

# 2012-2013

## School Plan

Print Version

### MARMADUKE ELEMENTARY SCHOOL

#### Arkansas Comprehensive School Improvement Plan

#### 2012-2013

The mission of the Marmaduke School District is to provide effective, responsible instruction in all areas taught. To accomplish this mission, it is necessary for the district to ensure awareness of the opportunities available to members of the community at large as well as to students and faculty. The District will aggressively and continuously pursue exemplary programs and training for all employees and students.

Grade Span: K-6      Title I: Title I Schoolwide      School Improvement: SI\_1

---

#### Table of Contents

**Priority 1:** Literacy

**Goal:** All students will demonstrate an improvement in reading comprehension skills and writing skills.

**Priority 2:** Mathematics

**Goal:** All students will demonstrate an improvement in mathematics skills.

**Priority 3:** Wellness

**Goal:** Students participating in the BMI activity show a need to improve their cardiovascular, muscular strength/endurance, and flexibility activity as well as improve their ability to make healthy food selections.

---

Priority 1: Improve literacy achievement

1. The 2005-2006 school year was the first year for the Third Grade Benchmark Exam. In 2005-2006, 54% of combined students scored proficient or advanced on the Third Grade Benchmark Exam; 54% of Caucasian students scored proficient or above proficient; 37% of Socio Economic Deprived students scored proficient and above proficient; 0% of Students with Disabilities scored proficient or above proficient. The lowest identified area for the combined population was the open response part of content. The lowest identified area for Caucasians was the open response part of content. The lowest identified areas for Students with Disabilities were the open response questions of literary, content, and practical. The lowest identified area for Socio Economic Deprived students was the open response part of content. Grade 3 Benchmark Exam 2006-2007: 64% of Combined students scored proficient or advanced on the Third Grade Benchmark Exam; 65% of Caucasian students scored proficient or advanced on the Third Grade Benchmark Exam; 60% of Socio Economic Deprived students scored proficient or advanced on the Third Grade Benchmark Exam; 0% of Students with Disabilities scored proficient or advanced on the Third Grade Benchmark Exam. The lowest identified area for the Combined population was the open response part of practical. The lowest identified area of Caucasian population was the open response part content. The lowest identified area of Students with Disabilities was the open response questions of literary, content, and practical. The lowest identified area of Socio Economic Deprived students was the open response part of practical. Grade 3 Benchmark Exam 2007-2008; 67.4% of Combined students scored proficient or

Supporting Data:

advanced; 67.4% of Caucasian students scored proficient or advanced; 57.7% of Socially Economically Disadvantaged students scored proficient or advanced; 28% of students with Disabilities scored proficient or advanced. The lowest identified area for the Combined population was content passage in open response. The lowest identified area for the Caucasian population was content passage in open response. The lowest identified area for the Socially Economically Disadvantaged population was content passage in open response. The lowest identified area for the Students with Disabilities population was literary passage in open response. Grade 3 Benchmark Exam 2011-12: 73% of combined students scored proficient or advanced; 50% of Students with Disabilities scored proficient or advanced; 66% of Economically Disadvantaged students scored proficient or advanced. The lowest identified areas were multiple choice reading from a practical passage, open response reading practical passage, and open response writing content and style domains.

2. In 2005-2006, 68% of combined students scored proficient or advanced on the Fourth Grade Benchmark; 100% of Asian Pacific Islander students scored proficient and above proficient; 0% of Hispanic students scored proficient or above proficient; 57% of Caucasian students scored proficient and above proficient; 52% of Socio Economic Deprived students scored proficient and above proficient; 11% of Students with Disabilities scored proficient and above proficient. The lowest identified areas of the combined population were the open response questions of the literary, content, and practical parts of the exam. The lowest identified areas of the Asian Pacific Islander student was the open response part of literary, content, and practical. The lowest identified areas for the Caucasian students were the open response questions of the literary, content, and practical part of the exam. The lowest identified areas for the Students with Disabilities were the open response questions on the literary, content, and practical part of the exam. The lowest identified areas for the Socio Economic Deprived students were the open response questions on the literary, content, and practical part of the exam. Grade 4 Benchmark Exam 2006-2007: 70% of the Combined population scored proficient or advanced on the Fourth Grade Benchmark Exam; 70% of the Caucasian population scored proficient or advanced on the Fourth Grade Benchmark Exam; 0% of Students with Disabilities population scored proficient or advanced on the Fourth Grade Benchmark Exam; 67% of Socio Economic Deprived students scored proficient or advanced. The lowest identified areas for the Combined population in reading was the content area. The lowest area for the Caucasian population in reading is literary, content, and practical, in the area of writing it is content and style. The lowest area for Socio Economic Deprived students was open response in content and literary. Grade 4 Benchmark Exam 2007-2008: 70.6% of the Combined students scored proficient or advanced; 72% of the Caucasian students scored proficient or advanced; 68.6% of Socially Economically Disadvantaged students scored proficient or advanced; 12.5% of Students with Disabilities scored proficient or advanced. The lowest identified area for the Combined population was content passage in open response. The lowest identified area for the Caucasian population was content passage in open response. The lowest identified area for the Economically Disadvantaged population was content passage in open response. The lowest identified area for the Students with Disabilities was content passage in open response. Grade 4 Benchmark Exam 2011-12: 74% of combined students scored proficient or advanced; 29% of Students with Disabilities scored proficient or advanced, and 83% of Economically Disadvantaged students scored proficient or advanced. The lowest identified areas were multiple choice writing, open response reading practical passages, and writing in the content and style domains.
3. The 2005-2006 school year was the first year for the Fifth Grade Benchmark. In 2005-2006, 62% of combined students scored proficient or advanced on the Fifth Grade Benchmark; 62% of Caucasian students scored proficient and above proficient; 50% of Socio Economic Deprived students scored proficient or above proficient; 8% of Students with Disabilities scored proficient or above proficient. The lowest identified areas for the combined population was the open response questions of the literary, content, and practical part of the exam. The lowest identified areas for the Caucasian students were the open response questions on the

literary, practical, and content part of the exam. The lowest area for the Students with Disabilities was the open response questions of the practical section of the exam. The lowest identified areas for the Socio Economic Deprived students were the open response questions on the literary, practical, and content part of the exam. Grade 5 Benchmark Exam 2007: 69% of the Combined population scored proficient or advanced on the Fifth Grade Benchmark Exam; 68% of the Caucasian population scored proficient or advanced on the Fifth Grade Benchmark Exam; 0% of Students with Disabilities scored proficient or advanced on the Fifth Grade Benchmark Exam; 57% of Socio Economic Deprived students scored proficient or advanced. 100% of students of Asian/Pacific Islander population scored proficient on the Fifth Grade Benchmark Exam. 100% of students of the Hispanic population scored proficient on the Fifth Grade Benchmark Exam. The lowest area identified for the Combined population was reading open response in content and multiple choice in writing. The lowest area identified for the Caucasian population was reading open response in content and multiple choice in writing. The lowest area identified for Students with Disabilities in the areas of reading are literary, content and practical. In the area of writing, multiple choice is the lowest area. The lowest area identified for the Socio Economic Deprived students is open response content. The lowest area identified for Hispanic population in reading is open response in literary and content. In the area of writing, multiple choice is the lowest area. The lowest areas identified for Asian/Pacific Islander population in reading is the content area. Grade 5 Benchmark Exam 2007-2008: 64.6% of Combined population scored proficient or advanced; 64.6% of Caucasian population scored proficient or advanced; 55.6% of Economically Disadvantaged population scored proficient or advanced; 12.5% of Students with Disabilities population scored proficient or advanced. The lowest identified area for the Combined population was content passage in open response. The lowest identified area for the Caucasian population was content passage in open response. The lowest identified area for the Economically Disadvantaged population was content passage in open response. The lowest identified area for the Students with Disabilities population was content passage in open response. Grade 5 Benchmark Exam 2011-12; 79% of combined students scored proficient or advanced; 22% of Students with Disabilities; and 77% of Economically Disadvantaged students scored proficient or advanced. The lowest identified areas were multiple choice writing, open response reading content passage, and open response writing style domain.

4. In 2005-2006, 62% of combined students scored proficient or advanced on the Sixth Grade Benchmark Exam; 0% of Hispanic students scored proficient or above proficient; 63% of Caucasian students scored proficient and above proficient; 42% of Socio Economic Deprived students scored proficient and above proficient; 0% of Students with Disabilities scored proficient and above proficient. The lowest areas for the combined population were the open response questions on the literary section of the exam and the multiple choice questions on the writing portion of the exam. The lowest areas for the Socio Economic Deprived students were the open response questions on the literary section of the exam and the multiple choice questions of the writing portion of the exam. The lowest areas for the Hispanic students as well as the Caucasian students were the open response questions of the literary section and the multiple choice questions of the writing section of the exam. The lowest identified area for the Students with Disabilities was the open response questions on the literary portion of the exam. Grade 6 Benchmark Exam 2007: 75% of the Combined population scored proficient or advanced on the Sixth Grade Benchmark Exam; 75% of the Caucasian population scored proficient or advanced on the Sixth Grade Benchmark Exam; 0% of Students with Disabilities scored proficient or advanced on the Sixth Grade Benchmark Exam; 69% of Socio Economic Deprived students scored proficient or advanced. The lowest area identified for the Combined population in reading is the open response in literary and practical. The lowest area identified for the Caucasian population in reading is the open response in literary and practical. The lowest area identified for Students with Disabilities in reading is literary, content and practical. In writing it is multiple choice, content, style, and mechanics. The lowest area identified for Socio Economic Deprived students is open response literary. Grade 6 Benchmark Exam 2007-2008: 82.9% of Combined population scored proficient or advanced; 100%

of Hispanic population scored proficient or advanced; 82.1% of Caucasian population scored proficient or advanced; 76.2% of Economically Disadvantaged population scored proficient or advanced; 14.3% of Students with Disabilities scored proficient or advanced. The lowest identified area for the Combined population was content passage in open response. The lowest identified area for the Caucasian population was content passage in open response. The lowest identified area for the Hispanic population was literacy passage in open response. The lowest identified area for Economically Disadvantaged population was content passage in open response. The lowest identified area for Students with Disabilities was content passage in open response, practical passage in multiple choice and open response. Grade 6 Benchmark Exam 2011-12; 80% of combined students scored proficient or advanced; 0% of Students with Disabilities, and 82% of Economically Disadvantaged students scored proficient or advanced. The lowest identified areas were multiple choice writing, open response reading practical passage, and open response writing content domain.

5. In 2004-2005 kindergarten scored at the 70th percentile in vocabulary and 70th percentile in language on the Iowa Test of Basic Skills, first grade scored at the 51st percentile in reading and 51st percentile in language, second grade scored 57th percentile in reading and 57th percentile in language, third grade scored at the 47th percentile in comprehension, fourth grade scored at the 54th percentile in comprehension, fifth grade at the 64th percentile in comprehension and sixth grade at the 54th percentile in comprehension. In 2005-2006, kindergarten scored at the 63rd percentile in vocabulary and the 75th percentile in language, first grade scored at the 64th percentile in reading and 69th percentile in language, and second grade scored at the 69th percentile in reading and the 74th percentile in language on the Iowa Test of Basic Skills. We do not have test data for grades three through six because of the April 2, 2006 tornado that devastated our school. We were granted a waiver from the State Board of Education for these tests. In 2006-2007 kindergarten scored at the 51st percentile in vocabulary and 75th percentile in language on the Iowa Test of Basic Skills, first grade scored at 66th percentile in reading and 67th percentile in language, second grade scored 61st percentile in reading and 68th percentile in language, third grade scored 61st percentile and 61st percentile in language, fourth grade scored 59th percentile in reading and 66th percentile in language, fifth grade scored 65th percentile in reading and 69th percentile in language, sixth grade scored 51st percentile in reading and 49 percentile in language. There was no score report for kindergarten in 2007-2008. In 2011-12 First through Sixth grade took the Iowa Test of Basic Skills. The first grade scored at the 55th 54th percentile in Language and the 59th percentile in Reading. The second grade scored at the 67th percentile in Language and the 71st percentile in Reading. The third grade scored at the 43rd percentile in Language and the 45th percentile in Reading. The fourth grade scored at the 38th percentile in Language and the 43rd percentile in Reading. The fifth grade scored at the 40th percentile in Language and the 44th percentile in Reading. The sixth grade scored at the 57th percentile in Language and the 50th percentile in Reading.
6. In 2002-2003 the elementary attendance rate was 94.7%. In 2003-2004 the elementary attendance rate was 94.1%. In 2004-2005 the elementary attendance rate was 95.6%. In the 2005-2006 school year, the elementary attendance rate was 94%. In 2006-2007 the elementary attendance rate was 95.1%. In 2007-2008 the elementary attendance rate was 93.8%. In 2008-2009 the elementary attendance rate was 94.6%. In 2009-2010 the elementary attendance rate was 93.4%. In 2010-2011 the elementary attendance rate was 93.4%.

Goal All students will demonstrate an improvement in reading comprehension skills and writing skills.

Benchmark 1: Students will meet AMO standards for performance and growth set by the Arkansas Department of Education. The Marmaduke Elementary School met Achieving School status for Literacy in 2012-13. The All Students category attained a 77.84 percentage for performance which was above the 73.81 required. The All Students category attained a 79.59 percentage for growth which was above the 77.08 required. The Targeted

Achievement Gap Group (TAGG) category attained a 74.42 percentage which was above the 72.44 required. The TAGG category attained a 75.00 percentage for growth which was above the 71.46 required. The Elementary school did not meet the AMO's for the TAGG in three year performance at 70.26 which was below the 72.44 required. The Elementary School also did not meet the AMO's for the ESEA subgroup for Students with Disabilities. This group scored at the 29.63 percentage for performance which was below the 29.72 required. They also scored at the 27.78 percentage for growth which was below the 30.16 required.

Intervention: Provide Early Literacy Learning in Arkansas. (P-2)				
Scientific Based Research: Barr, J. York, Sommers, W., Ghere, G.S., Montie, J. Reflective Practice to Improve Schools. Corwin Press: Thousand Oaks, CA. Faber, Sharon. (2004). How To Teach Reading When You're Not A Reading Teacher. Incentive Publications: Nashville, TN.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
K-2 teachers will include components of the ELLA or ELF programs and implement them in accordance with the staff development agenda. K-2 teachers will set up their classrooms to facilitate a balanced literacy approach. (including Literacy corners in kindergarten and first grade). Action Type: Alignment Action Type: Equity Action Type: Professional Development	K-2 Classroom Teachers and Melissa Blackburn, Literacy Coach	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	<hr/> ACTION BUDGET: \$
The implementation of the ELLA or ELF components will be monitored by the principal and literacy coach to ensure that the scientifically based strategies are being used, the ELLA and ELF components are aligned with the Arkansas Frameworks, the amount and quality of learning time to increase student achievement is evident, and strategies are being used to eliminate the achievement	Audrea King, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	<hr/> ACTION BUDGET: \$

gap between various groups of students in each kindergarten through second grade classroom. Action Type: Collaboration Action Type: Title I Schoolwide				
K-2 teachers will attend follow-up training during the school year to supplement the highly qualified status of elementary staff in order to continue strategies with students. Co-op Literacy Specialist, Melanie Spence, is our trainer in ELLA. Action Type: Collaboration Action Type: Professional Development	Audrea King, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> ACTION BUDGET: \$
Materials and supplies such as leveled books, big books, shared reading kits, phonetic connections kits, etc. will be purchased to supplement the district's reading program. The materials and supplies will be used by students to coordinate and integrate services to improve instruction and increase student achievement. Action Type: Alignment Action Type: Equity Action Type: Title I Schoolwide	Melissa Blackburn, Literacy Specialist	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	Title I - Materials & \$11100.00 Supplies: <hr/> ACTION BUDGET: \$11100
The district will employ a literacy specialist (FTE 1.0). The literacy	Tim Gardner, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	Title I - Employee \$45200.00 Salaries:

<p>specialist will provide high quality professional development directed to the areas that need improvement according to the school's data to all teachers to enhance teaching strategies in order to provide students with the most effective standards-based approach that increases student achievement.  Action Type: Alignment  Action Type: Collaboration  Action Type: Professional Development  Action Type: Title I Schoolwide</p>				<p>Title I - Employee Benefits: \$12289.48</p> <hr/> <p>ACTION BUDGET: \$57489.48</p>
<p>In order to have ongoing summative and formative evaluations between the baseline assessment and the post-test assessment, teachers will assign weekly writing activities to monitor student progress and make changes, if necessary, to the teacher's delivery of the lesson to ensure the program has been implemented correctly. The teachers and principal will use Northeast Educational Cooperative as a resource if students do not make the necessary gains on the writing samples. To establish a baseline, students will be assessed using DRA, DIBELS, and a writing</p>	<p>Audrea King, Principal</p>	<p>Start: 07/01/2012  End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

prompt. The same assessments will be given at the end of the year in order to evaluate students gains. Teachers will discuss what is working, what should be revisited, and what should be improved. The building principal will conduct classroom walkthroughs, collect weekly lesson plans, student work samples, and review DIBELS data to assess the effectiveness of the ELLA program. Summative assessments will be conducted to monitor student progress. The assessment tools will consist of SAT-10, Qualls, MAT-10, and Dibels. The data for the 2011-2012 school year is from the DIBELS assessment.

Kindergarten Letter Naming Fluency at the beginning of the year 16% showed at risk, 20% showed some risk, and 64% showed low risk.

Kindergarten Letter Naming Fluency at the end of the year 13% showed at risk, 17% showed some risk, and 70% showed low risk.

Over the course of the year there was a 6% increase in low risk students.

First grade Nonsense Word Fluency at the beginning of the year 15% showed

--

--

--

--



<p>at risk, 28% showed some risk, and 57% showed low risk. First grade Nonsense Word Fluency at the end of the year 11% showed at risk, 20% showed some risk, and 69% showed low risk. Over the course of the year there was a 12% increase in low risk students.</p> <p>First grade Phoneme Segmentaion Fluency at the beginning of the year 9% deficit, 14% emerging, and 77% established.</p> <p>First grade Phoneme Segmentaion Fluency at the end of the year 5% deficit, 5% emerging, and 90% established. Over the course of the year there was a 90% increase in established students.</p> <p>Second grade Oral Reading Fluency at the beginning of the year 28% showed at risk, 38% showed some risk, and 34% showed low risk. Second grade Oral Reading Fluency at the end of the year 27% showed at risk, 27% showed some risk, 46% showed low risk. Over the course of the year there was a 12% increase in low risk students. The goal for the 2012-2013 school year is an increase.</p> <p>Action Type: Alignment</p>				
---	--	--	--	--

<p>Action Type: Collaboration  Action Type: Equity  Action Type: Professional Development  Action Type: Program Evaluation  Action Type: Special Education  Action Type: Title I Schoolwide</p>				
<p>Utilize Literacy Coach to provide a mentoring program for teachers to increase student achievement. Literacy Coach will provide training in data disaggregation, curriculum alignment, and model teaching strategies.  Action Type: AIP/IRI  Action Type: Alignment  Action Type: Collaboration  Action Type: Equity  Action Type: Professional Development  Action Type: Special Education  Action Type: Title I Schoolwide</p>	<p>Melissa Blackburn,  Literacy Coach</p>	<p>Start: 07/01/2012  End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> <p>ACTION BUDGET:     \$</p>

<p>Teachers in Kindergarten through second grade will keep student folders throughout the year that will include writing samples and ELLA assessments. Folders will be revisited for progress each nine weeks to determine what is working, what should be revisited, and what should be improved. Action Type: Collaboration Action Type: Program Evaluation</p>	<p>Melissa Blackburn, Literacy Coach</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>The District will provide a research based pre-kindergarten program, in addition to the Arkansas Better Chance Program, coordinated by the Division of Childcare and Early Childhood Education and the Department of Human Services. This will include salaries/benefits for five full time (FTE 1.0) employees and three part-time employees who will fill out a time sheet for each day worked. The employees will work under the direction of the certified teacher and director to implement the preschool programs that will ensure preschoolers are ready for kindergarten and have the skills they need to be successful. The preschool program will be monitored and evaluated by</p>	<p>Tim Gardner</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> </ul>	<p>NSLA (State-281) - Employee Benefits: \$36619.96 NSLA (State-281) - Employee Salaries: \$126137.35</p> <hr/> <p>ACTION BUDGET: \$162757.31</p>

<p>The Division of Childcare and the Early Childhood Education Division of the Arkansas Department of Education. In order to ensure a smooth transition for preschool children who reach school-age, the elementary principal will collaborate with the preschool director about activities to familiarize the preschool students with the elementary campus. Preschool parents will also be invited to tour the elementary campus and meet with the elementary principal. Preschool children with disabilities will also be transitioned to school-age programs in the spring before they enroll in kindergarten. Action Type: Equity</p>				
<p>Students that are having trouble in the regular classroom will be using Reading Coach. This is a computer program that helps students with phonic, phonemic awareness, spelling, grammar, and writing. Students take a test and then the program set up the lessons the student will need to complete before moving on. Action Type: AIP/IRI Action Type: Technology Inclusion</p>	<p>Melissa Blackburn</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

Total Budget:	\$231346.79
---------------	-------------

Intervention: Implementation of Effective Literacy for grades 2-4.

Scientific Based Research: Literacy for the Twenty-First Century: A Balanced Approach. Tompkins, 2005. Publisher: Prentice Hall; 4th edition.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers in grades 2-4 will administer a writing prompt as a pre-assessment to determine a baseline for each student and a writing prompt as a post-assessment to determine growth. Action Type: Alignment Action Type: Equity Action Type: Special Education	Classroom teachers and Melissa Blackburn, Literacy Coach	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
The implementation of ELF components will be monitored by the principal and literacy coach to ensure that the scientifically based strategies are being used, and ELF components are aligned with the Arkansas Frameworks, the amount and quality of learning time to increase student achievement is evident, and strategies are being used to eliminate the achievement gap between various groups of students in each second grade classroom through fourth grade. Action Type: Equity Action Type: Professional Development Action Type: Title I Schoolwide	Melissa Blackburn, Literacy Coach	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Teachers in grades second through fourth grade will keep student folders throughout the year that will include writing samples. Folders will be revisited for progress each nine weeks to determine what is working, what should be revisited, and what should be improved. Action Type: Collaboration Action Type: Program Evaluation	Melissa Blackburn, Literacy Coach	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
To continue delivering effective strategies to students, teachers will attend follow-up sessions throughout the year to	Audrea King, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Outside Consultants</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$

<p>supplement the highly qualified status of the elementary staff. Co-op Literacy Specialist, Allyson Maxwell, is providing ELF training. Action Type: Professional Development</p>				
<p>Materials and supplies such as leveled books, big books, supplemental writing workbooks, shared reading kits, phonetic connections kits, accelerated reader supplies, etc. will be purchased to supplement the district's reading program. The materials and supplies will be used by students to coordinate and integrate services, to improve instruction, and increase student achievement. Action Type: Alignment Action Type: Equity Action Type: Title I Schoolwide</p>	<p>Melissa Blackburn, Literacy Specialist</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>In order to have on-going summative and formative evaluations between the baseline assessment and the post-test assessment, teachers will assign many weekly activities to monitor student progress and make changes, if necessary, to the teacher's delivery of the lesson to ensure the program has been implemented correctly. The teachers and the principal will use the Northeast Educational Cooperative as a resource if students do not make the expected gains on the writing samples. The building principal will conduct classroom walkthroughs, collect weekly lesson plans, and review student work samples to assess the effectiveness of the Effective Literacy program. Summative assessments will be conducted to monitor student progress. The program will be evaluated by the increase of students' reading levels in their classrooms. The</p>	<p>Audrea King, Principal</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>assessment tools will consist of Target Testing, ACTAAP, SAT-10, STAR,AR, and Dibels. Second grade showed a growth from 2.3-3.2, a growth of 0.9. Third grade showed a growth from 3.6-4.0, a growth of 0.4. Fourth grade showed a growth from 3.6-4.3, a growth of 0.7. The average goal was 0.7. The goal for 2012-2013 is an average growth of 1.0.</p> <p>Action Type: Professional Development  Action Type: Program Evaluation  Action Type: Special Education  Action Type: Title I Schoolwide</p>				
Total Budget:				\$0

Intervention: Implementation of Reading Recovery.

Scientific Based Research: Clay, Marie. (2001). Change Over Time In Children's Literacy Development. Heinemann: Portsmouth, NH. Miller, Debbie. (2002). Reading with Meaning. Stenhouse Publishers: Portland, MA.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>The district will employ a full-time certified Reading Recovery teacher (1 FTE) for first and second grades, in order to assist students that meet the criteria for the Reading Recovery program.</p> <p>Action Type: Equity</p>	<p>Tim Gardner, Superintendent</p>	<p>Start: 07/01/2012  End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>Central Office</li> </ul>	<p>Title I - Employee \$44100.00  Salaries:  Title I - Employee \$12046.71  Benefits:</p> <hr/> <p>ACTION BUDGET: \$56146.71</p>
<p>The teacher will attend conferences, workshops, and trainings to supplement the highly qualified status of this teacher in order to deliver the most effective strategies to students.</p> <p>Co-op Literacy Specialist, Sharon Gates, provides Reading Recovery professional development.</p> <p>Action Type:</p>	<p>Sue Speer, Reading Recovery Teacher</p>	<p>Start: 07/01/2012  End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>Outside Consultants</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

Professional Development				
The district will provide additional materials such as leveled books, pocket charts, etc. for the reading recovery program. Materials & supplies will be used by students to increase reading and writing skills. Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide	Keith Richey, Federal Programs Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• Teaching Aids</li> </ul>	Title I - Materials & Supplies: \$498.92 <hr/> ACTION BUDGET: \$498.92
Students that meet the criteria of the Reading Recovery program will be identified by the teacher and served. Action Type: Equity	Sue Speer, Reading Recovery Teacher	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• School Library</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> ACTION BUDGET: \$
The Reading Recovery teacher will administer a pre-test and a post-test to determine the progress of participating students. In between the pre and post tests, the reading recovery teacher will visit with classroom teachers to assess how the reading recovery students are progressing in the regular classroom. She will also review the DIBELS data to ensure growth in reading and to assess the effectiveness of the delivery of instruction. The data for the 2011-2012 school year showed at the beginning of the year the average level was 1 and at the end of the year the level was 15. This	Sue Speer, Reading Recovery Teacher	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<hr/> ACTION BUDGET: \$



shows a 14 point gain. The goal for 2012-2013 is a gain of 14 points. Action Type: Equity Action Type: Program Evaluation Action Type: Special Education Action Type: Title I Schoolwide				
The building principal will conduct classroom walkthroughs, review DIBELS data, and converse with general education teachers and the reading recovery teacher to assess the effectiveness of the reading recovery program to see what works, what should be revised, and what should be improved to increase student achievement. Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide	Audrea King, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$56645.63

Intervention: Implement the Accelerated Reader Program.				
Scientific Based Research: Accelerated Reader: Does It Work? If so, why? School Libraries from Canada. Krashen, 2002. Borman, G. D., & Dowling, N. M. (2004). Testing the Reading Renaissance program theory: A multilevel analysis of student and classroom effects on reading achievement. Madison: University of Wisconsin–Madison.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Diagnostic reports will be reviewed weekly by the literacy coach to ensure teachers and students are implementing the program correctly. Action Type: Collaboration Action Type: Special Education Action Type: Technology Inclusion	Melissa Blackburn, Literacy Specialist	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Computers</li> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The progress of students' reading scores on both the CRT and the NRT will be	Audrea King, Principal	Start: 07/01/2012 End:	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	ACTION \$

tracked. Parents will be informed through the School Report Card. Action Type: Collaboration Action Type: Parental Engagement		06/30/2013	<ul style="list-style-type: none"> <li>• Performance Assessments</li> </ul>	BUDGET:
The district will purchase accelerated reading library books, on-line web licences, etc. to use as a supplementary reading strategy to improve students reading skills and promote student achievement. Action Type: Technology Inclusion Action Type: Title I Schoolwide	Lena Hood, Elementary Librarian	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• School Library</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> ACTION BUDGET: \$
The Accelerated Reader Program will be evaluated by an obvious increase in student performance in reading fluency and comprehension skills in the general education classroom and examining the results of student progress on the diagnostic reports which tells how many quizzes the students are taking and at what percent they are successful on those quizzes. The diagnostic reports will be used by the classroom teacher to determine students' proficiency at current reading level. If adjustments need to be made, the teacher will assist the student in his/her acquisition to find the correct reading material. Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide	Melissa Blackburn, Literacy Coach	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• School Library</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Students will be recognized who achieve nine week goals in Accelerated Reader. Action Type: Collaboration Action Type: Special Education	Melissa Blackburn, Literacy Coach	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$

Students will take the STAR Assessment at the beginning of the school year to determine a baseline reading level. Action Type: Technology Inclusion	Literacy Teachers	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Performance Assessments</li> </ul>	<hr/> <b>ACTION BUDGET:</b> \$
The Accelerated Reading Program will be evaluated by looking at the gains made from the STAR pre-test to the STAR post-test. This data is from the STAR Growth Report. Our server crashed losing all of the STAR data for the year. The data we are using is from the AR program. Second grade showed a growth from grade placement 2.3-3.2, a growth of 0.9. Third grade showed a growth from 3.6-4.0, a growth of 0.4. Fourth grade showed a growth from 3.6-4.3, a growth of 0.7. Fifth grade showed a growth from 4.2-4.3, a growth of 0.1. Sixth grade showed a growth of 4.8-4.9, a growth of 0.1. The average growth was 0.44. Our goal for 2012-2013 is an average growth of 1.0. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation	Melissa Blackburn, Literacy Coach	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Computers</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	<hr/> <b>ACTION BUDGET:</b> \$
<b>Total Budget:</b>				<b>\$0</b>

Intervention: Implementation of a computer lab program for supplemental instruction in language arts.

Scientific Based Research: Haughland, Susan W. (2001-2004). Computers and Young Children. World of Education. Fletcher, G. (2006). Using technology to maintain competitiveness: How to get our groove back. The Journal.

Actions	Person Responsible	Timeline	Resources	Source of Funds
The district will employ a paraprofessional .5 FTE to oversee a computerized instructional lab in language arts for students in grades K-6. The paraprofessional will work under the direction of the classroom teacher so that students can receive additional instruction in the areas	Tim Gardner, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Central Office</li> </ul>	Title I - Employee \$7250.00 Salaries: Title I - Employee \$2538.96 Benefits: <hr/> <b>ACTION BUDGET:</b> \$9788.96

where they need additional tutoring. Action Type: Alignment Action Type: Equity Action Type: Technology Inclusion				
Student progress in literacy will be monitored by teachers using the Orchard computer software. Action Type: Title I Schoolwide	Audrea King, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
The computer lab manager will monitor student progress through the use of print-outs provided by computerized software. Computer activities to ensure that students who experience difficulty mastering the proficient or advanced levels of Arkansas Frameworks required by the state shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance. Teachers will collaborate with the computer lab manager to ensure quality individualized tutoring takes place. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion Action Type: Title I Schoolwide	Nikki Hood, Title I Paraprofessional	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Classroom teachers will analyze students' academic improvement plans in literacy and provide interventions to meet the needs of the students. Small group, individual, and	Melissa Blackburn, Literacy Coach	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<hr/> ACTION BUDGET: \$

<p>technology interventions will be made available as needed.  Action Type: AIP/IRI  Action Type: Collaboration  Action Type: Technology Inclusion  Action Type: Title I Schoolwide</p>				
<p>Letters will be sent to parents of students who were not proficient on the CRT. The letter will explain the rules and regulations put forth for additional instruction. Parents will be asked to attend parent teacher conferences to discuss the students' academic improvement plans.  Action Type: Collaboration  Action Type: Equity  Action Type: Parental Engagement  Action Type: Title I Schoolwide</p>	<p>Donna Morrison,  Counselor</p>	<p>Start:  07/01/2012  End:  06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Students will be evaluated regularly by the Orchard Software and teacher made assessments in the general education classroom as they progress through the computerized program. Teachers will collaborate with the computer manager to develop the overall instructional program in order to improve student achievement.  Action Type: AIP/IRI  Action Type: Alignment  Action Type: Equity  Action Type: Special Education  Action Type: Technology Inclusion  Action Type: Title I Schoolwide</p>	<p>Nikki Hood,  Title I Paraprofessional</p>	<p>Start:  07/01/2012  End:  06/30/2013</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Performance Assessments</li> <li>• Title Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>The computer lab manager will examine the results of the pre-test assessment of each student. Upon conferring</p>	<p>Nikki Hood,  Title I Paraprofessional</p>	<p>Start:  07/01/2012  End:  06/30/2013</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>with the classroom teacher, an individualized improvement/enrichment plan for each student will be implemented.  Action Type: Alignment  Action Type: Collaboration  Action Type: Special Education  Action Type: Technology Inclusion</p>		3		
<p>The program will be evaluated by examining the results of student progress in literacy as measured by the diagnostic printouts and by classroom progress. We discovered that all data from the previous year is lost when students are enrolled in new classes. So, we have no data from 2011-2012. In 2012-2013 we will use the Orchard on line test as a starting and ending period. The teachers will confer with Ms. Nikki Hood and utilize the availability of choosing lesson for their class where they are struggling.  Action Type: Program Evaluation</p>	Keith Richey, Federal Programs Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Central Office</li> </ul>	<hr/> ACTION BUDGET: \$
<p>Preschool students will be given a tour of the school and the computer lab during the last two weeks of the school year. The computer lab manager will give the preschoolers a short demonstration of what they will be learning in the computer lab when they start kindergarten. This tour and demonstration is done to ensure a smoother transition from preschool to kindergarten.  Action Type: Collaboration  Action Type: Special Education  Action Type: Technology</p>	Nikki Hood, Computer Lab Manager	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> ACTION BUDGET: \$

Inclusion Action Type: Title I Schoolwide				
Students in 4-6 grade will use ACHIEVE 3000 to help with non-fiction text. ACHIEVE 3000 is a computer program that is 100% non-fiction text. Students take a pre/post level set test to show achievement. Students read at their reading level from prereading to college ready. Action Type: Alignment Action Type: Technology Inclusion	Melissa Blackburn, Literacy Coach	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> <b>ACTION BUDGET:</b> \$
<b>Total Budget:</b>				<b>\$9788.96</b>

Intervention: Students in third through sixth grade are required to participate in Target Testing.

Scientific Based Research: Assessment for Learning: An Action Guide for School Leaders. Assessment Training Institute (2004)

Actions	Person Responsible	Timeline	Resources	Source of Funds
Analyze data from classroom walk throughs conducted by Literacy coach and administrators in order to enhance instruction for students. Classroom visits by the principal and literacy coach will ensure that scientifically based strategies are being used, the curriculum is aligned with the Arkansas Frameworks, the amount and quality of learning time to increase student achievement is evident, and strategies are being used to eliminate the achievement gap between various groups of students in each kindergarten through sixth grade classroom. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity	Audrea King, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	<hr/> <b>ACTION BUDGET:</b> \$

Action Type: Program Evaluation Action Type: Special Education Action Type: Title I Schoolwide				
Create, modify, and follow pacing guides in order to enhance instruction to students. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education	Audrea King, Principal Melissa Blackburn, Literacy Coach	Start: 07/01/2012 End: 06/30/2013		_____ ACTION BUDGET: \$
Administer and analyze data from periodic Target Testing assessments in order to determine what works, what should be revised, and what should be improved. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education Action Type: Title I Schoolwide	Classroom Teachers, Literacy Coach, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	_____ ACTION BUDGET: \$
Analyze data from state-mandated assessments with the help of the literacy coach in order to determine student needs Action Type: Collaboration Action Type: Program Evaluation	Classroom Teachers/ Literacy Coach/Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	_____ ACTION BUDGET: \$
The Target Testing Program will be evaluated to see if there is an increase in student achievement by comparing the pre-test scores to the post-test scores. The 2011-2012 data for Third grade is 33% on the pre-test and 51% on the post-test. Fourth	Audrea King, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Performance Assessments</li> </ul>	_____ ACTION BUDGET: \$



grade is 44% on the pre-test and 53% on the post-test. Fifth grade is 53% on the pre-test and 56% on the post-test. Sixth grade is 57% on the pre-test and 55% on the post-test. The average growth was 28%. Our goal for the 2012-2013 school year is to show growth. Action Type: Program Evaluation				
Students will take a pre-test, three formative assessments, and a post-test, and results will be used to assess students' academic needs and accomplishments. Action Type: Program Evaluation	Melissa Blackburn	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Performance Assessments</li> </ul>	Title I - Materials & Supplies: \$1250.00 <hr/> ACTION BUDGET: \$1250
Total Budget:				\$1250

Intervention: Implementation of Literacy Lab in Grades 5-6				
Scientific Based Research: Biancarosa, C., & Snow, C.E. (2006). Reading next-A vision for action and research in middle and high school literacy: A report to Carnegie Corporation of New York (2nd ed.). Washington, DC: Alliance for Excellent Education.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Literacy teachers in fifth and sixth grades will attend Literacy Lab training in order to enhance and increase student literacy levels. Action Type: Collaboration Action Type: Professional Development	Audrea King, Principal Melissa Blackburn, Literacy Coach	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Outside Consultants</li> </ul>	<hr/> ACTION BUDGET: \$
Evaluate and update Literacy Lab effectiveness by using various assessments including accelerated reader, STAR, student reading levels, AR, and performance in the classroom. Fifth grade showed a growth from 4.2-4.3, a growth of 0.1. Sixth grade showed a growth of 4.8-4.9, a growth of 0.1. The average growth was 0.1. Our goal for 2012-2013 is to show growth. Action Type: Collaboration Action Type: Program	Melissa Blackburn, Literacy Coach	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$

Evaluation				
<p>Literacy teachers in grades fifth and sixth will evaluate and update Literacy Lab strategies taught to students by various assessments including Benchmark Test, SAT-10 scores, Target Testing, and student grades. Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education</p>	<p>Audrea King, Principal Melissa Blackburn, Literacy Coach</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Literacy Lab ideology will be infused into the literacy program in order to increase student achievement in the area of literacy. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education</p>	<p>Melissa Blackburn, Literacy Coach</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>In order to have on-going summative and formative evaluations between the pre-test assessment and the post-test assessment, teachers will assign weekly writing activities to monitor student progress and make changes, if necessary, to the teacher's delivery of the lesson to ensure the program has been implemented correctly. The teachers and the principal will use the Northeast Educational Cooperative as a resource if students do not make the necessary gains on the writing samples. The building principal will conduct classroom walkthroughs, collect weekly lesson plans, and student work samples to assess the effectiveness of the Lit Lab program. Summative assessments will be conducted to monitor student progress. The assessment tools will consist of Target Testing, ACTAAP, and SAT-10. Action Type: Professional Development Action Type: Program Evaluation</p>	<p>Audrea King, Principal</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

Action Type: Special Education Action Type: Title I Action Type: Schoolwide				
Teachers in grades fifth and sixth will keep student folders throughout the year that will include writing samples. Folders will be revisited for progress each nine weeks to determine what is working, what should be revisited, and what should be improved. Action Type: Collaboration Action Type: Program Action Type: Evaluation	Melissa Blackburn, Literacy Coach	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Provide a quality parental involvement program.

Scientific Based Research: Jesse, Dan. (2004). McREL: Increasing parental involvement: a key to student achievement.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide professional development in parental involvement. Action Type: Parental Engagement Action Type: Professional Development	Lorie Long, Parental Involvement Coordinator	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
Evaluate the effectiveness of the parental involvement plan by analyzing the number of parents participating in programs like Parent Involvement Meetings, and Open House to increase student achievement. Data will be collected to determine the percentage of parent participation by grade. The percentage of parental involvement for 2011-2012 was 55%. The goal for the 2012-2013 is 75%. Action Type: Parental Engagement Action Type: Program Evaluation	Lorie Long, Parental Involvement Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	ACTION BUDGET: \$
A parent involvement coordinator will oversee the parental engagement activities for the district. Action Type: Parental Engagement	Lorie Long, Parental Involvement Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	ACTION BUDGET: \$

Action Type: Title I Schoolwide				
<p>A school-parent compact will be developed jointly with parents of children in the school district that describes how the school staff, parents, and students will share the responsibility for improved student academic achievement and to explain how an effective school partnership will be developed. The district will communicate the responsibilities of the school and the parent by sending a School/Parent Compact home. A copy of the compact will be kept on file.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Lorie Long, Parental Involvement Coordinator	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Parents will be encouraged to attend "Parent Involvement" meetings. Parents will be informed of what students will be learning, how students will be assessed, what parents should expect for their child's education, and how parents can assist in his or her child's learning to make a difference. The Parent Involvement Policy will be explained to parents with time allowed for parental input and discussion. Before school starts each year, the parent involvement coordinator will meet with the faculty and administration to discuss how our parent program can be revised and improved. Parent surveys will be discussed along with last year's parent participation in Parent Involvement Meetings.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development</p>	Lorie Long, Parental Involvement Coordinator	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>Action Type: Program Evaluation Action Type: Title I Schoolwide</p>				
<p>A Parent Center will be available for parents to use in order to participate in their child's education. Informational packets will be provided which include grade level expectations; how to get involved in parent organizations; the school's parental involvement program/plan; the recommended role of the parent, student, teachers and school; ways for the parent to become involved in the school and his or her child's education; a survey for the parent regarding volunteering at the school; activities planned throughout the year; and a system to allow the parents and teachers to communicate in a regular, two-way meaningful manner with the child's teacher and principal. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	<p>Lorie Long, Parental Involvement Coordinator</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• School Library</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Parents will be given an opportunity at the beginning of the school year to voice concerns dealing with the student handbook. They will also become familiar with the process for resolving parental concerns outlined in the handbook. Parents will be informed of their right to be involved in planning, reviewing, and the improvement of the parent programs. They will be invited to call the principal and set up an appointment any time throughout the school year to discuss any concerns they might have. Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Audrea King, Principal</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

Action Type: Title I Schoolwide				
Continue the use of a school-wide, server-based, gradebook software, Gradequick, that works in conjunction with APSCN. This software allows teachers to track grades and attendance, and during the 2009-2010 school year, post information to the internet where parents and students, with the appropriate password, can access information about grades and attendance, as well as, present future assignments. Action Type: Parental Engagement Action Type: Technology Inclusion	Tamara Carr, Technology Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> ACTION BUDGET: \$
A volunteer resource book will be on hand in the parent center. A list of volunteers will be available for the school staff to use. Action Type: Parental Engagement	Lorie Long, Parental Involvement Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Open House will be held before the first week of school to enable parents an opportunity to meet their child's new teacher. Parents will also be given a description and explanation of the curriculum used in the school, types of assessment, and proficiency levels. This is also the time where teachers will collect phone numbers and addresses so that parents can be contacted through out the year. Action Type: Collaboration Action Type: Parental Engagement	Audrea King, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Provide educational materials and supplies for parents to check out from the Parent Center and use at home to help their children improve academic achievement. Examples of materials are: flash cards, manipulatives, games. Action Type: Parental	Lorie Long, Parental Involvement Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Teaching Aids</li> </ul>	<hr/> ACTION BUDGET: \$

Engagement Action Type: Special Education				
<p>To retain a staff of highly qualified teachers and to address academic problems in literacy, the district will adhere to the professional development law. Teachers will receive a minimum of 60 hours of professional development including 2 hours of parental involvement inservice, 6 hours of technology inservice, and 2 hours of Arkansas History if they teach Arkansas History. Administrators will receive 3 hours of parental involvement inservice. Northeast Arkansas Coop helps us with our parental involvement inservice.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion</p>	Keith Richey, Federal Programs Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>The Watch Dog Dad Program will be implemented in order to encourage more fathers to participate in the educational process. Dads will be invited to the school for a meeting to discuss ways they can help in the elementary building to ensure the success of the program.</p> <p>Action Type: Parental Engagement</p>	Audrea King, Principal	Start: 07/01/2012 End: 06/30/2013		<hr/> <p>ACTION BUDGET: \$</p>
<p>Provide instruction to parents on how to incorporate developmentally appropriate learning activities in the home environment. Activities could include role play and demonstration by trained volunteers, use of and access to Department of Education website tools for parents, assistance with nutritional meal planning and preparation, and other strategies or curricula</p>	Lorie Long, Parental Involvement Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

developed or acquired by the district for at-home parental instruction approved by the Department of Education. Action Type: Collaboration Action Type: Parental Engagement				
Provide instruction to parents on how to incorporate developmentally appropriate learning activities in the home environment. Activities could include role play and demonstration by trained volunteers, use of and access to Department of Education website tools for parents, assistance with nutritional meal planning and preparation, and other strategies or curricula developed or acquired by the district for at-home parental instruction approved by the Department of Education. Action Type: Collaboration Action Type: Parental Engagement	Lorie Long, Parental Involvement Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Information will be provided to parents at parent/teacher conferences which include the district's commitment to parental involvement and tips on how the parents can foster their child's success. Ways that parents can be involved in decisions will also be discussed with an explanation of the student handbook explaining the school's process for resolving parental concerns. Action Type: Collaboration Action Type: Parental Engagement	Audrea King, Principal and Bill Muse, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
During staff meetings teachers, principals and other staff members will be educated on the importance of effective communication, value, and utility of contributions of parents. Action Type: Parental Engagement Action Type: Professional	Audrea King, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$



Development				
All parent involvement programs and activities will be coordinated and integrated, especially with the high school so that programs do not conflict with one another forcing parents to choose. Action Type: Parental Engagement	Audrea King, Principal and Bill Muse, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
All information related to school and parent programs will be sent to parents in a language parents can understand. Action Type: Parental Engagement	Audrea King, Principal and Keith Richey, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Provide needed support for parent involvement activities as parents may request. Action Type: Parental Engagement	Lorie Long, Parental Involvement Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Response to Intervention (RTI)

Scientific Based Research: The three tier model of identifying learning disabilities: Vritical program features and system issues. Paper presented at the National Research Center on Learning Disabilities Responsiveness-to-Intervention Symposium, Kansas City, MO. Wright, J. (2005, Summer). Five interventions that work. NAESP Leadership Compass, 2(4) pp.1,6.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Intervention resources will be organized into 3 tiers using both the "problem solving" and "standard protocol" methods: Tier 1 will include universal strategies for all children provided in the regular classroom (i.e. reteaching, using one-on-one, or small group instruction). Tier 2- Interventions individualized to the needs of students at-risk for learning or behavioral issues will be provided instruction in small groups using scientifically valid strategies with frequent progress monitoring. Tier 3 - Intensive	Audrea King, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$

<p>student support with referral for Special Education Services complete with Parent conference and consent.</p> <p>Action Type: AIP/IRI</p> <p>Action Type: Collaboration</p> <p>Action Type: Equity</p> <p>Action Type: Parental Engagement</p> <p>Action Type: Special Education</p>				
<p>Parent Engagement. If a student demonstrates a need for RTI, the parent will be kept informed of their child's involvement in the prescriptive tiers by a letter from the multidisciplinary team.</p> <p>Action Type: AIP/IRI</p> <p>Action Type: Collaboration</p> <p>Action Type: Parental Engagement</p> <p>Action Type: Special Education</p>	Audrea King, Principal	<p>Start: 07/01/2012</p> <p>End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Professional Development and Teacher Decision. Teachers will be trained in the Response to Intervention model during both pre-service professional development and an on-going process through out the school year with a book study.</p> <p>Action Type: Collaboration</p> <p>Action Type: Professional Development</p>	Audrea King, Principal	<p>Start: 07/01/2012</p> <p>End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Schoolwide Reform Strategies--Flexible Response to Struggling Learners. As soon as a student demonstrates that they require more assistance, the classroom teacher puts Tier 1 (universal) interventions into place and monitors the students performance.</p>	Classroom teachers/Principal	<p>Start: 07/01/2012</p> <p>End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

If the student fails to make adequate progress with Tier 1, the teacher refers that student to the multidisciplinary team for Tier 2 interventions. Tier 2 requires more individualized instruction and specific interventions that will be put in place for the student. Progress monitoring will be continued and if the student fails to make adequate progress over a reasonable period of time (four weeks) the student is referred back to the multidisciplinary team for referral to Tier 3, special education evaluation. Parent are kept informed of their child's progress through RTI tiers. This is the first year of implementing; therefore, this is the first year to collect data. To determine effectiveness of RTI, we will provide a correlation between students receiving RTI interventions and the students that are actually referred for special education testing. In the 2009-2010 school year seven students went through the response to intervention process. 43% (three students) of those that went through the response to intervention process were referred for further special education testing. Two of the three that were tested through special education qualified for additional services, the other one was placed on a 504 educational plan. 57% (four students) remained in

--

--

--

--

<p>classroom with no special education testing. One of those students remained in regular class with no additional assistance, One student was retained and two of those students were placed on 504 educational plans. In the 2010-2011 school year ten students went through the response to intervention process. there were 7 of 10 students that were referred for further testing through special education after going through the interventions. Seven students were placed for special education services.</p> <p>Action Type: AIP/IRI  Action Type: Collaboration  Action Type: Equity  Action Type: Parental Engagement  Action Type: Special Education  Action Type: Technology Inclusion</p>				
Total Budget:				\$0

Priority 2: Improve math achievement

1. The 2005-2006 school year was the first year for the Third Grade Benchmark Exam. In 2005-2006, 79% of combined students scored proficient or advanced on the Third Grade Benchmark Exam; 79% of Caucasian students scored proficient or above proficient; 64% of Socio Economic Deprived students scored proficient or above proficient; 22% of Students with Disabilities scored proficient or above proficient. The lowest identified area for the combined population, Caucasian students, and Socio Economic Deprived students was the open reSponse questions on the Algebra section of the exam. The lowest identified areas for Students with Disabilities were the open response questions on the Measurement section of the exam and the multiple choice questions on the Number and Operations section of the exam. In 2006-2007, 76% of the Combined population scored proficient or advanced on the Third Grade Benchmark Exam. 78% of the Caucasian population scored proficient or advanced on the Third Grade Benchmark Exam. 40% of Students with Disabilities scored proficient or advanced on the Third Grade Benchmark Exam. 69% of Socio Economic Deprived scored proficient or advanced. The lowest areas for the Combined population was geometry, measurement and data analysis/probability in open response. The lowest areas for the Caucasian population were geometry, measurement and data/analysis in open response. The lowest areas for Students with Disabilities are numbers/operations, algebra, geometry, measurement and data analysis/probability in multiple choice and open response. The lowest are of Socio Economic Deprived, measurement and data analysis/probability. Grade 3 Benchmark Exam 2007-2008: 88.4% of the

Supporting Data:

Combined population scored proficient or advanced; 88.4% of Caucasian population scored proficient or advanced; 84.6% of Economically Disadvantaged population scored proficient or advanced; 42.9% of Students with Disabilities population scored proficient or advanced. The lowest identified area for the Combined population was geometry in open response. The lowest identified area for the Caucasian population was geometry in open response. The lowest identified area for the Economically Disadvantaged population was geometry in open response. The lowest identified area for the Students with Disabilities population was geometry in open response. Grade 3 Benchmark Exam 2011-12; 72% of combined students scored proficient or advanced; 65% of Economically Disadvantaged scored proficient or advanced; and 25% if Students with Disabilities scored proficient or advanced. The lowest identified areas were multiple choice algebra and geometry, and open response data analysis and probability.

2. In 2005-2006, 57% of combined students scored proficient or advanced on the Fourth Grade Benchmark Exam; 100% of Asian Pacific Islander students scored proficient or above proficient; 100% of Hispanic students scored proficient or above proficient; 57% of Caucasian students scored proficient or above proficient; 39% of Socio Economic Deprived students scored proficient or above proficient; 33% of Students with Disabilities scored proficient or above proficient. The lowest identified area for the combined population, Caucasian students, and Socio Economic Deprived students was the open response questions on the Measurement section of the exam. The lowest identified areas for the Students with Disabilities were the open response questions of the Number and Operations and Measurement section of the exam. In 2006-2007, 56% of the Combined population scored proficient or advanced on the Fourth Grade Benchmark Exam. 56% of the Caucasian population scored proficient or advanced on the Fourth Grade Benchmark Exam. 14% of Students with Disabilities scored proficient or advanced on the Fourth Grade Benchmark Exam. 51% of Socio Economic Deprived population scored proficient or advanced on the Fourth Grade Benchmark Exam. The lowest area for the Combined population was open response in measurement and data analysis/probability. The lowest area for the Caucasian population was open response in measurement and data analysis/probability. The lowest area for Students with Disabilities was number/operations, algebra, geometry, measurement and data analysis/probability in multiple choice and open response. The lowest area for Socio Economic Deprived was measurement and data analysis/probability. Grade 4 Benchmark Exam 2007-2008: 76.5% of Combined population scored proficient or advanced; 0% of Hispanic population scored proficient or advanced; 78% of Caucasian population scored proficient or advanced; 71.4% of Economically Disadvantaged population scored proficient or advanced; 12.5% of Students with Disabilities scored proficient or advanced. The lowest identified area for the Combined population was measurement in open response. The lowest identified areas for the Hispanic population were data analysis and probability in open response. The lowest identified area for the Caucasian population was measurement in open response. The lowest identified area for Economically Disadvantaged population was measurement in open response. The Grade 4 Benchmark Exam 2011-12; 81% of combined students scored proficient or advanced; 82% of Economically Disadvantaged students scored proficient or advanced, and 29% of Students with Disabilities scored proficient or advanced. The lowest identified areas were multiple choice in measurement and open response in algebra.
3. The 2005-2006 school year was the first year for the Fifth Grade Benchmark Exam. In 2005-2006, 45% of combined students scored proficient or advanced on the Fifth Grade Benchmark; 45% of Caucasian students proficient or above proficient; 32% of Socio Economic Deprived students scored proficient and above proficient; 16% of Students with Disabilities scored proficient and above proficient. The lowest identified areas for the combined population, Caucasian students, and Socio Economic Deprived Students were the open response questions on the Geometry, Measurement, and Data Analysis and Probability section of the exam. The lowest identified areas for the Students with Disabilities were the open response questions on the Geometry and Measurement section of the exam. In 2006-2007, 54% of the Combined population scored proficient or advanced on the Fifth Grade Benchmark

Exam. 55% of Caucasian population scored proficient or advanced on the Fifth Grade Benchmark Exam. 100% of Asian/Pacific Islander population scored proficient or advanced on the Fifth Grade Benchmark Exam. 14% of Students with Disabilities scored proficient or advanced on the Fifth Grade Benchmark Exam. 67% of Socio Economic Deprived population scored proficient or advanced on the Fifth Grade Benchmark Exam. The lowest area for the Combined population was open response in number/operations, geometry and data analysis/probability. The lowest area for the Caucasian population was open response in number/operations, geometry, and data analysis/probability. The lowest area for the Asian/Pacific Islander was open response in geometry and data analysis/probability. The lowest area for Student with Disabilities was multiple choice/open response in numbers/operations, algebra, geometry, measurement and data analysis/probability. The lowest area for Socio Economic Deprived populations was data analysis, numbers/operations, algebra. Grade 5 Benchmark Exam 2007-2008: 54.2% of Combined population scored proficient or advanced; 54.2% of Caucasian population scored proficient or advanced; 40.7% of Economically Disadvantaged population scored proficient or advanced; 12.5% of Students with Disabilities scored proficient or advanced. The lowest identified area for the Combined population was data analysis & probability in open response. The lowest identified area for the Caucasian population was data analysis & probability in open response. The lowest identified area for the Hispanic population was geometry in open response. The lowest identified area for the Economically Disadvantaged population was data analysis & probability in open response. The lowest identified area for the Students with Disabilities population was algebra in open response. Grade 5 Benchmark Exam 2011-12; 69% of combined students scored proficient or advanced; 67% of Economically Disadvantaged students scored proficient or advanced, 11% of Students with Disabilities scored proficient or advanced. The lowest identified areas were multiple choice numbers and operations and open response geometry.

4. In 2005-2006, 52% of combined students scored proficient or advanced on Sixth Grade Benchmark Exam; 0% of Hispanic students scored proficient and above proficient; 53% of Caucasian students scored proficient or above proficient; 33% of Socio Economic Deprived students scored proficient or above proficient; 0% of Students with Disabilities scored proficient or above proficient. The lowest identified area for the combined population, Caucasian students, Hispanic students, and Socio Economic Deprived students was the open response questions on the Number and Operations section of the exam. The lowest areas for Students with Disabilities were the open response questions on the Measurement, Geometry, Algebra, and Number and Operations section of the exam. In 2006-2007, 60% of the Combined population scored proficient or advanced on the Sixth Grade Benchmark Exam. 60% of the Caucasian population scored proficient or advanced on the Sixth Grade Benchmark Exam. 11% of Students with Disabilities scored proficient or advanced on the Sixth Grade Benchmark Exam. 53% of the Socio Economic Deprived population scored proficient or advanced on the Sixth Grade Benchmark Exam. The lowest area for the Combined population was open response in algebra and geometry. The lowest area for the Caucasian population was open response for in algebra and geometry. The lowest area for Students with Disabilities was open response in number/operations, algebra, geometry, measurement and data analysis/probability. The lowest area for the Socio Economic Deprived population is data analysis/probability, algebra, geometry, numbers/operations and measurement. Grade 6 Benchmark Exam 2007-2008: 68.3% of Combined population scored proficient or advanced; 100% of Hispanic population scored proficient or advanced; 66.7% of Caucasian population scored proficient or advanced; 57.1% of Economically Disadvantaged population scored proficient or advanced; 0% of Students with Disabilities scored proficient or advanced. Grade 6 Benchmark Exam 2011-12; 66% of combined students scored proficient or advanced; 68% of Economically Disadvantaged students scored proficient or advanced; and 0% of Students with Disabilities scored proficient or advanced. The lowest identified areas were multiple choice algebra and open response data analysis and probability.
5. In 2004-2005 kindergarten scored at the 70th percentile on the ITBS, the first

grade at the 51st percentile, the second grade at the 57th percentile, the third grade at the 47th percentile, the fourth grade at the 54th percentile, the fifth grade at the 64th percentile, and the sixth grade at the 54th percentile. In 2005-2006, kindergarten scored at the 71st percentile, first grade scored at the 69th percentile, and second grade scored at the 75th percentile on the Iowa Test of Basic Skills. We do not have test data for grades three through six because of the April 2, 2006 tornado that devastated our school. We were granted a waiver from the State Board of Education for these tests. In 2006-2007, kindergarten scored at the 71st percentile, first grade scored at the 70th percentile, and second grade scored at the 72nd percentile, third grade scored at the 52nd percentile in math, fourth grade scored at the 54th percentile, fifth grade scored at the 55th percentile, sixth grade scored at the 42nd percentile. There was no score report for kindergarten in 2007-2008. In 2011-2012 the Elementary School took the Iowa Test of Basic Skills. The first grade scored at the 55th percentile in math. The second grade scored at the 67th percentile in math. The third grade scored at the 49th percentile in math. The fourth grade scored at the 56th percentile in math. The fifth grade scored at the 49th percentile in math. The sixth grade scored at the 53rd percentile in math.

6. In 2002-2003 the elementary attendance rate was 94.7%. In 2003-2004 the elementary attendance rate was 94.1%. In 2004-2005 the elementary attendance rate was 95.6%. In 2005-2006 the elementary attendance rate was 94%. In 2006-2007 the elementary attendance rate was 95.1%. In 2007-2008 the elementary attendance rate was 93.8%. In 2007-2008 the elementary attendance rate was 93.8%. In 2008-2009 the elementary attendance rate was 94.6%. In 2009-2010 the elementary attendance rate was 93.4%. In 2010-2011 the elementary attendance rate was 93.4%.

Goal All students will demonstrate an improvement in mathematics skills.

Benchmark Benchmark 1: Students will meet AMO standards for performance and growth set by the Arkansas Department of Education. The Marmaduke Elementary School met the criteria for a Needs Improvement School In Math for the 2012 test data. The following test data will be presented in the school performance level/percentage required to meet AMO format. The only area in which the school met the AMO standards was for Students with Disabilities with 22.22/20.55 for performance and 22.22/21.43 for growth. All Students were at 71.65/7.86 for performance and 53.74/64.75 for growth. The Targeted Achievement Gap Group (GAPP) were at 67.44/71.15 for performance and 51.09/58.49 for performance. The three year performance for the All Students group was 72.93/76.86 and the three year growth for All Students was 56.63/64.75. The three year performance for the TAGG was 67.21/71.15. The three year growth for TAGG was 53.47/58.49. The Economically Disadvantaged subgroup scored 70.49/74.39 for performance and 51.72/60.98 for growth.

Intervention: Implement CGI methods and strategies into the mathematics curriculum for all classes Kindergarten through sixth grade.

Scientific Based Research: Extending Children's Mathematics, Empson and Levi, 2011. Childrens Mathematics/Cognitively Guided Instruction, Carpenter, Fennema, Franke, Levi, and Empson, 1999. Thinking Mathematically: Integrating Arithmetic & Algebra in Elementary School, Carpenter, Franke, Levi, 2003. Number Sense Routines: Building Numerical Literacy Every Day in Grades K-3, Shumway and West, 2011.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will employ Cognitively Guided Instructional strategies and methods in grades kindergarten through sixth grade. The building principal will monitor to ensure the	Audrea King, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$

<p>program is being utilized and that the Common Core State Standards for Mathematics are being emphasized and to ensure that student proficiency levels are being increased.  Action Type: Alignment  Action Type: Equity  Action Type: Special Education  Action Type: Title I Schoolwide</p>				
<p>Teachers will document the Common Core State Standards for Mathematics as the standards are included in daily math lessons.  Action Type: Alignment  Action Type: Equity</p>	<p>Audrea King, Principal</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Cognitively Guided instructional methods will be evaluated using the results of student progress as they advance through the series, and through target testing results, and the results of the CRT. The 2011-2012 testing results are as follows. The Kindergarten pre/post test indicates a 21 percentage point gain. The 1st grade pre/post test indicates a 27 percentage point gain. The 2nd grade pre/post tests indicate a 29 percentage point gain. The 3rd grade pre/post test indicates a 17 percentage point gain. The 4th grade pre/post test</p>	<p>Lisa Hargrave, Math Coach</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>



<p>indicates a 10 percentage point gain. The 5th grade pre/post test indicates a 9 percentage point gain. The 6th grade pre/post test indicates an 8 percentage point gain. The 7th grade pre/post test indicates a 5 percentage point gain. The 8th grade pre/post test indicates a 12 percentage point gain. The CRT results for 3rd grade indicate a loss of 7 percentage points. The CRT results for 4th grade indicate a gain of 3 percentage points. The CRT results for 5th grade indicate a loss of 4 percentage points. The CRT results for 6th grade indicate a loss of 4 percentage points. In 2011-2012, gains were not made at all grade levels. Therefore, the math coach will conference with each teacher and analyze the formative assessment data and the data from state-mandated assessments in order to prescribe interventions designed to increase student achievement. Action Type: Program Evaluation</p>				
<p>The district will purchase additional materials and supplies such as manipulatives, supplemental math workbooks, etc. to support Cognitively Guided Instruction strategies and methods for</p>	<p>Lisa Hargrave, Math Coach</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>Title I - Materials &amp; \$9150.00 Supplies:</p> <hr/> <p>ACTION BUDGET:           \$9150</p>

<p>mathematics in order to enhance student learning. The materials and supplies will be used by students to coordinate and integrate services to improve instruction and increase student achievement.  Action Type: Alignment  Action Type: Equity  Action Type: Special Education</p>				
<p>The district will employ a math coach to provide additional instruction for teachers in grades k-6, in order to provide students with most effective strategies that will increase student math skills. The math coach will provide high quality professional development directed to the areas that need improvement according to the school's data to all teachers to enhance teaching strategies in order to provide students with the most effective standards-based approach that increases student achievement.  Action Type: Alignment  Action Type: Collaboration  Action Type: Equity  Action Type: Professional Development  Action Type: Special Education</p>	<p>Tim Gardner, Superintendent</p>	<p>Start: 07/01/2012  End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<p>Title I - Employee \$48742.11  Salaries:  Title I - Employee \$13106.93  Benefits:</p> <hr/> <p>ACTION BUDGET: \$61849.04</p>
<p>Utilize the Math Coach to provide a mentoring program for teachers to increase student achievement. The</p>	<p>Lisa Hargrave, Math Coach</p>	<p>Start: 07/01/2012  End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>program will include training on data disaggregation, curriculum alignment, and model teaching strategies.</p> <p>Action Type: AIP/IRI</p> <p>Action Type: Alignment</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>Action Type: Title I Schoolwide</p>			<ul style="list-style-type: none"> <li>Teaching Aids</li> </ul>	
<p>Teachers and Math Coach will attend workshops and training sessions on CGI methods and strategies for Mathematics to stay informed on current mathematics instructional strategies.</p> <p>Action Type: Professional Development</p>	<p>Audrea King, Principal</p>	<p>Start: 07/01/2012</p> <p>End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$70999.04</p>

Intervention: Maintenance of a computer lab program for supplemental instruction in mathematics.

Scientific Based Research: Haughland, Susan W. (2001-2004). Computers and Young Children. World of Education. Fletcher, G. (2006). Using technology to maintain competitiveness: How to get our groove back. The Journal.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>The district will employ a paraprofessional .5 FTE to provide supplemental instruction in mathematics for students in grades K-6 through computerized instruction. The paraprofessional will work under the direction of the classroom teacher so</p>	<p>Tim Gardner, Superintendent</p>	<p>Start: 07/01/2012</p> <p>End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>Central Office</li> </ul>	<p>Title I - Employee \$7250.00</p> <p>Salaries:</p> <p>Title I - Employee \$2538.95</p> <p>Benefits:</p> <hr/> <p>ACTION BUDGET: \$9788.95</p>

<p>that students can receive additional instruction in the areas where they need additional tutoring. Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>				
<p>The paraprofessional will attend conferences, workshops, and trainings provided by the co-op specialists and state specialists dealing with the software and its implementation to ensure correct program usage and knowledge to meet the students' needs. Action Type: Professional Development</p>	<p>Tim Gardner, Superintendent</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Outside Consultants</li> <li>• Teaching Aids</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>Students will be evaluated regularly by the Orchard Software and teacher made assessments in the general education classroom as they progress through the computerized program. Teachers will collaborate with the computer manager to develop the overall instructional program in order to improve student achievement.</p> <p>Action Type: AIP/IRI  Action Type: Alignment  Action Type: Collaboration  Action Type: Equity  Action Type: Program Evaluation  Action Type: Special Education  Action Type: Technology Inclusion  Action Type: Title I Schoolwide</p>	<p>Audrea King, Principal</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Teachers</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>The computer lab manager will monitor student progress through the use of print-outs provided by computerized software. Computer activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the Common Core State Standards as required by the state shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base</p>	<p>Nikki Hood, Title I Paraprofessional</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>

<p>effective assistance. Teachers will collaborate with the computer lab manager to ensure quality individualized tutoring takes place.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>				
<p>Classroom teachers will analyze students' academic improvement plans in math and provide intervention to meet the needs of the students. Small group, individual, and technology interventions will be made available as needed.</p> <p>Action Type: AIP/IRI Action Type: Collaboration Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Lisa Hargrave, Math Coach, Math Teachers</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Letters will be sent to parents of students who were not proficient on the CRT. The letter will explain the rules and regulations put forth for additional instruction. Parents will be asked to attend parent teacher conferences to discuss the students' academic improvement plans.</p> <p>Action Type: AIP/IRI Action Type: Parental Engagement</p>	<p>Donna Morrison, Counselor</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Students will be evaluated regularly</p>	<p>Nikki Hood, Title I</p>	<p>Start: 07/01/2012</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Performance</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>

<p>by the Orchard Software and classroom assessments as they progress through the computerized program to monitor the effectiveness of the computer lab.  Action Type: Equity  Action Type: Special Education  Action Type: Technology Inclusion</p>	<p>Paraprofessional</p>	<p>End:  06/30/2013</p>	<p>Assessments</p> <ul style="list-style-type: none"> <li>• Title Teachers</li> </ul>	
<p>The computer lab manager will provide copies of Pre-test and Post-test results to each classroom teacher. Upon conferring with the classroom teacher, an individualized education plan for computer remediation and supplemental computer instructionn for each student will be implemented.  Action Type: Alignment  Action Type: Special Education  Action Type: Technology Inclusion</p>	<p>Nikki Hood, Title I Paraprofessional</p>	<p>Start:  07/01/2012  End:  06/30/2013</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>The computer lab program will be evaluated by examining the results of the scores of the students' progress as measured by the diagnostic printouts and by classroom progress. The 2011-2012 elementary pre-test average score was 48.3% and the post-test average score was 69.7%. The data shows a gain of 21.4 percentage points. The computer lab monitor will conference with</p>	<p>Keith Richey, Federal Programs Coordinator</p>	<p>Start:  07/01/2012  End:  06/30/2013</p>	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• District Staff</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>

classroom teachers to coordinate computer activities with classroom lesson plans. Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide				
22 computers will be purchased and distributed to classrooms to ensure every student is provided with the most up to date learning opportunities. Action Type: Technology Inclusion	Keith Richey, Federal Programs	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Computers</li> </ul>	Title VI State - Materials \$14598.85 & Supplies: Title I - Materials \$5401.15 & Supplies: <hr/> ACTION BUDGET: \$20000
Additional math remediation and enrichment will be available through the web-based program TenMarks. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Technology Inclusion	Classroom Teachers	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Total Budget:				\$29788.95
Intervention: Daily use of student centered instruction and Cognitively Guided Instructional strategies to support Common Core State Standards in Mathematics				
Scientific Based Research: Van De Walle, John A., Elementary & Middle School Mathematics: Teaching Developmentally, Fifth Edition. Allen & Bacon., 2005. Van De Walle, John A., Lovin, Louann H., Teaching Student-Centered Mathematics. Pearson, 2006. Extending Children's Mathematics, Empson and Levi, 2011. Childrens Mathematics/Cognitively Guided Instruction, Carpenter, Fennema, Franke, Levi, and Empson, 1999. Thinking Mathematically: Integrating Arithmetic & Algebra in Elementary School, Carpenter, Franke, Levi, 2003. Number Sense Routines: Building Numerical Literacy Every Day in Grades K-3, Shumway and West, 2011.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Math teachers will attend Cognitively Guided Instruction for mathematics training in order to develop strategies to increase student understanding and achievement in math. Action Type: Collaboration Action Type: Professional Development	Lisa Hargrave, Math Coach	Start: 07/01/2012 End: 06/30/2013		<hr/> ACTION BUDGET: \$



<p>Evaluate and adjust CGI mathematics instructional strategies using various assessment indicators including Benchmark test scores, formative assessment scores, and student grades. The 2011-2012 testing results are as follows. The Kindergarten pre/post test indicates a 21 percentage point gain. The 1st grade pre/post test indicates a 27 percentage point gain. The 2nd grade pre/post tests indicate a 29 percentage point gain. The 3rd grade pre/post test indicates a 17 percentage point gain. The 4th grade pre/post test indicates a 10 percentage point gain. The 5th grade pre/post test indicates a 9 percentage point gain. The 6th grade pre/post test indicates an 8 percentage point gain. The 7th grade pre/post test indicates a 5 percentage point gain. The 8th grade pre/post test indicates a 12 percentage point gain. The CRT results for 3rd grade indicate a loss of 7 percentage points. The CRT results for 4th grade indicate a gain of 3 percentage points. The CRT results for 5th grade indicate a loss of 4 percentage points. The CRT results for 6th grade indicate a loss of 4 percentage points. In 2011-2012, gains were not made at all grade levels. Therefore, the math coach will conference with each teacher and analyze the formative assessment data and the data from state-mandated assessments in order to prescribe interventions designed to increase student achievement.</p> <p>Action Type: Collaboration  Action Type: Equity  Action Type: Program Evaluation  Action Type: Special Education</p>	<p>Audrea King, Principal, Lisa Hargrave, Math Coach</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>		<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Cognitively Guided ideology will be infused into the Common Core State Standards based math curriculum to increase student understanding and achievement.</p> <p>Action Type: Collaboration  Action Type: Equity</p>	<p>Lisa Hargrave, Math Coach</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>

Action Type: Program Evaluation Action Type: Special Education				
Middle school mathematics teachers and Math Coach will attend a three year program, Mid-Level Math Teachers Common Core Algebra Interactive MSP Project, designed to prepare teachers to facilitate better understanding of algebra concepts to middle school students. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Audrea King, Principal, Lisa Hargrave, Math Coach	Start: 07/01/2012 End: 06/30/0015	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Evaluate the effectiveness of all programs, Cognitively Guided Instruction and Extending Children's Mathematical Thinking, and actions to improve the application of critical thinking skills.

Scientific Based Research: Assessment for Student Learning. Assessment Training Institute. (2004)Extending Children's Mathematics, Empson and Levi, 2011. Childrens Mathematics/Cognitively Guided Instruction, Carpenter, Fennema, Franke, Levi, and Empson, 1999. Thinking Mathematically: Integrating Arithmetic & Algebra in Elementary School,Carpenter, Franke, Levi, 2003. Number Sense Routines: Building Numerical Literacy Every Day in Grades K-3, Shumway and West, 2011.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Analyze data from classroom walk throughs conducted by administrators in order to enhance instruction for students. Classroom visits by the principal will ensure that scientifically based strategies are being used, the curriculum is aligned with the Common Core State Standards for Mathematics, the amount and quality of learning time to increase student achievement is evident, and strategies are being used to eliminate the achievement gap between various groups of students in each kindergarten through sixth grade classroom. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education Action Type: Title I	Audrea King, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	<hr/> ACTION BUDGET: \$

Schoolwide				
<p>Create, modify, and follow pacing guides in order to enhance student achievement.</p> <p>Action Type: Collaboration</p> <p>Action Type: Program Evaluation</p> <p>Action Type: Title I Schoolwide</p>	<p>Audrea King, Principal Lisa Hargrave, Math Coach</p>	<p>Start: 07/01/2012</p> <p>End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Administer Pre/Post tests and formative assessments, and analyze data from those assessments in order to increase student achievement. The 2011-2012 testing results are as follows. The Kindergarten pre/post test indicates a 21 percentage point gain. The 1st grade pre/post test indicates a 27 percentage point gain. The 2nd grade pre/post tests indicate a 29 percentage point gain. The 3rd grade pre/post test indicates a 17 percentage point gain. The 4th grade pre/post test indicates a 10 percentage point gain. The 5th grade pre/post test indicates a 9 percentage point gain. The 6th grade pre/post test indicates an 8 percentage point gain. The 7th grade pre/post test indicates a 5 percentage point gain. The 8th grade pre/post test indicates a 12 percentage point gain. The CRT results for 3rd grade indicate a loss of 7 percentage points. The CRT results for 4th grade indicate a gain of 3 percentage points. The CRT results for 5th grade indicate a loss of 4 percentage points. The CRT results for 6th grade indicate a loss of 4 percentage points. In 2011-2012, gains were not made at all grade levels. Therefore, the math coach will conference with each teacher and analyze the formative assessment data and the data from state-</p>	<p>Classroom Teachers, Math Coach, Principal</p>	<p>Start: 07/01/2012</p> <p>End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

mandated assessments in order to prescribe interventions designed to increase student achievement. Action Type: Collaboration Action Type: Program Evaluation				
Administer state-mandated assessments, analyze the resulting data, and adjust curriculum and instruction in order to increase student achievement. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Special Education	Classroom Teachers, Math Coach, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Teachers will meet to analyze data, identify weak areas, and determine strategies needed to strengthen the math program. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Lisa Hargrave, Math Coach	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Provide a quality parental involvement program.

Scientific Based Research: Jesse, Dan. (2004). McREL: Increasing parental involvement: a key to student achievement.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide professional development in parental involvement. Action Type: Parental Engagement	Lorie Long, Parental Involvement Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	<hr/> ACTION BUDGET: \$
Evaluate the effectiveness of the parental involvement plan by analyzing the number of parents participating in programs like Open House, and Parental Involvement Meetings to increase student achievement. Data will be collected to determine the percentage of parent participation by grade. The percentage for parental involvement for the 2011-	Lorie Long, Parental Involvement Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	<hr/> ACTION BUDGET: \$

<p>2012 school year is 55%. The goal for parental involvement in 2012-2013 is 75%. Action Type: Parental Engagement</p>				
<p>A parent involvement coordinator will oversee the parental engagement activities for the district. Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Lorie Long, Parental Involvement Coordinator</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• District Staff</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>A school-parent compact will be developed jointly with parents of children in the school district that describes how the school staff, parents, and students will share the responsibility for improved student academic achievement and to explain how an effective school partnership will be developed. The district will communicate the responsibilities of the school and the parent by sending a School/Parent Compact home. A copy of the compact will be kept on file. Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Lorie Long, Parental Involvement Coordinator</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• District Staff</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Parents will be encouraged to attend "Parent Involvement" meetings. Parents will be informed of what students will be learning, how students will be assessed, what parents should expect for their child's education, and how parents can assist in his or her child's learning to make a difference. The Parent Involvement Policy will be explained to parents with time allowed for parental input and discussion. Before school starts each year, the parent involvement coordinator will meet with the faculty and administration to discuss how our parent program</p>	<p>Lorie Long, Parental Involvement Coordinator</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>can be revised and improved. Parent surveys will be discussed along with last year's parent participation in Parent Involvement Meetings. Action Type: Collaboration Action Type: Parental Engagement</p>				
<p>A parent center will be available for parents to use in order to participate in their child's education. Informational Packets will be provided which include grade level expectations, information on how to get involved in parent organizations like PTA/PTO, school's parental involvement program/plan; the recommended role of the parent, student, teachers and school; ways for the parent to become involved in the school and his or her child's education; a survey for the parent regarding volunteering at the school; activities planned throughout the year; and a system to allow the parents and teachers to communicate in a regular, two-way meaningful manner with the child's teacher and principal. Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Lorie Long, Parental Involvement Coordinator</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• School Library</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Continue the use of a school-wide, server-based, gradebook software, Gradequick, that works in conjunction with APSCN. This software allows teachers to track grades and attendance, and during the 2012-2013 school year, post information to the internet where parents and students, with the appropriate password, can access information about grades and attendance, as well as, present future</p>	<p>Tamara Carr, Technology Coordinator</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

assignments. Action Type: Parental Engagement Action Type: Technology Inclusion				
A Volunteer Resource Book will be on hand in the parent center. A list of volunteers will be available for the school staff to use. Action Type: Collaboration Action Type: Parental Engagement	Lorie Long, Parental Involvement Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
To retain a staff of highly qualified teachers and to address academic problems in math, the district will adhere to the professional development law. Teachers will receive a minimum of 60 hours of professional development including 2 hours of parental involvement in service, 6 hours of technology in service, and 2 hours of Arkansas History if they teach Arkansas History. Administrators will receive 3 hours of parental involvement in service. Action Type: Alignment Action Type: Professional Development Action Type: Technology Inclusion	Keith Richey, Federal Programs Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
The Watch Dog Dad Program will be implemented in order to encourage more fathers to participate in the educational process. Dads will be invited to the school for a meeting to discuss ways they can help in the elementary building to ensure the success of the program.	Audrea King, Principal	Start: 07/01/2012 End: 06/30/2013		<hr/> ACTION BUDGET: \$
Provide instruction to parents on how to incorporate developmentally appropriate learning activities in the home environment. Activities could include role play and demonstration by trained	Lorie Long, Parental Involvement Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$

volunteers, use of and access to Department of Education website tools for parents, assistance with nutritional meal planning and preparation, and other strategies or curricula developed or acquired by the district for at-home parental instruction approved by the Department of Education. Action Type: Collaboration Action Type: Parental Engagement				
Parents will be given an opportunity at the beginning of the school year to voice concerns dealing with the student handbook. They will also become familiar with the process for resolving parental concerns outlined in the handbook. parents will be informed of their right to be involved in planning, review, and improvement of the parent programs. They will be invited to call the principal and set up an appointment any time throughout the school year to discuss any concerns they might have. Action Type: Collaboration Action Type: Parental Engagement	Audrea King, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Provide educational materials and supplies for parents to check out from the Parent Center and use at home to help their children improve academic achievement. Examples of materials are: flash cards, manipulatives, games, etc. Action Type: Parental Engagement	Keith Richey, Federal Programs Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> </ul>	<hr/> ACTION BUDGET: \$
Open House will be held before the first week of school to enable parents an opportunity to meet their child's new teacher. Parents will also be given a description and explanation of the	Audrea King, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$



<p>curriculum used in the school, types of assessment, and proficiency levels. This is also the time where teachers will collect phone numbers and addresses so that parents can be contacted through out the year. Action Type: Collaboration Action Type: Parental Engagement</p>				
<p>Provide instruction to parents on how to incorporate developmentally appropriate learning activities in the home environment. Activities could include role play and demonstration by trained volunteers, use of and access to Department of Education website tools for parents, assistance with nutritional meal planning and preparation, and other strategies or curricula developed or acquired by the district for at-home parental instruction approved by the Department of Education. Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Lorie Long, Parental Involvement Coordinator</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Information will be provided to parents at parent/teacher conferences which include the district's commitment to parental involvement and tips on how the parents can foster their child's success. Ways that parents can be involved in decisions will also be discussed with an explanation of the student handbook explaining the school's process for resolving parental concerns. Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Audrea King, Principal</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>During staff meetings teachers, principals and</p>	<p>Audrea King, Principal and</p>	<p>Start: 07/01/2012</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

other staff members will be educated on the importance of effective communication, value, and utility of contributions of parents. Action Type: Parental Engagement Action Type: Professional Development	Bill Muse, Principal	End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	BUDGET:
All parent involvement programs and activities will be coordinated and integrated, especially with the high school so that programs do not conflict with one another forcing parents to choose. Action Type: Parental Engagement	Audrea King, Principal and Bill Muse, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
All information related to school and parent programs will be sent to parents to the extent practical in a language parents can understand. Action Type: Parental Engagement	Audrea King, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Provide reasonable support for parental involvement activities as parents may request. Action Type: Parental Engagement	Lorie Long, Parental Involvement Coordinator and Nikkii Robinson, Elementary Physical Fitness Instructor	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Response to Intervention (RTI)

Scientific Based Research: Kovaleski, J.F. (2003, December). The three tier model of identifying learning disabilities: Critical program features and system issues. Paper presented at the National Research Center on Learning Disabilities Responsiveness-to-Intervention Symposium, Kansas City, MO. Wright, J. (2005, Summer). Five interventions that work. NAESP Leadership Compass, 2(4) pp.1,6.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Intervention resources will be organized into 3 tiers using both the "problem solving" and "standard protocol" methods: Tier 1 will include universal strategies for all children provided in the regular classroom (i.e.	Audrea King, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$

re-teaching, using one-on-one, or small group instruction). Tier 2- Interventions individualized to the needs of students at-risk for learning or behavioral issues will be provided instruction in small groups using scientifically valid strategies with frequent progress monitoring.

Tier 3 - Intensive student support with referral for Special Education Services complete with Parent conference and consent. This is the first year of implementing. To determine effectiveness of RTI, we will provide a correlation between students receiving RTI interventions and the students that are actually referred for special education testing. In the 2009-2010 school year seven students went through the response to intervention process. 43% (three students) of those that went through the response to intervention process were referred for further special education testing. Two of the three that were tested through special education qualified for additional services, the other one was placed on a 504 educational plan. 57% (four students) remained in classroom with no special education testing. One of those students remained in regular class with no additional assistance, One student was retained and two of those students were placed on 504

--

--

--

--

<p>educational plans. In the 2010-2011 school year ten students went through the response to intervention process. There were 7 of 10 students that were referred for further testing through special education after going through the interventions. Seven students were placed for special education services.</p> <p>Action Type: AIP/IRI  Action Type: Collaboration  Action Type: Equity  Action Type: Parental Engagement  Action Type: Professional Development  Action Type: Special Education</p>				
<p>School wide Reform Strategies--Flexible Response to Struggling Learners. As soon as a student demonstrates that they require more assistance, the classroom teacher puts Tier 1 (universal) interventions into place and monitors the students performance. If the student fails to make adequate progress with Tier 1, the teacher refers that student to the multidisciplinary team for Tier 2 interventions. Tier 2 requires more individualized instruction and specific interventions that will be put in place for the student. Progress monitoring will be continued and if the student fails to make adequate progress over a reasonable period of time (four weeks) the student is referred back to the multidisciplinary team for referral to Tier</p>	<p>Classroom teachers/Principal</p>	<p>Start: 07/01/2012  End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>

3, special education evaluation. Parents are kept informed of their child's progress through RTI tiers. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education Action Type: Technology Inclusion				
Parent Engagement. If a student demonstrates a need for RTI, the parent will be kept informed of their child's involvement in the prescriptive tiers by a letter from the multidisciplinary team. Action Type: AIP/IRI Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development	Audrea King, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Professional Development and Teacher Decision. Teachers will be trained in the Response to Intervention model during both pre-service professional development and an on-going process through out the school year with a book study. Action Type: Collaboration Action Type: Professional Development	Audrea King, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Project based mathematics tasks will be included in the mathematics curriculum.				
Scientific Based Research: Palmer, Nelson. "Constructed Response Mathematics, Part I and Part II" FCPS Math Curriculum Specialist. February 2007.				
Actions	Person Responsible	Timeline	Resources	Source of Funds

Teachers will model strategies and use think aloud instruction to promote student understanding in solving project based math tasks. Action Type: Alignment Action Type: Equity	Math Teachers	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Students will be provided opportunities to complete project based math tasks on class work, formative assessments, and summative assessments. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity	Math Teachers	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Students' understanding of mathematical concepts will be monitored by reviewing the progress of students' performances on project based math tasks completed on class work and through Target Testing. Action Type: Alignment Action Type: Equity	Math Teachers	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Student performance on project based mathematics tests on Target Testing will be reviewed to determine the success of including project based tasks in the curriculum. The 2011-2012 data from Target Testing indicates the average score for 3rd grade open response grew from 0.6 at the beginning of the year to 2.3 at the close of the year. The data indicates the average score for 4th grade open response grew from 1.1 at the beginning of the year to 2.6 at the close of the year. The data indicates the average score for 5th grade open response grew from 1.3 at the beginning of the year to 2.2 at the close of the year. The data indicates the average score for 6th grade open response grew from 1.1 at the beginning of the year to 2.0 at the close of the year. Action Type: Alignment Action Type: Equity Action Type: Program Evaluation	Lisa Hargrave, Math Coach, Math Teachers,	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$

Math teachers will meet to discuss and share project based instructional strategies after each Target Test. The co-op Math Specialist will be consulted for additional training as needed. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Lisa Hargrave, Math Coach, Math Teachers	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	<hr/> <b>ACTION BUDGET:</b> \$
<b>Total Budget:</b>				<b>\$0</b>

Intervention: Students will participate in Formative Assessments, in grades 3-6 it will be through Target Testing, and students will receive remedial help as results indicate

Scientific Based Research: (2004)Assessment For Learning. An Action Guide for School Leaders. (2005) Alternative Math Techniques: When nothing else seems to work. Sopris West. Dacey, L., Bamford, J.L. (2007)Math For All: Differentiating Instruction (Grades 3-5). Math Solutions. Dacey, L., Salemi, R.E. (2007)Math For All: Differentiating Instruction (Grades K-2). Math Solutions.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Students will take mathematics pre-test, three formative assessments, and a post-test, and results will be used to assess students' academic needs and accomplishments. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity	Lisa Hargrave Math Coach, Math Teachers	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	Title I - Materials \$1250.00 & Supplies: <hr/> <b>ACTION BUDGET:</b> \$1250
Areas indicated by Target Testing as weak will be remediated. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity	Math Teachers, Lisa Hargrave Math Coach	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	<hr/> <b>ACTION BUDGET:</b> \$
The Target Testing program will be evaluated by reviewing the results of each student on the CRT and each student's individualize remediation plan as compared to the results of Target Testing to evaluate the effectiveness of Target Testing to determine if the Target Tests are rigorous enough to be used as pacing guides. The 2011-2012 testing results are as follows. The Kindergarten pre/post test indicates a 21 percentage point gain. The 1st grade pre/post test indicates a 27 percentage point gain. The 2nd grade pre/post tests indicate a 29 percentage point gain. The 3rd grade pre/post	Audrea King, Principal, Lisa Hargrave, Math Coach	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	<hr/> <b>ACTION BUDGET:</b> \$

<p>test indicates a 17 percentage point gain. The 4th grade pre/post test indicates a 10 percentage point gain. The 5th grade pre/post test indicates a 9 percentage point gain. The 6th grade pre/post test indicates an 8 percentage point gain. The 7th grade pre/post test indicates a 5 percentage point gain. The 8th grade pre/post test indicates a 12 percentage point gain. The CRT results for 3rd grade indicate a loss of 7 percentage points. The CRT results for 4th grade indicate a gain of 3 percentage points. The CRT results for 5th grade indicate a loss of 4 percentage points. The CRT results for 6th grade indicate a loss of 4 percentage points. In 2011-2012, gains were not made at all grade levels. Therefore, the math coach will conference with each teacher and analyze the formative assessment data and the data from state-mandated assessments in order to prescribe interventions designed to increase student achievement.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation</p>				
<p>The Math Coach and Principal will attend professional development provided by the educational coop and state on Target Testing. Teachers will be provided with professional development from the coop specialists and math coach on the correlations of the Target Test and the CRT.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	<p>Lisa Hargrave</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<p><b>ACTION BUDGET: \$</b></p>
<p>Total Budget:</p>				<p><b>\$1250</b></p>

Priority 3: Increase awareness of the advantages of being physically fit

Supporting Data:

1. The 2011-2012 BMI data for males indicated that 44.3% were overweight. The 2008-2009 BMI data for males indicated that 38% were overweight. The 2007-2008 BMI data for males indicated that 10.3% were at risk of being overweight if they were not already overweight. The 2006-2007 BMI data for males indicated that 39% were at risk of being overweight if they were not already overweight.



2. The 2011-2012 BMI data for females indicated that 35.7% were overweight. The 2008-2009 BMI data for females indicated that 43.7% were overweight. The 2007-2008 BMI data for females indicated that 15.5% were at risk of being overweight if they were not already overweight. The 2006-2007 BMI data for females indicated that 45.1% were at risk of being overweight if they were not already overweight.
3. During the 2005-06 school year, we had 410 students enrolled in the elementary school. Of that enrollment, we had 177 students who qualified for free lunch and 61 students who qualified for reduced lunch. During the 2006-2007 school year, we had 359 students enrolled in the elementary school. Of that enrollment, we had 147 students who qualified for free lunch and 56 students qualified for reduced lunch. During the 2007-2008 school year, we had 363 students enrolled in the elementary school. Of that enrollment, we had 167 students who qualified for free lunch and 56 students qualified for reduced lunch. During the 2011-2012 school year, we had 373 students enrolled in the elementary school. Of that enrollment, we had 214 students who qualified for free lunches and 48 students who qualified for reduced lunches.
4. According to the Arkansas Governor's Initiative Healthy Arkansas, 55.3% of Arkansans failed to meet recommendations for moderate or vigorous

**Goal** Students participating in the BMI activity show a need to improve their cardiovascular, muscular strength/endurance, and flexibility activity as well as improve their ability to make healthy food selections.

**Benchmark** Marmaduke Elementary students will display healthier BMI results on the 2008-2009 BMI Assessment. There will be a five percent difference in the 2009-2010 BMI results indicating healthier lifestyles are being practiced. The overall BMI for students in 2008-2009 were 17.9% in the overweight category and 22.9% in the obese category. In 2009-2010 the BMI for students overall was 20.4% overweight and 19.2% obese. In 2009-2010 there was an overall decrease in student obesity of 3.7%. In 2010-2011 the BMI for students overall was 15.2% overweight and 23.9% obese. In 2010-2011 there was an overall decrease in students overweight of 5.2%, however there was an overall increase of 4.7% of students that were obese. The district will continue to work toward decreasing obesity rate during the 2011-2012 school year.

Intervention: Marmaduke Elementary School will promote strategies and activities that encourage healthy eating habits and support a physically active lifestyle.				
Scientific Based Research: Satcher, David. (2002). The Children's Health Paradox. National Dairy Council. Rosemont, IL. (2002). Linder, Lawrence. (2004). How to Teach Kids How to Like Healthy Foods. The Boston Globe. (2004).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Promote reduction of time children spend engaged in sedentary activities such as watching television and playing video games. Action Type: Parental Engagement Action Type: Professional Development Action Type: Wellness	Carol Austin, School Nurse	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Encourage development and participation in family oriented, community-based physical activity program. Action Type: Collaboration Action Type: Parental Engagement	Lorie Long, Parental Involvement Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$

Encourage student activity during physical activity periods. Action Type: Wellness	Audrea King, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Incorporate additional physical activity time as a reward for good behavior and academic achievements in place of food as a reward. Action Type: Wellness	Audrea King, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Increase the opportunities for students to practice the skills needed to adopt healthy lifestyles through wellness instruction. Action Type: Collaboration Action Type: Wellness	Carol Austin, School Nurse	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Have an on-going discussion with students on essential topics on physical activities and nutrition. Action Type: Wellness	Carol Austin, School Nurse	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Administer the BMI assessment to compare the results from the previous BMI assessment. Action Type: Program Evaluation Action Type: Title I Schoolwide Action Type: Wellness	Carol Austin, School Nurse	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Marmaduke Elementary received a Fresh Fruit and Vegetable Program Grant from the USDA. This program will introduce various fresh fruits and vegetables to students in order to promote healthier eating habits. Action Type: Wellness	Chadisty Jackson	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Amy Dennis	Music Teacher	Literacy
Classroom Teacher	Amy Pratt	Third Grade Teacher	Math
Classroom Teacher	Angelia Blevins	Second Grade Teacher	Math
Classroom Teacher	Arlene Newsom	Second Grade Teacher	Math
Classroom Teacher	Ashley Vallance	Second Grade Teacher	Literacy
Classroom Teacher	Char Green	Gifted/Talented	Literacy
Classroom Teacher	Chris Thompson	Classroom Teacher	Math
Classroom Teacher	Debbie Randleman	Special Education Teacher	Literacy

Classroom Teacher	Donna Harris	Special Education Teacher	Math
Classroom Teacher	Jackie Hatcher	Fourth Grade Teacher	Math
Classroom Teacher	Jennifer Anthony	Kindergarten Teacher	Literacy
Classroom Teacher	Judy Lange	Fifth Grade Teacher	Literacy
Classroom Teacher	Kathie Ashby	First Grade Teacher	Literacy
Classroom Teacher	Kaylene Brinkley	Special Education Teacher	Literacy
Classroom Teacher	Kendra Street	Third Grade Teacher	Literacy
Classroom Teacher	Kenneth Hargrave	Sixth Grade Teacher	Literacy
Classroom Teacher	Leisa Taylor	First Grade Teacher	Math
Classroom Teacher	Lindsay Rippy	Sixth Grade Teacher	Literacy
Classroom Teacher	Lorie Farmer	Kindergarten Teacher	Literacy
Classroom Teacher	Marianna Reeves	Fifth Grade Teacher	Math
Classroom Teacher	Nikki Robinson	PE	Wellness
Classroom Teacher	Pam Graham	Kindergarten Teacher	Literacy
Classroom Teacher	Sandra Robertson	Sixth Grade Teacher	Literacy
Classroom Teacher	Shaniece Gipson	Fourth Grade Teacher	Literacy
Classroom Teacher	Shawn Gibson	Art Teacher	Math
Classroom Teacher	Sue Speer	Reading Recovery Teacher	Literacy
Classroom Teacher	Tonya Vanhorn	First Grade Teacher	Literacy
District-Level Professional	Keith Richey	Title 1	Literacy
District-Level Professional	Tim Gardner	Superintendent	Title I
Non-Classroom Professional Staff	April Murdock	Speech Therapist	Literacy
Non-Classroom Professional Staff	Chadisty Jackson	Food Service Director	Wellness
Non-Classroom Professional Staff	Lena Hood	Librarian	Literacy
Non-Classroom Professional Staff	Lisa Hargrave	Math Coach	Math
Non-Classroom Professional Staff	Lorie Long	Preschool Director	Title I
Non-Classroom Professional Staff	Melissa Blackburn	Literacy Coach	Literacy
Non-Classroom Professional Staff	Paula Gardner	School Nurse	Wellness
Parent	Nikki Hood	Paraprofessional	Title I
Parent	Shana Horton	Parent	Wellness
Principal	Audrea King	Principal	Literacy/Math




---