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2013-2014 ARCHIVE

School Plan

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MARMADUKE ELEMENTARY SCHOOL

Arkansas Comprehensive School Improvement Plan

2013-2014

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

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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/endorurance, and flexibility activity as well as improve their ability to make healthy food selections.

Priority 1: Improve literacy achievement

Supporting
Data:

1. Grade 3 Benchmark Exam 2010-11; 54% of combined students scored proficient or advanced; 25% of Students with Disabilities scored proficient or advanced; 58% of Economically Disadvantaged students scored proficient or advanced. The lowest identified areas were the multiple choice writing skills, open response reading practical passage, and open response writing content and style domains. 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 the multiple choice writing skills, open response reading practical passage, and open response writing content and style domains. Grade 3 Benchmark Exam 2012-13; 86% of combined students scored proficient or advanced; 43% of Students with Disabilities scored proficient or advanced; 81% 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. Grade 4 Benchmark Exam 2010-11; 79% of combined students scored proficient or advanced; 29% of Students with Disabilities scored proficient or advanced, and 77% 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. 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. Grade 4 Benchmark Exam 2012-13; 70% of combined students scored proficient or advanced; 33% of Students with Disabilities scored proficient or advanced, and 67% of Economically Disadvantaged students scored proficient or advanced. The lowest identified areas were multiple choice writing, open response reading literary passages, reading practical passages, and writing in the content and style domains.

3. Grade 5 Benchmark Exam 2010-11; 75% of combined students scored proficient or advanced; 28% of Students with Disabilities; and 76% of Economically Disadvantaged students scored proficient or advanced. The lowest identified areas were multiple choice writing, open response reading literary passage, and open response writing content and style domains. 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. Grade 5 Benchmark Exam 2012-13; 79% of combined students scored proficient or advanced; 22% of Students with Disabilities; and 81% 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 style domain.
4. Grade 6 Benchmark Exam 2010-11; 69% of combined students scored proficient or advanced; 18% of Students with Disabilities, and 60% 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 content and style domains. 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. Grade 6 Benchmark Exam 2012-13; 82% of combined students scored proficient or advanced; 25% 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 content and style domains.
5. In 2010-11, First through Sixth grade took the Iowa Test of Basic Skills. The first grade scored at the 59th percentile in Language and the 54th percentile in Reading. The second grade scored at the 58th percentile in Language and the 55th percentile in Reading. The third grade scored at the 26th percentile in Language and the 41st percentile in Reading. The fourth grade scored at the 43rd percentile in Language and the 53rd percentile in Reading. The fifth grade scored at the 47th percentile in Language and the 48th percentile in Reading. The sixth grade scored at the 50th percentile in Language and the 50th percentile in Reading. In 2011-12, First through Sixth grade took the Iowa Test of Basic Skills. The first grade scored at the 55th 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. In 2012-13, First through Sixth grade took the Iowa Test of Basic Skills. The first grade scored at the 76th percentile in Language and the 62nd percentile in Reading. The second grade scored at the 45th percentile in Language and the 57th percentile in Reading. The third grade scored at the 49th percentile in Language and the 49th percentile in Reading. The fourth grade scored at the 42nd percentile in Language and the 45th percentile in Reading. The fifth grade scored at the 39th percentile in Language and the 40th percentile in Reading. The sixth grade scored at the 55th percentile in Language and the 54th percentile in Reading.
6. In 2010-2011, the elementary attendance rate was 93.4%. In 2011-2012, the elementary attendance rate was 94.1%. In 2012-2013, the elementary attendance rate was 94.2%.

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: Shanahan, Timothy Ph.D. Lonigan, Christopher Ph.D. (2012). Early Childhood Literacy: The National Early Literacy Panel and Beyond. Paul H Brookes Publishing Company.				
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	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Outside Consultants Teachers Teaching Aids 	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 Common Core State Standards, 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 second grade classroom. Action Type: Collaboration Action Type: Title I Schoolwide	Audrea King, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
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. Action Type: Collaboration Action Type: Professional Development	Audrea King, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Outside Consultants Teachers Teaching Aids 	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	Lisa Hargrave, Literacy Coach	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Teachers Teaching Aids 	Title I - Materials & Supplies: \$5645.18 ACTION BUDGET: \$5645.18

<p>Action Type: Equity Action Type: Title I Schoolwide</p>				
<p>The district will employ Lisa Hargrave as literacy specialist (FTE 0.5). The literacy 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>Tim Gardner, Superintendent</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Central Office • District Staff • Teachers 	<p>Title I - Employee Salaries: \$25621.05 Title I - Employee Benefits: \$6829.00 <hr/>ACTION BUDGET: \$32450.05</p>
<p>In order to have on-going 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 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 walk-throughs, 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 2012-2013 school year is from the DIBELS assessment. Kindergarten Letter Naming Fluency at the beginning of the year 24% showed at risk, 18% showed some risk, and 58% showed low risk. Kindergarten</p>	<p>Audrea King, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	<p><hr/>ACTION BUDGET: \$</p>

<p>Letter Naming Fluency at the end of the year 16% showed at risk, 14% showed some risk, and 71% showed low risk. Over the course of the year there was a 13% increase in low risk students. First grade Nonsense Word Fluency at the beginning of the year, 15% showed at risk, 15% showed some risk, and 70% showed low risk. First grade Nonsense Word Fluency at the end of the year 15% showed at risk, 5% showed some risk, and 80% showed low risk. Over the course of the year, there was a 14% increase in low risk students. First grade Phoneme Segmentation Fluency at the beginning of the year 20% deficit, 15% emerging, and 65% established. First grade Phoneme Segmentation Fluency at the end of the year 0% deficit, 5% emerging, and 95% established. Over the course of the year there was a 46% increase in established students. Second grade Oral Reading Fluency at the beginning of the year 33% showed at risk, 33% showed some risk, and 33% showed low risk. Second grade Oral Reading Fluency at the end of the year 29% showed at risk, 38% showed some risk, 33% showed low risk. Over the course of the year there was no change in low risk students. Action Type: Alignment 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>Lisa Hargrave, Literacy Coach</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Teachers • Teaching Aids 	<p>_____</p> <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>K-2 Teachers</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>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 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>Tim Gardner</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Outside Consultants 	<hr/> <p>NSLA (State-281) - \$37744.28 Employee Benefits: NSLA (State-281) - \$126061.00 Employee Salaries:</p> <hr/> <p>ACTION BUDGET: \$163805.28</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</p>	<p>Classroom Teachers and Resource Teachers</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Computers • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

up the lessons the student will need to complete before moving on. Action Type: AIP/IRI Action Type: Technology Inclusion				
Total Budget:				\$201900.51
Intervention: Implementation of Effective Literacy for grades 2-4.				
Scientific Based Research: Coffey, Debra. Roberts, Elaine. (2012). Keys for Literacy Instruction in the Elementary Grades. Kendall Hunt Publishing.				
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 Grades 2-4	Start: 07/01/2013 End: 06/30/2014	• Teachers	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	Lisa Hargrave, Literacy Coach	Start: 07/01/2013 End: 06/30/2014	• District Staff • Teachers	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	Grades 2-4 Teachers	Start: 07/01/2013 End: 06/30/2014	• District Staff • Teachers	ACTION BUDGET: \$
To continue delivering effective strategies to students, teachers will attend follow-up sessions throughout the year to supplement the highly qualified status of the elementary staff. The Co-op Literacy Specialist is providing ELF training. Action Type: Professional Development	Audrea King, Principal	Start: 07/01/2013 End: 06/30/2014	• Outside Consultants • Teachers	ACTION BUDGET: \$
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	Lisa Hargrave, Literacy Coach	Start: 07/01/2013 End: 06/30/2014	• Teachers	ACTION BUDGET: \$
In order to have on-going summative and formative evaluations between the baseline assessment and the post-test assessment,	Audrea King, Principal	Start: 07/01/2013	• District Staff	

<p>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 walk-throughs, 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 assessment tools will consist of Target Testing, ACTAAP, SAT-10, STAR, AR, and Dibels. In 2012-2013, Second grade showed a growth from grade placement 2.06-2.82 a growth of 0.76. Third grade showed a growth from 3.4-3.86, a growth of 0.82. Fourth grade showed a growth from 4.04-4.83, a growth of 0.79. The average goal was 0.79. The goal for 2013-2014 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>	<p>End: 06/30/2014</p>	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</p>
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Total Budget:	\$0
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Intervention: Implementation of Reading Recovery.

Scientific Based Research: Wilde, Sandra. (2013). Quantity and Quality: Increasing the Volume and Complexity of Students' Reading. Heinemann.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>The district will employ Sue Speer as 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: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Central Office 	<p>Title I - Employee \$44100.00 Salaries: Title I - Employee \$10246.71 Benefits: _____</p> <p>ACTION BUDGET: \$54346.71</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. Co-op Literacy Specialist provides Reading Recovery professional development.</p> <p>Action Type: Professional Development</p>	<p>Sue Speer, Reading Recovery Teacher</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Outside Consultants 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>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</p>	<p>Keith Richey, Federal Programs Coordinator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Central Office • Teaching Aids 	<p>Title I - Materials & Supplies: \$298.72 _____</p>

increase reading and writing skills. Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide				ACTION BUDGET: \$298.72
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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> School Library Teachers Teaching Aids 	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 2012-2013 school year showed at the beginning of the year the average level was 3 and at the end of the year the level was 13. This shows a 10 point gain. The goal for 2013-2014 is a gain of 14 points. Action Type: Equity Action Type: Program Evaluation Action Type: Special Education Action Type: Title I Schoolwide	Sue Speer, Reading Recovery Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Performance Assessments Teachers Title Teachers 	ACTION BUDGET: \$
The building principal will conduct classroom walk-throughs, 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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers Title Teachers 	ACTION BUDGET: \$
Total Budget:				\$54645.43
Intervention: Implement the Accelerated Reader Program.				
Scientific Based Research: Magnolia Consulting. (2010). A Final Report for the Evaluation of Renaissance Learning's Accelerated Reader program. Charlottesville, VA Renaissance Learning. (2012). Guided Independent Reading. Wisconsin Rapids, WI				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Diagnostic reports will be reviewed weekly by the literacy coach to ensure teachers and students are	Lisa Hargrave,	Start: 07/01/2013	<ul style="list-style-type: none"> Computers District Staff 	ACTION BUDGET: \$

<p>implementing the program correctly. Action Type: Collaboration Action Type: Special Education Action Type: Technology Inclusion</p>	Literacy Coach	End: 06/30/2014	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	
<p>The progress of students' reading scores on both the CRT and the NRT will be tracked. Parents will be informed through the School Report Card. Action Type: Collaboration Action Type: Parental Engagement</p>	Audrea King, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments 	ACTION BUDGET: \$
<p>The district will purchase accelerated reading library books, on-line web licenses, 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</p>	Traci Foster, Elementary Librarian	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • School Library • Teachers • Teaching Aids 	ACTION BUDGET: \$
<p>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</p>	Lisa Hargrave, Literacy Coach	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Computers • District Staff • School Library • Teachers • Title Teachers 	ACTION BUDGET: \$
<p>Students will be recognized who achieve nine week goals in Accelerated Reader. Action Type: Collaboration Action Type: Special Education</p>	Literacy Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Teachers 	ACTION BUDGET: \$
<p>Students will take the STAR Assessment at the beginning of the school year to determine a baseline reading level. Action Type: Technology Inclusion</p>	Literacy Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Performance Assessments 	ACTION BUDGET: \$
<p>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. Second grade showed a growth from grade placement 2.06-2.82 a growth of 0.76. Third grade showed a growth from 3.4-3.86, a growth of 0.82. Fourth grade showed a</p>	Lisa Hargrave, Literacy Coach	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Computers • Performance Assessments • Teachers 	NSLA (State-281) - \$2949.00 Purchased Services: <hr/> ACTION BUDGET: \$2949

<p>growth from 4.04-4.83, a growth of 0.79. Fifth grade showed a growth from 5.04-5.83, a growth of 0.79. Sixth grade showed a growth of 6.05-6.82, a growth of .78. The average growth was 0.985. Our goal for 2013-2014 is an average growth of 1.0. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation</p>				
Total Budget:				\$2949

Intervention: Implementation of a computer lab program for supplemental instruction in language arts.
 Scientific Based Research: Selwyn, Neil. (2011). Education and Technology. Key Issues and Debates. Bloomsbury Academic.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>The district will employ Nikki Hood as 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 where they need additional tutoring. Action Type: Alignment Action Type: Equity Action Type: Technology Inclusion</p>	Tim Gardner, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Central Office 	Title I - Employee \$7250.00 Salaries: Title I - Employee \$2538.96 Benefits: <hr/> ACTION BUDGET: \$9788.96
<p>Student progress in literacy will be monitored by teachers using the Orchard computer software. Action Type: Title I Schoolwide</p>	Audrea King, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers Teachers 	<hr/> ACTION BUDGET: \$
<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 Arkansas Frameworks 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 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</p>	Nikki Hood, Title I Paraprofessional	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers Teachers Title Teachers 	<hr/> ACTION BUDGET: \$

<p>Inclusion Action Type: Title I Schoolwide</p>				
<p>Classroom teachers will analyze students' academic improvement plans in literacy and provide interventions to meet the needs of the students. Small group, individual, and 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>Literacy Teachers</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Teachers • Title Teachers 	<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. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	<p>Lori Boyd, Counselor</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers • Title Teachers 	<p>_____</p> <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: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Computers • Performance Assessments • Title Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>The computer lab manager will examine the results of the pre-test assessment of each student. Upon conferring 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>	<p>Nikki Hood, Title I Paraprofessional</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Computers • Teachers • Title Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>

<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. The 2012 -2013 elementary pre-test average score was 51.9% and the post-test average score was 62.6%. The data shows a gain of 10.7 percentage points. The computer lab monitor will conference with classroom teachers to coordinate appropriate computer activities with classroom lesson plans. Action Type: Program Evaluation</p>	<p>Keith Richey, Federal Programs Coordinator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Central Office 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<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 Inclusion Action Type: Title I Schoolwide</p>	<p>Nikki Hood, Computer Lab Manager</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers • Teaching Aids 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>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 pre-reading to college ready. Action Type: Alignment Action Type: Technology Inclusion</p>	<p>Classroom Teachers Grades 4-6</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Computers • District Staff • Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$9788.96</p>

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

Scientific Based Research: Heritage, Margaret. (2013). Formative Assessment in Practice: A Process of Inquiry and Action. Harvard Education Press.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>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 Arkansas Frameworks, the amount and quality of learning time to increase student</p>	<p>Audrea King, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff 	<p>_____</p> <p>ACTION BUDGET: \$</p>

<p>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 Action Type: Program Evaluation Action Type: Special Education Action Type: Title I Schoolwide</p>				
<p>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</p>	<p>Literacy Teachers, Literacy Coach, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>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</p>	<p>Classroom Teachers, Literacy Coach, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>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</p>	<p>Classroom Teachers/ Literacy Coach/Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>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 2012-2013 testing results are as follows. The 3rd grade pre/post test indicates an 18.4 percentage point gain. The 4th grade pre/post test indicates a 2.5 percentage point loss. The 5th grade pre/post test indicates a 6.4 percentage point gain. The 6th grade pre/post test indicates a 23.9 percentage point gain. The CRT results for 3rd grade indicate a gain of 11 percentage points. The CRT results for 4th grade indicate a loss of 6 percentage points. The CRT results for 5th grade indicate no change. The CRT results for 6th grade indicate a 2 percentage point loss. In 2012-2013, gains were not made at all grade levels. Our goal for the 2013-2014 school</p>	<p>Audrea King, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments 	<p>_____</p> <p>ACTION BUDGET: \$</p>

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	Literacy Teachers, Literacy Coach, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Outside Consultants • Performance Assessments 	Title I - Materials & Supplies: \$1250.00 ACTION BUDGET: \$1250
Total Budget:				\$1250

Intervention: Implementation of Literacy Lab in Grades 5-6

Scientific Based Research: Gunning, Thomas G. (2012). Creating Literacy Instruction for All Students (8th Edition). Pearson.

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 Lisa Hargrave, Literacy Coach	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Outside Consultants 	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. In 2012-2013, Fifth grade showed a growth from 5.04-5.83, a growth of 0.79. Sixth grade showed a growth of 6.05-6.82, a growth of 0.78. The average growth was 0.785. Action Type: Collaboration Action Type: Program Evaluation	Literacy Teachers, Literacy Coach, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Computers • District Staff • Teachers 	ACTION BUDGET: \$
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	Audrea King, Principal, Lisa Hargrave, Literacy Coach	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$
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	Literacy Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$
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 walk-throughs, collect weekly lesson plans, and student work samples to assess the effectiveness of the Lit	Audrea King, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	ACTION BUDGET: \$

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 Action Type: Special Education Action Type: Title I 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 Evaluation	Fifth and Sixth Grade Literacy Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Provide a quality parental involvement program.				
Scientific Based Research: Bandlow, Laurie. (2013). Parental Involvement Predicts Student Success: The Relationship Between Parental Involvement and Student Achievement in Three Working-Class Elementary Schools. Lap Lambert Academic Publishing.				
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: 07/01/2013 End: 06/30/2014		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 2012-2013 was 61%. The goal for the 2013-2014 is 75%. Action Type: Parental Engagement Action Type: Program Evaluation	Lorie Long, Parental Involvement Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
A parent involvement coordinator will oversee the parental engagement activities for the district. Action Type: Parental Engagement Action Type: Title I Schoolwide	Lorie Long, Parental Involvement Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
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 Action Type: Title I Schoolwide	Lorie Long, Parental Involvement Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff 	ACTION BUDGET: \$
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	Lorie Long, Parental Involvement Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$

<p>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. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide</p>			<ul style="list-style-type: none"> • Community Leaders • Teachers 	
<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: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • School Library • Teachers • Teaching Aids 	<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 Action Type: Title I Schoolwide</p>	<p>Audrea King, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>————— ACTION BUDGET: \$</p>
<p>Continue the use of a Gradequick, a school wide, server-based, grade book software, that works in conjunction with APSCN. This software allows teachers to track grades and attendance, and during the 2013-2014 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.</p>	<p>Tamara Carr, Technology Coordinator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Computers • Teachers • Teaching Aids 	<p>————— ACTION BUDGET: \$</p>

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: Parental Engagement	Lorie Long, Parental Involvement Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Community Leaders • District Staff • Teachers 	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 throughout the year. Action Type: Collaboration Action Type: Parental Engagement	Audrea King, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	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, and games. Action Type: Parental Engagement Action Type: Special Education	Lorie Long, Parental Involvement Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Community Leaders • District Staff • Teaching Aids 	ACTION BUDGET: \$
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. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion	Keith Richey, Federal Programs Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Outside Consultants • Teachers 	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. Action Type: Parental Engagement	Audrea King, Principal	Start: 07/01/2013 End: 06/30/2014		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 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	Lorie Long, Parental Involvement Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$

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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	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 Development	Audrea King, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION 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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$
Provide needed support for parent involvement activities as parents may request. Action Type: Parental Engagement	Lorie Long, Parental Involvement Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Response to Intervention (RTI)				
Scientific Based Research: Burns, Matthew K. Gibbons, Kimberly. (2012). Implementing Response-to-Intervention in Elementary and Secondary Schools: Procedures to Assure Scientific-Based Practices, Second Edition (School-Based Practice in Action. Routledge. Second Edition.				
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	Audrea King, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	ACTION BUDGET: \$

<p>strategies for all children provided in the regular classroom (i.e. 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. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education</p>			<ul style="list-style-type: none"> • Performance Assessments • Teachers 	
<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. Action Type: AIP/IRI Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education</p>	<p>Audrea King, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	<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 throughout the school year with a book study. Action Type: Collaboration Action Type: Professional Development</p>	<p>Audrea King, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	<p>————— ACTION BUDGET: \$</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 student's 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 3, special education evaluation. Parents are kept informed of their child's progress through RTI tiers. In 2012-2013, 10 students went through RTI and 7 of those 10 required further testing and were placed in special education services. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	<p>Classroom Teachers/Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers 	<p>————— ACTION BUDGET: \$</p>

Action Type: Special Education					
Action Type: Technology Inclusion					
Total Budget:					\$0
Intervention: Implement an after school tutoring program with emphasis on students scoring below proficiency on the Literacy Benchmark Exam.					
Scientific Based Research: Harpine, Elaine Clanton. (2013). After-School Prevention Programs for At-Risk Students: Promoting Engagement and Academic Success. Springer.					
Actions	Person Responsible	Timeline	Resources	Source of Funds	
Hire teachers and staff to provide after school tutoring for students. Action Type: Alignment Action Type: Equity	Audrea King, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	NSLA (State-281) - Employee \$752.33 Benefits: NSLA (State-281) - Employee \$3364.39 Salaries: <hr/> ACTION BUDGET: \$4116.72	
Total Budget:					\$4116.72

Priority 2: Improve math achievement

Supporting Data:

- Grade 3 Benchmark Exam 2010-11; 79% of combined students scored proficient or advanced; 25% of Economically Disadvantaged scored proficient or advanced; and 55% of Students with Disabilities scored proficient or advanced. The lowest identified areas were measurement in multiple choice and 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% of Students with Disabilities scored proficient or advanced. The lowest identified areas were algebra and geometry in multiple choice and data analysis and probability in open response. Grade 3 Benchmark Exam 2012-13; 92% of combined students scored proficient or advanced; 71% of Economically Disadvantaged scored proficient or advanced; and 89% of Students with Disabilities scored proficient or advanced. The lowest identified areas were measurement in multiple choice and geometry in open response.
- Grade 4 Benchmark Exam 2010-2011; 79% of combined students scored proficient or advanced; 28% of Students with Disabilities scored proficient or advanced, and 78% of Economically Disadvantaged students scored proficient or advanced. The lowest identified areas were geometry in multiple choice and measurement in open response. Grade 4 Benchmark Exam 2011-12; 81% of combined students scored proficient or advanced; 29% of Students with Disabilities scored proficient or advanced, and 82% of Economically Disadvantaged students scored proficient or advanced. The lowest identified areas were measurement in multiple choice and algebra in open response. Grade 4 Benchmark Exam 2012-13; 66% of combined students scored proficient or advanced; 0% of Students with Disabilities scored proficient or advanced, and 61% of Economically Disadvantaged students scored proficient or advanced. The lowest identified areas were measurement and geometry in multiple choice and measurement in open response.
- Grade 5 Benchmark Exam 2010-11; 73% of combined students scored proficient or advanced; 43% of Students with Disabilities scored proficient or advanced, and 65% of Economically Disadvantaged students scored proficient or advanced. The lowest identified areas were numbers and operations and algebra in multiple choice and measurement in open response. Grade 5 Benchmark Exam 2011-12; 69% of combined students scored proficient or advanced; 67% of Students with Disabilities scored proficient or advanced, and 11% of Economically Disadvantaged students scored proficient or advanced. The lowest identified areas were numbers and operations in multiple choice and geometry in open response. Grade 5 Benchmark Exam 2012-13; 63% of combined students scored proficient or advanced; 22% of Students with Disabilities scored proficient or advanced, and 60% of Economically Disadvantaged students scored proficient or advanced. The lowest identified areas were data analysis and probability in multiple choice and geometry in open response.
- Grade 6 Benchmark Exam 2010-2011; 71% of combined students scored proficient or advanced; 18% of Students with Disabilities scored proficient or advanced; and 60% of Economically Disadvantaged students scored proficient or advanced. The lowest identified areas were measurement in multiple choice in and measurement in open response. Grade

- 6 Benchmark Exam 2011-12; 66% of combined students scored proficient or advanced; 68% of Students with Disabilities scored proficient or advanced; and 0% of Economically Disadvantaged students scored proficient or advanced. The lowest identified areas were algebra in multiple choice and data analysis and probability in open response. Grade 6 Benchmark Exam 2012-13; 66% of combined students scored proficient or advanced; 13% of Students with Disabilities scored proficient or advanced; and 63% of Economically Disadvantaged students scored proficient or advanced. The lowest identified areas were geometry in multiple choice and data analysis and probability in open response.
5. In 2010-2011, the Elementary School took the Iowa Test of Basic Skills. The first grade scored at the 63rd percentile in math. The second grade scored at the 59th percentile in math. The third grade scored at the 43rd percentile in math. The fourth grade scored at the 65th percentile in math. The fifth grade scored at the 52nd percentile in math. The sixth grade scored at the 54th percentile in math. 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. In 2012-2013, the Elementary School took the Iowa Test of Basic Skills. The first grade scored at the 63rd percentile in math. The second grade scored at the 55th percentile in math. The third grade scored at the 54th percentile in math. The fourth grade scored at the 45th percentile in math. The fifth grade scored at the 48th percentile in math. The sixth grade scored at the 59th percentile in math.
 6. In 2010-2011, the elementary attendance rate was 93.4%. In 2011-2012, the elementary attendance rate was 94.1%. In 2012-2013, the elementary attendance rate was 94.2%

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) was 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: Empson and Levi. (2011). Extending Children's Mathematics. Heinemann. Shumway and West. (2011). Number Sense Routines: Building Numerical Literacy Every Day in Grades K-3, Stenhouse Publications.				
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 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	Audrea King, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers • Title Teachers 	ACTION BUDGET: \$
Teachers will document the Common Core State Standards for Mathematics as the standards	Audrea King, Principal	Start: 07/01/2013	<ul style="list-style-type: none"> • Administrative Staff 	ACTION BUDGET: \$

<p>are included in daily math lessons. Action Type: Alignment Action Type: Equity</p>		<p>End: 06/30/2014</p>	<ul style="list-style-type: none"> • Teachers 	
<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 2012-2013 testing results are as follows. The Kindergarten pre/post test indicates a 21 percentage point gain. The 1st grade pre/post test indicates a 22 percentage point gain. The 2nd grade pre/post tests indicate a 17 percentage point gain. The 3rd grade pre/post test indicates a 14.9 percentage point gain. The 4th grade pre/post test indicates an 18.2 percentage point gain. The 5th grade pre/post test indicates a 10.3 percentage point gain. The 6th grade pre/post test indicates a 10.9 percentage point gain. The CRT results for 3rd grade indicate a gain of 22 percentage points. The CRT results for 4th grade indicate a loss of 16 percentage points. The CRT results for 5th grade indicate a loss of 7 percentage points. The CRT results for 6th grade indicate a 1 percentage point loss. In 2012-2013, gains were not made at all grade levels. Therefore, the math coach and teachers will analyze the formative assessment data and the data from state-mandated assessments in order to prescribe interventions designed to increase student achievement. Our goal is to show growth in 2013-2014. Action Type: Program Evaluation</p>	<p>Lisa Hargrave, Math Coach</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</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 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>Lisa Hargrave, Math Coach</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Teachers • Teaching Aids 	<p>Title I - Materials \$35755.33 & Supplies: <hr/>ACTION BUDGET: \$35755.33</p>

<p>The district will employ Lisa Hargrave as a math coach (0.5 FTE) 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: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers 	<p>Title I - Employee \$25621.06 Salaries: Title I - Employee \$6829.00 Benefits: ACTION BUDGET: \$32450.06</p>
<p>Utilize the Math Coach to provide a mentoring program for teachers to increase student achievement. The program will include training on 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: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Lisa Hargrave, Math Coach</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Teachers • Teaching Aids 	<p>ACTION BUDGET: \$</p>
<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. Action Type: Professional Development</p>	<p>Audrea King, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$68205.39</p>
<p>Intervention: Maintenance of a computer lab program for supplemental instruction in mathematics.</p>				
<p>Scientific Based Research: Selwyn, Neil. (2011). Education and Technology. Key Issues and Debates. Bloomsbury Academic.</p>				
<p>Actions</p>	<p>Person Responsible</p>	<p>Timeline</p>	<p>Resources</p>	<p>Source of Funds</p>
<p>The district will employ Nikki Hood as a paraprofessional .5 FTE to provide supplemental instruction in mathematics for students in grades K-6 through computerized instruction. The paraprofessional will work under</p>	<p>Tim Gardner, Superintendent</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Central Office 	<p>Title I - Employee \$7250.00 Salaries: Title I - Employee \$2538.95 Benefits:</p>

<p>the direction of the classroom teacher so 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>ACTION BUDGET: \$9788.95</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: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Computers • Outside Consultants • Teaching Aids 	<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: 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: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Computers • Teachers 	<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 effective assistance. Teachers will collaborate with the computer lab manager to ensure quality individualized tutoring takes place. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education</p>	<p>Nikki Hood, Title I Paraprofessional</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Computers • District Staff • Teachers • Title Teachers 	<p>ACTION BUDGET: \$</p>

<p>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. 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: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Teachers • Title Teachers 	<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. Action Type: AIP/IRI Action Type: Parental Engagement</p>	<p>Lorie Boyd, Counselor</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers • Title Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Students will be evaluated regularly 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>Nikki Hood, Title I Paraprofessional</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Computers • Performance Assessments • Title Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<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 instruction 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: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Computers • District Staff • Teachers • Title Teachers 	<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 2012-2013 elementary pre-test average score was 50.8 and the post-test average score was 69.1%. The data shows a gain of</p>	<p>Keith Richey, Federal Programs Coordinator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Central Office • District Staff 	<p>_____</p> <p>ACTION BUDGET: \$</p>

18.3 percentage points. The computer lab monitor will conference with classroom teachers to coordinate computer activities with classroom lesson plans. Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide				
Three 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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers 	Title VI State - Materials \$2118.51 & Supplies: Title VI State - Capital \$983.95 Outlay: ACTION BUDGET: \$3102.46
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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers Teachers 	ACTION BUDGET: \$
The school will purchase seven computer hard drives to replace outdated units. Action Type: Technology Inclusion	Tamara Carr	Start: 04/21/2014 End: 06/30/2014	<ul style="list-style-type: none"> Computers District Staff 	Title VI State - Materials \$4155.94 & Supplies: ACTION BUDGET: \$4155.94
Total Budget:				\$17047.35

Intervention: Daily use of student centered instruction and Cognitively Guided Instructional strategies to support Common Core State Standards in Mathematics

Scientific Based Research: Empson and Levi. (2011). Extending Children's Mathematics. Heinemann. Shumway and West. (2011). Number Sense Routines: Building Numerical Literacy Every Day in Grades K-3, Stenhouse Publications.

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: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Evaluate and adjust CGI mathematics instructional strategies using various assessment indicators including Benchmark test scores, formative assessment scores, and student grades. The 2012-2013 testing results are as follows. The Kindergarten pre/post test indicates a 21 percentage point gain. The 1st	Audrea King, Principal, Lisa Hargrave, Math Coach	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

<p>grade pre/post test indicates a 22 percentage point gain. The 2nd grade pre/post tests indicate a 17 percentage point gain. The 3rd grade pre/post test indicates a 14.9 percentage point gain. The 4th grade pre/post test indicates an 18.2 percentage point gain. The 5th grade pre/post test indicates a 10.3 percentage point gain. The 6th grade pre/post test indicates a 10.9 percentage point gain. The CRT results for 3rd grade indicate a gain of 22 percentage points. The CRT results for 4th grade indicate a loss of 16 percentage points. The CRT results for 5th grade indicate a loss of 7 percentage points. The CRT results for 6th grade indicate a 1 percentage point loss. In 2012-2013, gains were not made at all grade levels. Therefore, the math coach and teachers will analyze the formative assessment data and the data from state-mandated assessments in order to prescribe interventions designed to increase student achievement. Our goal is to show growth in 2013-2014. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education</p>				
<p>Cognitively Guided ideology will be infused into the Common Core State Standards based math curriculum to increase student understanding and achievement. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education</p>	<p>Lisa Hargrave, Math Coach</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Teachers • Teaching Aids 	<p>_____ ACTION BUDGET: \$</p>
<p>Middle school mathematics teachers 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</p>	<p>Audrea King, Principal, Lisa Hargrave, Math Coach</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>_____ ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>
<p>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.</p>				
<p>Scientific Based Research: Empson and Levi. (2011). Extending Children's Mathematics. Heinemann. Shumway and West. (2011). Number Sense Routines: Building Numerical Literacy Every Day in Grades K-3, Stenhouse Publications.</p>				
<p>Actions</p>	<p>Person Responsible</p>	<p>Timeline</p>	<p>Resources</p>	<p>Source of Funds</p>
<p>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</p>	<p>Audrea King, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff 	<p>_____ ACTION BUDGET: \$</p>

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 Schoolwide				
Create, modify, and follow pacing guides in order to enhance student achievement. Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide	Audrea King, Principal Lisa Hargrave, Math Coach	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Administer Pre/Post tests and formative assessments, and analyze data from those assessments in order to increase student achievement. The 2012-2013 testing results are as follows. The Kindergarten pre/post test indicates a 21 percentage point gain. The 1st grade pre/post test indicates a 22 percentage point gain. The 2nd grade pre/post tests indicate a 17 percentage point gain. The 3rd grade pre/post test indicates a 14.9 percentage point gain. The 4th grade pre/post test indicates an 18.2 percentage point gain. The 5th grade pre/post test indicates a 10.3 percentage point gain. The 6th grade pre/post test indicates a 10.9 percentage point gain. The CRT results for 3rd grade indicate a gain of 22 percentage points. The CRT results for 4th grade indicate a loss of 16 percentage points. The CRT results for 5th grade indicate a loss of 7 percentage points. The CRT results for 6th grade indicate a 1 percentage point loss. In 2012-2013, gains were not made at all grade levels. Therefore, the math coach and teachers will analyze the formative assessment data and the data from state-mandated assessments in order to prescribe interventions designed to increase student achievement. Our goal is to show growth in 2013-2014. Action Type: Collaboration Action Type: Program Evaluation	Classroom Teachers, Math Coach, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Performance Assessments Teachers 	ACTION BUDGET: \$
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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants Teachers 	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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Provide a quality parental involvement program.				

Scientific Based Research: Bandlow, Laurie. (2013). Parental Involvement Predicts Student Success: The Relationship Between Parental Involvement and Student Achievement in Three Working-Class Elementary Schools. Lap Lambert Academic Publishing.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide professional development in parental involvement. Action Type: Parental Engagement	Lorie Long, Parental Involvement Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff 	<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 2012-2013 school year is 61%. The goal for parental involvement in 2013-2014 is 75%. Action Type: Parental Engagement	Lorie Long, Parental Involvement Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$
A parent involvement coordinator will oversee the parental engagement activities for the district. Action Type: Collaboration Action Type: Parental Engagement	Lorie Long, Parental Involvement Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$
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	Lorie Long, Parental Involvement Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$
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. Action Type: Collaboration Action Type: Parental Engagement	Lorie Long, Parental Involvement Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff 	<hr/> ACTION BUDGET: \$
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	Lorie Long, Parental Involvement Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff School Library Teachers 	<hr/> ACTION BUDGET: \$

<p>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>			<ul style="list-style-type: none"> • Teaching Aids 	
<p>Continue the use of Gradequick, a school-wide, server-based, grade book software that works in conjunction with APSCN. This software allows teachers to track grades and attendance, and during the 2013-2014 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</p>	<p>Tamara Carr, Technology Coordinator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Computers • Teachers • Teaching Aids 	<p>————— ACTION BUDGET: \$</p>
<p>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</p>	<p>Lorie Long, Parental Involvement Coordinator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Teachers 	<p>————— ACTION BUDGET: \$</p>
<p>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</p>	<p>Keith Richey, Federal Programs Coordinator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Computers • District Staff • Outside Consultants • Teachers 	<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>Audrea King, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<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</p>	<p>Lorie Long, Parental Involvement Coordinator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	<p>————— ACTION BUDGET: \$</p>

<p>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>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</p>	<p>Audrea King, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>————— ACTION BUDGET: \$</p>
<p>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</p>	<p>Keith Richey, Federal Programs Coordinator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants 	<p>————— ACTION BUDGET: \$</p>
<p>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 throughout the year. Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Audrea King, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<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 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: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	<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</p>	<p>Audrea King, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>————— ACTION BUDGET: \$</p>

school's process for resolving parental concerns. Action Type: Collaboration Action Type: Parental Engagement				
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 Development	Audrea King, Principal and Bill Muse, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION 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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Provide reasonable support for parental involvement activities as parents may request. Action Type: Parental Engagement	Lorie Long, Parental Involvement Coordinator and Nikki Robinson, Elementary Physical Fitness Instructor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Response to Intervention (RTI)

Scientific Based Research: Burns, Matthew K. Gibbons, Kimberly. (2012). Implementing Response-to-Intervention in Elementary and Secondary Schools: Procedures to Assure Scientific-Based Practices, Second Edition (School-Based Practice in Action). Routledge. 2nd Edition.

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. 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 2012-2013 school year, ten students went through the response to intervention process.	Audrea King, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Performance Assessments Teachers 	ACTION BUDGET: \$

<p>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. 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 student's 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 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</p>	<p>Classroom Teachers/Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers 	<p>————— ACTION BUDGET: \$</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. Action Type: AIP/IRI Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development</p>	<p>Audrea King, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<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 throughout the school year with a book study. Action Type: Collaboration Action Type: Professional Development</p>	<p>Audrea King, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	<p>————— ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>
<p>Intervention: Project based mathematics tasks will be included in the mathematics curriculum.</p>				
<p>Scientific Based Research: Boss, Suzanne K. Krauss, Jane I. (2013). Thinking Through Project-Based Learning: Guiding Deeper Inquiry. Corwin.</p>				
<p>Actions</p>	<p>Person Responsible</p>	<p>Timeline</p>	<p>Resources</p>	<p>Source of Funds</p>

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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Performance Assessments Teachers 	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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Teachers 	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 2012-2013 data from Target Testing indicates the average score for 3rd grade open response grew from 0.3 at the beginning of the year to 2.8 at the close of the year. The data indicates the average score for 4th grade open response grew from 1.2 at the beginning of the year to 2.2 at the close of the year. The data indicates the average score for 5th grade open response grew from 1.1 at the beginning of the year to 2.0 at the close of the year. The data indicates the average score for 6th grade open response grew from 1.2 at the beginning of the year to 2.4 at the close of the year. Our goal is to show growth in 2013-2014. Action Type: Alignment Action Type: Equity Action Type: Program Evaluation	Lisa Hargrave, Math Coach, Math Teachers,	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Performance Assessments Teachers 	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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0
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: Heritage, Margaret. (2013). Formative Assessment in Practice: A Process of Inquiry and Action. Harvard Education Press.				
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	Lisa Hargrave Math Coach, Math Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Outside Consultants Teachers 	Title I - Materials & Supplies: \$1250.00

Action Type: Alignment Action Type: Collaboration Action Type: Equity				ACTION BUDGET: \$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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
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 2012-2013 testing results are as follows. The Kindergarten pre/post test indicates a 21 percentage point gain. The 1st grade pre/post test indicates a 22 percentage point gain. The 2nd grade pre/post tests indicate a 17 percentage point gain. The 3rd grade pre/post test indicates a 14.9 percentage point gain. The 4th grade pre/post test indicates an 18.2 percentage point gain. The 5th grade pre/post test indicates a 10.3 percentage point gain. The 6th grade pre/post test indicates a 10.9 percentage point gain. The CRT results for 3rd grade indicate a gain of 22 percentage points. The CRT results for 4th grade indicate a loss of 16 percentage points. The CRT results for 5th grade indicate a loss of 7 percentage points. The CRT results for 6th grade indicate a 1 percentage point loss. In 2012-2013, gains were not made at all grade levels. Therefore, the math coach and teachers will analyze the formative assessment data and the data from state-mandated assessments in order to prescribe interventions designed to increase student achievement. Our goal is to show growth in 2013-2014. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	Audrea King, Principal, Lisa Hargrave, Math Coach	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
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. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Audrea King, Principal, Lisa Hargrave, Math Coach	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
Total Budget:				\$1250
Intervention: Implement an after school tutoring program with emphasis on students scoring below proficiency on the math Benchmark Exam.				

Scientific Based Research: Harpine, Elaine Clanton. (2013). After-School Prevention Programs for At-Risk Students: Promoting Engagement and Academic Success. Springer.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Pay teachers and staff to provide after school tutoring to students in need of extra instruction. Action Type: Alignment Action Type: Equity	Audrea King, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	NSLA (State-281) - Employee Benefits: \$751.61 NSLA (State-281) - Employee Salaries: \$3364.40 <hr/> ACTION BUDGET: \$4116.01
Total Budget:				\$4116.01

Intervention: Students will be provided with current technology to utilize in the classroom.				
Scientific Based Research: Selwyn, Neil. (2011). Education and Technology. Key Issues and Debates. Bloomsbury Academic				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The District will utilize the BEE initiative provided by Department of Information Services for a M86WFR550 and an Ecessa Shield Link 250 at a cost of \$5,360.00 from NSLA funds. The purpose of this item is to improve our students' access to the Accelerated Reading program, Achieve 3000, Distance Learning, Gaggle, My Reading Coach, Kurzweil, Destiny, Smart Learning Marketplace, and online Accounting. This program will help to insure that our students have access to the most current technology and curriculum available. Action Type: Technology Inclusion	Tamra Carr	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers 	NSLA (State-281) - Purchased Services: \$5360.00 <hr/> ACTION BUDGET: \$5360
The district will purchase a Microsoft open value-education solutions agreement at a cost of \$2,500 from NSLA funds to provide students with the most current operating systems and software updates. This will allow students a more effective and efficient use of technology within the district which will improve their ability to achieve at the highest level possible. Action Type: Technology Inclusion	Tamra Carr	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers 	NSLA (State-281) - Purchased Services: \$2500.00 <hr/> ACTION BUDGET: \$2500
Total Budget:				\$7860

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

- Supporting Data:
- The 2010-2011 BMI data for males indicated that 38.2% were overweight. The 2011-2012 BMI data for males indicated that 44.3% were overweight. The 2012-2013 BMI data for males indicated that 43.8% were overweight.
 - The 2010-2011 BMI data for females indicated that 40% were overweight. The 2011-2012 BMI data for females indicated that 35.7% were overweight. The 2012-2013 BMI data for females indicated that 40.5% were overweight.
 - During the 2010-2011 school year, we had 384 students enrolled in the elementary school. Of that enrollment, we had 206 students who qualified for free lunch and 58 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. During the 2012-2013 school year, we had 370 students enrolled in the elementary school. Of that enrollment, we had 212 students who qualified for free lunches and 51 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 BMI index. 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 overweight students 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. In 2011-2012 the BMI for students overall was 16.5% overweight and 22.7% obese. In 2011-2012, there was an overall increase in overweight students of 1.3%; however, there was an overall decrease of 1.2% of students that were obese. The district will continue to work toward decreasing the overweight and the obesity rate during the 2012-2013 school year. In 2012-2013 the BMI for students overall was 42.1% overweight and obese. In 2012-2013, there was an overall increase in the overweight and obesity rate of students of 2.9% The district will continue to work toward decreasing the overweight and the obesity rate during the 2012-2013 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: American Public Health Association. American Academy of Pediatrics. (2011). Caring for Our Children: National Health and Safety Performance Standards				
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: Wellness	Nikki Robinson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	Title I - Materials & Supplies: \$359.00 ACTION BUDGET: \$359
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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Community Leaders Teachers 	ACTION BUDGET: \$
Encourage student activity during physical activity periods. Action Type: Wellness	Audrea King, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	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	Paula Gardner, School Nurse	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$

Have an on-going discussion with students on essential topics on physical activities and nutrition. Action Type: Wellness	Paula Gardner, School Nurse	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	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	Paula Gardner, School Nurse	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Performance Assessments Teachers 	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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
Implement the Fitness Gram program that will be used to record students' fitness goals and activities. The program will then be used to communicate these goals and activities with parents. Action Type: Parental Engagement Action Type: Wellness	Nikki Robinson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	Title I - Purchased Services: \$2000.00 ACTION BUDGET: \$2000
Utilize the Wii Fit Plus program in the Elementary PE curriculum to encourage students to become more active. Action Type: Wellness	Nikki Robinson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	Title I - Capital Outlay: \$3430.00 ACTION BUDGET: \$3430
Total Budget:				\$5789

• 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	Felicia Morrisett	classroom 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	Lisa Hargrave	Math/Literacy Coach	Math/Literacy
Non-Classroom Professional Staff	Lorie Long	Preschool Director	Title I
Non-Classroom Professional Staff	Paula Gardner	School Nurse	Wellness
Non-Classroom Professional Staff	Tracy Foster	Librarian	Literacy
Parent	Nikki Hood	Paraprofessional	Title I
Parent	Shana Horton	Parent	Wellness
Principal	Audrea King	Principal	Literacy/Math