departments. As a result, we will	Helen McGee, Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Central Office 	ACTION BUDGET: \$

<p>continue with the intervention. However, the high school was on alert in both literacy and math, but managed to make AYP for the school year 2011-2012. The elementary is on alert for Literacy. The committees have gone over the data to determine the weaknesses and are preparing interventions to help the students in elementary meet AYP this school year. Success of the plan will be evaluated by the coordinator using a checklist to ensure all the actions have been carried out and the AYP report will determine if the students met AYP. Each school is accountable in making its plan work for the good of the school, the district, the parents, and most of all the students as they strive to make AYP. The checklist showed that last year's interventions were successful but needs improvement. Action Type: Program Evaluation</p>				
<p>#11. The Superintendent, Arthur Dunn, and the Bookkeeper, Janice Barron, have completed the initial 12 hours of inservice on budgeting. They have completed an initial 4 hours</p>	<p>Arthur Dunn, Superintendent</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Central Office 	<hr/> <p>ACTION BUDGET: \$</p>

<p>follow-up inservice and will complete another 4 hours this school year. This is in compliance with Act 730. This workshop was held on July 14, 2012 at Riverview School District. Action Type: Professional Development</p>				
<p>#12 SCHOOLWIDE REQUIREMENT (E.3) EVALUATION: The ACSIP committee reviewed the plan from 2011-2012 to determine what was to be left in so that the plan could be updated using the latest data for the 2012-2013 plans. Since the test scores taken from Benchmarks, EOC and Target Tests went down and the high school did not meet AYP, the committee did not consider the high school plan a success. The high school plan had to be revised to include interventions for the Economically Disadvantaged sub-group and the Special Populations who did not meet AYP. The elementary will add new interventions to keep meeting the AYP and will continue with the main components of their plan. The Committee also interviewed teachers to get input of needs that needed to be</p>	<p>Helen McGee, Coordinator</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>

<p>addressed. However, the high school did meet AYP at the end of the school year 2010-2011, but the Elementary went on Alert in Literacy. In 2011-2012, High School met AMO, but Elementary needs improvement in math.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Special Education</p>				
<p>#13.SCHOOLWIDE REQUIREMENT 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.</p> <p>Action Type: Equity</p>	<p>Arthur Dunn, Superintendent</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Central Office 	<hr/> <p>ACTION BUDGET: \$</p>
<p>(E.1)The results of this intervention have been very positive. One hundred percent of the teachers are cooperating in this intervention. The performance assessments did not improve in the high school but did improve in the elementary school 3%. The principals have positive feedback, and teachers are expressing positive ideas. One hundred percent of the teacher lesson plans have been prepared from the frameworks. As a</p>	<p>Dara Burruss, Elementary Principal</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>result of the positive feedback, this intervention will continue. Performance assessments, principal observations and Classroom Walk Throughs, teacher observations, and Teacher Lesson Plans will determine if this intervention will be beneficial after this year. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation</p>				
<p>#14. Two hours of Arkansas History and six hours of technology were part of our professional development held on our campus. Action Type: Professional Development</p>	<p>Arthur Dunn, Superintendent</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Central Office 	<p>ACTION BUDGET: \$</p>
<p>#22. SCHOOLWIDE REQUIREMENT #AIPs AND IRIs. The teachers will use AIPs to remediate the students who have fallen below the proficient level in math, literacy, and science. The AIPs will be printed from NORMES or blank AIPs will be filled out by the teacher for students who were identified by NORMES but needed an AIP. The Elementary School also used IRIs for K-3 students who need intensive reading remediation. The teachers explain to</p>	<p>Dara Burruss, Elementary Principal and Rick Wood, High School Principal</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Computers • District Staff • Teachers • Teaching Aids 	<p>ACTION BUDGET: \$</p>

<p>the parents how the AIPS and IRIs will bse used to help the students and then the parents sign the AIPs and IRIs. The teachers will then use the AIPs and IRIs to guide them in remediating the students. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education Action Type: Title I Schoolwide</p>				
<p>SCHOOLWIDE REQUIREMENT TRANSITIONS: The transition from Pre-K to K is made possible throughout the year by having Pre-K visit the K rooms and seeing the how the students are learning the curriculum. The Pre-K students will eat at the same time the K students do at least once a year to see how they are to act in the cafeteria when they get into "real school." The Pre-K students will be allowed to attend at least one assemby with K-6 students so they can participate in outside classroom activities. When a Student with Disabilities reaches the age of 16, the Resource Teacher prepares a transition program</p>	<p>Dara Burruss, Elementary Principal</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> Administrative Staff 	<hr/> <hr/> <p>ACTION BUDGET: \$</p>

to be included in the IEP of the student. This helps prepare the student for his/her future. The high school counselor, Sabrina Otts, in conjunction with the elementary counselor, Mary Eary, plans a night with Grade 7 students and their parents. The students have a guided tour of the classrooms. In addition, the parents decide if their children will waiver the Smart Core, which is explained to them by the counselor, Mrs. Otts. Migrant students, children with disabilities, and homeless students will have the same opportunities as regular students in attending outside classroom activities. The teachers of these students will inform them of the activities and provide instruction of actions at such activities. At the present time we do not have neglected or delinquent students, but they would be included in everything the other students do. We also have a Grade 6 parent/student night so that the students can tour their new campus, meet the teachers, and see their classrooms. This is held at our open

<p>house each year before the beginning of the new school year. Although the curricula for these students have to be modified to some extent, they are still held accountable for learning. Each student is valuable to us and is treated with respect. The programs of study are based on regular frameworks with some tweaks. The tweaks are based on each individual student's abilities and capacities and will help increase the program effectiveness. This helps eliminate duplication and helps the teachers keep the students on track. Action Type: Collaboration Action Type: Equity</p>				
<p>#17. SCHOOLWIDE REQUIREMENT #5 Strategies to attract highly qualified teachers include, but are not limited to, keeping salary schedule as close to the surrounding schools as possible; providing an attractive campus and classrooms; maintaining a well-rounded curriculum covering all thirty-eight required units of study plus some extras; striving to make sure the faculty has all the latest technology the district can</p>	<p>Arthur Dunn, Superintendent</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Central Office 	<hr/> <p>ACTION BUDGET: \$</p>

<p>afford.</p> <p>Action Type: Collaboration</p> <p>Action Type: Equity</p> <p>Action Type: Special Education</p> <p>Action Type: Technology Inclusion</p>				
<p>#18. SCHOOLWIDE REQUIREMENT All teachers for Year 2012-2013 are highly-qualified. No teacher is teaching out of his/her licensed field. If a teacher who is entering the teaching field through the alternative ed route, the district will help that teacher by providing a mentor and by allowing the teacher to go through Praxis 3.</p> <p>Action Type: Collaboration</p> <p>Action Type: Equity</p> <p>Action Type: Professional Development</p> <p>Action Type: Special Education</p> <p>Action Type: Technology Inclusion</p>	<p>Dara Burruss, Elementary Principal and Rick Wood, High School Principal</p>	<p>Start: 07/01/2012</p> <p>End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office 	<hr/> <p>ACTION BUDGET: \$</p>
<p>#16. SCHOOLWIDE REQUIREMENT School Plans are based on research-based strategies to help students strive to meet the State's proficient and advanced levels of achievement. The methods and instructional strategies strengthen the core program and include strategies for meeting the educational needs</p>	<p>Dara Burruss, Elementary Principal and Rick Wood, High School Principal</p>	<p>Start: 07/01/2012</p> <p>End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff 	<hr/> <p>ACTION BUDGET: \$</p>

<p>of underserved students and the assessment to make sure the strategies are working. The strategies for the elementary school are to keep the school meeting standards and the high school to remove itself from the alert. The District supports the schools in their interventions by supplying them with technology above what the state requires. Outside consultants are brought in to help the teachers. Recently, the literacy specialist and the math specialist from the Co-op came to work with the literacy and math teachers to offer suggestions to strengthen the schools' strategies. The District further provides all the needs in supplies and equipment necessary to carry out the strategies in the interventions. Title I, along with other federal programs, purchases supplies and equipment above what the State requires. The high school did meet their AYP and were removed from the Alert status. However, the Elementary school is now on Alert for Literacy. Action Type: Collaboration Action Type: Equity</p>				
---	--	--	--	--

Action Type: Professional Development Action Type: Special Education				
#20. Special Education did not trigger this year. There are no further actions required. Action Type: AIP/IRI Action Type: Equity Action Type: Special Education	Helen McGee, Federal Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Central Office 	<hr/> <hr/> ACTION BUDGET: \$
# 15. Technology is also provided to both schools by updating equipment when funds become available. Virus protection, Renaissance Place (both Reading and Math), Office Suite, SmartBoards, Document cameras, Wireless slates, Study Buddys are also provided in Language Arts and Math Classes and most of the other classrooms. Need Assessments are done at the beginning of the school year to see what teachers need to carry out their plans. The district asks the teachers to prioritize the needs. The district then funds as many as possible. Action Type: Equity Action Type: Technology Inclusion	Arthur Dunn, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff 	<hr/> <hr/> ACTION BUDGET: \$
#24. Appoint a certified teacher to be Parental Involvement Coordinator. Mrs. Mary Eary.	Arthur Dunn, Superintendent	Start: 07/01/2012 End: 06/30/2013		<hr/> <hr/> ACTION BUDGET: \$

Elementary Counselor, has been appointed as the Parental Involvement Coordinator. Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion				
Administrators will attend two Federal Coordinator Conferences: one in September and one in May. Action Type: Professional Development	Helen McGee, Federal Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Central Office 	Title I - Purchased Services: \$1500.00 <hr/> ACTION BUDGET: \$1500
Mandatory workshops held on our campus for both elementary and high school teachers were as follows: June 6 and 7--Curriculum Alignment July 16 and 17--Demonstrative Writing-Elementary only August 13--iPad Training August 15--Diffeerentiation Workshop August 16--Legal Aspects, Legislative Update Arkansas History Action Type: Alignment Action Type: Professional Development Action Type: Special Education	Dara Burruss, Elementary Principal and Rick Wood, High School Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Outside Consultants Teachers 	<hr/> ACTION BUDGET: \$
AMENDMENT #4. ALE. High School. For ALE, we are using a cooperative approach to ALE to meet the social, emotional, and academic needs of students that do	Rick Wood, High School Principal and Dara Burrus, Elementary Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Central Office Computers Teachers 	<hr/> ACTION BUDGET: \$

not experience success within a regular classroom setting or they are not on pace to graduate with the district required credits. We are cooping with Bald Knob for our ALE program. The ALE program name is Bulldog Academy, and it is for Grades 9, 10, 11, and 12. The Director' name is Brad Roberts. Students are placed based on identified need developed to address the emotional and academic concerns. A student's progress will be monitored to see if progression toward the plan components that addresses the key skill need for success in the general education environment. The evaluation of this program will be made by the Director, test results, progress reports, Bradford High School Principal, and parent. The student(s) must meet all required of the transition criteria before leaving the Academy. Each quarter, or more frequently if necessary, a student's progress will be monitored and evaluated to determine if the student is making progress. SPED students will be

<p>monitored on a weekly basis. All modifications will be followed by the staff. The teacher/student ratios for the Bulldog academy will have a maximum of one teacher and one aide to 18 students each period. Bald Knob Academy has purchased APEX software for credit recovery for all high school subjects that they have available. The completed classes are accepted as credit for the NCAA There is a certified teacher and paraprofessional available for assistance. Elementary. Students who cannot function in a regular classroom setting will be in a separate room with a teacher (unnamed) and an aide (unnamed). The students will stay in the ALE classroom from a minimum of 20 days or a semester or for a full year. Action Type: Collaboration Action Type: Technology Inclusion</p>				
--	--	--	--	--

Total Budget:	\$29357.1
---------------	-----------

Intervention: Parental Involvement

Scientific Based Research: Fulton, Janie. Parental Involvement Detnews.com, 2003

Actions	Person Responsible	Timeline	Resources	Source of Funds
#5. Purchase parenting books, magazines, and other informative	Mary Eary, Parent Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Central Office 	<hr/> ACTION BUDGET: \$

materials regarding responsible parenting, if needed. Parents on the committee will help make decisions on the types of books purchased. Action Type: Equity Action Type: Parental Engagement				
#7. Parent Teacher Conferences will be held at the midpoint of the first and third quarters. This will give the parents time to encourage their children to improve before the quarter grades are recorded. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education	Dara Burruss, K-6 Principal and Rick Wood, 7-12 Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Central Office District Staff 	<hr/> ACTION BUDGET: \$
#8. Designate a parent involvement center for parents of elementary school students. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Arthur Dunn, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Central Office 	<hr/> ACTION BUDGET: \$
#9 (E.2) The plan will be evaluated by the number of parents who visit the center and the number of parents who attend the parent/teacher conferences at the midpoints of the first and third quarter. Only about ten percent of the parents used the parent center in 2011-2012 school year.	Mary Eary, Parent Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Central Office 	<hr/> ACTION BUDGET: \$

Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education				
#10. Mary Eary, Elementary Counselor, is designated as the certified teacher who will serve as coordinator. Action Type: Collaboration Action Type: Parental Engagement	Arthur Dunn, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Central Office 	<hr/> ACTION BUDGET: \$
#11. SCHOOLWIDE REQUIREMENT Establish a parental involvement plan including programs and practices that enhance parental involvement and reflect the specific needs of students and their families. The parents are encourage to volunteer their services to be readers in elementary classrooms. Parents are asked what is needed for their students and their families. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education	Mary Eary, Parent Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Central Office 	<hr/> ACTION BUDGET: \$
#12. Schedule regular Parent Involvement Meetings throughout the year. The first meeting was on August 16, 2012. Action Type: Collaboration	Mary Eary, Parent Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Central Office 	<hr/> ACTION BUDGET: \$

Action Type: Equity Action Type: Parental Engagement Action Type: Special Education				
#13. Prepare information/family kits to provide relevant information to parents. This information will be in a language parents can understand. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education	Mary Eary, Parent Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Central Office 	<hr/> ACTION BUDGET: \$
#14. Teachers and administrators completed 2 hours professional development at Searcy High School. Some administrators received their training July 17, 2012. ADE provided the training for the administrators at Riverview School District. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Arthur Dunn, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Central Office Outside Consultants Teachers 	<hr/> ACTION BUDGET: \$
#4 (E.1)The plan has been reviewed and updated. The Parent Coordinator, Mary Eary, was disappointed that only 10% of the parents used the facility; however, this action shall continue for another year. The district shall review and update the district's parental involvement plan and file a copy of	Mary Eary, Parent Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Central Office 	<hr/> ACTION BUDGET: \$

the plan with the Department of Education. Action Type: Program Evaluation				
#15. Title I will fund supplies for the parent center. This is above what the state requires. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Mary Eary, Parent Center Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Central Office 	Title I - Materials \$1000.00 & Supplies: <hr/> ACTION BUDGET: \$1000
#16. A School-Parent Compact will be given to each student. This compact will be given to the students at the first parent/teacher conference. The first parent/teacher conference for this year was on September 20, 2012. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Helen McGee, Federal Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Central Office 	<hr/> ACTION BUDGET: \$
#2. Plan seminars to inform the parents of high school students about how to be involved in decisions. The parents will be informed on understanding content how to monitor a child's progress, standards, and academic assessments. This will be done by going over the assessment reports sent home to the parents. The counselors do this on P/T conferences Action Type: Collaboration	Mary Eary, Parent Facilitator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$

Action Type: Equity Action Type: Parental Engagement				
#3. The PTO is very active in planning activities that will benefit students, parents, and teachers. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Tabitha Gee, PTO President	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Community Leaders • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
#1. The Student Handbook committee, made up of the high school principal, a parent, a teacher, a community leader, and a student, will edit the student handbook and make recommendations for additions and deletions. The recommendations are presented to the Board for approval. The handbooks are handed out the first of school, August 20, 2012, this school year. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Rick Wood, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Outside Consultants 	<hr/> ACTION BUDGET: \$
#18. Training for volunteers who assist in an instructional program for parents was held on August 16, 2012. The Parent Coordinator and the elementary principal hand out and explain materials describing what is expected of each volunteer while he/she is in the classroom. Evidence	Mary Eary, Parent Facilitator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$

of the training will be sign-in sheets. This will be conducted by the Parent Coordinator. Action Type: Collaboration Action Type: Parental Engagement				
#19. 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	Mary Eary, Parent Facilitator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Community Leaders 	<hr/> <hr/> ACTION BUDGET: \$
#17. At the beginning of the year and all through the year, teachers, principals, and other staff will be made aware of the importance of effective communication. They will be instructed the importance of using the same language as the parents use. Action Type: Collaboration Action Type: Professional Development	Mary Eary, Parent Facilitator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> <hr/> ACTION BUDGET: \$
The high school counselor, Sabrina Otts, is in the process of planning and setting a date in late January or early February of 2013 for a seminar for parents of students in Grades 9-12 for	Sabrina Otts, Counselor	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Community Leaders 	<hr/> <hr/> ACTION BUDGET: \$

planning a course of study for students in Grades 9-11. She will assist parents of seniors in financial planning for their students who plan to go to college. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide				
Total Budget:				\$1000

- Priority 2: Provide a Safe and Drug Free School for all students across the curriculum.
1. Data from school discipline records, classroom walk throughs, and police reports show that bullying has slightly increased during the last three years. Alcohol incidents have stayed steady during the same period. Drugs have increased slightly in the last three years. Suspensions for fighting and subordination have increased. Use of corporal punishment has increased over the same three year period.
 2. In 2008, discipline records revealed the following incidents: Bullying, 2; Tobacco, 3; Drugs, 1; Truancy, 2; Corporal Punishments, 25; Suspensions: In-school, 58; Out-of-school, 8. In 2009, discipline records revealed the following incidents: Bullying, 3; Tobacco, 0; Drugs, 0; Fighting, 6; Truancy, 0; Corporal Punishments, 55; Suspensions: In-school, 25; Out-of-school, 17. In 2010, discipline records revealed the following incidents: Bullying, 3; Tobacco, 2; Drugs, 5; Fighting, 6; Truancy, 2; Corporal Punishments, 55; Suspensions: In-school, 25; Out-of-school, 17.
- Supporting Data:

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

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

Intervention: Providing a safe and drug free school for all students across the curriculum through character education and drug education with emphasis on bullying alcoholism, and tobacco addiction. Since we do not receive Safe and Drug Schools funds, we make sure we address this issue by using Federal and/or local funds				
Scientific Based Research: Kadel, Stephanie; Jim Watkins; Joseph Follman; and Cathy Hammonds. Reducing School Violence Buidling a Framework for School Safety, 1999.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
(2.1.8)A committee made up of parents, students, teachers, and counselors brainstorm to get ideas how students can be made aware of the dangers of drug abuse: illegal drugs, alcohol, and tobacco. In addition to drugs and alcohol, another concern is bullying. The committee meets in the fall and in the	Mary Eary, Drug Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$

<p>spring. After the committee decides the empahsis, the counselors order materials and supplies to cover the areas of concern. Action Type: Collaboration Action Type: Parental Engagement</p>				
<p>(2.1.1B)EVALUATION: This intervention will not be funded this year. We will use the products that we have on hand. Get Real About Tobacco program will be taught in Grades K-6 with an emphasis in Grades 1, 3, 4. Materials will be purchased to implement the program. Students of all abilities take part in the program. Carry over funds will be spent first for the purchasing the materials and supplies for this project. The counselor, Mary Eary, will go into the classroom during the health class and present the pre-planned lessons that come with the program. Action Type: Alignment Action Type: Equity</p>	<p>Mary Eary, Elementary Counselor</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>(2.1.1F)EVALUATION: THIS PROGRAMS WILL BE CARRIED ON WITHOUT FUNDING FROM TITLE IV. Better Choices; Better Chances will be implemented in Grades 5 and 6. This program is Character Education, trying to influence students to make wise decisions when they are tempted to do something that is against their best interests. Students of all abilities participate in the program. Action Type: Alignment Action Type: Equity</p>	<p>Mary Eary, Elementary Counselor</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>(2.1.1E)EVALUATION: THIS PROJECT IS NOT FUNDED THROUGH TITLE IV THIS YEAR. Project Alert will be used in Grades 7 and 8. This is a drug education program that teaches the students the consequences of using drugs, alcohol and</p>	<p>Mary Eary, Drug Coordinator</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • District Staff 	<hr/> <p>ACTION BUDGET: \$</p>

tobacco. The counselor uses the program in health classes as well as individual counseling. Action Type: Equity Action Type: Special Education				
All teachers will be able to check out any video or book in the drug education library to be used in individual classrooms throughout the school year. Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	Mary Eary, Elementary Counselor	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> ACTION BUDGET: \$
(2.1.1C)Unfortunately, our hopes of a 2% decrease did not happen. We will try for the same decrease in the 2011-2012 school year. Incidents of violence, illegal use of drugs, delinquency, serious discipline problems, and child abuse and domestic violence cases will be decreased by two percent. This will be evaluated by Teacher Observation, Principal Observation, and Curriculum Coordinator Observation. Action Type: Program Evaluation	Mary Eary, Drug Coordinator and Mary Eary, Elementary Counselor	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$
(2.1.3)The two counselors, Mrs. Eary and Mrs. Otts, will attend workshops and additional training to obtain the latest information on the programs that they are providing to the students. Action Type: Professional Development	Mary Eary, Drug Coordinator and Mary Eary, Elementary Counselor	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Outside Consultants 	<hr/> ACTION BUDGET: \$
(2.1.1.D)The plan was evaluated by comparing the discipline reports at the end of June 2012 with the discipline reports at the end of June 2011 to see if the goal was met. Unfortunately, the goal was not met. Bullying did decrease by 63%, but our goal was a 100% decrease. Action Type: Program Evaluation	Mary Eary, Drug Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff Performance Assessments 	<hr/> ACTION BUDGET: \$

(2.1.1A) In reviewing the statistics from 2012 school year with the statistics from 2011 school year, the 2012 school year had fewer problems than the 2011 school year. There were fewer fights, more in-school suspensions, and more student assaults in the school. Bullying decreased by 63%. According to the Chief of Police, the community also had more problems with drugs than usual. Action Type: Program Evaluation	Helen McGee, Federal Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Central Office 	<hr/> ACTION BUDGET: \$
(2.1.5) Students are held accountable for their actions. If a student is under the influence of drugs and/or alcohol, that student will face one or more of the following consequences: in-school suspension, out of school suspension, or expulsion. Action Type: Collaboration Action Type: Equity	Rick Wood, High School Principal and Dara Burruss, Elementary Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Central Office 	<hr/> ACTION BUDGET: \$
(2.1.6) Students who are involved in violence, delinquency, serious discipline problems, child and/or domestic violence are escorted off the premises by a policeman. The parents are notified, and the students will face the same consequences of illegal drug and alcohol offenses. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Rick Wood, High School Principal and Dara Burruss, Elementary Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Central Office Outside Consultants 	<hr/> ACTION BUDGET: \$
(2.1.7) Drug programs will be presented to the high school, Grades 7-12 and to the Elementary throughout the year. Action Type: Collaboration Action Type: Equity	Rick Wood, High School Principal and Dara Burruss, Elementary Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Central Office Outside Consultants 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

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

Supporting Data: 1. The School Index has increased for both schools over the last three years. The area of Nutrition has gone from 90% to 95%. The other areas have

also increased. The BMIs continue to be higher than the nurse would like for them to be, but they are improving slowly. The percentage of males and females at risk for overweight or being overweight have decrease 2%. The percentage of free and reduced has increased 5%. There was no remarkable increase noted for the 2009-10 school year. In 2010, the School Health Index showed a rating of the following: School Health policies and environment: 93% Health Education: 100% Physical Education and other physical activity programs: 100% Nutrition Services: 94% School Health Services: 100% School Counseling Psychological and Social Services: 100% Health Promotion for staff: 71% Family and Community Involvement: 100% Areas of Concern were programs for staff on Physical, eating, and weight management, programs for staff for physical fitness and stress management for staff.

2. In 2010, the School Health Index showed a rating of the following: School Health policies and environment: 93% Health Education: 100% Physical Education and other physical activity programs: 100% Nutrition Services: 94% School Health Services: 100% School Counseling Psychological and Social Services: 100% Health Promotion for staff: 71% Family and Community Involvement: 100% Areas of Concern were programs for staff on Physical, eating, and weight management, programs for staff for physical fitness and stress management for staff.

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

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

Intervention: Bradford Schools will encourage students to use strategies and activities that promote a non-sedentary lifestyle.				
Scientific Based Research: Let's Get Physical--Promotion and education Strategies by Dr. Hal Wechslet. http://fns.usda.gov/oane/menue/NNEC/files?2003/LetsGetPhysical.pdf				
Actions	Person Responsible	Timeline	Resources	Source of Funds
# 8. Bradford School District Wellness Policy Adopted April 3, 2006. The Bradford District is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity. Therefore, it is the policy of the Bradford School District that • The school district will engage students, parents, teachers, food service professionals, health professionals, and	Leslie Ladd, School Nurse	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$

other interested community members in developing, implementing, monitoring, and reviewing district-wide nutrition and physical activity policies. • All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis. • Foods and beverages sold or served at school will meet the nutrition recommendations of the U.S. Dietary Guidelines for Americans. • Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat. • To the maximum extent practicable, all schools in our district will participate in available federal school meal programs (including the School Breakfast Program and National School Lunch Program). • Schools will provide nutrition education and physical education to foster lifelong habits of health eating and physical activity, and will establish linkages between health education and school meal programs, and with related community

services. Action Type: Collaboration Action Type: Equity Action Type: Wellness				
# 5. Promote reduction of time children spend engaged in sedentary activities such as watching television and playing video games. Action Type: Equity Action Type: Parental Engagement Action Type: Wellness	Leslie Ladd, School Nurse	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$
# 4. Encourage participation in family oriented, community-based physical activity programs. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Wellness	Leslie Ladd, School Nurse	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Community Leaders Teachers 	<hr/> ACTION BUDGET: \$
# 2. Provide a workshops for faculty and staff on stress management, healthy eating habits, and weight management. Action Type: Collaboration Action Type: Professional Development Action Type: Wellness	Leslie Ladd, School Nurse	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> ACTION BUDGET: \$
# 3. Provide physical activity each week for all students K-12 and encourage teachers not to use physical activities as punishment. CWIP Grant is in place with the SPARK curriculum for grades K-6. Action Type: Collaboration Action Type: Equity Action Type: Wellness	Leslie Ladd, School Nurse	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$
# 7. Conduct BMI assessment of each student that the State requires to be assessed. This will be conducted twice a year	Leslie Ladd, School Nurse	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$

to comply with the CWIP grant rules. Action Type: Equity Action Type: Wellness				
# 6. Complete the School Health Index. The School Health Index from 2011-2012 school year was compared to the Health Index from 2010-2011. BMIs had improved for males by 2% and for females by 1.5%. In 2012, the School Health Index showed a rating of the following: School Health policies and environment: 93% Health Education: 100% Physical Education and other physical activity programs: 100% Nutrition Services: 94% School Health Services: 100% School Counseling Psychological and Social Services: 100% Health Promotion for staff: 71% Family and Community Involvement: 100% Areas of Concern were programs for staff on Physical, eating, and weight management, programs for staff for physical fitness and stress management for staff. Action Type: Program Evaluation Action Type: Wellness	Leslie Ladd, School Nurse	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
# 11. Post weapon free school signs. Action Type: Equity Action Type: Wellness	Leslie Ladd, School Nurse	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
# 9. Announce upcoming events at school events. Action Type: Equity Action Type: Wellness	Rick Wood, High School Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
# 10. Bus drivers will stop letting buses idle while loading and unloading. Action Type: Equity	Arthur Dunn, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$

Action Type: Wellness				
# 1. A person, Coach Grimes or his designee, will walk athletic field daily to ensure there are no safety hazards. Action Type: Equity Action Type: Wellness	Josh Grimes, Coach	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
# 13. Train all staff in CPR and/or First Aid. Action Type: Wellness	Leslie Ladd, RN	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Central Office Teachers 	ACTION BUDGET: \$
# 14. Have indoor/outdoor physical activity available after school. Students grades K-8 have the opportunity and are encouraged to participate in the S.S. Afterschool program for additional physical activity and reduce sedentary activities. Action Type: Wellness	Leslie Ladd, RN	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Central Office 	ACTION BUDGET: \$
# 15. Make fundraiser supportive of healthy eating. Action Type: Wellness	Leslie Ladd, RN	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Central Office 	ACTION BUDGET: \$
# 12. Have stress management seminars for faculty and staff. Action Type: Wellness	Leslie Ladd, RN	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Central Office 	ACTION BUDGET: \$
# 16 (E.1) EVALUATION: This intervention was evaluated by the Wellness Committee by using the BMI data from previous years to see if the BMIs have decreased. Participation of students and staff in activities that promote a non-sedentary lifestyle will be evaluated by surveys of both students and staff to determine if the intervention is doing well. There was improvement from last year, so the intervention will be kept in place. The same procedure will be followed at the end of	Leslie Ladd, RN, School Nurse	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$

the school year to evaluated the 2013 Wellness Plan. Action Type: Program Evaluation				
Total Budget:				\$0

• Planning Team

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