

School Plan

DEER ELEMENTARY SCHOOL
P.O. Box 56, Deer, AR 72628

Arkansas Comprehensive School Improvement Plan

2012-2013

The mission of Deer Elementary School is to provide education in a safe, non-threatening environment, accessible to all students. The school is dedicated to the intellectual, technological, cultural, moral, social, and healthful development of the youth of our community, to enable them to become patriotic citizens of high character in our ever-changing world. Staff, parents, students, and community work together to achieve this goal. Deer Elementary School exists for the students.

Grade Span: K-6

Title I: Title I Schoolwide

School Improvement: MS

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Priority 1: Literacy

Goal: All students will improve comprehension skills needed to demonstrate proficiency in responding to open response questions.

Priority 2: Math

Goal: All students will improve application of basic skills to real world problem solving.

Priority 3: Wellness

Goal: Students and staff will take responsibility for their own health and become health-literate individuals with a life-long commitment to making positive choices.

Priority 1:

Literacy

1. **NEEDS ASSESSMENT: ALL TEACHERS ANALYZED 2012 TEST RESULTS AND TREND DATA FOR ALL STUDENTS, THE TARGETED ACHIEVEMENT GAP GROUP (TAGG), AND ESEA SUBPOPULATIONS. THEY ALSO EXAMINED FORMATIVE TESTING, DISCIPLINE, AND ATTENDANCE. THEIR FORMATIVE TESTING DATA INCLUDED DEVELOPMENTAL READING ASSESSMENT (DRA), DYNAMIC INDICATOR OF BASIC EARLY LITERACY SKILLS (DIBELS), DEVELOPMENTAL SPELLING ANALYSIS (DSA), TEACHER MADE ASSESSMENTS, AND ANECDOTAL RECORDS. ANALYZING DATA FROM 2010, 2011, AND 2012, THE AREA OF WEAKNESS THAT CONTINUES TO BE IDENTIFIED IN THE SUMMATIVE TESTING IS OPEN RESPONSE QUESTIONS. THE ACSIP LEADERSHIP TEAM FURTHER EXAMINED THE RESULTS OF SUMMATIVE AND FORMATIVE ASSESSMENTS AND IDENTIFIED THE FOLLOWING SKILLS AS MOST NEEDING IMPROVEMENT: HIGHER LEVEL COMPREHENSION SKILLS SUCH AS INFERENCING, DRAWING CONCLUSIONS, AND THINKING OUTSIDE OF THE STORY OR SELECTION, INTERPRETATION OF QUESTIONS, AND RESPONDING TO QUESTIONS WITH ENOUGH SUBSTANTIAL, SPECIFIC EVIDENCE TO JUSTIFY STUDENT'S INTERPRETATION. TO ADDRESS THESE WEAKNESSES, TEACHERS WILL USE HIGHER LEVEL QUESTIONING AND THROUGH MODELING TEACH STUDENTS TO ASK HIGHER LEVEL QUESTIONS IN LITERACY DISCUSSIONS. TEACHERS WILL PROVIDE MORE OPPORTUNITIES FOR STUDENTS TO PRACTICE THESE SKILLS AND APPLY THEM WHEN RESPONDING TO LITERATURE AND IN WRITING. DISCIPLINE AND ATTENDANCE ARE NOT MAJOR ISSUES. WHEN DISCIPLINE OR ATTENDANCE IS AN ISSUE, TEACHERS CONFERENCE WITH THE PARENTS AND HANDLE EACH SITUATION INDIVIDUALLY. TO ADDRESS AREAS OF CONCERN, MORE RESOURCES ARE NEEDED THAT ATTEND TO HIGHER LEVEL THINKING SKILLS, A VARIETY OF HIGH-INTEREST LEVEL BOOKS OF DIFFERENT GENRES, AND COMPUTER PROGRAMS AND OTHER TECHNOLOGY THAT ENGAGE STUDENTS IN LEARNING.**

Supporting Data:

Goal

All students will improve comprehension skills needed to demonstrate proficiency in responding to open response questions.

Benchmark The percentage of students scoring proficient or advanced on the literacy portion of the 2013 Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP) Augmented Benchmark exams will be 74.87% for all students and 69.86% for the Targeted Achievement Gap Group (TAGG). Percentage of students meeting growth will be 75% for all students and 76.49% for TAGG.

Intervention: Align the curriculum in language arts to the Common Core State Standards.				
Scientific Based Research: Carter, L. (2007). Total instructional alignment: From standards to student success. Bloomington, IN: National Education Service.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Kindergarten through sixth grade teachers aligned curriculum to the Common Core State Standards (CCSS). Teachers attended professional development offered at the local education co-op on CCSS and will attend future grade appropriate workshops. Action Type: Alignment Action Type: Professional Development	Melissa King, Curriculum Specialist	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Outside Consultants • Teachers • Teaching Aids 	ACTION BUDGET: \$
Kindergarten through sixth grade teachers use teacher created pacing guides which are aligned to the Common Core State Standards (CCSS). Teachers aligned the curriculum vertically. Action Type: Alignment Action Type: Collaboration	Melissa King, Curriculum Specialist	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Performance Assessments 	ACTION BUDGET: \$
The Special Education teacher will correlate the Special Education curriculum and the CCSS. Action Type: Alignment Action Type: Special Education	Darlene Hauser, Special Education Teacher	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	ACTION BUDGET: \$
Parents and staff work together to revise the school improvement plan for literacy each year. Parents, TEACHERS and staff are informed of student achievement, adequate yearly progress, and federal programs to enable them to BE INVOLVED in the DECISION MAKING process of the Title I Program and to plan interventions and actions that meet the needs of student deficiencies. Criterion-referenced, norm-referenced, formative assessments and other appropriate data results are analyzed by the staff to determine strengths and weaknesses of the all students, TAGG and ESEA subpopulations as well as the curriculum and methods of teaching. A peer review committee will review the plan before its submission to the district for approval. Action Type: Parental Engagement Action Type: Title I Schoolwide	Dana Eddings, ACSIP Chair	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Outside Consultants • Performance Assessments 	ACTION BUDGET: \$
Deer Elementary meets the TEN COMPONENTS OF A SCHOOLWIDE PLAN: (1.) Data is analyzed for all students, the Targeted Achievement Gap Group (TAGG), and ESEA subpopulations on state required exams, local formative assessments, and other factors such as attendance and discipline. Weaknesses are addressed in the ACSIP plan. (2.) Scientifically-based strategies are used by all teachers and paraprofessionals; curriculum is aligned with the Common Core State Standards, and blocks of time are scheduled for literacy and math. (3.) Instruction is by teachers who are HIGHLY QUALIFIED at time of hire. Parents will be notified if	Richard Denniston, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Outside Consultants • Performance 	ACTION BUDGET: \$

<p>students are being taught by a teacher for four or more consecutive weeks who has not met the highly qualified teacher requirements. Paraprofessionals meet educational requirements and work under direct supervision of teachers. Parents are informed of their right to request information regarding the professional qualifications of any teacher or paraprofessional that provides services to their children. (4.) High quality PROFESSIONAL DEVELOPMENT is tied to ACSIP and based on needs assessment. (5.) STRATEGIES TO ATTRACT HIGHLY QUALIFIED TEACHERS include advertisement in local and area newspapers, advertisement on the web to include areas outside the state, contacts with local colleges, and college career fairs. (6.) Parents are encouraged to be involved in the education of their children by attending school meetings, parent/teacher conferences, and by serving on committees to plan and develop the ACSIP and parent involvement plans. (7.) Kindergarten and preschool teachers work together to insure a smooth transition from preschool to kindergarten. (8.) Teachers are included in the selection of academic assessments, analyzing test data, and development of instructional programs to improve student achievement. (9.) Students not meeting proficient levels of academic achievement standards required by the state have an individual AIP or IRI plan addressing their needs and a plan to provide effective, point-in-time remediation. (10.) FEDERAL, STATE, and LOCAL FUNDS are used to COORDINATE AND INTEGRATE services to improve instruction and increase student achievement.</p> <p>Action Type: Title I Schoolwide</p>			Assessments	
<p>Students in kindergarten through sixth grade are assessed during each nine weeks on frameworks mapped out in pacing guides. Teachers use test results to analyze instructional strategies to determine effective teaching methods, coordinate curriculum, and determine if reteaching, reviewing or more quality time on instructional strategies is needed. Formative test results will be compared to summative assessments (ACTAAP) for grades three through six for program evaluation. PROGRAM EVALUATION RESULTS: Percentage of students scoring at or above the proficient level - 3rd grade formative 70.59%, summative 58.82%; 4th grade formative --, summative 100%; 5th grade formative 62.50%, summative 75%; 6th grade formative 58.82%, summative 88.24%.</p> <p>Action Type: Alignment Action Type: Program Evaluation</p>	Junior Edgmon, Principal	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> District Staff Performance Assessments 	<p>ACTION BUDGET: \$</p>
Total Budget:				\$0
<p>Intervention: A comprehensive literacy program is used in kindergarten through sixth grade.</p> <p>Scientific Based Research: Rasinski, T. V. (2003). The fluent reader: Oral reading strategies for building word recognition, fluency, and comprehension. New York, NY: Scholastic.; Harvey, S., & Goudvis, A. (2007). Strategies that work: Teaching comprehension for understanding and engagement. Portland, ME: Stenhouse Publishers.; Marzano, R.J., & Pickering, D.J. (2005). Building academic vocabulary. Alexandria, VA: Association for Supervision and Curriculum Development.; Blink, R.J. (2007). Data-driven instructional leadership. Larchmont, NY: Eye on Education.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Teachers in kindergarten through third grade are continuing comprehensive literacy based on the Arkansas Reading First Model which includes phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing. Teachers monitor students closely and provide interventions and enrichment based on individual needs.</p>	Junior Edgmon, Principal	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> Teachers Teaching Aids Title Teachers 	<p>ACTION BUDGET: \$</p>

<p>Students in kindergarten through third grade are pre-and post-tested using the Dynamic Indicator of Basic Early Literacy Skills (DIBELS) battery of assessments. Students in Kindergarten through third grade scoring at the at-risk or some-risk level are assessed bimonthly with DIBELS Progress Monitoring. Students in kindergarten through third grade are pre- and post-tested with the Developmental Reading Assessment (DRA) by Joetta Beaver and Kathy Ganske's Developmental Spelling Analysis (DSA). Teachers use results of all these assessments to determine guided reading groups and interventions needed to ensure student achievement.</p> <p>PROGRAM EVALUATION RESULTS: Results of 2011-12 assessments:</p> <p><u>DIBELS</u> - Percent of students meeting goals: <i>First Sound Fluency</i>: kindergarten: pre-test - 22.2%, post-test (mid-year) - 44.4%; <i>Phoneme Segmentation Fluency</i>: kindergarten: pre-test (mid-year) 55.6%, post-test - 55.6%; <i>Nonsense Word Fluency</i>: kindergarten: Correct Letter Sounds - pre-test (mid-year) - 44.4%, post-test - 55.6%; 1st grade: Correct Letter Sounds - pre-test - 41.7%, post-test - 16.7%, Whole Words Read - pre-test - 58.3%, post-test - 33.3%; <i>Oral Reading Fluency</i>: 1st grade: Words Per Minute - pre-test (mid-year) - 50%, post-test - 58.3%, Accuracy Rate - pre-test (mid-year) - 75%, post-test - 83.3%; 2nd grade: Words Per Minute - pre-test - 61.5%, post-test - 69.2%, Accuracy Rate - pre-test - 92.3%, post-test - 84.6%; 3rd grade: Words Per Minute - pre-test - 35.3%, post-test 41.2%, Accuracy Rate - pre-test - 47.1%, post-test - 52.9%; <i>Daze Adjusted</i> - Percent of students meeting goal: 3rd grade: pre-test - 29.4%, post-test - 41.2%. DIBELS End of year composite scores - Percent of students at or above benchmark: kindergarten - 55.6%, 1st grade - 50%, 2nd grade - 92.3%, 3rd grade - 50%. <u>DRA</u> - Percent of students reading on grade level: kindergarten: pre-test - 11.1%, post-test - 33.3%; 1st grade: pre-test - 50%, post-test - 91.7%; 2nd grade: pre-test - 84.6%, post-test - 100%; 3rd grade: pre-test - 58.8%, post-test - 58.8%. <u>DSA</u> - Percent of students proficient on spelling features: 1st grade: pre-test - 18.2% on Letter Naming, post-test - 100% on Letter Naming; 2nd grade: pre-test - 76.9% on Letter Naming, 0% Within Word, post-test - 23.1% on Within Word; 3rd grade: pre-test - 11.8% on Within Word , post-test - 23.5% on Within Word, 5.9% on Syllable Juncture.</p> <p>SUMMARY: Weaknesses identified and being addressed are higher level comprehension skills especially in nonfiction text and application of higher level questioning to discussion of literature.</p> <p>Action Type: Program Evaluation</p>	Junior Edgmon, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Performance Assessments 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Professional development money is budgeted for staff to attend conferences and workshops that will improve student achievement. The district provides the required hours for parental involvement, Arkansas History, technology, suicide prevention, child maltreatment, Advance Placement/International Baccalaureate (AP/IB), health and safety for coaches, anti-bullying policy training, culturally and linguistically diverse students, and special education including autism when appropriate. Professional development is provided on site, through the local education co-op, or through the Internet Delivered Education for Arkansas Schools (IDEAS) on-line professional development. Other workshops staff plans to</p>	Melissa King, Professional Development Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Outside Consultants 	<p>PD (State-223) - Purchased \$0.00 Services:</p> <hr/> <p>ACTION BUDGET: \$0</p>

attend are workshops on Common Core State Standards, comprehensive literacy workshops, Arkansas Reading Conference, Classworks, Literacy Lab Project, Kindergarten Conference, First Grade Conference, literacy trainings offered at the local education co-op, and ADE provided workshops on Arkansas Augmented Benchmarks. Budget includes money for conference and workshop fees, travel, room and board, consultant fees, and materials and supplies. (Money budgeted in the District ACSIP.) Action Type: Professional Development				
Provide teacher 1.0 FTE to reduce class size in fourth grade literacy and math. Teacher to student ratio will be one teacher to nine students. (Also in math priority.)	Richard Denniston, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff 	Title II-A - Employee Salaries: \$42600.00 Title II-A - Employee Benefits: \$12776.49 <hr/> ACTION BUDGET: \$55376.49
Provide a paraprofessional .44 FTE in the first, second and third grade classrooms to work with small groups of students in literacy under the direct supervision of a highly qualified teacher.	Richard Denniston, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff 	Title I - Employee Salaries: \$8675.00 Title I - Employee Benefits: \$2600.00 <hr/> ACTION BUDGET: \$11275
Provide a paraprofessional 1.0 FTE to work with small groups in the kindergarten classroom under the direct supervision of a certified teacher in literacy and math. The paraprofessional may also monitor classroom while the teacher works with individual students or small groups.	Richard Denniston, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff 	Title I - Employee Benefits: \$3995.00 Title I - Employee Salaries: \$13315.00 <hr/> ACTION BUDGET: \$17310
Fourth through sixth grade teachers are continuing Readers and Writers Workshop based on the Literacy Lab Project. Teachers provide explicit instruction in word study/spelling and academic vocabulary in literacy and content classes. Teachers are working on aligning pacing guides to the Common Core State Standards this year and are integrating Common Core State Standards into their curriculum.	Junior Edgmon, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff Outside Consultants Teaching Aids 	<hr/> ACTION BUDGET: \$
A student writing sample is collected for students in kindergarten through sixth grade each nine weeks. The writing samples are evaluated by the	Junior Edgmon, Principal	Start: 07/01/2012		<hr/> ACTION BUDGET: \$

teachers using writing frameworks pertinent to each grade level. These portfolios will follow the students from kindergarten to sixth grade allowing teachers to monitor their writing progress and address individual weaknesses. After the completion of sixth grade, the students' portfolios will be passed to the high school literacy department. Action Type: Collaboration		End: 06/30/2013		
Fourth through sixth grade students are pre- and post-tested using the DIBELS Oral Reading Fluency, 4-8 Developmental Reading Assessment (DRA) by Joetta Beaver, and Kathy Ganske's Developmental Spelling Analysis (DSA). At-risk students are assessed and progressed monitored with DIBELS Progress Monitoring. Oral reading accuracy assessments will be used periodically to assess fluency and analyze miscues. PROGRAM EVALUATION RESULTS: Application of comprehension strategies and fluency are two areas being addressed in the literacy program this year. Assessment results for 2011-2012: <u>DIBELS: Fluency</u> - Percent of students meeting oral reading fluency goals: Words Per Minute - 4th grade: pre-test - 28.6%, post-test - 42.9%; 5th grade: pre-test - 43.8% , post-test - 43.8%; 6th grade: pre-test - 70.6%, post-test - 76.5%, Accuracy Rate: 4th grade: pre-test - 42.9%, post-test - 71.4%, 5th grade: pre-test - 37.5%, post-test - 43.8%, 6th grade: pre-test - 82.4%, post-test - 100%; <u>Daze adjusted</u> - Percent of students meeting goal: 4th grade: pre-test - 42.9%, post-test - 57.1%, 5th grade: pre-test - --%, post-test - 37.5%, 6th grade: pre-test - 82.4%, post-test - 94.1%. DRA - Percent of students reading on grade level: 4th grade: pre-test - 37.5%, post-test - 12.5%; 5th grade: pre-test - 43.8%, post-test - 43.8%; 6th grade: pre-test - 70.6%, post-test - 58.8%. <u>DSA</u> - Percent of students proficient on spelling features: 4th grade: pre-test - 14.3% on Within Word, post-test - 14.3% on Syllable Juncture; 5th grade: pre-test - 6.3% on Syllable Juncture; post-test - 18.8% on Syllable Juncture. 6th grade: pre-test - 23.5% on Syllable Juncture, 23.5% on Derivational Constancy; post-test - 29.4% on Syllable Juncture, 35.3% on Derivational Constancy. SUMMARY: Weaknesses identified and being addressed are higher level comprehension skills and application of higher level questioning to discussion of literature. In writing, interpretation of questions and justification of interpretation with substantial evidence. Action Type: Program Evaluation	Junior Edgmon, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Performance Assessments 	<hr/> ACTION BUDGET: \$
Provide teacher,.50 FTE, for literacy and/or math in an Alternative Learning Environment . The alternative program for kindergarten through sixth grade students is a developmental and transitional program and not a permanent placement for students. It will provide an educational setting which focuses on academic success, social skills, emotional needs, and behavior management. Referrals for the program will come primarily from the classroom teachers. An Alternative Education Placement Team will determine placement of students in the program and exit criteria. The team will include at least the principal, classroom teacher, counselor, ALE teacher, parent or guardian, and ALE Director. An individual ALE plan will be developed for students placed in the program. PROGRAM EVALUATION: The success of the program will be measured by the percentage of	Richard Denniston, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Teaching Aids 	ALE (State-275) - Employee Benefits: \$8100.00 ALE (State-275) - Employee Salaries: \$32400.00 <hr/> ACTION BUDGET: \$40500

students able to meet exit criteria and return to the regular classroom. There was one student in the ALE program last year and this student was able to successfully return to the regular classroom. Action Type: Program Evaluation				
Provide teachers for TIMELY AND EFFECTIVE REMEDIATION of students not proficient in literacy on state criterion-referenced and norm-referenced exams. Individual Intensive Reading Interventions (IRIs) are developed for students currently in kindergarten scoring delayed in the written language and oral communication areas of the Qualls Early Learning Inventory (QELI), students in first grade scoring well below benchmark on the Dynamic Indicator of Basic Early Literacy Skills (DIBELS) composite score, and students in second and third grades scoring below basic on the IOWA TEST OF BASIC SKILLS (ITBS). Students must meet the benchmark in all areas of DIBELS assessments before exiting remediation. Individual Academic Improvement Plans (AIPs) are developed for students currently in kindergarten scoring delayed in either the written language or oral communication area of the QELI, students in first grade scoring below benchmark on DIBELS composite score, students in second and third grades scoring basic on the ITBS in literacy, and students in fourth through sixth grades not proficient on the Arkansas Augmented Benchmark in literacy. The IRI/AIP plans of remediation shall be developed by school personnel and the students' parents and shall be designed to assist the student in attaining the expected achievement level. The plan of remediation requires a parent's signature. Action Type: AIP/IRI Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide	Richard Denniston, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$
Second through sixth grade teachers send an academic newsletter to parents each nine weeks to inform parents of the skills to be covered during the nine weeks. Kindergarten and first grade teachers send home academic newsletters weekly. Teachers in kindergarten through sixth grade send progress reports home at each mid-nine weeks. Action Type: Parental Engagement	Junior Edgmon, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Performance Assessments Teachers Teaching Aids 	<hr/> ACTION BUDGET: \$
Purchase leveled books for reading groups and materials and supplies for classroom learning centers to supplement the kindergarten through sixth grade literacy program. Purchase trade books to build classroom libraries including high interest books and a variety of genre. Materials and books addressing the five essential elements of reading will be purchased for use with low-achieving students.	Carolyn Cooper, Title I Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Outside Consultants 	Title I - Materials & \$5800.00 Supplies: <hr/> ACTION BUDGET: \$5800
Students in kindergarten through sixth grade go to computer lab weekly with classroom teacher for literacy. Students practice literacy and writing skills taught in the classroom. Classworks, an innovative research-based software program is aligned to the Common Core State Standards and has assessment tools that track student progress. Assessment results can be imported into Classworks solution resulting in individualized lessons and	Junior Edgmon, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Computers District Staff Outside Consultants 	Title I - Purchased \$5490.00 Services: <hr/> ACTION \$5490

activities for students whether they are above-, below-, or on-grade level. Training for the most effective use of this software continues to be provided as needed to the staff by Curriculum Advantage. The cost is \$5490 per year. Action Type: Professional Development Action Type: Technology Inclusion				BUDGET:
Formative assessments are used to ensure the literacy program prepares students to perform proficiently on the state assessments. Benchmark tests from Classworks that are aligned to the CCSS frameworks are given as pre-, interim, and post-assessment for students in first through sixth grades. During each nine-week grading period, students in the third through sixth grades are given a variety of assessments including teacher-made tests, classroom observations, and released items from the Arkansas Augmented Benchmark exams. Students in kindergarten through third grade not meeting benchmark goals on DIBELS assessments are progressed monitored using DIBELS Progress Monitoring. Kindergarten through second grade teachers use running records and retell to monitor reading and comprehension progress. Teachers use results of the assessments to monitor students' progress toward mastery of student learning expectations and to modify teaching practices to meet the individual academic needs of all students. PROGRAM EVALUATION RESULTS: Students scoring proficient on Classwork: 1st grade - pre-test 14.3%, post-test 78.6%; 2nd grade - pre-test 11.8%, post-test 23.5%; 3rd grade - pre-test --, post-test 36.4%; 4th grade - pre-test 11.1%, post-test 22.2%; 5th grade - pre-test 52.6%, post-test 57.9%; 6th grade - pre-test 13.3%, post-test 20%. SUMMARY: Teachers agree that Classworks is a great program when it works properly. The state is increasing internet band-width and the district is increasing band-width additionally. That should solve the problem teachers have had with Classworks. Teachers will continue to receive support and training from the Classworks representative. Action Type: Collaboration Action Type: Program Evaluation	Melissa King, Curriculum Specialist	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff Performance Assessments 	<hr/> ACTION BUDGET: \$
Provide a paraprofessional .875 FTE to work with small groups of students in second grade and sixth grade literacy under the direct supervision of a highly qualified teacher and to tutor students in kindergarten through sixth grade literacy and math in the computer lab under the direct supervision of a teacher. (.125 FTE of this position is paid with local funds)	Richard Denniston, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff 	Title I - Employee Salaries: \$14030.00 Title I - Employee Benefits: \$4210.00 <hr/> ACTION BUDGET: \$18240
Provide a paraprofessional .125 FTE to work with small groups in literacy under the direct supervision of a certified teacher. (.54 FTE of this position is paid for with Migrant funds for a total of .665 FTE)	Richard Denniston, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff 	Title I - Employee Salaries: \$2000.00 Title I - \$600.00

				Employee Benefits: <hr/> ACTION BUDGET: \$2600
Continue a research-based on-line program, Education City, for additional practice in reading and math. Professional development on this program has been provided to the staff. Action Type: Professional Development Action Type: Technology Inclusion	Melissa King, Curriculum Specialist	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Computers Outside Consultants 	<hr/> ACTION BUDGET: \$
A GIFTED AND TALENTED PROGRAM is provided for identified students in grades four through six that exhibit a higher than average level of creativity, I.Q., and task commitment. The students meet with the gifted and talented coordinator for 150 minutes per week in a homogeneous-grouped, pull-out program that extends or accelerates their curriculum in process, product, or content. Students in kindergarten through third grade are served as whole group enrichment using the Talents Unlimited program. The gifted and talented coordinator attends monthly meetings and workshops offered for gifted and talented at the OUR Educational Service Cooperative and attends the state approved conference for gifted and talented education known as AGATE when feasible. It is strongly recommended that all classroom teachers attend this conference as well. Action Type: Professional Development	Carol Spradley, Gifted and Talented Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Computers Outside Consultants Performance Assessments 	<hr/> ACTION BUDGET: \$
Purchase upgrade kits for three interactive white boards with built-in projectors @ \$1405 including shipping. The third through sixth grade classrooms use interactive white boards in the classroom. A few advantages of this technology are use of more visuals, use of magazine and newspaper articles, display notes, make comparisons and other activities with split screen, group editing of writing, allow projection of dictionary to work on multi-meaning words, read charts and maps, and increases student engagement.	Nathan Windel, Technology Coordinator	Start: 07/01/2012 End: 06/30/2013		Title I - Capital Outlay: \$4402.00 <hr/> ACTION BUDGET: \$4402
Purchase 23 Kindles @ approximately \$209 each to be used in literacy and math to increase student engagement and achievement. Research shows poverty students' attitudes toward learning increases and achievement also increases with the use of e-readers. In literacy, the Kindles will provide students with access to thousands of books with a variety of genres. Educators are always searching for ways to motivate students to read more, especially male students. The Kindle will be just the tool to achieve this. With access to a vast number of titles, reluctant readers can be motivated with high interest magazines, graphic novels, nonfiction, and popular series. Distribution of books will be easier with more students able to read the same book at the same time. This will be huge for literacy groups and circles. The text to talk feature will be a great tool for students with reading disabilities. Students will be able to utilize a dictionary, do research and save information, highlight, and take notes. In math, students will have access to math websites, free math apps and extra	Carolyn Cooper, Title I Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Outside Consultants 	Title I - Materials & Supplies: \$7840.00 <hr/> ACTION BUDGET: \$7840

resource math books. Professional development will be provided to the teachers on using the Kindle in the classroom. Money is also budgeted for covers, removal of ads, and a two-year replacement plan. Kindles will be purchased for the sixth grade this year, fifth grade next year, and fourth grade the following year. Action Type: Professional Development Action Type: Technology Inclusion				
Total Budget:				\$168833.49
Intervention: Continue Accelerated Reader and other motivational reading programs.				
Scientific Based Research: Samuels, S.J., & Wu, Y. (2004). How the amount of time spent on independent reading affects reading achievement: A response to the National Reading Panel. Minneapolis: University of Minnesota, Department of Educational Psychology. Available online: .				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Students from kindergarten through sixth grade are encouraged to read Accelerated Reader books with challenges, clubs, and other incentives. A variety of books is provided for students to read on their independent reading levels. A letter is sent to parents at the beginning of the year to explain the Accelerated Reader program. Action Type: Alignment Action Type: Parental Engagement	Melissa King, AR Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> School Library 	ACTION BUDGET: \$
Students earn incentives for meeting challenges, making Accelerated Reader clubs, and making points.	Melissa King, AR Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Computers District Staff 	ACTION BUDGET: \$
Accelerated Reader Coordinator informs parents of AR clubs, challenges, and incentives. Parents help with planning and carrying out activities. Action Type: Parental Engagement	Melissa King, AR Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Computers 	ACTION BUDGET: \$
Accelerated Reader reports are used to measure student participation. Money is budgeted to purchase Accelerated Reader quizzes, books, and other materials and supplies. PROGRAM EVALUATION: The Accelerated Reader program was successful in motivating most students to participate in the challenges and book clubs. Each year AR coordinators ask for input from staff, students, and parents to make the program more appealing to all students. Action Type: Parental Engagement Action Type: Program Evaluation	Cheryl Freeman, Lab Manager	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Computers Outside Consultants Performance Assessments 	Title I - Materials & Supplies: \$2773.00 ACTION BUDGET: \$2773
Librarian conducts Read Aloud program to encourage parents to read with and to their children. Library books are sent home during the summer break to encourage students to continue reading. Action Type: Parental Engagement	Judy Davis, Media Specialist	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Public Library School Library 	ACTION BUDGET: \$
Librarian has a weekly story hour for preschoolers, ABC Preschool students, and the local daycare. These children are allowed to check out books so parents and other family members will read to them at home. All children in the surrounding communities are allowed to check out books.	Judy Davis, Media Specialist	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Public Library School Library 	ACTION BUDGET: \$

Action Type: Parental Engagement				
The Scholastic Reading Inventory (SRI) is given to first-sixth grade students to determine their individual native Lexile scores and to monitor their progress. A number of individualized student reports will be available to teachers such as yearly progress, student action, and targeted reader. There are also parent reports to share reading progress with parents. Recommended reading reports can be generated for students. Conversion charts will be used to convert Accelerated Reader levels to Lexile levels. Teachers received training on SRI. Action Type: Professional Development	Melissa King, Curriculum Specialist	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Computers District Staff Performance Assessments 	ACTION BUDGET: \$
Total Budget:				\$2773
Intervention: Continue use of Direct Instruction program in the Special Education department to improve reading and language skills.				
Scientific Based Research: Watkins, C., & Slocum, T. (2004). The components of Direct Instruction. In N.E. Marchand-Martella, T.A. Slocum, & R.C. Martella (Eds.) Introduction to Direct Instruction (pp. 28-65). Boston, MA: Allyn & Bacon.; Carnine, D., Silbert, J., Kame'enui, E., & Tarver, S. (2004). Direct instruction reading (4th ed.). Upper Saddle River, NJ: Pearson.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The Special Education department uses direct instruction and comprehensive literacy for kindergarten through sixth grade students in literacy. To address the disparity between Students With Disabilities and other subpopulations reflected in the test data, the Special Education teacher collaborates with the classroom teachers. The Special Education teacher requires book projects that are required in the regular classroom and uses released items and open response questions. Strategies from Arkansas Reading First are incorporated when appropriate. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Darlene Hauser, Special Education teacher	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Outside Consultants Teachers Teaching Aids Title Teachers 	ACTION BUDGET: \$
Special Education department will determine if students are meeting their IEPs. PROGRAM EVALUATION: 100% of students served met their IEPs. Action Type: Program Evaluation Action Type: Special Education	Darlene Hauser, Special Education teacher	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
Special Education teacher attends all professional development provided by the district and other workshops pertaining to specific needs of the students served in special education. This year that includes training on portfolio assessment. Action Type: Professional Development Action Type: Special Education	Melissa King, Professional Development Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Outside Consultants 	ACTION BUDGET: \$
Special Education teacher has annual review conferences with parents of students in the special education program. The teacher is also available to meet with parents at the parent-teacher conferences. Action Type: Parental Engagement	Darlene Hauser, Special Education teacher	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Performance Assessments 	ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Include and involve all parents in their children's educational activities and decisions; academically, socially, and physically; therefore, increasing student achievement.				

Scientific Based Research: Tellett-Royce, N. & Wootten, S. (2008). Engage every parent: Encouraging families to sign on, show up, and make a difference. Minneapolis, MN: Search Institute Press.; Ferlazzo, L. & Hammond, L. (2009). Building parent engagement in schools. Santa Barbara, CA: ABC-CLIO, LLC.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Volunteering opportunities are available at Deer Elementary School for parents and are advertised in varied ways. -- 1. -- Surveys are distributed to parents in information packets. Volunteer opportunities will be placed on the monthly calendar. -- 2. -- Workshops are provided regarding the types of volunteering opportunities. -- 3. -- Bulletin Board to honor volunteers is outside of gym.-- 4. -- A volunteer sign-in sheet or notebook is kept in the parent center available to parents during all school hours. -- 5. Counseling brochure given to parents to inform them of available services. -- 6. -- Improvement of counseling website -- 7. Parent involvement survey and ideas list handed out at the beginning of the school year. -- 8. -- Technology workshops will be available at various times throughout the year to teach websites that specifically address DEVELOPMENTALLY APPROPRIATE LEARNING ACTIVITIES and homework helpers for parents and students. -- 10. -- Parent involvement nights. Action Type: Parental Engagement	Joel Phillips, Parent Facilitator	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
A Parent Involvement Committee has been created and members are listed in the Parent Involvement Plan. Parents are encouraged to attend meetings and to be involved in other committees. -- 1. -- Parent Center Committee -- 2. -- Alumni Committee -- 3. -- Safe and Drug Free Committee -- 4. -- Title/Federal Committees -- 5. -- Vocational Advisory Committees -- 6. -- Wellness Committee. Action Type: Parental Engagement	Joel Phillips, Parent Facilitator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Teachers • Title Teachers 	ACTION BUDGET: \$
Parents are encouraged to be involved in activities that promote responsible parenting. SCHOOL has allowed the FORMATION OF PARENT TEACHER ORGANIZATION for further parental involvement. The group's name is Parents In Action. Enrollment forms are available at parent/teacher conferences and ballgames. Teachers and staff will communicate with parents in a variety of methods including but not limited to: 1.) PARENT INVOLVEMENT MEETINGS a. Updated Department of Education Rules and Regulations -- b. Relationship building between staff and parents -- c. needs assessment included in the Parent Involvement Plan -- topics chosen from the assessment (if applicable) and presented throughout the year. d. CAREER ACTION SEMINARS in fall and spring -- e. Phone logs given to each teacher to record all contact with parents. Encourage teachers to make positive contacts as well as others. For example, calling parents of the student chosen as Terrific Kid for the month. -- -- 2.) INFORMATIONAL PACKETS will be distributed a. copy of parent involvement plan -- b. school handbook which includes SCHOOL'S PROCESS FOR RESOLVING PARENTAL CONCERNS -- c. recommended role for parents, teachers and students, ways to communicate, new policies and procedures, calendars, counselor's brochure, needs assessment for training, volunteer form, parent involvement survey ---- 3. PARENT/TEACHER CONFERENCES will	Joel Phillips, Parent Facilitator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Community Leaders • Computers • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$

be held once in the fall and once in the spring. ---- 4. Parents will be contacted as needed for progress reporting information about their child or school activities ---- 5. Progress Reports will be sent home during each nine weeks for each student.----6. Teachers and counselor will encourage parents with positive phone calls. Action Type: Parental Engagement				
A Parent Center has been created and is maintained on the school campus for parent use during the school hours. Availability of the Parent Center has been published in a monthly school calendar and hung at various local businesses as well as at the school. --- 1.) A computer is provided for research or to create documents as needed. The computer will have on-line access.---- 2.) A television/DVD/VCR will be available for videos and DVD pertaining to topics on parenting.---- 3.) Pamphlets and brochures are available on multiple topics for parents to take home.---- 4.) A VOLUNTEER RESOURCE BOOK is located in the Parent Center. A parent survey is also provided.---- 5.) Sign-in sheets for visitors are available and required. Action Type: Parental Engagement	Joei Phillips, Parent Facilitator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Computers Outside Consultants Public Library School Library Teachers 	ACTION BUDGET: \$
Assessment will be constant and critical in ensuring that the Parent Involvement Plan continues to meet the needs of parents and community. 1. Surveys are sent home 2. Needs assessments 3. Attendance at School-led functions 4. Sign-in sheets 5. Parent involvement evaluation by Title I and survey results. PROGRAM EVALUATION: Of the parents who responded to parent involvement surveys last year, parents felt they were encouraged to be involved with their children's learning at Deer School. Furthermore, they felt enough opportunity was available for them to be involved in their children's education. Action Type: Parental Engagement Action Type: Program Evaluation	Joei Phillips, Parent Facilitator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Community Leaders Computers Teachers 	ACTION BUDGET: \$
The district provides a certified teacher as PARENT FACILITATOR and pays additional salary to the facilitator as required by law. The school has a written policy stating the district's commitment to parental involvement. Action Type: Parental Engagement	Richard Denniston, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Reporting of school progress will be made to parents. 1. Parents will be informed of how the school scores in relation to the state and region on NRT and CRT testing during the first week of school in August. School counselor will be available at parent/teacher conferences to answer and interpret assessment questions and will provide DEVELOPMENTALLY APPROPRIATE LEARNING ACTIVITIES. 2. A public meeting will be held to emphasize school progress. 3. Parenting educational and fun activities are planned. (a.) A Fall Festival is set in October to allow staff, students, and parents to have fun together. Enrollment forms will be available for parents to join Parents In Action group. (b.) A parent volunteer led Spring Program for preschool through sixth grade with individual skits. (c.) Parents are invited to attend Terrific Kid ceremonies each month. (d.) Two topics from parent involvement surveys offered in evening training session(s). Technology coordinator and librarian will plan two after-school trainings for parents on topics from parent involvement surveys. Action Type: Parental Engagement	Joei Phillips, Parent Facilitator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff District Staff 	ACTION BUDGET: \$

<p>The TITLE I ANNUAL MEETING is held in October. The agenda includes Title I schoolwide program, goals of the program, school-parent-student compact, parents' right to know, written state complaint procedures, and the rights of parents to be involved in planning the program, compact, and parent involvement policies. Other agenda items include school accreditation, academic performance report including school report card and adequate yearly progress status, curriculum, and student assessments. PARENTS are informed of the state PIRC locations. They are also given an opportunity to REQUEST TITLE I MEETINGS and made aware they can request future meetings. Parents are given time to make comments, suggestions, or ask questions. NOTICES sent to the parents announcing meetings and other parent activities are sent in a FORMAT and LANGUAGE to the extent practical that the parents, including disabled parents, can understand. Money is budgeted for materials and supplies for parent involvement activities.</p> <p>Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Carolyn Cooper, Title I Coordinator	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> District Staff Outside Consultants 	<p>Title I - Materials & Supplies: \$500.00</p> <hr/> <p>ACTION BUDGET: \$500</p>
<p>PARENTS are encouraged to be INVOLVED in their CHILDREN'S EDUCATION. They are invited to serve on committees for school improvement planning and parent involvement policies. Teachers keep parents informed of student progress and aid parents in helping students at home through conferences, academic newsletters, and phone calls. The PARENT INVOLVEMENT POLICY and SCHOOL-PARENT-STUDENT COMPACT is REVIEWED ANNUALLY at a committee meeting. This committee includes parents. The revised plan is approved by the school board and POSTED ON THE SCHOOL'S WEBSITE. A parent survey evaluates parent involvement. OF the fifty percent of parents who responded to the Title I survey, sixty-five percent of parents indicated that the greatest hindrance to serving on committees was time. Sixty-one percent indicated they had access to the internet so school personnel are making more information and helpful links available to parents on the school website.</p> <p>Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Carolyn Cooper, Title I Coordinator	<p>Start: 07/01/2012 End: 06/30/2013</p>		<hr/> <p>ACTION BUDGET: \$</p>
<p>There is an ABC PRESCHOOL located on the school campus. Parents of preschool students are invited to use the school parent center and library. The kindergarten teacher works with the preschool personnel and parents to provide a smooth TRANSITION from preschool to kindergarten. The preschool students are given an opportunity to preregister for kindergarten. They also visit the kindergarten classroom to meet the teacher and participate in some activities with the kindergarten class. Parents are provided with a kindergarten readiness checklist.</p> <p>Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Junior Edgmon, Principal	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> District Staff 	<hr/> <p>ACTION BUDGET: \$</p>
<p>An opportunity for professional development to educate teachers, principals, and other staff on the value and utility of the contributions of parents, how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school is provided by the district. Teachers are provided TWO HOURS</p>	Melissa King, Professional Development Coordinator	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> District Staff Outside Consultants 	<hr/> <p>ACTION BUDGET: \$</p>

of PARENTAL INVOLVEMENT training and administrators are provided THREE HOURS. Action Type: Professional Development Action Type: Title I Schoolwide				
TO PROVIDE INSTRUCTION TO A PARENT ON HOW TO INCORPORATE DEVELOPMENTALLY APPROPRIATE LEARNING ACTIVITIES IN THE HOME ENVIRONMENT, the counselor will work with technology coordinator to improve school web site to include a counselor's section with parenting tips for struggling students and homework help. Also, the counselor will be available to hand out information and interpret any questions about curriculum and state assessment information. Monthly calendar will include information from the media specialist regarding literacy strategies for different age levels with book recommendations. Action Type: Parental Engagement Action Type: Title I Schoolwide	Joel Phillips, Counselor	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff Outside Consultants 	ACTION BUDGET: \$
OTHER ACTIVITIES TO HELP A PARENT ASSIST IN HIS OR HER CHILD'S LEARNING include: (1) Parent-Teacher Conferences to discuss activities that parents can do with their child to IMPROVE ACADEMIC ACHIEVEMENT and provide materials needed; (2) phone calls and/or conferences with parents when individual help is required for struggling students; (3) by parent's request. Action Type: Parental Engagement Action Type: Title I Schoolwide	Junior Edgmon, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff Outside Consultants 	ACTION BUDGET: \$
Open House is scheduled in August. Parents are invited to meet with their children's teachers. The teachers give parents information about the curriculum, program changes, expectations of that particular grade level, classroom procedures, and homework procedures. Parents are given an opportunity to ask the teacher about any concerns they may have. Action Type: Parental Engagement	Junior Edgmon, Principal	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
PARENTS ARE PROVIDED THE FOLLOWING INFORMATION: (a) Parents Right to Know letter is mailed to parents before school starts. (b) Annual report card is posted on school website. (c) Individual student assessment reports are handed out at Open House or sent home to parents. (d) A school performance report is given at the Annual Title I meeting; parents are invited to serve on committees that evaluate and plan schoolwide program. (e) Written state complaint procedures are given to parents at Annual Title I meeting and posted on school website. (f) It is essential that parental communication is two-way and continuous. Parents and staff communicate in a number of ways including meetings, parent/teacher conferences, phone calls, notes home and notes to school, and academic newsletters. (g) Reasonable accommodations are provided to enable parents with disabilities to have meaningful participation in the Title I programs. Action Type: Parental Engagement Action Type: Title I Schoolwide	Carolyn Cooper, Title I Coordinator	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
Total Budget:				\$500

Priority 2: Math

Supporting Data: 1. **NEEDS ASSESSMENT: ALL TEACHERS ANALYZED 2012 TEST RESULTS AND TREND DATA FOR ALL STUDENTS, THE TARGETED ACHIEVEMENT GAP GROUP (TAGG), AND ESEA SUBPOPULATIONS. THEY ALSO EXAMINED FORMATIVE TESTING, DISCIPLINE, AND ATTENDANCE. THEIR FORMATIVE TESTING DATA INCLUDED TEACHER MADE TESTS AND RELEASED BENCHMARK ITEMS. AFTER EXAMINING DATA FOR 2010, 2011, AND 2012, THE AREA OF WEAKNESS THAT CONTINUES TO BE IDENTIFIED IN THE SUMMATIVE TESTING IS APPLICATION OF PROBLEM SOLVING TO OPEN RESPONSE QUESTIONS. THE ACSIP LEADERSHIP TEAM FURTHER EXAMINED THE RESULTS OF SUMMATIVE AND FORMATIVE ASSESSMENTS AND IDENTIFIED THE ROOT CAUSE IS CONNECTING THE APPROPRIATE BASIC SKILLS TO REAL WORLD MATH PROBLEM SOLVING. TO ADDRESS THIS AREA, TEACHERS WILL INCORPORATE MORE REAL WORLD MATH PROBLEMS AND PROVIDE MORE OPPORTUNITIES FOR STUDENTS TO APPLY APPROPRIATE BASIC SKILLS TO REAL WORLD PROBLEM SOLVING. TEACHERS WILL ALSO USE MORE COOPERATIVE GROUPING. DISCIPLINE AND ATTENDANCE ARE NOT MAJOR ISSUES. WHEN DISCIPLINE OR ATTENDANCE IS AN ISSUE, TEACHERS CONFERENCE WITH THE PARENTS AND HANDLE EACH SITUATION INDIVIDUALLY. THE FOURTH AND SIXTH GRADE CLASSES ARE THE TWO GROUPS OF STUDENTS NOT MEETING THE 2012 ANNUAL MEASURABLE OBJECTIVE. TITLE II-A FUNDS WILL PROVIDE CLASS SIZE REDUCTION FOR THE FOURTH GRADE. TITLE I STAFF WILL HELP WITH INTERVENTIONS IN SIXTH GRADE. MATERIALS NEEDED ARE MORE RESOURCES FOR REAL WORLD MATH PROBLEM SOLVING, MATH MANIPULATIVES FOR MORE HANDS-ON LEARNING, AND SOFTWARE PROGRAMS AND OTHER TECHNOLOGY THAT ENGAGE STUDENTS IN LEARNING MATH SKILLS.**

Goal All students will improve application of basic skills to real world problem solving.

Benchmark The percentage of all students scoring proficient or advanced on the math portion of the 2012 Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP) Augmented Benchmark exams was 77.19% not meeting their Annual Measurable Objective (AMO) of 78.17%. The percentage of the Targeted Achievement Gap Group (TAGG) scoring proficient or advanced in math was 77.27% exceeding their AMO of 74.65%. Percentage of all students meeting growth was 57.50% not meeting their AMO of 61.50%; percentage of TAGG meeting growth was 53.57% not meeting their AMO of 60.04%. On the 2013 exams, the percentage of all students meeting proficiency will be 80.16% and the percentage of TAGG meeting proficiency will be 76.95%. The growth AMO for 2013 will be 65% for all students and 63.68% for TAGG.

Intervention: Align mathematics curriculum to the Common Core State Standards (CCSS).				
Scientific Based Research: Carter, L. (2007). Total instructional alignment: From standards to student success. Bloomington, IN: National Education Service.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Using the Common Core State Standards, teachers in kindergarten through sixth grade created pacing guides. Kindergarten-third grade teachers and fourth-sixth grade teachers mapped and aligned curriculum vertically. Teachers attended professional development offered at the local education co-op on CCSS and will attend future grade appropriate workshops. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Melissa King, Curriculum Specialist	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Outside Consultants • Teachers • Teaching Aids 	ACTION BUDGET: \$
The Special Education teacher correlates the Special Education curriculum and the CCSS. Action Type: Alignment Action Type: Special Education	Darlene Hauser, Special Education Teacher	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	ACTION BUDGET: \$
Parents and staff work together to revise the school improvement plan for math each year. Parents, TEACHERS and staff are informed of student achievement, school performance, and federal programs to enable them to BE INVOLVED in the DECISION MAKING process of the Title I Program and to plan interventions and actions that meet the needs of student deficiencies. Criterion-referenced, norm-	Dana Eddings, ACSIP Chair	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Outside Consultants • Performance Assessments 	ACTION BUDGET: \$

<p>referenced, formative assessments and other appropriate data results are analyzed by the staff to determine strengths and weaknesses of the all students, TAGG and ESEA subpopulations as well as the curriculum and methods of teaching. A peer review committee will review the plan before its submission to the district for approval.</p> <p>Action Type: Parental Engagement Action Type: Title I Schoolwide</p>				
<p>Deer Elementary meets the TEN COMPONENTS OF A SCHOOLWIDE PLAN: (1.) Data is analyzed for all students, the Targeted Achievement Gap Group (TAGG), and ESEA subpopulations on state required exams, local formative assessments, and other factors such as attendance and discipline. Weaknesses are addressed in the ACSIP plan. (2.) Scientifically-based strategies are used by all teachers and paraprofessionals; curriculum is aligned with the Common Core State Standards, and blocks of time are scheduled for math and literacy. (3.) Instruction is by teachers who are HIGHLY QUALIFIED at time of hire. Parents will be notified if students are being taught by a teacher for four or more consecutive weeks who has not met the highly qualified teacher requirements. Paraprofessionals meet educational requirements and work under direct supervision of teachers. Parents are informed of their right to request information regarding the professional qualifications of any teacher or paraprofessional that provides services to their children. (4.) High quality PROFESSIONAL DEVELOPMENT is tied to ACSIP and based on needs assessment. (5.) STRATEGIES TO ATTRACT HIGHLY QUALIFIED TEACHERS include advertisement in local and area newspapers, advertisement on the web to include areas outside the state, contacts with local colleges, and college career fairs. (6.) Parents are encouraged to be involved in the education of their children by attending school meetings, parent/teacher conferences, and by serving on committees to plan and develop the ACSIP and parent involvement plans. (7.) Kindergarten and preschool teachers work together to insure a smooth transition from preschool to kindergarten. (8.) Teachers are included in the selection of academic assessments, analyzing test data, and development of instructional programs to improve student achievement. (9.) Students not meeting proficient levels of academic achievement standards required by the state have an individual AIP or IRI plan addressing their needs and a plan to provide effective, point-in-time remediation. (10.) FEDERAL, STATE, and LOCAL FUNDS are used to COORDINATE AND INTEGRATE services to improve instruction and increase student achievement.</p> <p>Action Type: Title I Schoolwide</p>	Richard Denniston, Superintendent	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Outside Consultants • Performance Assessments 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Students in first through sixth grades are assessed during each nine weeks on frameworks mapped out in pacing guides. Teachers use test results to analyze instructional strategies to determine effective teaching methods, coordinate curriculum, and determine if reteaching, reviewing or more quality time on instructional strategies is needed. Formative and summative (ACTAAP) assessments for students in grade three through grade six will be compared for program evaluation. PROGRAM EVALUATION RESULTS: Percentage of students scoring at or above the proficient level - 3rd grade formative 76.47%, summative 76.47%; 4th grade formative --, 85.71%; 5th grade formative 56.25%, summative 62.50%; 6th grade formative 76.47%, summative 88.24%.</p> <p>Action Type: Alignment</p>	Junior Edgmon, Principal	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • District Staff • Performance Assessments 	<hr/> <p>ACTION BUDGET: \$</p>

Action Type: Program Evaluation				
Total Budget:				\$0
Intervention: Continue to use a standards-based math curriculum.				
Scientific Based Research: Institute of Education Sciences. (2007). Everyday Mathematics. Revised. What Works Clearinghouse Intervention Report. Princeton, NJ: What Works Clearinghouse. (ERIC Document Reproduction Service No. ED499294); Carroll, W. M., Isaacs, A. (2003). Achievement of students using the University of Chicago school mathematics project's Everyday Mathematics. In S. L Senk & D. R. Thompson (Eds.) Standards-based school mathematics curriculum: What are they? What do students learn? (pp. 79-108). Mahwah, NJ: Laurence Erlbaum Associates.; Blink, R.J. (2007). Data-driven instructional leadership. Larchmont, NY: Eye on Education.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Professional development money is budgeted for staff to attend conferences and workshops that will improve student achievement. The district provides the required hours for parental involvement, Arkansas History, technology, suicide prevention, child maltreatment, Advance Placement/International Baccalaureate (AP/IB), health and safety for coaches, anti-bullying policy training, culturally and linguistically diverse students, and special education including autism when appropriate. Professional development is provided on site, through the local education co-op, or through the Internet Delivered Education for Arkansas Schools (IDEAS) on-line professional development. Other workshops staff will attend are Common Core State Standards, workshops offered at the local education co-op and state provided benchmark workshops. Budget includes money for conference or workshop fees, travel, room and board, consultant fees, and materials and supplies. (Money budgeted in the district ACSIP.) Action Type: Professional Development	Melissa King, Professional Development Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	PD (State-223) - Purchased Services: \$0.00 <hr/> ACTION BUDGET: \$0
Second through sixth grade teachers send home academic newsletters at the beginning of each nine week grading period to inform parents of the curriculum focus for the upcoming weeks. Kindergarten and first grade teachers send academic newsletters weekly. Action Type: Parental Engagement	Junior Edgmon, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teachers Teaching Aids 	<hr/> ACTION BUDGET: \$
Teachers in grades kindergarten through second grade use Scott Foresman-Addison Wesley Mathematics as their primary math. Everyday Mathematics is also used for more problem solving practice. Likewise, the third through sixth grade teachers use Scott Foresman-Addison Wesley and Everyday Math. Sixth grade also uses Connected Mathematics Project and Saxon to supplement the math curriculum. Connected Mathematics Project provides problem solving, conceptual understanding, and proportional reasoning. Saxon math provides extra practice on basic skills. Benchmark released items are used throughout the tested grade levels.	Junior Edgmon, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Outside Consultants Performance Assessments Teachers Teaching Aids 	<hr/> ACTION BUDGET: \$
Continue scheduling a large block of instructional time for math.	Junior Edgmon, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
Provide teachers for TIMELY AND EFFECTIVE REMEDIATION of students not proficient in math on state criterion-referenced and norm-referenced exams. Individual Academic Improvement Plans (AIPs) are developed for students	Richard Denniston, Superintendent	Start: 07/01/2012 End:	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	<hr/> ACTION BUDGET: \$

currently in kindergarten scoring delayed in the math area of the Qualls Early Learning Inventory, students in second through third grades scoring basic on the IOWA TEST OF BASIC SKILLS in math, and students in fourth through sixth grades not proficient on the Arkansas Augmented Benchmark in math. The AIP plans of remediation shall be developed by school personnel and the students' parents and shall be designed to assist the student in attaining the expected achievement level. The plan of remediation requires a parent's signature. Action Type: AIP/IRI Action Type: Equity Action Type: Title I Schoolwide		06/30/2013	<ul style="list-style-type: none"> Teaching Aids 	
Provide a teacher 1.0 FTE with Title II-A funds to reduce class size in fourth grade math and literacy. Teacher to student ratio will be one teacher to nine students. (Salary and benefits budgeted in literacy section.)	Richard Denniston, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff 	Title II-A - Employee Salaries: \$0.00 Title II-A - Employee Benefits: \$0.00 <hr/> ACTION BUDGET: \$0
Provide a paraprofessional 1.0 FTE to work under the direct supervision of a certified teacher in kindergarten. The paraprofessional works with small groups of students or monitor students while the teacher works with individuals or small groups. (Budgeted in literacy.)	Richard Denniston, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff 	Title I - Employee Salaries: \$0.00 Title I - Employee Benefits: \$0.00 <hr/> ACTION BUDGET: \$0
Provide teacher, .50 FTE, for literacy and/or math in an Alternative Learning Environment . The alternative program for kindergarten through sixth grade students is a developmental and transitional program and not a permanent placement for students. It will provide an educational setting which focuses on academic success, social skills, emotional needs, and behavior management. Referrals for the program will come primarily from the classroom teachers. An Alternative Education Placement Team will determine placement of students in the program and exit criteria. The team will include at least the principal, classroom teacher, counselor, ALE teacher, parent or guardian, and ALE Director. An individual ALE plan will be developed for students placed in the program. PROGRAM EVALUATION: The success of the program will be measured by the percentage of students able to meet exit criteria and return to the regular classroom. There was one student in the ALE program last year and this student was able to successfully return to the regular classroom. (Money is budgeted in literacy.) Action Type: Program Evaluation	Richard Denniston, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Outside Consultants Teachers Teaching Aids 	ALE (State-275) - Employee Salaries: \$0.00 ALE (State-275) - Employee Benefits: \$0.00 <hr/> ACTION BUDGET: \$0

Provide a paraprofessional .875 FTE to work with students in first and sixth grade classrooms and to tutor students in math and literacy in the computer lab under the direct supervision of a certified teacher. (Salary and benefits in literacy.)	Richard Denniston, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff 	Title I - Employee Salaries: \$0.00 Title I - Employee Benefits: \$0.00 <hr/> ACTION BUDGET: \$0
Students in kindergarten through sixth grades go to computer lab weekly to strengthen math skills using technology. Classworks, an innovative research-based software program is aligned to the Common Core State Standards and has assessment tools that track student progress. Assessment results can be imported into Classworks solution resulting in individualized lessons and activities for students whether they are above-, below-, or on-grade level. Curriculum Advantage continues to provide training for staff as needed. Action Type: Professional Development Action Type: Technology Inclusion	Junior Edgmon, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Computers District Staff Outside Consultants 	Title I - Purchased Services: \$0.00 <hr/> ACTION BUDGET: \$0
Formative assessments are used to ensure the math program prepares students to perform proficiently on the state assessments. Students in kindergarten are pre- and post-tested with a cumulative test from Scott-Foresman-Addison Wesley mathematics. Benchmark tests from Classworks are given as pre-, interim, and post-assessment for students in kindergarten through sixth grade. Students are assigned Individual Learning Plans (ILP) based on the assessment results. During each nine-week grading period, students in kindergarten grade through sixth grade are given a variety of assessments including teacher-made tests, classroom observations, and released items from the Arkansas Augmented Benchmark exams. Teachers use results of the assessments to monitor students' progress toward mastery of student learning expectations and to modify teaching practices to meet the individual academic needs of all students. Teachers meet for collaboration of analyzing formative assessment data and plan for interventions. They will also monitor for gaps in instruction and curriculum. Comparison of Benchmark Augmented Exams and the formative assessments will allow staff to make needed changes in curriculum and modifications in instructional strategies. PROGRAM EVALUATION RESULTS: Students scoring 80% or above on Scott-Foresman-Addison Wesley mathematics: K - pre-test 0%, post-test 28.6%. Students scoring proficient on Classworks benchmark tests: 1st grade - pre-test 0%, post-test 54.5%; 2nd grade - pre-test 0%, post-test 90.9%; 3rd grade - pre-test 6.3%, post-test 37.5%; 4th grade - pre-test 0%, post-test - 14.3%; 5th grade - pre-test 0%, post-test 13.3%; 6th grade - pre-test 5.9%, post-test 47.1%. SUMMARY: Teachers agree that Classworks is a great program when it works properly. The state is increasing internet band-width and the district is increasing band-width additionally. That should solve the problem teachers have had with Classworks. Teachers will continue to receive support and training from the Classworks representative.	Melissa King, Curriculum Specialist	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff Performance Assessments 	<hr/> ACTION BUDGET: \$

Action Type: Program Evaluation				
Purchase math manipulatives and other supplies that enable the students to learn with hands-on activities. Also, purchase additional resources for real world problem solving.	Carolyn Cooper, Title I Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff Outside Consultants 	Title I - Materials & \$4800.00 Supplies: <hr/> ACTION BUDGET: \$4800
Continue a research-based on-line program, Education City, for additional practice in math and literacy. Professional development on this program has been provided to the staff. Budgeted in literacy. Action Type: Professional Development Action Type: Technology Inclusion	Melissa King, Curriculum Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Computers Outside Consultants 	<hr/> ACTION BUDGET: \$
A GIFTED AND TALENTED PROGRAM is provided for identified students in grades four through six that exhibit a higher than average level of creativity, I.Q., and task commitment. The students meet with the gifted and talented coordinator for 150 minutes per week in a homogeneous-grouped, pull-out program that extends or accelerates their curriculum in process, product, or content. Students in kindergarten through third grade are served as whole group enrichment using the Talents Unlimited program. The gifted and talented coordinator attends monthly meetings and workshops offered for gifted and talented at the OUR Educational Service Cooperative and attends the state approved conference for gifted and talented education known as AGATE when feasible. It is strongly recommended that all classroom teachers attend this conference as well. Action Type: Professional Development	Carol Spradley, Gifted and Talented Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Computers Outside Consultants Performance Assessments 	<hr/> ACTION BUDGET: \$
NEEDS IMPROVEMENT IN MATH: To address the needs improvement status, two additional assessments will be given. One will be a learning styles assessment so teachers can better meet the learning styles of all students. The other assessment is a universal screener from Classworks that measures readiness for instruction, diagnoses strand-level areas of weakness, identifies baseline learning levels, and measures growth. Interim tests will be given based on pacing guides in grades kindergarten through sixth grade. Paraprofessionals will be assigned to the classrooms with the greatest number of low-achieving students so they can do some point-in-time interventions under the direct supervision of the teachers and/or monitor independently working students so teachers can work with small groups. Teachers will incorporate more real world problem solving and cooperative grouping. Title I funds will be used to purchase additional resources to address problem solving and the Common Core State Standards, manipulatives for hands-on learning, and provide software programs that will supply extra practice on skills that engages students and can be individualized to meet the needs of all students. The district's curriculum specialists will aid the staff in finding needed resources and staff development. Action Type: Equity	Junior Edgmon, Principal	Start: 07/01/2012 End: 06/30/2013		<hr/> ACTION BUDGET: \$

<p>Purchase 23 Kindles @ approximately \$209 each to be used in literacy and math to increase student engagement and achievement. Research shows poverty students' attitudes toward learning increases and achievement also increases with the use of e-readers. In literacy, the Kindles will provide students with access to thousands of books with a variety of genres. Educators are always searching for ways to motivate students to read more, especially male students. The Kindle will be just the tool to achieve this. With access to a vast number of titles, reluctant readers can be motivated with high interest magazines, graphic novels, nonfiction, and popular series. Distribution of books will be easier with more students able to read the same book at the same time. This will be huge for literacy groups and circles. The text to talk feature will be a great tool for students with reading disabilities. Students will be able to utilize a dictionary, do research and save information, highlight, and take notes. In math, students will have access to math websites, free math apps and extra resource math books. Professional development will be provided to the teachers on using the Kindle in the classroom. Money is also budgeted for covers, removal of ads, and a two-year replacement plan. Kindles will be purchased for the sixth grade this year, fifth grade next year, and fourth grade the following year. Total budget: \$8095.00 Action Type: Professional Development Action Type: Technology Inclusion</p>	Carolyn Cooper, Title I Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Outside Consultants 	Title I - Materials & Supplies: \$0.00 <hr/> ACTION BUDGET: \$0
Total Budget:				\$4800
Intervention: Continue use of Direct Instruction program in the Special Education department to improve math skills.				
Scientific Based Research: Watkins, C., & Slocum, T. (2004). The components of Direct Instruction. In N.E. Marchand-Martella, T.A. Slocum, & R.C. Martella (Eds.) Introduction to Direct Instruction (pp. 28-65). Boston, MA: Allyn & Bacon.; Carlson, C.D., & Francis, D.J. (2002). Increasing the reading achievement of at-risk children through Direct Instruction: Evaluation of the Rodeo Institute for Teacher Excellence (RITE). Journal of Education for Students Placed At Risk, 7(2), 141-166.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>The Special Education department uses direct instruction and classroom grade-level materials for kindergarten through sixth grade students in math. To address the disparity between Students With Disabilities and other subpopulations reflected in the test data, the Special Education teacher collaborates with the classroom teachers. The Special Education teacher requires students to do any special assignments that are required in the regular classroom and uses released items and open response questions. Action Type: Collaboration Action Type: Equity Action Type: Special Education</p>	Darlene Hauser, Special Education Teacher	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Outside Consultants Teachers Teaching Aids 	<hr/> ACTION BUDGET: \$
<p>Special Education department will determine if students are meeting their IEPs. PROGRAM EVALUATION: 100% of students served met their IEPs. Action Type: Program Evaluation Action Type: Special Education</p>	Darlene Hauser, Special Education Teacher	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Performance Assessments 	<hr/> ACTION BUDGET: \$
<p>Special Education teacher attends all professional development provided by the district and other workshops pertaining to specific needs of the students served in special education. This year that includes training on portfolio assessment.</p>	Melissa King, Professional Development	Start: 07/01/2012 End:	<ul style="list-style-type: none"> Administrative Staff 	<hr/> ACTION BUDGET: \$

Action Type: Professional Development Action Type: Special Education	Coordinator	06/30/2013	<ul style="list-style-type: none"> Outside Consultants 	
Special Education teacher has annual review conferences with parents of students in the special education program. The teacher is also available to meet with parents at the parent-teacher conferences. Action Type: Parental Engagement	Darlene Hauser, Special Education teacher	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Performance Assessments 	ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Include and involve all parents in their children's educational activities and decisions; academically, socially, and physically; therefore, increasing student achievement.				
Scientific Based Research: Tellett-Royce, N. & Wootten, S. (2008). Engage every parent: Encouraging families to sign on, show up, and make a difference. Minneapolis, MN: Search Institute Press.; Ferlazzo, L. & Hammond, L. (2009). Building parent engagement in schools. Santa Barbara, CA: ABC-CLIO, LLC.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Reporting of school progress will be made to parents. 1. Parents will be informed of how the school scores in relation to the state and region on NRT and CRT testing during the first week of school in August. School counselor will be available at parent/teacher conferences to answer and interpret assessment questions and will provide DEVELOPMENTALLY APPROPRIATE LEARNING ACTIVITIES. 2. A public meeting will be held to emphasize school progress. 3. Parenting educational and fun activities are planned. (a.) A Fall Festival is set in October to allow staff, students, and parents to have fun together. Enrollment forms will be available for parents to join Parents In Action group. (b.) A parent volunteer led Spring Program for preschool through sixth grade with individual skits. (c.) Parents are invited to attend Terrific Kid ceremonies each month. (d.) Two topics from parent involvement surveys offered in evening training session(s). Technology coordinator and librarian will plan two after-school trainings for parents on topics from parent involvement surveys. Action Type: Parental Engagement	Joel Phillips, Parent Facilitator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff Performance Assessments 	ACTION BUDGET: \$
The district provides a certified teacher as PARENT FACILITATOR and pays additional salary to the facilitator as required by law. The school has a written policy stating the district's commitment to parental involvement. Action Type: Parental Engagement	Richard Denniston, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Parents are encouraged to be involved in activities that promote responsible parenting. SCHOOL has allowed the FORMATION OF PARENT TEACHER ORGANIZATION for further parental involvement. The group's name is Parents In Action. Enrollment forms are available at parent/teacher conferences and ballgames. Teachers and staff will communicate with parents in a variety of methods including but not limited to: 1.) PARENT INVOLVEMENT MEETINGS a. Updated Department of Education Rules and Regulations -- b. Relationship building between staff and parents -- c. needs assessment included in the Parent Involvement Plan -- topics chosen from the assessment (if applicable) and presented throughout the year. d. CAREER ACTION SEMINARS in fall and spring -- e. Phone logs given to each teacher to record all contact with parents. Encourage teachers to make positive contacts as well as others. For	Joel Phillips, Parent Facilitator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$

example, calling parents of the student chosen as Terrific Kid for the month. -- 2.) INFORMATIONAL PACKETS will be distributed a. copy of parent involvement plan -- b. school handbook which includes SCHOOL'S PROCESS FOR RESOLVING PARENTAL CONCERNS -- c. recommended role for parents, teachers and students, ways to communicate, new policies and procedures, calendars, counselor's brochure, needs assessment for training, volunteer form, parent involvement survey ---- 3. PARENT/TEACHER CONFERENCES will be held once in the fall and once in the spring. ---- 4. Parents will be contacted as needed for progress reporting information about their child or school activities ---- 5. Progress Reports will be sent home during each nine weeks for each student.---6. Teachers and counselor will encourage parents with positive phone calls. Action Type: Parental Engagement				
A Parent Center has been created and is maintained on the school campus for parent use during the school hours. Availability of the Parent Center has been published in a monthly school calendar and hung at various local businesses as well as at the school. --- 1.) A computer is provided for research or to create documents as needed. The computer will have on-line access.---- 2.) A television/DVD/VCR will be available for videos and DVD pertaining to topics on parenting.---- 3.) Pamphlets and brochures are available on multiple topics for parents to take home.---- 4.) A VOLUNTEER RESOURCE BOOK is located in the Parent Center. A parent survey is also provided.---- 5.) Sign-in sheets for visitors are available and required. Action Type: Parental Engagement	Joei Phillips, Parent Facilitator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff Outside Consultants 	ACTION BUDGET: \$
Assessment will be constant and critical in ensuring that the Parent Involvement Plan continues to meet the needs of parents and community. 1. Surveys are sent home 2. Needs assessments 3. Attendance at School-led functions 4. Sign-in sheets 5. Parent involvement evaluation by Title I and survey results. PROGRAM EVALUATION: Of the parents who responded to parent involvement surveys last year, parents felt they were encouraged to be involved with their children's learning at Deer School. Furthermore, they felt enough opportunity was available for them to be involved in their children's education. Action Type: Parental Engagement Action Type: Program Evaluation	Joei Phillips, Parent Facilitator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Community Leaders District Staff Teachers 	ACTION BUDGET: \$
Volunteering opportunities are available at Deer Elementary School for parents and are advertised in varied ways. -- 1. -- Surveys are distributed to parents in information packets. Volunteer opportunities will be placed on the monthly calendar. -- 2. -- Workshops are provided regarding the types of volunteering opportunities. -- 3. -- Bulletin Board to honor volunteers is outside of gym.-- 4. -- A volunteer sign-in sheet or notebook is kept in the parent center available to parents during all school hours. -- 5. Counseling brochure given to parents to inform them of available services. -- 6. -- Improvement of counseling website -- 7. Parent involvement survey and ideas list handed out at the beginning of the school year. -- 8. -- Technology workshops will be available at various times throughout the year to teach websites that specifically address DEVELOPMENTALLY APPROPRIATE LEARNING ACTIVITIES	Joei Phillips, Parent Facilitator	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$

and homework helpers for parents and students. -- 10. -- Parent involvement nights. Action Type: Parental Engagement				
A Parent Involvement Committee has been created and members are listed in the Parent Involvement Plan. Parents are encouraged to attend meetings and to be involved in other committees. -- 1. -- Parent Center Committee -- 2. -- Alumni Committee -- 3. -- Safe and Drug Free Committee -- 4. -- Title/Federal Committees -- 5. -- Vocational Advisory Committees -- 6. -- Wellness Committee. Action Type: Parental Engagement	Joei Phillips, Parent Facilitator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Community Leaders District Staff Teachers 	ACTION BUDGET: \$
The TITLE I ANNUAL MEETING is held in October. The agenda includes Title I schoolwide program, goals of the program, school-parent-student compact, parents' right to know, written state complaint procedures, and the rights of parents to be involved in planning the program, compact, and parent involvement policies. Other agenda items include school accreditation, academic performance report including school report card and adequate yearly progress status, curriculum, and student assessments. PARENTS are informed of the state PIRC locations. They are also given an opportunity to REQUEST TITLE I MEETINGS and made aware they can request future meetings. Parents are given time to make comments, suggestions, or ask questions. NOTICES sent to the parents announcing meetings and other parent activities are sent in a FORMAT and LANGUAGE to the extent practical that the parents, including disabled parents, can understand. Money is budgeted for materials and supplies for parent involvement activities. Action Type: Parental Engagement Action Type: Title I Schoolwide	Carolyn Cooper, Title I Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff Outside Consultants 	Title I - Materials & Supplies: \$0.00 <hr/> ACTION BUDGET: \$0
PARENTS are encouraged to be INVOLVED in their CHILDREN'S EDUCATION. They are invited to serve on committees for school improvement planning and parent involvement policies. Teachers keep parents informed of student progress and aid parents in helping students at home through conferences, academic newsletters, and phone calls. The PARENT INVOLVEMENT POLICY and SCHOOL-PARENT-STUDENT COMPACT is REVIEWED ANNUALLY at a committee meeting. This committee includes parents. The revised plan is approved by the school board and POSTED ON THE SCHOOL'S WEBSITE. A parent survey evaluates parent involvement. OF the fifty percent of parents who responded to the Title I survey, sixty-five percent of parents indicated that the greatest hindrance to serving on committees was time. Sixty-one percent indicated they had access to the internet so school personnel are making more information and helpful links available to parents on the school website. Action Type: Parental Engagement Action Type: Title I Schoolwide	Carolyn Cooper, Title I Coordinator	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
There is an ABC PRESCHOOL located on the school campus. Parents of preschool students are invited to use the school parent center and library. The kindergarten teacher works with the preschool personnel and parents to provide a smooth TRANSITION from preschool to kindergarten. The preschool students are given an opportunity to preregister for kindergarten. They also	Junior Edgmon, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$

visit the kindergarten classroom to meet the teacher and participate in some activities with the kindergarten class. Parents are provided with a kindergarten readiness checklist. Action Type: Parental Engagement Action Type: Title I Schoolwide				
An opportunity for professional development to educate teachers, principals, and other staff on the value and utility of the contributions of parents, how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school is provided by the district. Teachers are provided TWO HOURS of PARENTAL INVOLVEMENT training and administrators are provided THREE HOURS. Action Type: Title I Schoolwide	Melissa King, Professional Development Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff Outside Consultants 	ACTION BUDGET: \$
TO PROVIDE INSTRUCTION TO A PARENT ON HOW TO INCORPORATE DEVELOPMENTALLY APPROPRIATE LEARNING ACTIVITIES IN THE HOME ENVIRONMENT, the counselor will work with technology coordinator to improve school web site to include a counselor's section with parenting tips for struggling students and homework help. Also, the counselor will be available to hand out information and interpret any questions about curriculum and state assessment information. Monthly calendar will include information from the media specialist regarding literacy strategies for different age levels with book recommendations. Action Type: Parental Engagement Action Type: Title I Schoolwide	Joei Phillips, Counselor	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff Outside Consultants 	ACTION BUDGET: \$
OTHER ACTIVITIES TO HELP A PARENT ASSIST IN HIS OR HER CHILD'S LEARNING include: (1) Parent-Teacher Conferences to discuss activities that parents can do with their child to IMPROVE ACADEMIC ACHIEVEMENT and provide materials needed; (2) phone calls and/or conferences with parents when individual help is required for struggling students; (3) by parent's request. Action Type: Parental Engagement Action Type: Title I Schoolwide	Junior Edgmon, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff Outside Consultants 	ACTION BUDGET: \$
Open House is scheduled in August. Parents are invited to meet with their children's teachers. The teachers give parents information about the curriculum, program changes, expectations of that particular grade level, classroom procedures, and homework procedures. Parents are given an opportunity to ask the teacher about any concerns they may have. Action Type: Parental Engagement	Junior Edgmon, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
PARENTS ARE PROVIDED THE FOLLOWING INFORMATION: (a) Parents Right to Know letter is mailed to parents before school starts. (b) Annual report card is posted on school website. (c) Individual student assessment reports are handed out at Open House or sent home to parents. (d) A school performance report is given at the Annual Title I meeting; Parents are invited to serve on committees that evaluate and plan the schoolwide program. (e) Written state complaint procedures are given to parents at Annual Title I meeting and posted on school website. (f) It is essential that parental communication is two-way and continuous. Parents and staff communicate in a number of ways	Carolyn Cooper, Title I Coordinator	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$

including meetings, parent/teacher conferences, phone calls, notes home and notes to school, and academic newsletters. (g) Reasonable accommodations are provided to enable parents with disabilities to have meaningful participation in the Title I programs. Action Type: Parental Engagement Action Type: Title I Schoolwide				
Total Budget:				\$0

Priority 3: Improve students' lifelong eating and physical activity habits.

- Supporting Data:
1. Body Mass Index Data SY 2011-2012 - There were 118 students in grades K-6 and 49 students in grades K, 2, 4, and 6 for which BMI assessments are mandated. BMI was assessed for 59 students. Of the students assessed, the following BMI classifications represent the percent of students in the school in each classification: Healthy or Underweight: Males - 67.6%, Females - 72%; Overweight or Obese: Males - 32.4%, Females - 28%. Overall, BMI classification results for Deer Elementary indicated that approximately 11.9% of all children measured were in the Overweight category and approximately 18.6% of all children measured were identified as Obese.
 2. Body Mass Index Data SY 2010-11 - of the 66 students in grades K, 2, 4, and 6 for which BMI assessments are mandated, 49 students were assessed. Of the students assessed, the following BMI classifications represents the percent of students in the school in each classification: Healthy or Underweight: Males - 70.8%, Females - 68%; Overweight or Obese: Males - 29.2%, Females - 32%. Overall, BMI classification results for Deer Elementary show that approximately 18.4% of all children measured were in the Overweight category and approximately 12.2% of all children measured were identified as Obese.
 3. Body Mass Index Data SY 2009-10- of the 65 students in grades K, 2, 4, and 6 for which BMI assessments are mandated, 44 students were assessed. Of the students assessed, the following BMI classifications represents the percent of students in the school in each classification: Healthy or Underweight: Males - 57.7%, Females - 72.2%; Overweight or Obese: Males - 42.3%, Females - 27.8%. Overall, BMI classification results for Deer Elementary show that approximately 13.6% of all children measured were in the Overweight category and approximately 22.7% of all children measured were identified as Obese.
 4. School Health Index Scores: School Health Policies and Environment, Module 1 -88%; Health Education, Module 2 - 73%; Physical Education and Other Physical Activity Programs, Module 3 - 96%; Nutrition Services, Module 4 - 100%; Health Promotion for Staff, Module 7 - 0%; Family and Community Involvement, Module 8 -79%.

Goal Students and staff will take responsibility for their own health and become health-literate individuals with a life-long commitment to making positive choices.

Benchmark There will be a decrease of 0.5% BMI in the average annual Body Mass Index Screening.

Intervention: The school classroom programs will focus on choices to develop awareness of nutrition and physical activity throughout the curriculum.				
Scientific Based Research: Taras, H., and Potts-Datema, W. (2005). Obesity and student performance at school. Journal of School Health, 75(8): 291-295. Crosnoe, R., and Muller, C. (2004). Childhood overweight and academic performance: National study of kindergarteners and first-graders. Obesity Research, 12(1): 58-68.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Restrict vended foods and foods with minimal nutritional value as required by law and the rules. Action Type: Wellness	Junior Edgmon, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff District Staff 	ACTION BUDGET: \$
Appoint a school health coordinator who will be responsible for administering the requirements of the wellness plan. Action Type: Wellness	Richard Denniston, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$

Adhere to existing physical education requirements and engage students in healthy levels of vigorous physical activity. Action Type: Wellness	Junior Edgmon, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Educational programs will focus on appropriate nutritional and physical activity programs to educate and exercise students. Action Type: Wellness	Junior Edgmon, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Community Leaders Performance Assessments Teachers Teaching Aids 	ACTION BUDGET: \$
Review and conform new vending contracts to rules and restrictions contained in the rules. Action Type: Wellness	Richard Denniston, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Outside Consultants 	ACTION BUDGET: \$
Provide professional development to all district staff on nutrition and physical activity. Action Type: Professional Development Action Type: Wellness	Junior Edgmon, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants 	ACTION BUDGET: \$
Utilize the Cooperative Extension Service for nutrition programs. Action Type: Collaboration	Melissa King, Curriculum Specialist	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers Teaching Aids 	ACTION BUDGET: \$
Use the body mass index assessments (BMI) results to assess how well the district is implementing the wellness policy and to evaluate it. PROGRAM EVALUATION: The percentage of students in the overweight category in 2011-12 decreased 6.5%; the percentage of students in the obese category increased 6.4%. Action Type: Equity Action Type: Program Evaluation Action Type: Wellness	Jan Neville, Nurse	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff Outside Consultants 	ACTION BUDGET: \$
Food or beverages will not be used as rewards for academic, classroom, or sports performances. Action Type: Wellness	Junior Edgmon, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
A School Nutrition and Physical Activity Advisory Committee shall use the components of the School Health Index to review and assess progress in meeting goals of the wellness program. Action Type: Wellness	Jan Neville, Wellness Chair	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff 	ACTION BUDGET: \$

Improve the quality of vigorous activity of physical education curricula and increase the training of physical education teachers. Action Type: Professional Development Action Type: Wellness	Junior Edgmon, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff Outside Consultants 	ACTION BUDGET: \$
Follow Arkansas Frameworks for physical education and health education in kindergarten through sixth grades. Action Type: Alignment Action Type: Wellness	Junior Edgmon, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Furnish drinking water to all students without charge. Action Type: Wellness	Richard Denniston, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff District Staff 	ACTION BUDGET: \$
School schedules and bus routes will be established to prevent denying meal access. Action Type: Wellness	Richard Denniston, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Students will have ample time to eat meals in a comfortable dining area. Action Type: Wellness	Junior Edgmon, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
No more than nine school-wide events will permit exceptions to the food and beverage limitations established by the rules. A schedule of events will be approved by the principal. Action Type: Wellness	Junior Edgmon, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Food served will meet or exceed the Arkansas and United States Department of Agriculture's Nutrition Standards for meals and a la carte foods served in dining areas. Portion standards will be closely monitored. Action Type: Wellness	Kathy Martin, Nutritionist	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff District Staff 	ACTION BUDGET: \$
The Deer/Mt. Judea School District has developed district wellness policies in collaboration with the district Wellness Committee. These policies are approved by the school board. Policies include the five federal requirements: Goals for nutrition education, physical activity and other school-based activities, Nutrition guidelines, Guidelines for reimbursable school meals, a Plan for measuring implementation of the local wellness policy, and Community involvement. The policy statement has been submitted to the Arkansas Department of Education, Child Nutrition Unit, per the required submission deadline of May 15, 2006. Action Type: Collaboration Action Type: Wellness	Richard Denniston, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Outside Consultants 	ACTION BUDGET: \$
Continue the fresh fruit and vegetable program in the elementary schools with a grant through USDA. This program teaches students about the importance of good nutrition and introduces them to new fruits and vegetables that would not be available to them otherwise. Action Type: Wellness	Melissa King, Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Outside Consultants 	ACTION BUDGET: \$
School nurse will conduct hearing, vision, and scoliosis screenings. Action Type: Wellness	Jan Neville, Nurse	Start: 07/01/2012		

		End: 06/30/2013		ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Implement the Arkansas Child Wellness Intervention Project.				
Scientific Based Research: Segal, E.A. (2009). Fighting obesity: What works, what's promising. Retrieved September 10, 2010, from infor@hscfoundation.org.; Dowda, M.C., Sallis, J.F., McKenzie, T.L., Rosengard, P.R., & Kohl, H.W. (2005). Evaluating the sustainability of SPARK physical education: A case study of translating research into practice. Research Quarterly for Exercise and Sport, 76, 11-19.; Hadley, A.M., Hair, E.C., Dreisbach, N. (2010). What works for the prevention and treatment of obesity among children: Lessons from experimental evaluations of programs and interventions. Retrieved September 10, 2010, from www.childtrends.org.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Deer Elementary received the Arkansas Child Wellness Intervention Project Grant (CWIP). The grant provides the SPARK physical education curriculum and equipment, Fitnessgram software, HealthTeacher.com curriculum and all teacher trainings. Physical education teachers received SPARK curriculum training (K-2 & 3-6) & Fitnessgram training. The grant also required PE4Life Community Training. Physical education teachers, principal, parents, and community members attended this training in May 2010. Action Type: Professional Development Action Type: Wellness	Melissa King, CWIP Grant Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Outside Consultants 	ACTION BUDGET: \$
PE4life is dedicated to promoting and integrating wellness programs through fun and interactive physical activity in schools across the United States. It focuses on increasing access to quality physical education solutions by advancing the development of daily physical education programs through advocacy efforts and professional development for schools and communities. Parents and community members are part of the team that receive training, thus, involving them in the school program. Action Type: Parental Engagement Action Type: Wellness	Melissa King, CWIP Grant Coordinator	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
Continue the SPARK curriculum in K-6 physical education classes at least 30 minutes each day. Action Type: Wellness	Melissa King, CWIP Grant Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Outside Consultants 	ACTION BUDGET: \$
Students in K-6 will have pre/post and ongoing Fitnessgram assessments throughout the school year. Fitnessgram is a variety of health-related physical fitness tests that assess aerobic capacity; muscular strength, muscular endurance, and flexibility; and body composition. Scores from these assessments are compared to Healthy Fitness Zone standards to determine students' overall physical fitness and suggest areas for improvement when appropriate. Ultimately, Fitnessgram is an educational tool that helps students learn--as part of a high quality, standards-based physical education curriculum--how it feels to become more physically fit and how to value a physically active lifestyle. It is a team effort and requires participation of teachers, administrators, and technology staff. Action Type: Program Evaluation Action Type: Wellness	Kelsey Hudson, Physical Education Teacher	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Performance Assessments 	ACTION BUDGET: \$

Classroom teachers in K-6 will integrate two Healthteacher lessons per week into their curriculum. Healthteacher addresses the top six health risk behaviors identified by the U.S. Center for Disease Control and Prevention. HealthTeacher.com delineates knowledge and skill expectations that are consistent with the Assessment Framework and National Health Education Standards for each grade level. Classroom teachers received training in June 2010 on integrating Healthteacher into their curriculum. Action Type: Professional Development	Melissa King, CWIP Grant Coordinator	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
Staff will become role models of good health by modeling healthier choices and being more active; for example, walking, exercising, eating healthier foods, etc.	Kelsey Hudson, Physical Education Teacher	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
Total Budget:				\$0

☐ Planning Team

Classification	Name	Position	Committee
	Carolyn Cooper	Title I Coordinator	Literacy
	Cheryl Freeman	Title I Paraprofessional	Math
	Ellen Smith	Migrant Coordinator	Literacy
	Linda Dodson	Paraprofessional	Literacy
Business Representative	Cheryl Clayborn	Community Business Owner	Math
Classroom Teacher	Crystal Edgmon	Fourth Grade Teacher	Literacy
Classroom Teacher	Dana Eddings	Sixth Grade Teacher	ACSIP Chair, Math
Classroom Teacher	Darlene Hauser	Special Education Teacher	Literacy, Wellness
Classroom Teacher	Joy Spivey	Fifth Grade Teacher	Literacy, Wellness
Classroom Teacher	Kathryn Blair	Third Grade Teacher	Math, Wellness
Classroom Teacher	Kim Davis	Kindergarten Teacher	Math, Wellness
Classroom Teacher	Lynna Metheny	Teacher	Math
Classroom Teacher	Mandy Hubbell	Title II-A Teacher	Math
Classroom Teacher	Marsha Willis	1st Grade Teacher	Literacy, Wellness
Classroom Teacher	Melissa Winnat	Art Teacher	Literacy
Classroom Teacher	Tammy Vanderpool	Second Grade Teacher	Math, Wellness
District-Level Professional	Melissa King, Wellness	Curriculum Specialist	Literacy
Non-Classroom Professional Staff	Jan Neville	School Nurse	Wellness
Non-Classroom Professional Staff	Joei Phillips	Counselor	Math
Non-Classroom Professional Staff	Junior Edgmon	Principal	Math, Wellness
Parent	Amanda Denniston	Parent Representative	Math
Parent	Brittney Middleton	Parent Representative	Wellness

Parent	Karla Sparks	Parent Representative	Literacy
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