School Plan

MOUNT JUDEA ELEMENTARY SCHOOL
P.O. Box 56, Deer, AR 72628

Arkansas Comprehensive School Improvement Plan

2014-2015

STRIVING FOR ACADEMIC EXCELLENCE AND DEPENDABLE AMERICAN CITIZENS

Grade Span: K-6 | Title I: Title I Schoolwide | School Improvement: MS

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Priority 1: Math

Supporting Data:

1. **NEEDS ASSESSMENT:** AN ANALYSIS OF 2014 TEST RESULTS AND 2012, 2013, AND 2014 TREND DATA IDENTIFIED OPEN RESPONSE QUESTIONS TO BE THE AREA OF LOWEST SCORES FOR ALL STUDENTS AND THE TARGETED ACHIEVEMENT GAP GROUP (TAGG) ON THE MATH PORTION OF THE AUGMENTED BENCHMARK TEST. OTHER FORMATIVE TESTS THAT WERE ANALYZED WERE BUCKLE DOWN, CLASSWORKS, HARCOURT MATH HARCOURT INVENTORY, TEACHER MADE TESTS, AND TEACHER OBSERVATION. MATH PROBLEM SOLVING WAS THE WEAKNESS IDENTIFIED. THE COMMITTEE FELT THIS MAY BE LINKED TO WEAKNESSES IN READING STRATEGIES. ASSESSMENTS ALSO INDICATE COMPUTATION AS A STRENGTH. TEACHERS IN KINDERGARTEN THROUGH SIXTH GRADE WILL PROVIDE STUDENTS WITH MORE PROBLEM SOLVING PRACTICE. TEACHERS IN 4-6 GRADES PLAN TO USE EXTENDING CHILDREN'S MATH (ECM)STRATEGIES TO STRENGTHEN PROBLEM SOLVING SKILLS. MATERIALS NEEDED FOR MATH ARE PARAPROFESSIONALS TO ASSIST TEACHERS IN WORKING WITH SMALL GROUPS, ADDITIONAL RESOURCES FOR COMMON CORE STATE STANDARDS AND PROBLEM SOLVING, MATH SOFTWARE AND OTHER TECHNOLOGY THAT WILL ENGAGE STUDENTS IN LEARNING, AND MATH MANIPULATIVES FOR HANDS-ON LEARNING.
2. Mt. Judea Elementary's 2013-2014 attendance rate was 94.26%.

Goal: All students will improve skills and concepts to demonstrate proficiency through open response application in all strands of math.

Benchmark: The percentage of all students scoring proficient or advanced on the 2016 PARCC assessments in math will meet the Annual Measurable Objectives (AMOs) for performance and growth.

Intervention: Align mathematics curriculum 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 their curriculum to the Common Core State	Roxanna Holt,	Start:	• District Staff	

Standards (CCSS). Kindergarten through second grade implemented the CCSS in 2011-12 and third through sixth grade teachers implemented these standards in 2012-13. Teachers will continue to attend CCSS professional development offered at the local education co-op. Action Type: Alignment Action Type: Professional Development	Principal	07/01/2014 End: 06/30/2015	• Outside Consultants	ACTION BUDGET: $
Teachers in kindergarten through sixth grades and elementary principal use test results on a yearly basis to determine if the program is meeting the needs desired. Alignment of the curriculum is done on an on-going basis for math. Action Type: Alignment	Roxanna Holt, Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Outside Consultants • Teachers	ACTION BUDGET: $
Mt. Judea Elementary meets the **TEN COMPONENTS OF A SCHOOLWIDE PLAN:** Mt. Judea Elementary is a K-6 rural school with a locale code of 7. Currently, there are three businesses located in the Mt. Judea community which are a small grocery store/gas station, a cafe, and a post office. Local jobs are scarce and most parents drive from 45 minutes to an hour to work. School buses travel over 30 miles and bus rides are up to an hour and 15 minutes. Data from October 1, 2013, indicated 100% of the students were Caucasian. The free and reduced lunch rate was 88.51%. **(1.) COMPREHENSIVE NEEDS ASSESSMENT:** During the 2013-14 school year, teachers used a variety of assessments to monitor student progress. In reading, those assessments included DIBELS, Developmental Reading Assessment (DRA), Developmental Spelling Analysis (DSA), Classworks' universal screener and benchmark assessments, and classroom formatives including teacher-made tests and classroom observations. In math, Classworks' universal screener and benchmark assessments, state benchmark released items, and classroom formatives including teacher-made tests were used. A professional development day for data analysis was scheduled in July to analyze the results of these assessments, ACTAAP Augmented Benchmark results, discipline, and attendance of students and teachers. Data was examined for the strengths and weaknesses of the all student group, the Targeted Achievement Gap Group (TAGG), and ESEA subpopulations. Areas of need are addressed in the ACSIP plan. **(2.) SCHOOL REFORM STRATEGIES:** Research-based strategies are used by teachers and paraprofessionals. Curriculum is aligned to the Common Core State Standards. Kindergarten through third grade teachers are continuing comprehensive literacy which includes phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing. Students are placed in small guided reading groups by instructional reading levels. Since students progress at different rates, these groups can change often. Teachers monitor students closely and provide interventions and enrichment based on individual needs. Paraprofessionals, under the direct supervision of teachers, assist with these literacy groups. This allows teachers to provide acceleration or intensive intervention. Teachers in grades fourth through sixth use Literacy Lab Project. Literacy Lab Project allows students to read books at their individual reading levels and complete performance- based projects. Teachers provide explicit instruction in word study/spelling and academic vocabulary in literacy and content classes. Teachers are attending Comprehensive Literacy for Adolescent Student Success (CLASS) to enhance reading and writing strategies. In math, teachers from grades kindergarten through sixth grade pull from a number of resources to align their curricula to Common Core State Standards. Classworks, a computer assisted instruction program allows teachers to assess students' levels of performance and provide lessons tailored to students' individual needs. Since teachers can assign lessons individually, it can be used for remediation or acceleration. The Gifted and Talented program also provides enrichment to students. **(3.) INSTRUCTION BY HIGHLY QUALIFIED PROFESSIONAL STAFF:** All teachers in Mt. Judea Elementary are highly qualified. 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. All paraprofessionals meet educational requirements and work under direct supervision of teachers. Prior to the first day of school, a letter is mailed to the parents to inform them of their right to request information regarding the professional qualifications of any teacher or paraprofessional that provides services to their children. **(4.) HIGH-QUALITY AND ONGOING PROFESSIONAL DEVELOPMENT:** All staff participates in training to help them meet the needs of every student in their classroom. Professional Development opportunities include data analysis, formative/summative	Richard Denniston, Superintendent	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: $

assessments, instructional strategies, and open response/rubric creation and use. Days are scheduled throughout the school year for teachers/staff to meet in various teams to participate in these trainings and work together to improve the academic achievement of all students. **(5.) STRATEGIES TO ATTRACT HIGHLY QUALIFIED STAFF:** The teacher pool is limited for the school district. A number of teachers drive a long distance. The district advertises in local and state newspapers, on the web to include areas outside the state, and contacts local colleges for teachers. All staff must be highly qualified at time of hire. **(6.) STRATEGIES TO INCREASE PARENTAL INVOLVEMENT:** Parents are encouraged to be involved in the education of their children by attending school meetings, open house, parent/teacher conferences, and by serving on committees to plan and develop the ACSIP, Title I schoolwide program, and parent involvement plan. The district provides a parent involvement facilitator at each school. Each school has a parent center. Open house was held at Mt. Judea Elementary on August 12. Parents were able to meet with their children's teachers and find out about curriculum, program changes, expectations of that particular grade level, classroom procedures, and homework procedures. Progress reports are sent to parents each mid-nine weeks, but teachers call parents in for conferences for any issue that endangers student achievement. Title I will have a public meeting in October to give parents information about the Title I program.**(7.) PRESCHOOL TRANSITION STRATEGIES:** Kindergarten and preschool teachers work together to ensure a smooth transition from preschool to kindergarten. The preschool provides parents with a kindergarten readiness checklist. In the spring, the preschool class visits the kindergarten classroom to meet the kindergarten teacher and have lunch in the lunchroom. Preschoolers are also given an opportunity to preregister for kindergarten. Last spring a booklet suggesting ways parents can help children get ready to begin school was given to parents at pre-registration. **(8.) TEACHER PARTICIPATION IN MAKING ASSESSMENT DECISIONS:** Teachers select part of their academic assessments, some assessments are required by state, and some by the district. Teachers analyze assessment results to determine modifications to the ACSIP plan to improve student achievement. **(9.) TIMELY AND ADDITIONAL ASSISTANCE TO STUDENTS HAVING DIFFICULTY MASTERING THE STANDARDS:** 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 timely, effective remediation. The IRI/AIP plans of remediation are developed by school personnel and the students' parents and are designed to assist the student in attaining the expected achievement level. Formative tests are also used to identify and remediate all students not mastering standards. **(10.) COORDINATION AND INTEGRATION OF FEDERAL, STATE, AND LOCAL PROGRAMS AND RESOURCES:** To meet literacy and math goals, the school will coordinate all funds and resources available to them. After the school improvement plan is completed, federal, state, and local money is budgeted to provide personnel and resources to carry out the plan. Funds used in Mt. Judea Elementary include local, NSLA, ALE, Title IA and Title VIB. Title I funds provide a computer assisted instruction program that aligns to the Common Core State Standards and supplies assessment and lessons tailored to students' individual needs. Title I funds are also used to enhance literacy and math programs that are in place in the classroom by providing manipulatives, added resources for practice and interventions, paraprofessionals to assist teachers in working with individual or small groups of students, and technology that increases student engagement. Action Type: Title I Schoolwide				
Parents and staff work together to revise the school improvement plan for literacy 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-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	Rita Greenhaw, ACSIP Co-Chair	Start: 07/01/2014 End: 06/30/2015	• District Staff • Outside Consultants • Performance Assessments	ACTION BUDGET: $

Action Type: Title I Schoolwide				
Students in third through sixth grades are assessed 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. PROGRAM EVALUATION: Teachers will be using Classworks math program to ensure all standards are assessed and achieved. Action Type: Program Evaluation	Roxanna Holt, Principal	Start: 07/01/2014 End: 06/30/2015	• District Staff • Performance Assessments	ACTION BUDGET: $
Provide a counselor above standard mandates. This position will be .25 FTE.	Richard Denniston, Superintendent	Start: 07/01/2014 End: 06/30/2015		NSLA (State-281) - Employee Salaries: $10000.00 NSLA (State-281) - Employee Benefits: $2500.00 ACTION BUDGET: $12500
Total Budget:				$12500

Intervention: Continue to use a standards-based curriculum for grades kindergarten through sixth.				
Scientific Based Research: Baker, C., Gersten, R. & Lee, D. (2002). A synthesis of empirical research on teaching mathematics to low-achieving students. The elementary school journal, 103 (1), 51-73.; Schoenfeld, A. (2002). Making mathematics work for all children: Issues of standards, testing, and equity. Educational researcher, 31(1), 13-25.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Progress of students will be reported in progress reports that are sent home to parents at each mid-nine weeks. Action Type: Parental Engagement	Roxanna Holt, Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	ACTION BUDGET: $
Teachers and paraprofessionals will participate in ongoing professional development in math to assist staff in aligning instructional objectives to help ensure that all students achieve proficiency in math. The district provides the state mandated professional development. Professional development is provided on site, through the local education co-op, Bloomboard resources, Pearson Access for testing, or through the Internet Delivered Education for Arkansas Schools (IDEAS) on-line professional development. Budget includes conference and workshop fees, travel, room and board, consultant fees, and materials and supplies. Workshops paid for with Title I funds will not count toward the required 60 hours of professional development. (Budgeted in the district ACSIP.) Action Type: Professional Development	Melissa King, Professional Development Coordinator	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • District Staff • Outside Consultants	ACTION BUDGET: $
Classroom teachers in grades kindergarten through sixth use a variety of resources to implement their standards-based math curriculum.	Roxanna Holt, Principal	Start: 07/01/2014 End: 06/30/2015	• District Staff • Teachers • Teaching Aids	ACTION BUDGET: $
Teachers in third through sixth grades will be supplied a copy of the released items and these will be incorporated into the math curriculum. First through sixth grade teachers will supplement their math curriculum with common core standards-based Coach or Buckle Down resources for additional concept and skill practice and assessment practice.	Roxanna Holt, Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Performance Assessments	ACTION BUDGET: $

Parents are informed of grade-level objectives by sending the Refrigerator Curriculum home to parents of third through sixth grade students. Also, parents and teachers communicate daily through the use of students planners. Action Type: Parental Engagement	Roxanna Holt, Principal	Start: 07/01/2014 End: 06/30/2015	• District Staff • Teachers • Teaching Aids	ACTION BUDGET: $
Students in kindergarten through sixth grades use computer software for additional math skill practice 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. Professional development will be provided by Curriculum Advantage as needed. Action Type: Professional Development Action Type: Technology Inclusion	Roxanna Holt, Principal	Start: 07/01/2014 End: 06/30/2015	• Computers • Performance Assessments	Title I - Purchased Services: $5216.00 ACTION BUDGET: $5216
Formative assessments are used to ensure the math program prepares students to perform proficiently on the state assessments. Students in kindergarten through sixth grade are given a computer-based pre- and post-test in Classworks. During each nine-week grading period, students in third 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: Formative assessment results indicate problem solving or open response math problems as a weakness for grades kindergarten through sixth. Assessments also indicate computation as a strength. Teachers in kindergarten through sixth grade will provide students with more problem solving practice. Teachers in 4-6 grades plan to use Extending children's Math (ECM) strategies to strengthen problem solving skills. Students not mastering required grade level skills on formative assessments did not score proficient on the Benchmark Augmented exam. Action Type: Collaboration Action Type: Program Evaluation	Melissa King, Curriculum Specialist	Start: 07/01/2014 End: 06/30/2015	• District Staff • Performance Assessments	ACTION BUDGET: $
Provide two teachers, each .25 FTE and one teacher .125 FTE for math and/or literacy 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 were no students served in the ALE program last year. Action Type: Program Evaluation	Richard Denniston, Superintendent	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • District Staff • Teachers	ALE (State-275) - Employee Benefits: $7309.00 ALE (State-275) - Employee Salaries: $26742.00 ACTION BUDGET: $34051
Hire a paraprofessional, 1.0 FTE, to work with students in math and literacy in first through sixth grade classrooms under the direct supervision of a teacher. The paraprofessional may also monitor class while the teacher works with individual students or small groups.	Richard Denniston, Superintendent	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff	Title I - Employee Salaries: $13455.00 Title I - Employee Benefits: $3364.00

				ACTION BUDGET: $16819
The Special Education department will implement push-in and/or pull-out program in kindergarten through sixth grades to address disparity revealed in test data between Students With Disabilities and other subpopulations. Action Type: Equity Action Type: Special Education	Roxanna Holt, Principal	Start: 07/01/2014 End: 06/30/2015	• District Staff • Teachers • Teaching Aids	ACTION BUDGET: $
Provide teachers for TIMELY AND EFFECTIVE REMEDIATION of students in fourth through sixth grades not proficient in math on state augmented benchmark exams. Individual Academic Improvement Plans (AIPs) are developed for students 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	Richard Denniston, Superintendent	Start: 07/01/2014 End: 06/30/2015	• District Staff • Outside Consultants • Performance Assessments	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 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: 07/01/2014 End: 06/30/2015	• Computers • Outside Consultants • Performance Assessments	ACTION BUDGET: $
Purchase math manipulatives and other supplies that enable the students to learn with hands-on activities. Money is also budgeted to purchase additional resources for math problem solving.	Carolyn Cooper, Title I Coordinator	Start: 07/01/2014 End: 06/30/2015	• Outside Consultants	Title I - Materials & Supplies: $3814.00 ACTION BUDGET: $3814
NEEDS IMPROVEMENT IN MATH: To address the needs improvement status in math, the math curriculum will be taught in 30-minute blocks of problem solving and math computation in kindergarten through second grade and 45 minute blocks in third through sixth grades. Teachers will use Classworks, Common Core Coach, and ECM to aid in math curriculum for extra practice, interventions, and interim assessments. Additionally, they will implement reading strategies for math content and use resources to enhance problem-solving/open response instruction. Teachers will use a variety of assessments to ensure differentiated instruction. Addressing the needs of the all students population and TAGG group will cover the Caucasian and Economically Disadvantaged groups. 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 principal will place paraprofessionals in classrooms with the greatest needs. The district's curriculum specialists will aid the staff in finding needed resources and staff development.	Roxanna Holt, Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: $

Action Type: Equity				
Provide paraprofessional, Glenda Farmer, 1.0 FTE, to work with students in math and literacy in first through sixth grade classrooms under the direct supervision of a teacher. The paraprofessional may also monitor class while the teacher works with individual students or small groups.	Richard Denniston, Superintendent	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff	Title I - Employee Salaries: $15320.00 Title I - Employee Benefits: $3830.00 ACTION BUDGET: $19150
Provide paraprofessional, Kim Eddings, 1.0 FTE, to work with students in math and literacy in first through sixth grade classrooms under the direct supervision of a teacher. The paraprofessional may also monitor class while the teacher works with individual students or small groups.	Richard Denniston, Superintendent	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff	Title I - Employee Salaries: $13685.00 Title I - Employee Benefits: $3422.00 ACTION BUDGET: $17107
Purchase 16 Kindles at approximately $179 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, 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. Kindles have been purchased for the sixth grade. These Kindles would be for fifth grade. Money is also budgeted to purchase covers for the Kindles at approximately $9 each. Action Type: Professional Development Action Type: Technology Inclusion	Josh McClelland, Technology	Start: 07/01/2014 End: 06/30/2015	• Outside Consultants	NSLA (State-281) - Materials & Supplies: $3008.00 ACTION BUDGET: $3008
Keyboarding will be implemented in kindergarten through fourth grade once a week. Age appropriate software will be used based on the Arkansas Career Education guidance so that the students will learn appropriate keyboarding skills. Fifth grade students will have Input Technologies and sixth grade students will have Technology Communications. Students in fifth and sixth grade will be able to gain the technology skills necessary to successfully use these skills across the curriculum. Action Type: Technology Inclusion	Roxanna Holt, Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: $
Hire paraprofessional, Jamie Williams, 1.0 FTEs to work with students in math and literacy in the kindergarten classroom under the direct supervision of the classroom teacher.	Richard Denniston, Superintendent	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff	NSLA (State-281) - Employee Benefits: $3375.00 NSLA (State- $13500.00

				281) - Employee Salaries: ACTION BUDGET: $16875
In 2007, laptops were purchased for a wireless lab shared by 4-6 grade classrooms to be used in the classroom when the computer lab was not available for research, writing, and web-based math and programs. These laptops are outdated and need replacing. Money is budgeted to replace 11 laptops with Chromebooks @ approximately $205 each and covers @ $9 not including tax and shipping. Action Type: Technology Inclusion	Josh McClelland, Technology	Start: 07/01/2014 End: 06/30/2015		NSLA (State-281) - Materials & Supplies: $2339.00 ACTION BUDGET: $2339
Total Budget:				$118379

Priority 2: Literacy

Supporting Data:

1. **NEEDS ASSESSMENT:** AN ANALYSIS OF THE 2014 TEST DATA AND TREND DATA FOR 2012, 2013, AND 2014 IDENTIFIED OPEN RESPONSE QUESTIONS TO BE THE AREA OF LOWEST SCORES FOR ALL STUDENTS AND THE TARGETED ACHIEVEMENT GAP GROUP(TAGG)ON THE LITERACY PORTION OF THE AUGMENTED BENCHMARK EXAM. TEACHERS ALSO ANALYZED FORMATIVE TEST RESULTS FROM DEVELOPMENTAL READING ASSESSMENT (DRA), DEVELOPMENTAL SPELLING ANALYSIS (DSA), DYNAMIC INDICATOR OF BASIC EARLY LITERACY SKILLS (DIBELS), CLASSWORKS, TEACHER MADE TESTS, AND CLASSROOM OBSERVATION. THE WEAKNESS IDENTIFIED IN KINDERGARTEN THROUGH SECOND GRADE WAS FLUENCY AND IN THIRD GRADE THROUGH SIXTH GRADE THE IDENTIFIED WEAKNESS WAS READING STRATEGIES FOLLOWING COMMON CORE STANDARDS. STAFF AGREED THERE WASN'T ENOUGH EXPOSURE TO READING STRATEGIES IN ALL THE READING AREAS. PARAPROFESSIONALS ARE NEEDED TO WORK WITH SMALL GROUPS AND/OR MONITOR CLASSROOM WHILE TEACHER WORKS WITH SMALL GROUPS. A LANGUAGE ARTS SOFTWARE PROGRAM IS NECESSARY FOR ADDITIONAL PRACTICE, INDIVIDUALIZED LESSONS, AND TRACKING OF STUDENT PROGRESS. OTHER NEEDS INCLUDE LEVELED BOOKS FOR GUIDED READING, TRADE BOOKS FOR CLASSROOM LIBRARIES, MANIPULATIVES AND OTHER MATERIALS TO ADDRESS COMPREHENSION STRATEGIES, RESPONDING TO LITERATURE, WRITTEN EXPRESSION, AND COMMON CORE STANDARDS.
2. Mt. Judea Elementary's 2013-2014 attendance rate was 94.26%.

Goal: All students will improve skills needed to demonstrate proficiency in literary and practical reading through open response application. Students will also improve skills in written expression.

Benchmark: The percentage of all students scoring proficient or advanced on the 2016 PARCC assessments in literacy will meet the Annual Measurable Objectives (AMOs) for performance and growth.

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
Parents and staff work together to revise the school improvement plan for literacy 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-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	Kim Dye, ACSIP Chair	Start: 07/01/2014 End: 06/30/2015	• Computers • District Staff • Outside Consultants • Performance Assessments	ACTION BUDGET: $

Teachers in kindergarten through sixth grade aligned the language arts curriculum to the Common Core State Standards (CCSS). Teachers in kindergarten through second grade implemented the standards in 2011-12 and teachers in third through sixth grade implemented the CCSS in 2012-13. Teachers will continue to attend CCSS professional development offered at the local education co-op. Action Type: Alignment Action Type: Professional Development	Roxanna Holt, Principal	Start: 07/01/2014 End: 06/30/2015	• District Staff • Outside Consultants	ACTION BUDGET: $
Teachers in kindergarten through sixth grades will meet monthly and discuss any gaps or repetitions found in the language arts curriculum. Action Type: Alignment	Roxanna Holt, Principal	Start: 07/01/2014 End: 06/30/2015	• District Staff • Outside Consultants	ACTION BUDGET: $
Classroom libraries in grades kindergarten through sixth are aligned with the curriculum. Action Type: Alignment	Roxanna Holt, Principal	Start: 07/01/2014 End: 06/30/2015	• District Staff • Outside Consultants	ACTION BUDGET: $
Students in third through sixth grades are assessed 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. Principal does classroom walk-through to evaluate. PROGRAM EVALUATION: Teachers will use Classworks language arts program to ensure all standards are assessed and achieved.	Roxanna Holt, Principal	Start: 07/01/2014 End: 06/30/2015	• District Staff • Performance Assessments	ACTION BUDGET: $
Kindergarten through sixth grade teachers created pacing guides which are aligned to the Common Core State Standards. Action Type: Alignment Action Type: Collaboration	Roxanna Holt, Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Outside Consultants • Performance Assessments	ACTION BUDGET: $
Total Budget:				$0

Intervention: Implement a comprehensive reading program.

Scientific Based Research: Rasinski, T. V. (2003). The fluent reader: Oral reading strategies for building word recognition, fluency, and comprehension. New York, NY: Scholastic.; 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 state mandated professional development. Professional development is provided on site, through the local education co-op, Bloomboard resources, Pearson Access for testing, or through the Internet Delivered Education for Arkansas Schools (IDEAS) on-line professional development. Other workshops the staff plan to attend are literacy workshops at the local education co-op, Arkansas Reading Conference, and workshops on Common Core State Standards. Budget includes money for conference and workshop fees, travel, room and board, consultant fees, and materials and supplies. Workshops paid for with Title I funds will not count toward the required 60 hours of professional development. (Money is budgeted in district ACSIP plan.) Action Type: Professional Development	Melissa King, Professional Development Coordinator	Start: 07/01/2014 End: 06/30/2015	• Outside Consultants • Teachers • Teaching Aids	ACTION BUDGET: $
Teachers in kindergarten through third grade have a comprehensive literacy program which includes phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing. Teachers monitor students closely and provide interventions and enrichment based on individual needs.	Roxanna Holt, Principal	Start: 07/01/2014 End: 06/30/2015	• District Staff • Teachers • Teaching Aids	ACTION BUDGET: $
Students in kindergarten through third grade are pre-and post-tested using the Dynamic Indicator of	Roxanna Holt,	Start:	• District Staff	

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 first grade through third grade are pre- and post-tested with the Developmental Reading Assessment by Joetta Beaver and Kathy Ganske's Developmental Spelling Analysis. Kindergarten students are given these assessments at the end of the year. Teachers use results of all these assessments to determine guided reading groups and interventions needed to ensure student achievement. PROGRAM EVALUATION RESULTS: Fluency was the weak area identified to address in 2012-2013. Students gained in fluency using these programs. Action Type: Program Evaluation	Principal	07/01/2014 End: 06/30/2015	• Outside Consultants • Performance Assessments	ACTION BUDGET: $
Fourth through sixth grade teachers are continuing Readers and Writers Workshop based on the Literacy Lab Classroom Project. Teachers provide explicit instruction in word study/spelling and utilize the teaching procedure as noted in Bringing Words to Life for vocabulary instruction in literacy and content classes. Teachers are attending CLASS to enhance reading and writing strategies. In addition, teachers will utilize the Harcourt reading series, on-line assessments, and leveled books for built-in interventions.	Roxanna Holt, Principal	Start: 07/01/2014 End: 06/30/2015	• District Staff • Outside Consultants • Performance Assessments • Teachers	ACTION BUDGET: $
Fourth through sixth grade students are pre- and post-assessed using the DIBELS Oral Reading Fluency, 4-8 Developmental Reading Assessment by Joetta Beaver, Kathy Ganske's Developmental Spelling Analysis, and CLASS. At-risk students are assessed and progressed monitored with DIBELS Progress Monitoring. PROGRAM EVALUATION RESULTS: Written expression was identified as an area to address that affects open response questions. Action Type: Program Evaluation	Roxanna Holt, Principal	Start: 07/01/2014 End: 06/30/2015	• Outside Consultants • Performance Assessments • Teachers	ACTION BUDGET: $
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 scoring well below benchmark on DIBELS composite score, and students in second through third grades scoring below basic on the Iowa Test of Basic Skills. 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 Qualls Early Learning Inventory, students in first grade scoring below benchmark on DIBELS composite score, and students in second through third grades scoring basic on the Iowa Test of Basic Skills 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: 07/01/2014 End: 06/30/2015	• Administrative Staff • District Staff • Outside Consultants • Performance Assessments • Teachers	ACTION BUDGET: $
The Special Education department will implement a push-in and/or pull-out program in kindergarten through sixth grades to address disparity revealed in test data between Students With Disabilities and other subpopulations. Action Type: Equity Action Type: Special Education	Roxanna Holt, Principal	Start: 07/01/2014 End: 06/30/2015	• District Staff • Teachers • Teaching Aids	ACTION BUDGET: $
Provide paraprofessional, Glenda Farmer, 1.0 FTE, to work with students in literacy and math in first through sixth grade classrooms under the direct supervision of a teacher. The paraprofessional may also monitor class while the teacher works with individual students or small groups.(budgeted in math)	Richard Denniston, Superintendent	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff	ACTION BUDGET: $

Teachers in kindergarten through sixth grades send progress reports home at mid-nine weeks. Action Type: Parental Engagement	Roxanna Holt, Principal	Start: 07/01/2014 End: 06/30/2015	• Performance Assessments • Teachers	ACTION BUDGET: $
Computers and language arts software are provided for students to practice literacy 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. Training for the most effective use of this software will continue to be provided by Curriculum Advantage. (Budgeted in math.) Action Type: Professional Development Action Type: Technology Inclusion	Roxanna Holt, Principal	Start: 07/01/2014 End: 06/30/2015	• Computers • Outside Consultants • Teachers	ACTION 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 Common Core State Standards are given as pre-, interim, and post-assessment for students in first through sixth grades. Students in kindergarten are given a late grade reading screener at the end of the year. 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. First and 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 fluency and open response scores improved this year. Action Type: Collaboration Action Type: Program Evaluation	Melissa King, Curriculum Specialist	Start: 07/01/2014 End: 06/30/2015	• District Staff • Performance Assessments	ACTION BUDGET: $
Provide two teachers, each .25 FTE and one teacher .125 FTE for math and/or literacy 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 were no students served in the ALE program last year. (Money budgeted in math.) Action Type: Program Evaluation	Richard Denniston, Superintendent	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff	ALE (State-275) - Employee Benefits: $0.00 ALE (State-275) - Employee Salaries: $0.00 ACTION BUDGET: $0
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 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: 07/01/2014 End: 06/30/2015	• Computers • Outside Consultants • Performance Assessments	ACTION BUDGET: $

Purchase leveled books, trade books, reading manipulatives, and other materials and supplies to enhance the comprehensive reading program.	Carolyn Cooper, Title I Coordinator	Start: 07/01/2014 End: 06/30/2015	• Outside Consultants	Title I - Materials & Supplies: $3814.00 ACTION BUDGET: $3814
Provide paraprofessional, Kim Eddings, 1.0 FTE, to work with students in in literacy and math in first through sixth grade classrooms under the direct supervision of a teacher. The paraprofessional may also monitor class while the teacher works with individual students or small groups. (budgeted in math)	Richard Denniston, Superintendent	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff	ACTION BUDGET: $
Hire a paraprofessional, Jamie Williams, 1.0 FTE, to work with students in literacy and math in first through sixth grade classrooms under the direct supervision of a teacher. The paraprofessional may also monitor class while the teacher works with individual students or small groups. (budgeted in math)	Richard Denniston, Superintendent	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff	ACTION BUDGET: $
Purchase Kindles 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, 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. Kindles have been purchased for the sixth grade. (Budgeted in math.) Action Type: Professional Development Action Type: Technology Inclusion	Josh McClelland, Technology	Start: 07/01/2014 End: 06/30/2015	• Outside Consultants	NSLA (State-281) - Materials & Supplies: $0.00 ACTION BUDGET: $0
The librarian offers an incentive program to promote reading in kindergarten through sixth grades.	Kim Moore, Media Specialist	Start: 07/01/2014 End: 06/30/2015	• School Library	ACTION BUDGET: $
NEEDS IMPROVEMENT IN LITERACY: To address the needs improvement status in literacy, the literacy curriculum will be taught in a 180 minute block incorporating reading, spelling, language, and writing. Teachers will utilize Developmental Reading Assessment, Developmental Spelling Analysis, DIBELS, Classworks, teacher made tests, and classroom observation to assess individual strengths and weaknesses. Teachers will emphasize reading strategies that follow Common Core standards. Teachers will use Reading Workshop, Literacy Lab, Direct Instruction, Reading First strategies, and other resources chosen to implement instruction of Common Core standards in order to differentiate individual instruction. Action Type: Equity	Roxanna Holt, Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: $
Keyboarding will be implemented in kindergarten through fourth grade once a week. Age appropriate software will be used based on the Arkansas Career Education guidance so that the students will learn appropriate keyboarding skills. Fifth grade students will have Input Technologies and sixth grade students will have Technology Communications. Students in fifth and sixth grade will be able to gain the technology skills necessary to successfully use these skills across the curriculum. Action Type: Technology Inclusion	Roxanna Holt, Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: $

Hire a paraprofessional to work with students in literacy and math in the kindergarten classroom under the direct supervision of the classroom teacher. (Budgeted in math.)	Richard Denniston, Superintendent	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff	NSLA (State-281) - Employee Benefits: $0.00 NSLA (State-281) - Employee Salaries: $0.00 ACTION BUDGET: $0
In 2007, laptops were purchased for a wireless lab shared by 4-6 grade classrooms to be used in the classroom when the computer lab was not available for research, writing, and web-based literacy and math programs. These laptops are outdated and need replacing. Money is budgeted to replace 11 laptops with Chromebooks @ approximately $205 each not including tax and shipping. (Budgeted in math.) Action Type: Technology Inclusion	Josh McClelland, Technology	Start: 07/01/2014 End: 06/30/2015	• Outside Consultants	NSLA (State-281) - Materials & Supplies: $0.00 ACTION BUDGET: $0
Purchase Quick Read books for second and third grades for extra practice in fluency which was identified as a weak area in the needs assessment. Quick Read is a research-based program that uses content area passages to build fluency as well as comprehension and content area vocabulary. The books are leveled so students can practice on their individual reading levels.	Melissa King, Curriculum Specialist	Start: 07/01/2014 End: 06/30/2015	• Outside Consultants	NSLA (State-281) - Materials & Supplies: $2892.00 ACTION BUDGET: $2892
Total Budget:				$6706

Priority 3: Students and staff will take responsibility for their own health and become health-literate individuals with a life-long commitment to making positive choices.

Supporting Data:

1. Body Mass Index Data SY 2013-2014 - Mt. Judea Elementary had at least 20% participation for BMI assessment in required grades of K, 2, 4, and 6, but data was restricted because of the small number of children in a BMI classification. For the district, the percentage of male and female students in the Overweight or Obese classification decreased.
2. Body Mass Index Data SY 2012-2013 - There were 50 students in grades K, 2, 4, and 6 for which BMI assessments are required. BMI was assessed for 54 students. Of the students assessed, the following BMI classifications represent the percent of students in the school in each classification: Healthy or Underweight: Males – 61.8%, Females - 70%; Overweight or Obese: Males – 38.2%, Females - 30%. Overall, BMI classification results for Mt. Judea Elementary indicated that approximately 13% of all children measured were in the Overweight category and approximately 22.2% of all children measured were identified as Obese.
3. Body Mass Index Data SY 2011-2012 - There were 55 students in grades K, 2, 4, and 6 for which BMI assessments are mandated. BMI was assessed for 58 students. Of the students assessed, the following BMI classifications represent the percent of students in the school in each classification: Healthy or Underweight: Males – 70.6%, Females - 75%; Overweight or Obese: Males – 29.4%, Females - 25%. Overall, BMI classification results for Mt. Judea Elementary indicated that approximately 13.8% of all children measured were in the Overweight category and approximately 13.8% of all children measured were identified as Obese.
4. School Health Index Scores: School Health Policies and Environment, Module 1 -82%; Health Education, Module 2 - 89%; Physical Education and Other Physical Activity Programs, Module 3 - 90%; Nutrition Services, Module 4 - 100%; Family and Community Involvement, Module 8 -78%.

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
Educational programs will focus on appropriate nutritional and physical activity programs to educate and exercise students.	Roxanna Holt, Principal	Start: 07/01/2014	• Administrative Staff • Community Leaders	ACTION $

Action Type: Wellness		End: 06/30/2015	• Performance Assessments • Teachers • Teaching Aids	BUDGET:
Appoint a school health coordinator who will be responsible for administering the requirements of the wellness plan. Action Type: Wellness	Richard Dennison, Superintendent	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff	ACTION BUDGET: $
Adhere to existing physical education requirements and engage students in healthy levels of vigorous physical activity. Action Type: Wellness	Roxanna Holt, Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff	ACTION BUDGET: $
Restrict vended foods and foods with minimal nutritional value as required by law and the rules. Action Type: Wellness	Roxanna Holt, Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • District Staff	ACTION BUDGET: $
Review and conform new vending contracts to rules and restrictions contained in the rules. Action Type: Wellness	Richard Denniston, Superintendent	Start: 07/01/2014 End: 06/30/2015	• 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	Roxanna Holt, Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • District Staff • Outside Consultants	ACTION BUDGET: $
Utilize the Cooperative Extension Service for nutrition programs. Action Type: Collaboration Action Type: Wellness	Roxanna Holt, Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Outside Consultants • Teachers • Teaching Aids	ACTION BUDGET: $
Use the body mass index assessments (BMI)results to assess how well the school is implementing the wellness policy and to evaluate it. PROGRAM EVALUATION: In 2013-2014, the district-wide BMI results indicated 55.6% of the students assessed were overweight or obese. Action Type: Equity Action Type: Program Evaluation Action Type: Wellness	Mandy Moore, Nurse	Start: 07/01/2014 End: 06/30/2015	• District Staff • Outside Consultants	ACTION BUDGET: $
Food or beverages will not be used as rewards for academic, classroom, or sports performances. Action Type: Wellness	Roxanna Holt, Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $
A Wellness 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	Kelsey Hudson, Chair	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Community Leaders	ACTION BUDGET: $

			• District Staff	
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	Roxanna Holt, Principal	Start: 07/01/2014 End: 06/30/2015	• 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	Roxanna Holt, Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	ACTION BUDGET: $
Furnish drinking water to all students without charge. Action Type: Wellness	Richard Denniston, Superintendent	Start: 07/01/2014 End: 06/30/2015	• 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: 07/01/2014 End: 06/30/2015	• Administrative Staff	ACTION BUDGET: $
Students will have ample time to eat meals in a comfortable dining area. Action Type: Wellness	Roxanna Holt, Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff	ACTION BUDGET: $
No more than nine schoolwide 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	Roxanna Holt, Principal	Start: 07/01/2014 End: 06/30/2015	• 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: 07/01/2014 End: 06/30/2015	• 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: 07/01/2014 End: 06/30/2015	• Administrative Staff • Community Leaders • District Staff	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: 07/01/2014 End: 06/30/2015	• Outside Consultants	ACTION BUDGET: $
School nurse will conduct hearing, vision, and scoliosis screenings. Action Type: Wellness	Mandy Moore, Nurse	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: $

Total Budget:	$0

Priority 4: Parent Involvement

Supporting Data:

1. The fall parent survey conducted by the parent facilitator indicated 80% of parents responding to the survey want to be involved in their children's education. Parents will be surveyed again in the spring to evaluate the actual percentage involved in activities offered.

Goal: Provide educational and technology support to the parents.

Benchmark: Involve 80% of parents in their children's education through eSchool training, website, invitation to the Parent Teacher Partnership Group, Parent/Teacher conferences, and other school specific activities.

Intervention: Implement parental engagement to improve student achievement.

Scientific Based Research: Russel, K. & Granville, S. (2005). Parents' views on improving parental involvement in children's education. Edinburgh: Scottish Executive. ---- Darling, S. & Westberg, L. (2004). Parent involvement in children's acquisition of reading. The Reading Teacher, 57(8), 774-776.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Parents are encouraged to be involved in activities that promote responsible parenting. PARENT INVOLVEMENT MEETINGS will be held discussing the state of the school and an overview of what students will be learning; how they will be assessed; what parents should expect for their child's education; and how parents can assist and make a difference. A VOLUNTEER RESOURCE BOOK will list the interest and availability of volunteers for school staff members to use and will include a parent survey. Action Type: Parental Engagement	Rainey Yeager, Parent Facilitator	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • District Staff • Performance Assessments • Teachers	ACTION BUDGET: $
There are TWO PARENT/TEACHER CONFERENCES scheduled for the school year. There is also an Open House scheduled at the beginning of the school year. In the fall parents are invited to attend the CAREER ACTION SEMINAR held at the high school. Parents attending these functions will receive recognition. Action Type: Parental Engagement	Rainey Yeager, Parent Facilitator	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • District Staff • Performance Assessments • Teachers	ACTION BUDGET: $
A parent center is strategically located for the best use for parents. The district provides a certified teacher as the parent facilitator. There are parenting books, magazines, and other materials regarding responsible parenting available for parental use. Action Type: Parental Engagement	Rainey Yeager, Parent Facilitator	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • District Staff • Outside Consultants	ACTION BUDGET: $
The SCHOOL'S PROCESS FOR RESOLVING PARENTAL CONCERNS is in the student handbook. Action Type: Parental Engagement	Rainey Yeager, Parent Facilitator	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $
INFORMATIONAL PACKETS are handed out at the beginning of the school year. Action Type: Parental Engagement	Rainey Yeager, Parent Facilitator	Start: 07/01/2014 End: 06/30/2015	• District Staff	ACTION BUDGET: $
The district provides a certified teacher as PARENT FACILITATOR and pays additional salary to the facilitator as required by law. Action Type: Parental Engagement	Richard Denniston, Superintendent	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff	ACTION BUDGET: $
A PTO (Parent Teacher Organization) will be implemented and established to encourage more	Rainey Yeager,	Start:	• Community Leaders	

parental involvement. Action Type: Parental Engagement	Parent Facilitator	07/01/2014 End: 06/30/2015	• District Staff	ACTION BUDGET: $
Volunteer sign-in sheets and daily logs of volunteer hours will be maintained throughout the year as part of an ongoing formative evaluation of this intervention. Documented attendance at parent/teacher conferences, parent night activities, and other evidence of parental involvement will be reviewed by building principals and parent coordinators periodically through the year to assess the effectiveness of the Parental Engagement Program. A parental engagement survey will be distributed in order to gain feedback on the quality, and effectiveness, of the school's parental involvement efforts. The Mt. Judea Parent Teacher Partnership will review this data and make improvement recommendations for the next year. PROGRAM EVALUATION: The biggest issue for parent involvement was time and parents specified not being able to feed their families and attend meetings. Action Type: Parental Engagement Action Type: Program Evaluation	Rainey Yeager, Parent Facilitator	Start: 07/01/2014 End: 06/30/2015		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: 07/01/2014 End: 06/30/2015	• District Staff • Outside Consultants	Title I - Materials & Supplies: $300.00 ACTION BUDGET: $300
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 plans. Teachers keep parents informed of student progress and aid parents in helping students at home through conferences, notes home, and phone calls. The PARENT INVOLVEMENT POLICY and SCHOOL-PARENT-STUDENT COMPACT is REVIEWED ANNUALLY by committees comprised of staff and parents. The revised plan is approved by the school board and POSTED ON THE SCHOOL'S WEBSITE. A parent survey evaluates parent involvement. Parents responding to last year's survey indicated that time was the greatest hindrance to serving on committees at school. A little more than half of those responding indicated they had access to the internet so school personnel is 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: 07/01/2014 End: 06/30/2015	• District Staff • Outside Consultants	ACTION BUDGET: $
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. Action Type: Title I Schoolwide	Melissa King, Professional Development Coordinator	Start: 07/01/2014 End: 06/30/2015	• District Staff • Outside Consultants	ACTION BUDGET: $
There is a PRESCHOOL located on the school campus. Parents of preschool students are invited to use the school parent center. 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.	Roxanna Holt, Principal	Start: 07/01/2014 End: 06/30/2015	• District Staff • Outside Consultants	ACTION BUDGET: $

Action Type: Parental Engagement Action Type: Title I Schoolwide				
TO PROVIDE INSTRUCTION TO A PARENT ON HOW TO INCORPORATE DEVELOPMENTALLY APPROPRIATE LEARNING ACTIVITIES, a parent workshop will be provided on how to access the internet to locate educational activities to be used IN THE HOME ENVIRONMENT. Action Type: Parental Engagement Action Type: Title I Schoolwide	Nathan Windel, Technology Coordinator	Start: 07/01/2014 End: 06/30/2015	• Computers • District Staff • Outside Consultants	ACTION BUDGET: $
Teachers will provide information and activities to parents on how to ASSIST IN THEIR CHILDREN'S LEARNING during parent/teacher conferences. Action Type: Parental Engagement Action Type: Title I Schoolwide	Roxanna Holt, Principal	Start: 07/01/2014 End: 06/30/2015	• District Staff • Outside Consultants	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's website. (f) A parent's guide to school's Title I program is disseminated at Annual Title I meeting and posted on district's website. (g) 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. (h) 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: 07/01/2014 End: 06/30/2015	• District Staff • Outside Consultants	ACTION BUDGET: $
Total Budget:				$300

- Planning Team

Classification	Name	Position	Committee
	Hope Hampton	Student Representative	Wellness
	Vernie Heydenreich	School Board	Wellness
Classroom Teacher	Anna Schembra	Third Grade Teacher	Math
Classroom Teacher	Christine Cook	First Grade Teacher	Literacy
Classroom Teacher	Glenda Niswonger	Special Education Teacher	Literacy
Classroom Teacher	Joan Bolin	Fifth Grade Teacher	Literacy
Classroom Teacher	Kelsey Hudson	Chair	Wellness
Classroom Teacher	Kim Dye	Second Grade Teacher, ACSIP Co-Chair	Literacy
Classroom Teacher	Kimberly Drewry	Kindergarten Teacher	Literacy
Classroom Teacher	Lindsay Parker	Fourth Grade Teacher	Math
Classroom Teacher	Rita Greenhaw	Sixth Grade Teacher, ACSIP Co-Chair	Math
Non-Classroom Professional Staff	Kim Moore	Librarian	Literacy
Non-Classroom Professional Staff	Leisha Graham	Music Teacher	Math
Non-Classroom Professional Staff	Mandy Moore	Nurse	Wellness
Non-Classroom Professional Staff	Rainey Yeager	Counselor, Parent Involvement Facilitator	Math
Non-Classroom Professional Staff	Sandra Holt	Teacher	Literacy

Parent	Charity Richardson	Parent Representative	Literacy
Parent	Jaime Gilmore	Parent Representative	Wellness
Principal	E.J. Freeman	Administrator	Wellness
Principal	Roxanna Holt	Principal	Math, Literacy