

ACSIIP

Smackover School District

2014-2015

School Plan

SMACKOVER SCHOOL DISTRICT
112 East 8th Street

Arkansas Comprehensive School Improvement Plan

2013-2014

The mission of the Smackover School District is to create an environment in which students are actively engaged in becoming lifelong learners able to succeed in a technological world while functioning as productive members of society.

Grade Span:

Title I: Not Applicable

School Improvement:

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Goal: All teachers and staff will receive support to improve the instruction in mathematics and literacy in the classrooms and address weaknesses in math and literacy. Support will also be given to homeless children in the district as prescribed by law.

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Goal: To continue to decrease the number of students, particularly African American students, who are referred and placed in special education programs.

Priority 4: Wellness

Goal: Students participating in the BMI assessment each year will receive support to improve their cardiovascular, muscular strength/endurance, flexibility and weight health.

Priority 5: English Language Learners

Goal: Students who have been identified as English Language Learners will receive support and appropriate instruction to become successful in the acquisition of the English language, successful learners in the classroom, and score proficient on the ACTAAP exams and ELDA assessments.

Priority 6: Scholastic Audit

Goal: Both Smackover Elementary School and Smackover High School will address the deficiencies identified by the Scholastic Audit to promote the learning needs of all students.

Goal: Smackover Elementary School and Smackover High School faculty will collaboratively utilize data to plan for instruction as recommended by the Scholastic Audit.

Goal: Smackover High School will address deficiencies identified by the Scholastic Audit to promote a seamless curriculum for all courses.

Priority 8: TIP

Goal: The Smackover School District will assign a local School Improvement Leader responsible for facilitating the creation of a Targeted Improvement Plan (TIP) for the purpose of closing the achievement gap of TAGG students and All Students with the support of district personnel.

Priority 1: The district will provide administrative support for the purpose of teacher assistance and curriculum development in order to address school improvement in the district and at each respective campus.

Supporting Data:

1. Proficient in Literacy Performance			
All Students			
Year	Percent AMO	AMO Met	
2011	72.02%	NA	NA
2012	76.05%	74.35%	Yes

2013 79.37% 76.68% Yes

Proficient in Literacy Performance

Year	Percent AMO	AMO Met
2011	60.27% NA	NA
2012	60.68% 63.58%	No
2013	69.13% 66.89%	Yes

Proficient in Literacy Growth

Year	Percent AMO	AMO Met
2011	71.33% NA	NA
2012	79.72% 73.72%	Yes
2013	79.86% 76.11%	Yes

Proficient in Literacy Growth

Year	Percent AMO	AMO Met
2011	60.14% NA	NA
2012	64.44% 63.46%	Yes
2013	69.66% 66.78%	Yes

Analysis: The Smackover School District is an Achieving District in literacy. All AMOs for 2013 were met for All Students and TAGG Students in both literacy performance and growth. Significant growth in elementary literacy test scores is balancing the declining scores on the high school campus.

1. Proficient in Math Performance

Year	Percent AMO	AMO Met
2011	74.58% NA	NA
2012	72.84% 76.7%	No
2013	76.76% 78.82%	No

Proficient in Math Performance

Year	Percent AMO	AMO Met
2011	63.68% NA	NA
2012	58.70% 66.71%	No
2013	66.28% 69.73%	No

Proficient in Math Growth

Year	Percent AMO	AMO Met
2011	69.33% NA	NA
2012	61.19% 71.89%	No
2013	70% 74.44%	No

Proficient in Math Growth

TAGG Students			
Year	Percent AMO	AMO Met	
2011	58.78%	NA	NA
2012	45.19%	62.22%	NO
2013	57.75%	65.65%	NO

Analysis: The Smackover School District is a Needs Improvement District in mathematics. No AMOs for 2013 were met for All Students and TAGG Students in both mathematics performance and growth. Significant growth in elementary math test scores is balancing the declining scores on the high school campus.

1. Elementary Attendance Rate--

Three Year Data Trend: The elementary attendance rate for 2009-2010 was 95.1%. For 2010-2011, the attendance rate was 94.7%. For 2011-12, the attendance rate was 95.8%

Analysis: The elementary attendance rate has increased but stayed within a 95% range for the past three years with an increase in 2011-2012.

2. Graduation Rate

All Students			
Year	Percent AMO	AMO Met	
2011	84.51%	79.34%	Yes
2012	93.15%	81.22%	Yes

Graduation Rate

TAGG Students			
Year	Percent AMO	AMO Met	
2011	82.76%	71.35%	Yes
2012	88.24%	73.96%	Yes

Analysis: The Smackover School District is an Achieving School in Graduation Rate. All AMOs for 2013 were met for All Students and TAGG Students with regards to graduation rates.

Goal

All teachers and staff will receive support to improve the instruction in mathematics and literacy in the classrooms and address weaknesses in math and literacy. Support will also be given to homeless children in the district as prescribed by law.

The district will strive to achieve the AMO in math and literacy through the training and support of teachers, paraprofessionals, and other stakeholders in the use of research-based interventions and strategies that will help move students to proficiency on ACTAAP in math, literacy and science. For literacy performance, the AMO is 79.02% for all students and 66.89% for TAGG. For math performance the AMO is 80.94% for all students and 72.76 for TAGG.

Benchmark

Intervention: To provide administrative support to teachers and relevant staff in using appropriate instructional strategies that are research-based and that will provide students with success on ACTAAP and continuous school improvement.				
Scientific Based Research: "The Learning Leader: How to Focus School Improvement for Better Results" (2006) by Douglas B. Reeves, "Accountability for Learning: How Teachers and School Leaders Can Take Charge" (2004) by Douglas B. Reeves, "The Data Guidebook for Teachers and Leaders: Tools for Continuous Improvement" (2006) by Eileen Depka				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The District will provide a Special Programs Director (FTE 1.0) who will provide both teacher and program support. The Director will do all required ADE reporting, serve as ACSIP chairperson, record keeping, help with Focus School requirements, and help with appropriate evaluation of/for federal programs, as well as other district duties. The Special Programs Director will participate in professional development activities that are relevant to both regular and federal programs which will involve strategies for the improvement of ACTAAP scores in order to help successfully meet the student and teacher needs of the district. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	Dave Wilcox	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - Central Office	ACTION BUDGET: \$
Provide any necessary assistance to homeless children and their families. Current data as of the submission of this document lists our homeless population as two students. Action Type: Equity	Teri Philyaw	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - District Staff	Title I - Materials & Supplies: \$1260.45 ACTION BUDGET: \$1260.45
With the support of the District Curriculum Leadership Team, the curriculum director, (Jennifer Lee, FTE 1.0) who is a licensed Curriculum Specialist, will develop and implement a comprehensive plan to support the effective implementation of the curriculum that facilitates the alignment of teaching practices, instructional support and resources, technology, and assessment of student learning with the curriculum. The curriculum director will provide instructional support, training, and instructional program evaluation to support teachers in providing a curriculum which is based on the Common Core State Standards and the Arkansas Department of Education Curriculum Frameworks and is aligned to ACTAAP assessments and PARCC assessments. Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide	Dave Wilcox, Teri Philyaw	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - Central Office - Outside Consultants	NSLA (State-281) - Employee Benefits: \$15163.63 NSLA (State-281) - Employee Salaries: \$55894.74 ACTION BUDGET: \$71058.37

The superintendent of schools will annually conduct a personnel evaluation of the Special Programs Director and the Curriculum Director for job performance and effectiveness. The superintendent also conducts weekly administrative meetings to discuss school improvement, progress towards expected goals, student needs, and approval/disapproval of materials requisitions. Teachers are also asked each year to do evaluations on programs and professional staff development. Personnel evaluations, copies of administrative meeting agendas, copies of purchase orders and requisitions and copies of evaluations by teachers are all documentation of effectiveness. Action Type: Collaboration Action Type: Program Evaluation	Dave Wilcox, Teri Philyaw, Jennifer Lee	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Central Office • District Staff • Performance Assessments • Teachers	ACTION BUDGET: \$
A committee made up of parents, teachers, administrators and community members will review each school and district improvement plan each year. Ideas and changes will be documented so that they can be incorporated into the plans based on new data that has been acquired throughout the year. The committee will use all available resources at their disposal to aid in the review of the school and district improvement plans including but not limited to the School Improvement Supervisor, rubrics, ADE rules and regulations, ACTAAP data, program evaluations, surveys, and sign in sheets. During the year teachers, administrators, and staff members will work to gather necessary data including mandated test data, interim assessments, and other classroom assessments which will be used to determine areas of need for each school and the district improvement plan including professional development needs, curriculum, and materials. Sign in sheets, meeting notes, and agendas will serve to determine program effectiveness. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Title I Schoolwide	Teri Philyaw	Start: 07/01/2013 End: 06/30/2014	• District Staff • Teachers	ACTION BUDGET: \$
The district will provide the elementary and high school with necessary and/or required support and will ensure that the elementary school has completed all requirements of a Focus School and that the high school has a plan of improvement since it has been identified as a needs improvement school. The district will also schedule a peer review of each school's ACSIP plan prior to submitting it to the ADE by the October 1 deadline. Action Type: Collaboration Action Type: Program Evaluation	Teri Philyaw	Start: 07/01/2013 End: 06/30/2014	• District Staff • Teachers	ACTION BUDGET: \$
Smackover School District agreed to participate in the Voluntary Universal ACT Assessment which will allow every Junior in the District to take the ACT test at no charge to them. It is the hope that this will encourage our students to attend a college/university if they feel that they can score high on the ACT. Action Type: Equity	Jan Henderson, Cheryl Corley	Start: 07/01/2013 End: 06/30/2014	• District Staff • Outside Consultants • Teachers	ACTION BUDGET: \$
Recruit and maintain highly qualified teachers by attending all area teacher job fairs to find qualified teachers to fill teacher vacancies in the school. Offer teacher support and encouragement to obtain National Board	Teri Philyaw	Start: 07/01/2013 End: 06/30/2014	• District Staff • Outside Consultants	ACTION BUDGET: \$

Certification, graduate degrees, and extra licensure certifications. Action Type: Equity	Teri Philyaw	Start: 07/01/2013 End: 06/30/2014	• District Staff	ACTION BUDGET: \$
The Smackover School District has no private schools within its district boundaries. However, the district did a google search for private schools within Union County and adjacent counties. From that search came two private schools from Ouachita County, one from Columbia County, and two from Union County. Each were contacted regarding participation in Title I related services for the 2013-2014 school year. All private schools contacted declined participation. Documentation is located in the office of the Special Programs Director. Action Type: Collaboration Action Type: Equity	Jennifer Lee, Teri Philyaw	Start: 07/01/2013 End: 06/30/2014	• District Staff • Teachers	Title II-A - Purchased \$10819.39 Services: Title II-A - Materials & \$4731.91 Supplies: Title II-A - Employee \$38500.00 Salaries: Title II-A - Employee \$8335.25 Benefits: ACTION BUDGET: \$62386.55
The District will provide the curriculum director with Title II-A funds for purchasing professional development materials (i.e., notebooks, notebooks dividers, to hold handouts, etc and for professional texts) to be used during professional developments workshops and during grade level and/or content level team meetings to support teachers in increasing student achievement. The curriculum director will also have access to Title II-A funds to pay teacher salaries and benefits (\$250 stipend for six hours of training per day with \$54.13 in benefits with approximately 120 days available to certified teachers in the district) for professional development opportunities offered off contract time and/or outside their ADE required sixty (60) hours of professional development. Such opportunities will require prior approval by administration and will only be offered for quality professional development relevant to the teacher's teaching assignment and deemed to improve student achievement. Title II-A funds will also be used to pay for training from outside consultants/trainers based on the professional development needs of the teachers expressed in their PD planning during the spring semester, from input of the Professional Development Leadership Team, and from the long-range professional development plan. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide	Jennifer Lee, Teri Philyaw	Start: 07/01/2013 End: 06/30/2014	• Outside Consultants • Teachers	ACTION BUDGET: \$
Based on Scholastic Audit, the district is supporting the elementary school in developing a RTI Behavior Plan. To support the professional growth of teachers, the district will provide training to licensed faculty on Fred Jones' Tools for Teaching from trained consultants (Linda Raymer and Barbara Wilson) in the summer of 2013. Appropriate training materials related to Tools for Teaching were provided. In 2014, a professional development day will be held introducing Conscious Discipline which is a social emotional curriculum. This will be for the elementary teachers. The high school has elected not to do a RTI Behavior Plan at this time. Action Type: Collaboration Action Type: Professional Development	Total Budget:		\$134705.37	

Intervention: To provide teachers, administrators and other relevant classified staff with professional development. Professional development will be designed with teacher and staff input so that they become more highly qualified in their particular subject, grade level, or area of responsibility. The district strives to encourage teachers to gain more knowledge in their particular subject or in the instructional strategies or practices that will promote student learning and success especially on the augmented benchmark exams.					
Scientific Based Research: Mooney, Nancy J. and Mausbach, Ann T., "Align the Design: A Blueprint for School Improvement" (2008), Scherer, Marge, "Keeping Good Teachers" (2003), DuFour, Richard "What Is a Professional Learning Community?" Educational Leadership, May 2004, vol. 61, no. 8.					
Actions	Person Responsible	Timeline	Resources	Source of Funds	
The curriculum director will facilitate the District Professional Development (PD) Leadership Team composed of preschool, elementary, and secondary teachers, administrators, and paraprofessionals. The PD Leadership Team is responsible for creating a long range PD plan, evaluating PD, recommending PD aligned to the ACSIP plan and the Scholastic Audit Action Plan, evaluating PD, and creating the summer PD calendar. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	Jennifer Lee	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - District Staff - Teachers	ACTION BUDGET: \$	
In the 2012-13 school year, each licensed employee met with the curriculum director to collaboratively create an individual professional development (PD) plan based on personal needs and aligned with the school's ACSIP plan and Scholastic Audit Action Plan. The individual PD plan included a minimum of six hours of technology PD. Based on those plans and standardized test scores, the district provided licensed teachers with opportunities for PD that would meet the required 60 hours of PD by ADE standards (15.04). The individual PD plan included a minimum of: *Ethics training for all teachers *Smart Core training for all teachers *Data disaggregation for all administrators *Instructional leadership for all administrators *Financial training for all administrators *Child maltreatment for all employees *TESS Training for all licensed employees *LEADS Training for principals/superintendent. The appropriate professional development funds will pay for professional development registrations, travel, hotel, and meals for licensed and classified employees for approved conferences and meetings. Action Type: Professional Development	Jan Henderson, Holly Strickland, Jennifer Lee, Teri Philyaw, Dave Wilcox	Start: 07/01/2013 End: 06/30/2014	- Central Office - District Staff - Outside Consultants - Teachers	PD (State-223) - \$38000.00 Purchased Services: ACTION BUDGET: \$38000	
Licensed teachers receive additional professional development (PD) outside of the 60 hours throughout the school year, including job embedded professional development provided through instructional facilitators and a consultant from Elbow2Elbow Educational Consulting. The PD received throughout the school year is relevant to their subject/grade level, will support the prescribed curriculum, and/or provide follow-up support to summer professional development with the goal of increasing student achievement and promoting school improvement. Action Type: Collaboration Action Type: Professional Development	Jennifer Lee, Teri Philyaw, Jennifer Muckelrath, Crystal Yeager	Start: 07/01/2013 End: 06/30/2014	- District Staff - Outside Consultants	ACTION BUDGET: \$	
Classified employees, including bus drivers, paraprofessionals, cafeteria staff, and maintenance employees receive professional development (PD) relevant to their job and identified particular needs. Trainings are necessary	Dave Wilcox, Jennifer Lee, Teri Philyaw	Start: 07/01/2013	District Staff	PD (State-223) - \$1883.76	

for the operation of our school and in turn, help with student achievement. This training included: *Child maltreatment *Job safety training Action Type: Professional Development		End: 06/30/2014	• Outside Consultants	Purchased Services: ACTION BUDGET: \$1883.76
Upon completion of each professional development (PD) workshop, teachers and administrators evaluated the training using the Smackover School District Professional Development Evaluation Form to rate the value of the training to their instruction. This evaluation form also provides an opportunity for teachers to request material needed based on the particular PD session. The District Professional Development Leadership Team reviews the results of these evaluations and makes recommendations for future PD based on the results. Action Type: Professional Development	Jennifer Lee, Teri Philyaw	Start: 07/01/2013 End: 06/30/2014	• District Staff	ACTION BUDGET: \$
All licensed employees complete a Professional Development Survey and an Individual Professional Development Needs Assessment at the beginning of the school year. Additionally, all licensed faculty complete the online Standards Assessment Inventory (SAI) from Learning Forward (formerly NSCD) in the fall. The SAI is an assessment tool which evaluates the perceptions licensed faculty have regarding their school, classroom, administration, and professional development, including job-embedded professional development and the use of teams. The District's Professional Development Leadership Team reviews the results of these surveys and uses these instruments to develop the long range PD plan for the District and enhance school improvement plans. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	Jennifer Lee	Start: 07/01/2013 End: 06/30/2014	• District Staff	ACTION BUDGET: \$
The District Professional Development (PD) Leadership Team will analyze student achievement data to determine if the provided PD met the needs of teachers in supporting students. Administrators will monitor professional development (PD) implementation utilizing CWT's throughout the school year. This data will also be used to evaluate the effectiveness of the provided PD. Based on teacher evaluation of PD in 2012-2013, the District PD Leadership Team decided not to join the South Central Service Cooperative Professional Development Consortium for 2013-2014 which would allow greater flexibility in allowing teachers to attend a greater variety of relevant PD at any of the educational cooperatives throughout the state. However, this will be reviewed again at the end of the year by the PD Leadership Team to determine participation for 2014-2015. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	Jennifer Lee	Start: 07/01/2013 End: 06/30/2014	• District Staff	ACTION BUDGET: \$
Total Budget:				\$39883.76

Priority 3:

To place students in the special education program according to federal and state regulations and to continue to address the disproportionate representation of racial and ethnic students in the program even though the district has not been triggered for this school year.

1. % in Regular Education

2010-2011	70.24
2009-2010	63.01
2009-2008	58.97

% of Dropouts

2010-2011	0.00
2009-2010	2.44
2009-2008	10

% of Graduates

2010-2011	100
2009-2010	83.33
2009-2008	100

% of Out of School Suspensions and Expulsion Rate

2010-2011	0.00
2009-2010	0.00
2009-2008	0.00

Supporting
Data:

% of African American Students in Special Education

2010-2011 Data not available in report

2009-2010	29.8
2009-2008	29.8

Analysis: The rate for placing racial and ethnic students in special education is proportionate to the racial and ethnic student population enrolled in the district

Goal To continue to decrease the number of students, particularly African American students, who are referred and placed in special education programs.

Benchmark

There will be a 2% decrease in the representation of minority (particularly African American) students in special education programs within the district and thus we will continue to be off the ADE Special Education triggered list for over-representation.

Intervention: To place students in the special education program according to federal and state regulations to reduce minority over-representation.					
Scientific Based Research: "Managing Diverse Classrooms: How to Build on Student's Cultural Strengths" (2008) by Carrie Rothstein-Fisch and Elise Trumbull, "Educating Everybody's Children: Diverse Teaching Strategies for Diverse Learners (2nd Edition-2008) Edited by Robert Cole, "Tapping Student Effort: Increasing Student Achievement" (2007) by Stephen G. Barkley					
Actions	Person Responsible	Timeline	Resources	Source of Funds	
The curriculum director will facilitate the District Response to Intervention (RTI) Leadership Team composed of elementary and secondary teachers and administrators. The RTI Leadership Team is responsible for reviewing and evaluating the District RTI Plan for academics. The team will ensure that the research-based programs are implemented to fidelity as well as recommend revisions to the plan based on data and research. Upon the completion of the District RTI Plan for Behavior, the District RTI Leadership Team will assume responsibility for annually reviewing and evaluating that plan as well. Action Type: Collaboration Action Type: Program Evaluation	Jennier Lee	Start: 07/01/2013 End: 06/30/2014	• District Staff	ACTION BUDGET: \$	
Teachers will annually receive professional development (PD) which includes strategies for identifying and closing the racial achievement gap and the Response to Intervention (RTI) model. Teachers will be presented with information regarding the Targeted Achievement Gap Group (TAGG) which consists of economically disadvantaged students, English language learners, and students with disabilities. The District RTI Plan is a general education plan, not a process for placing students in special education. However, when implemented to fidelity, the District RTI Plan will decrease the number of minority students referred to special education and thus reduce minority over-representation in special education. Action Type: Professional Development Action Type: Special Education	Jennifer Lee, Teri Philyaw	Start: 07/01/2013 End: 08/19/2013	• District Staff	ACTION BUDGET: \$	
At the beginning of the year, each campus will utilize universal screeners in literacy and mathematics. Students scoring at risk on these screeners will be assessed using an appropriate diagnostic test. An intervention team consisting of grade level teachers, the instructional facilitator, interventionists, and the building administration will meet to determine if the student needs interventions based on the diagnostic assessment and will select the appropriate research based intervention for the child. Parents will be sent a letter informing them if their child is placed in an intervention. Action Type: Collaboration	Jan Henderson, Holly Strickland, Jennifer Muckelrath, Crystal Yeager, Jennifer Lee	Start: 07/01/2013 End: 06/30/2014	• District Staff • Performance Assessments	ACTION BUDGET: \$	
Have qualified persons to serve as an intervention teacher at the elementary school. They will provide interventions for students identified as at risk by the intervention team. The interventionist will keep regular progress monitoring notes and data which will be used to evaluate the effectiveness of the intervention and the success of the child in the intervention. Action Type: Collaboration	Holly Strickland, Jennifer Lee	Start: 07/01/2013 End: 06/30/2014	• District Staff	ACTION BUDGET: \$	
Upon completion of the intervention or at regular intervals throughout the intervention, the intervention team will meet to assess progress of the student. If	Jan Henderson, Holly Strickland,	Start: 07/01/2013	• District Staff		

the student makes sufficient progress and can perform at the average of the class, then the intervention team can make the decision to discontinue the student from the intervention and a letter will be sent home to the parents informing them of that action. If the student makes progress but still needs additional support, the intervention team will determine the next appropriate research-based intervention and will send home a letter to the parent informing them of this change. Action Type: Collaboration	Jennifer Muckelrath, Crystal Yeager, Jennifer Lee	End: 06/30/2014		ACTION BUDGET: \$
If a child makes little or no progress after the completion of three research-based interventions, then an intervention team meeting will be scheduled with parents to discuss further intervention options, diagnostic testing options, and/or special education referral options. Action Type: Collaboration Action Type: Special Education	Jan Henderson, Holly Strickland, Jennifer Muckelrath, Crystal Yeager, Jennifer Lee	Start: 07/01/2013 End: 06/30/2014	• District Staff	ACTION BUDGET: \$
The District RTI Leadership Team will regularly review data regarding student referrals for interventions, success of interventions, number of students referred for special education, and number of students placed in special education. This data will be further disaggregated by race to monitor minority over-representation placement and to evaluate the interventions for effectiveness. Evaluation of the plan will be determined by the number of students who become on grade level, the number of referrals to special education, and the number of students who become proficient or advanced on the ACTAAP exam. A larger number of students who are successfully discontinued from interventions compared to the number of students referred to special education would be a positive step towards reducing the achievement gap. Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education	Jennifer Lee	Start: 07/01/2013 End: 06/30/2014	• District Staff • Performance Assessments	ACTION BUDGET: \$
The curriculum director will facilitate a short term RTI Behavior Leadership Team for the elementary school which will be responsible for developing school plans which have consistent classroom management discipline and procedure plans; selecting universal screeners and diagnostic tests related to behavior and social emotional issues; and selecting research based Tier I, Tier II, and Tier III curriculum and interventions designed to support students with social/emotional needs or students who have behavioral issues. The high school has elected not to have a RTI Behavior Plan at this time. Action Type: Collaboration Action Type: Equity	Jennifer Lee	Start: 07/01/2013 End: 06/30/2014	• District Staff	ACTION BUDGET: \$
As part of the creation of the RTI Behavior Plan, the procedures for referral, placement, and participation in the District Alternative Learning Environment (ALE) will be included. In accordance with District Policy 5.26, the District shall have an ALE which is part of an intervention program designed to provide guidance, counseling, and academic support to students who are experiencing emotional, social, or academic problems. These procedures will also be incorporated into a District ALE Handbook which will be reviewed and updated annually by the curriculum director, the building administrator(s) responsible for the ALE, the counselor(s) supporting the ALE students, and the ALE teacher(s). The curriculum director will provide professional development training to relevant faculty and staff members to ensure that the District ALE Handbook is followed to fidelity.	Jennifer Lee	Start: 07/01/2013 End: 06/30/2014	• District Staff	ACTION BUDGET: \$

[illegible]

Priority 4: To promote comprehensive measures to address the issue of a healthy lifestyle.

1. BMI Data

Year	2013	2012	2011
Male Obesity/Overweight Rate	57.4%	42.6%	46.7%
Female Obesity/Overweight Rate	40.9%	41.3%	41%

Analysis: The Obesity/Overweight Rate for Smackover High School students has increased for males by 15% between 2012-2013. The increase for female for that same time period was less than 1% which is statistically insignificant.

Supporting Data:

Goal	Students participating in the BMI assessment each year will receive support to improve their cardiovascular, muscular strength/endurance, flexibility and weight health.
Benchmark	There will be a 3% decrease in the percentage of students reported on the 2012-13 BMI assessment as being at risk for being overweight. This would indicate healthier lifestyles are being practiced.

Intervention: Smackover School District will encourage students to participate in activities that encourages a nonsedentary lifestyle and will introduce strategies that will foster an active and healthy lifestyle.				
Scientific Based Research: Wechsler, Ed.D., MPH, Howell "Getting People to Move More Promotion and Education Strategies That Get Results", Department of Health and Human Services, Centers for Disease Control and Prevention, February 2003.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Encourage students to participate in both school sponsored and non-school sponsored programs that supports physical activity. Such programs are football, baseball, t-ball, softball, soccer, basketball, dance, gymnastics, tennis, weight lifting and swimming. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development	Melody Morgan, Brian Strickland, David Preston, David Osborn, Mike Poff, Josh Wesson, Morgan McDaniel	Start: 07/01/2013 End: 06/30/2014	- District Staff - Outside Consultants - Teachers	ACTION BUDGET: \$

Action Type: Program Evaluation Action Type: Wellness	Ruth Strauch, Cheryl Corley, Melody Morgan, Brian Strickland, Mike Poff	Start: 07/01/2013 End: 06/30/2014	• Community Leaders • Outside Consultants • Teachers	ACTION BUDGET: \$
Encourage parent and student participation in physical activities that promote good health by presenting opportunities/information on programs such as "Relay for Life", March of Dimes "Bike-A-Thon, and "Jump Rope for Heart". Action Type: Parental Engagement Action Type: Title I Schoolwide Action Type: Wellness				
Physical education teachers at both the high school and the elementary school will have students participate in the Presidential Fitness Challenge each year. Students will be recognized for their level of fitness in various categories. Parents will receive notice of their child's participation and of their results. Action Type: Parental Engagement Action Type: Wellness	Melody Morgan, Mike Poff, Brian Strickland	Start: 07/01/2013 End: 06/30/2014	• None	ACTION BUDGET: \$
Physical education and health teachers at the elementary and high school will use curriculum mapping and alignment documents for physical education and health for instruction in their respective classes. These documents and the implementation of appropriate activities and instructional strategies will be used by the teachers to encourage healthy lifestyles and to plan their instruction. The curriculum mapping and alignment documents will be revised annually and will be placed on the school district website for parents to access. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Wellness	Melody Morgan, Mike Poff, Brian Strickland, Jennifer Lee	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Teachers	ACTION BUDGET: \$
Total Budget:				\$0

To improve the educational instruction for students whose native language is one other than English. The schools will address their specific learning needs to determine individual student English ability and then provide the appropriate services to ensure that the student becomes academically successful, acquires the necessary acquisition of the English language, and scores proficient or advanced on the ACTAAP and achieves full English proficiency on the ELDA tests.

Priority 5:

Supporting Data:

1. ELDA Data

Year	2013	2012	2011
Total # Assessed	14	11	13
Total # of 5s	2	1	0
Total # of 4s	4	3	6
Total # of 3s	4	3	2
Total # of 2s	4	2	5
Total # of 1s	0	1	0

Analysis: The Smackover School District does not have a large number of students who are identified as English Learners. The data indicates that 86% of the identified EL students need at least some ongoing support since they did not score a composite of 5 on the ELDA.

Goal Students who have been identified as English Language Learners will receive support and appropriate instruction to become successful in the acquisition of the English language, successful learners in the classroom, and score proficient on the ACTAAP exams and ELDA assessments.

Benchmark There will be a 5.56% increase in the number of ELL students who are proficient or advanced on the ACTAAP exam for 2013-2014 and an increase in the number of students who are fully English proficient on the ELDA exams.

Intervention: Provide teachers with relevant training in appropriate instructional strategies that will help the student identified as an English language learner.				
Scientific Based Research: Heacox, Diane, Ed.D., "Differentiating Instruction in the Regular Classroom-How to Reach and Teach All Learners, Grades 3-12". Free Spirit Publishing, 2002. Iddings, Ana Christina DaSilva, Risko, Victoria J., and Rampulla, Maria Paula, "When You Don't Speak Their Language: Guiding English Language Learners Through Conversations About Text", The Reading Teacher, vol. 63, September 2009.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The Smackover School District will provide a research-based English Language Learner (ELL) program for students who are identified as ELL. This program will enable the acquisition of English language proficiency and academic achievement in English. An ELL teacher (FTE .50) will be assigned to work in the elementary and high school. As part of her job responsibilities, the ELL teacher will be responsible for initial testing of language minority students, Language Placement and Assessment Committees (LPAC), annual testing, and providing instructional support to identified ELL students. The ELL teacher will be provided with funds for materials and supplies (such as student materials, notebooks, pens, dividers, books for the classroom and libraries, folders, etc.) for program support.	Deborah Strickland, Jennifer Lee, Teri Philyaw	Start: 07/01/2013 End: 06/30/2014	- District Staff - Performance Assessments - Teachers	ACTION \$ BUDGET:
In accordance with District Policy 5.27, the District will establish procedures for the English Language Learners (ELL) program. These procedures will be incorporated into a District ELL Handbook which will be reviewed and updated annually by the curriculum director, the building administrators, the special programs director, and the ELL teacher. The curriculum director will provide professional development training to relevant faculty and staff members to ensure that the District ELL Handbook is followed to fidelity. Action Type: Collaboration Action Type: Program Evaluation	Jennifer Lee, Teri Philyaw, Jan Henderson, Holly Strickland, Deborah Strickland	Start: 07/01/2013 End: 06/30/2014	District Staff	ACTION \$ BUDGET:
An ELL student will have access to appropriate literacy and mathematics interventions detailed in the District Response to Intervention (RTI) Plan that would support the acquisition of the English language. The determination of	Jan Henderson, Holly Strickland, Deborah	Start: 07/01/2013	District Staff	ACTION \$ BUDGET:

appropriate interventions will be done during an LPAC meeting. Upon completion of the intervention or at regular intervals throughout the intervention, the LPAC will meet to assess progress of the ELL student and consider additional intervention options necessary for the acquisition of the English language. Action Type: Collaboration	Strickland, Crystal Yeager, Jennifer Muckelrath	End: 06/30/2014		
The ELL teacher will meet with the curriculum director to collaboratively create an individual professional development (PD) plan based on personal needs and aligned with the school's ACSIP plan and Scholastic Audit Action Plan. The individual PD plan will include professional development relevant to teachers of ELL students. Following the training, the ELL teacher will complete the PD Evaluation Form to determine the effectiveness of the PD. Action Type: Collaboration Action Type: Professional Development	Jennifer Lee	Start: 07/01/2013 End: 08/20/2013	• District Staff	ACTION BUDGET: \$
The building administrator will conduct frequent CWTs to collect data to determine the effectiveness of the ELL program and to ensure that the program is implemented with fidelity. Additionally, standardized achievement testing data will be used to monitor student growth and program effectiveness. Action Type: Program Evaluation	Jan Henderson, Holly Strickland, Jennifer Lee	Start: 07/01/2013 End: 06/30/2014	• District Staff • Performance Assessments	ACTION BUDGET: \$
Total Budget:				\$0

Priority 6: The Arkansas Department of Education conducted a required Scholastic Audit of Smackover Elementary School and a non-required, but requested, Scholastic Audit of Smackover High School on February 28 through March 4, 2011.

Supporting Data:

1. Based on the Scholastic Audit Performance levels (i.e., Performance Level 4-Exemplary level of development and implementation; Performance Level 3-Fully functional and operational level of development and implementation; Performance Level 2-Limited development or partial implementation; and Performance Level 1-Little or no development and implementation), the level of performance for each of the nine (9) Standards for School Improvement for Smackover Elementary are as follows:

Standard 1-Curriculum:
 Level 4=0 3=0 2=57 1=43
 Standard 2-Classroom Evaluation/Assessment:
 Level 4=0 3=13 2=0 1=87
 Standard 3-Instruction:
 Level 4=0 3=0 2=25 1=75
 Standard 4-School Culture:
 Level 4=0 3=0 2=27 1=73
 Standard 5-Student, Family and Community Support:
 Level 4=0 3=0 2=100 1=0
 Standard 6-Professional Growth, Develop, & Eval.:
 Level 4=0 3=0 2=55 1=45
 Standard 7-Leadership
 Level 4=0 3=0 2=55 1=45
 Standard 8-School Organization & Fiscal Resources:
 Level 4=0 3=0 2=60 1=40
 Standard 9-Comprehensive & Effective Planning:
 Level 4=0 3=0 2=62 1=38

Based on the Scholastic Audit Performance levels (i.e., Performance Level 4-Exemplary level of development and implementation; Performance Level 3-Fully functional and operational level of development and implementation; Performance

Level 2-limited development or partial implementation; and Performance Level 1-little or no development and implementation), the level of performance for each of the nine (9) Standards for School Improvement for Smackover High School are as follows:

Standard 1-Curriculum:
 Level 4=0 3=0 2=43 1=57
 Standard 2-Classroom Evaluation/Assessment:
 Level 4=0 3=13 2=0 1=87
 Standard 3-Instruction:
 Level 4=0 3=0 2=38 1=62
 Standard 4-School Culture:
 Level 4=0 3=0 2=36 1=64
 Standard 5-Student, Family and Community Support:
 Level 4=0 3=20 2=0 1=80
 Standard 6-Professional Growth, Develop, & Eval.:
 Level 4=0 3=0 2=8 1=92
 Standard 7-Leadership
 Level 4=0 3=0 2=9 1=91
 Standard 8-School Organization & Fiscal Resources:
 Level 4=0 3=0 2=40 1=60
 Standard 9-Comprehensive & Effective Planning:
 Level 4=0 3=0 2=0 1=100

1. Smackover Elementary School will address the recommendations of the report over a period of 3 to 5 years; however, the focus for year 1 (2011-2012) will address standards 1.1a, 1.1g, 2.1a-e, 2.1h, and 3.1a-d, and 3.1f-g.

Smackover High School will address the recommendations of the report over a period of 3 to 5 years; however, the focus for year 1 (2011-2012) will address standards 1.1a-d, 1.1f-g, 2.1a-f, 2.1h, 3.1a-c, and 3.1g.

2. Summary Findings:

Teachers at Smackover Elementary School should collaboratively create classroom assessments and rubrics across grade levels that are standards-based, rigorous, and authentic. Teachers should be consistently analyzing student work, discussing student work, and revising instructional practice to meet the diverse needs of students. Examples of exemplary student work should be prominently displayed in classrooms and throughout the building to represent proficient and/or advanced work.

Teachers must design instruction to differentiate their lessons to provide students the opportunity to demonstrate what they know and are able to do based on their preferred learning styles and multiple intelligences across content areas. Student centered instructional strategies must immediately increase in all content areas. Research-based instructional strategies must become an integral part of daily instruction. Leadership must facilitate the faculty in reviewing and revising the curricula to integrate content across core in order to increase efficiency in presenting the whole curricula.

Summary Findings:

At Smackover High School learning objective should be included in lesson plans,

posted in the classrooms, exhibited with student work, and integrated throughout the lessons. Teachers must provide engaging lessons that are relevant to the students and provide them with challenging opportunities to build critical-thinking and problem-solving skills. School leadership and faculty should have a systematic plan to immediately begin to move from teacher-centered, textbook driven instruction to a differentiated, student-centered focus. Based on the data, teachers should be trained in the use and appropriate selection of high-probability research-based best practices to maximize student achievement such as cooperative learning, learning styles, differentiated instruction, and multiple intelligences.

School leadership should provide common planning time so that teachers may develop, review, and refine authentic assessments that are frequent, relevant, and rigorous. Leadership should work toward providing time in the master schedule for subject area teachers to meet collaboratively and have conversations to study disaggregated data, identify best practices, and incorporate developmentally appropriate strategies into lessons. The teachers and staff should have a systematic plan to strengthen and maintain student-centered instruction based on data analysis. School leadership should provide professional development in the creation and use of rubrics that inform student work and aid teachers in evaluating instruction.

Goal Both Smackover Elementary School and Smackover High School will address the deficiencies identified by the Scholastic Audit to promote the learning needs of all students.

Benchmark The schools will address deficient areas that focus on differentiated instruction, student engagement, use of research-based instructional strategies, and cross-curricular connections. By the end of the academic year, there will be an increase in summative and formative assessment scores and anecdotal evidence as documentation.

Intervention: Smackover Elementary School teachers will provide differentiated instruction which supports a variety of learning styles at different levels. Smackover High School teachers will use a variety of research-based, differentiated instructional strategies which promote higher levels of thinking and student engagement.

Scientific Based Research: Research: Leading and Managing A Differentiated Classroom (2010) by Carol Ann Tomlinson and Marcia B. Imbeau.; The Differentiated School: Making Revolutionary Changes in Teaching and Learning (2008) by Carol Ann Tomlinson, Kay Brimjoin and Lane Narvaez.; Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools for Responsive Teaching (2003) by Carol Ann Tomlinson.; Exploring Differentiated Instruction (2009) by Cindy A. Strickland.; Leadership for Differentiating Schools & Classrooms (2000) by Carol Ann Tomlinson and Susan Demirsky Allan.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will continue to implement Tier 1 (whole group) and Tier 2 (small group) instruction in literacy and math. (3.1a, 3.1c) The instructional facilitators and/or Elbow2Elbow Consultant will support classroom teachers in planning effective whole and small group instruction. (2.1b, 2.1e, 3.1a, 3.1c) Teachers will be given the opportunity to participate in two days of professional development in the summer of 2013 designed to create lessons which include differentiated activities and instructional practices. (2.1b, 2.1e, 3.1a, 3.1c) The GT teacher will serve as a resource to teachers to provide support in differentiating instruction and assignments. (2.1b, 2.1e, 3.1a, 3.1c) Job-embedded support for differentiating instruction during the 2013-14 school year will be provided by the instructional facilitator and the GT teacher. Action Type: ADE Scholastic Audit Action Type: Professional Development	Jennifer Lee, Jennifer Muckelrath, Toni Lockhart, Holly Strickland, Kristan Zargari, Teri Philyaw, Jan Henderson	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • District Staff • Outside Consultants • Teachers	ACTION BUDGET: \$
For Smackover High School, teachers will utilize some form of small group instruction at least once a week in every class period. (3.1a) The instructional facilitator and/or Elbow2Elbow Consultant will support classroom teachers in planning effective whole and small group instruction. (3.1a) The principal will monitor the effective use of weekly small group instruction through frequent Classroom Walk Throughs and classroom visits. (1.1a, 3.1a) A chart listing verbs for each level of Bloom's Taxonomy will be visibly posted in every classroom. (1.1g, 2.1b, 2.1e, 3.1a) The GT teacher and the instructional facilitator will serve as a resource to teachers to provide job-embedded support in differentiating instruction and assignments during the 2013-2014 school year. (1.1a, 3.1a) Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Professional Development Total Budget:	Jan Henderson, Jennifer Lee, Toni Lockhart, Crystal Yeager, Teri Philyaw, Kristan Zargari	Start: 07/01/2013 End: 08/20/2013	• Administrative Staff • District Staff • Outside Consultants • Performance Assessments	ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Smackover Elementary School students will be meaningfully engaged in active learning through research-based instructional strategies.				
Scientific Based Research: Reflective Practice to Improve Schools: An Action Guide for Educators (2006). Jennifer York-Barr, William Sommers, and Gail Ghere.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
A chart of verbs from each category of Bloom's Taxonomy will be visibly posted in all classrooms for the teacher's reference. (1.1g, 3.1a, 3.1c) Student learning objectives accompanied by the corresponding standard number will be posted in each classroom. This will be monitored by the principal during Classroom Walk Throughs. (2.1c, 1.1g, 3.1a, 3.1c) Action Type: ADE Scholastic Audit Action Type: Professional Development Total Budget:	Teri Philyaw, Jennifer Lee, Holly Strickland	Start: 07/01/2013 End: 06/30/2014	• District Staff • Outside Consultants	ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Smackover High School teachers will clearly define the expected learning outcomes for students in a variety of ways.				

Scientific Based Research: Classroom Instruction That Works (2001), Robert Marzano, Debra Pickering and June Pollock. The Skillful Teacher: Building Your Teacher Skills (2008), Jon Saphier, Mary Ann Haley-Speca, Robert Gower.					
Actions	Person Responsible	Timeline	Resources	Source of Funds	
Teachers will post student learning objectives along with corresponding standard number. (1.1g, 2.1c, 2.1f) Teachers will use a common school-wide lesson plan format (1.1a) The principal will monitor the use of clear objectives through Classroom Walk Throughs and lesson planning documents collected from the teachers weekly. (1.1a, 1.1g, 2.1c, 2.1f) Action Type: ADE Scholastic Audit	Jennifer Lee, Jan Henderson	Start: 07/01/2013 End: 06/30/2014	• District Staff	ACTION BUDGET: \$	\$0
Total Budget:					
Intervention: Smackover Elementary School teachers will increase interdisciplinary curricular connections.					
Scientific Based Research: Subjects Matter: Every Teacher's Guide to Content-Area Reading (2004), Harvey Daniels and Steven Zemelman. Teaching With The Brain In Mind (1998), Eric Jensen					
Actions	Person Responsible	Timeline	Resources	Source of Funds	
K-2 teachers will revise their literacy curriculum maps to better meet the research-based literacy developmental continuum which is aligned with the principals of Reading First and balanced literacy instruction. 3-6 teachers will revise their literacy curriculum maps to align with the PARCC Model Content Frameworks. The principal will monitor the implementation of the curriculum by checking lesson planning documents and posted student objectives with the standard number in the classroom. Action Type: Alignment Action Type: Collaboration	Jennifer Lee, Jennifer Muckelrath, Holly Strickland	Start: 07/01/2013 End: 08/19/2013	• District Staff	ACTION BUDGET: \$	\$0
Total Budget:					

Goal Smackover Elementary School and Smackover High School faculty will collaboratively utilize data to plan for instruction as recommended by the Scholastic Audit.

Benchmark The school will address deficient areas that focus on differentiated instruction, student engagement, use of research-based instructional strategies, and cross-curricular connections. By the end of the academic year, there will be an increase in summative and formative assessment scores and anecdotal evidence as documentation.

Intervention: Smackover Elementary School teachers will regularly utilize rubrics to assess student learning. Smackover High School teachers will utilize rubrics to assess student learning and to allow students to reflect on their learning.					
Scientific Based Research: Learning by Doing : A Handbook for Professional Learning Communities at Work™, 2nd Edition (2010) by Richard Dufour, Rebecca DuFour, Robert Eaker and Thomas Many.; Classroom Assessment & Grading that Work (2006) by Robert J. Marzano.; Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning (2006) by Mike Schmoker.					
Actions	Person Responsible	Timeline	Resources	Source of Funds	
Teachers will be provided job-embedded professional development related to the creation of rubrics from the instructional facilitator and/or the Elbow2Elbow Educational Consultant. (1.1g, 2.1c, 2.1f, 3.1a, 3.1g) Action Type: ADE Scholastic Audit Action Type: Collaboration	Holly Strickland, Toni Lockhart, Jennifer Muckelrath, Crystal Yeager, Jan Henderson	Start: 07/01/2013 End: 06/30/2014	• District Staff • Outside Consultants	ACTION BUDGET: \$	

Total Budget:					\$0
Intervention: Smackover Elementary School faculty will utilize grade level team meetings and PLC meetings for data analysis, lesson planning, and designing and scoring assessments with rubrics.					
Scientific Based Research: Learning by Doing : A Handbook for Professional Learning Communities at Work™, 2nd Edition (2010) by Richard Dufour, Rebecca DuFour, Robert Eaker and Thomas Many.; Classroom Assessment & Grading that Work (2006) by Robert J. Marzano.; Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning (2006) by Mike Schmoker.					
Actions	Person Responsible	Timeline	Resources	Source of Funds	
Grade level team meetings led by the instructional facilitator and/or Elbow2 Elbow Educational Consultant will focus on the following topics:•Data analysis to plan for instruction •Common grade level lesson planning•Creating and scoring assessments•Creating rubrics (2.1a-d, 2.1h, 3.1b,3.1g). PLC meetings will focus on analyzing individual student data to measure instructional effectiveness, revise curriculum, and modify professional practices. (2.1a-b, 2.1d, 3.1g) Agenda notes from team meetings and PLC meetings will be given to the principal to monitor effectiveness of meetings and to provide follow-up support. The principal will regularly meet with the Elbow2Elbow Consultant to track progress in each of the above listed areas. (2.1a-d, 2.1h, 3.1b,3.1g)	Jennifer Lee, Holly Strickland, Teri Philyaw	Start: 07/01/2013 End: 06/30/2014	• District Staff • Outside Consultants	ACTION BUDGET: \$	
Action Type: ADE Scholastic Audit Action Type: Professional Development					\$0
Total Budget:					
Intervention: Smackover High School teachers will regularly collaborate with their colleagues in departmental meetings and PLC meetings to improve student achievement.					
Scientific Based Research: Learning by Doing : A Handbook for Professional Learning Communities at Work™, 2nd Edition (2010) by Richard Dufour, Rebecca DuFour, Robert Eaker and Thomas Many.; Classroom Assessment & Grading that Work (2006) by Robert J. Marzano.; Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning (2006) by Mike Schmoker.					
Actions	Person Responsible	Timeline	Resources	Source of Funds	
Departmental meetings will focus on the following areas:•Analyzing data •Implementation of high yield, research-based instructional strategies•Design and use of rubrics •Collaborative analysis of student work•Creating assessments (1.1d, 1.1f, 2.1b, 2.1h, 3.1g). PLC meetings will focus on analyzing individual student data to measure instructional effectiveness, revise curriculum, support transition points, and modify professional practices. (1.1d, 1.1f, 2.1b, 2.1h, 3.1g). School leadership will create a master schedule that allows for common planning time. (1.1b, 2.1d, 2.1h) Agenda notes from team meetings and PLC meetings will be given to the principal to monitor effectiveness of meetings and to provide follow-up support. The principal will regularly meet with the Elbow2Elbow Consultant to track progress in each of the above listed areas. (1.1d)	Crystal Yeager, Jan Henderson, Jennifer Lee, Cheryl Corley	Start: 07/01/2013 End: 06/30/2014	• District Staff • Outside Consultants	ACTION BUDGET: \$	
Action Type: ADE Scholastic Audit Action Type: Collaboration					\$0
Total Budget:					
Intervention: Smackover High School teachers will utilize a variety of assessments which will be analyzed to plan for instruction.					

Scientific Based Research: Student Involved Assessment for Learning, 4th Edition (2005), Richard Stiggins. Classroom Assessment and Grading That Work (2006), Robert Marzano.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will include at least one open response question scored by a rubric on each summative or end of unit assessment. (1.1g, 2.1a, 2.1e, 3.1b) Teachers will be provided job-embedded professional development by the instructional facilitator and/or the Elbow2Elbow Educational Consultant regarding how to create and score open response questions with a rubric. Departmental meetings will focus on the following areas: -Analyzing data -Implementation of high yield, research-based instructional strategies-Design and use of rubrics -Collaborative analysis of student work-Creating assessments. (2.1a, 2.1d, 3.1b, 3.1g) Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Professional Development	Jennifer Lee, Jan Henderson, Crystal Yeager	Start: 07/01/2013 End: 06/30/2014	- District Staff - Outside Consultants	ACTION \$ BUDGET:
Total Budget:				\$0

Goal Smackover High School will address deficiencies identified by the Scholastic Audit to promote a seamless curriculum for all courses.

Benchmark The school will address deficient areas that focus on remediation and curriculum alignment. By the end of the academic year, there will be an increase in summative and formative assessment scores and anecdotal evidence as documentation.

Intervention: Smackover School District will form a district-wide curriculum committee charged with formalizing processes related to data, curriculum, instruction, and assessment.

Scientific Based Research: The Principal as Curriculum Leader: Shaping What is Tested and Taught 2nd Edition (2000) by Allan Glatthorn.; Align the Design: A Blueprint for School Improvement (2008) by Nancy Mooney and Ann Mausbach.; Schooling by Design: Mission, Action, and Achievement (2007) by Grant Wiggins and Jay McTighe.; Understanding by Design (2005) by Grant Wiggins and Jay McTighe.

Actions	Person Responsible	Timeline	Resources	Source of Funds
The district-wide curriculum committee will continue with the purpose of: •Identifying gaps in the curriculum•Creating a formal curriculum revision process•Developing a formal process for communicating, implementing, and evaluating the existing curriculum•Establishing a formal process for teachers to analyze data. (1.1a, 1.1b-c, 1.1f-g, 2.1b, 2.1d) *Incorporating technology that supports the curriculum. Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Technology Inclusion	Jennifer Lee	Start: 07/01/2013 End: 06/30/2014	District Staff	ACTION \$ BUDGET:
Total Budget:				\$0

Intervention: Smackover High School students participating in remediation will be provided a structured curriculum to support their academic needs.

Scientific Based Research: The Principal as Curriculum Leader: Shaping What is Tested and Taught 2nd Edition (2000) by Allan Glatthorn.; Align the Design: A Blueprint for School Improvement (2008) by Nancy Mooney and Ann Mausbach.; Schooling by Design: Mission, Action, and Achievement (2007) by Grant Wiggins and Jay McTighe.; Understanding by Design (2005) by Grant Wiggins and Jay McTighe.

Actions	Person Responsible	Timeline	Resources	Source of Funds
S.P.I.R.E. will be implemented in literacy skills classes for students reading more than one or two grade levels below in grades 7-12. (1.1a, 3.1a) Explorations in Core Math for		Start: 07/01/2013		

mathematics skills classes will be used in grades 7-8 (1.1a, 3.1a). Critical Reading and Strategic Reading ADE frameworks will be utilized in literacy skills classes for grades 7-8 for students who are within one level of reading on grade level. (1.1a, 3.1a). Buckle Down materials will be purchased for use in remediation classes of Biology, Science 7, and Grade 11 Literacy Exam. Explorations in Core Math will be used for remediation in Algebra I and Geometry. (1.1a, 3.1a)	Jennifer Lee, Jan Henderson	End: 06/30/2014	• District Staff	ACTION BUDGET:	\$
Action Type: ADE Scholastic Audit					\$0
Total Budget:					\$0

The Smackover School District will assign a local School Improvement Leader responsible for facilitating the creation of a Targeted Improvement Plan (TIP) for the purpose of closing the achievement gap of TAGG Students and ALL Students with the support of district personnel.

1. Literacy-- CRT Three Year Data Trend: Over the last three years (2010, 2011, and 2012), the Smackover School District had 72.80% of its All Students Group and 59.51% of its TAGG perform at proficient or advanced. Within the TAGG for 2012, 63.45% of Economically Disadvantaged Students and 17.5% of Students with Disabilities scored proficient or advanced. The District did not meet the minimum n for English Learners. NRT Three Year Data Trend: Over the last three years (2010, 2011, and 2012), the Smackover School District had 43.4% of combined population first graders scored proficient or advanced on the ITBS in Reading Comprehension. 57.6% of combined population second graders and 50% of combined population 9th graders scored proficient or advanced on the ITBS during that same time frame. Analysis: The District was labeled an Achieving District in Literacy for Growth in 2012 and 2013. In the 2011-2012 school year, the District implemented its Academic Response to Intervention Plan which was successful in increasing the number of students reading on grade level. The District believes there is a correlation between the success of the RTI plan and the growth that was shown in 2012 and 2013.
2. Mathematics-- CRT Three Year Data Trend: Over the last three years (2010, 2011, and 2012), the Smackover School District had 70.62% of its All Students Group and 58.13% of its TAGG perform at proficient or advanced. Within the TAGG for 2012, 60.63% of Economically Disadvantaged Students and 17.14% of Students with Disabilities scored proficient or advanced. The District did not meet the minimum n for English Learners. NRT Three Year Data Trend: Over the last three years (2010, 2011, and 2012), the Smackover School District had 50.7% of combined population first graders scored proficient or advanced on the ITBS in Mathematics Problem Solving. 58% of combined population second graders and 51.7% of combined population 9th graders scored proficient or advanced on the ITBS during that same time frame. Analysis: The District was labeled a Needs Improvement District in Math. In the 2011-2012 school year, the District implemented its Academic Response to Intervention Plan. At the end of the 2012 year, the program evaluation revealed that the plan for mathematics did not provide enough time weekly for elementary mathematics interventions in order to be effective which was revised for the 2012-2013 school year. At the end of the 2013 school year, the elementary school was labeled an achieving school in mathematics.

Supporting
Data:

Goal
The Smackover School District will assign a local School Improvement Leader responsible for facilitating the creation of a Targeted Improvement Plan (TIP) for the purpose of closing the achievement gap of TAGG students and All Students with the support of district personnel.

Benchmark
SES will address deficient areas that focus on academic interventions, behavior interventions, instructional practices, and scheduling. By the end of the academic year, the elementary school will meet the AMO of 81.87% for ALL Students and 70% for TAGG (Economically Disadvantaged, English Learners, and Students with Disabilities) in math. The literacy benchmark is 76.25% for All Students and 64% for TAGG.

Intervention: With support from the ADE school improvement specialist (SIS) and the site-based school improvement specialist, Smackover Elementary School will create a Targeted Improvement Plan (TIP) with the support of district personnel that is based on needs assessments and which will be regularly monitored and evaluated for fidelity of implementation.
Scientific Based Research: Data Analysis for Continuous School Improvement (2nd edition) (2004) by Victoria L. Bernhardt. Root Cause Analysis: School Leader's Guide to Using Data to Dissolve Problems (2003) by Paul G. Preuss.

Actions	Person Responsible	Timeline	Resources	Source of Funds
The locally assigned, site-based improvement leader and the elementary principal will meet monthly with the district leadership team to provide monthly progress based on the TIP and the interim measurable objectives Action Type: Collaboration Action Type: Program Evaluation	Jennifer Lee	Start: 09/01/2013 End: 06/30/2014	- Administrative Staff - District Staff - Outside Consultants	ACTION BUDGET: \$
The ADE school improvement leader will attend several of the monthly district leadership team meetings to monitor progress of the TIP and the interim measurable objectives. Action Type: Collaboration Action Type: Program Evaluation	Jennifer Lee, Connie Echols	Start: 09/01/2013 End: 06/30/2014	- Administrative Staff - District Staff - Outside Consultants	ACTION BUDGET: \$
Under the guidance of the locally assigned, site-based school improvement leader, the Year 2 TIP progress report of the elementary school's progress on IMOs will be presented to the district leadership team and the ADE SIS. Action Type: Collaboration Action Type: Program Evaluation	Jennifer Lee	Start: 10/01/2013 End: 12/20/2013	- Administrative Staff - District Staff - Outside Consultants	ACTION BUDGET: \$
Under the guidance of the locally assigned, site-based school improvement leader, the TIP will be revised to address findings from the Year 2 TIP progress report. Action Type: Collaboration Action Type: Program Evaluation	Jennifer Lee	Start: 10/01/2013 End: 12/20/2013	- Administrative Staff - District Staff - Outside Consultants	ACTION BUDGET: \$
The elementary school was labeled an achieving school in both literacy and mathematics for the 2012-2013 school year. District personnel will provide appropriate support to the elementary school in its efforts to meet IMOs and AMOs so that the elementary school will meet its AMOs in 2013-2014 and exit Focus status. Action Type: Collaboration Action Type: Program Evaluation	Dave Wilcox, Teri Philyaw, Jennifer Lee	Start: 08/19/2013 End: 05/23/2014	- Administrative Staff - District Staff - Outside Consultants	ACTION BUDGET: \$
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
District-Level Professional	Jennifer Lee	Curriculum Director	District/Fed. Committee
District-Level Professional	Teri Philyaw	Special Programs Director	District/Fed. Committee
Non-Classroom Professional Staff	Crystal Yeager	Math/Science Instructional Facilitator	District/Fed. Committee
Non-Classroom Professional Staff	Griselda Dorman	Paraprofessional	District/Fed. Committee
Non-Classroom Professional Staff	Tonya Corley	Media Specialist	District/Fed. Committee

Parent

Margaret Arnold Parent

District/Fed. Committee