



School Plan

Print Version

PARKERS CHAPEL SCHOOL DIST.

Arkansas Comprehensive School Improvement Plan

2013-2014

Our mission at Parkers Chapel School District is to provide an opportunity for all students to be proficient or advanced in an environment where all belong, all learn and all succeed.

Grade Span:

Title I: Not Applicable

School Improvement:

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Priority 1: Literacy & Math

Goal: To improve Parkers Chapel School District Literacy and Benchmark Scores on the Arkansas Benchmark and End of Course Tests.

Priority 2: Wellness

Goal: To improve the health and physical well being of all students in the district.

Priority 4: Parental Involvement

Goal: Parkers Chapel School District implements effective parental involvement by providing joint collaboration with parents, community stakeholders, and teachers by ensuring that parents and community members are actively engaged in contributing to the development of ACSIP.

Priority 5: Alternative Learning Environment

Goal: To provide an Alternative Learning Environment for identified students.

Priority 6: 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 1: Highly Qualified Teachers/District Professional Development Plan, Homeless Inclusion, and Alternative Education.

1. Parkers Chapel School District ACTAAP Data as stated in the elementary and high school plans are used to determine the professional development plan.
2. Teachers, administrators, and classified school employees(100%) stated in their individual improvement plans, professional development to assist them in improving students' Benchmark Scores as the highest need.
3. Teacher surveys completed online for the local educational cooperative determined areas of need and professional development offerings for the 2011-12 school year.

Supporting Data:

Goal To improve Parkers Chapel School District Literacy and Benchmark Scores on the Arkansas Benchmark and End of Course Tests.

Parkers Chapel School District will meet the ESEA AMO (annual measurable objective), as defined by the Arkansas State Department of Education. Parkers Chapel School District provides an opportunity for all students to be proficient or advanced in an environment where all belong, all learn and all succeed. 2011 AMO Not Available 92% Proficient or Advanced 2012 District Literacy AMO is 83.17. Parkers Chapel had 81.64 for all students and 72.14 for the Targeted Achievement Gap Group. 2013 District Literacy AMO is 84.70. Parkers Chapel had 84.34 for all students and 72.06 for the targeted group. 2011 AMO Not Available 94% Proficient or Advanced 2012 District Literacy Growth AMO is 79.59. Parkers Chapel had 77.73 for all students and 66.33 for the Targeted Achievement Gap Group. 2013 District Literacy Growth AMO is 81.44. Parkers Chapel had 75.32 for all students and 62.07 for the Targeted Achievement Gap Group. 2011 AMO Not Available % Proficient or Advanced 2012 District Math AMO is 90.29. Parkers Chapel had 89.41 for all students and 78.85 for the Targeted Achievement Gap Group. 2013 District Math AMO is 91.18. Parkers Chapel had 87.06 for all students and 76.81 for the Targeted Achievement Gap Group. 2011 AMO Not Available 94% Proficient or Advanced 2012 District Math Growth AMO is 85.36. Parkers Chapel had 84.03 for all students and 72.45 for the Targeted Achievement Gap Group. 2013 District Math Growth AMO is 86.69. Parkers Chapel had 81.82 for all students and 71.26 for the Targeted Achievement Gap Group. 2011 Graduation Rate AMO is 86.31. The Graduation Rate for 2011 was 85.07 for all students and 80.00 for the Targeted Achievement Gap Group. 2012 Graduation Rate AMO is 86.98. The Graduation Rate for 2012 was 88.14 for all students and 83.33 for the Targeted Achievement Gap Group.

Intervention: To provide research based professional development (60 hours or 10 days minimum)for teachers. These include approved conferences, workshops, institutes, individual learning, mentoring, peer-coaching, study groups, National Board for Professional Teaching Standards certification, distance learning, internships, and college or university course work. To provide for the homeless students. To provide an alternative education environment for students needing such an environment.				
Scientific Based Research: Act 74 of the Second Extraordinary Session of 2003 1) Maurinzio, A. (2004), Curriculum Technology Quarterly; "The Future is Now: Teaching and Learning in the 21st Century"2) Franklin, J. (2001), Curriculum Update: "Teachers and Technology: Turning the Corner on Teaching". 1) Rice,R. (2001); Classroom Leadership: "Answer to Effective Parent Communication" 2) Henderson, A. & Mapp, K. (2002); Texas Southwest Educational Developmental Laboratory; "A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement"				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Training: Teachers will attend professional development training that shall result in individual, school-wide, and system-wide improvement designed to ensure that students demonstrate proficiency in the state academic/Common Core standards Action Type: Professional Development	Michael White, Superintendent	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

Training: Technology training (6 hours minimum) will be provided for all faculty and staff members, including administrators. (New Edline Grade Book , Interwrite Board Use) Action Type: Professional Development Action Type: Technology Inclusion	James Cupples, Technology Coordinator	Start: 07/01/2013 End: 06/30/2014			ACTION BUDGET: \$
Evaluation: Teachers, administrators, and classified school employees will be involved in the design, implementation and evaluation of their respective professional development offerings. Each individual will complete a professional growth plan, to be kept on file in the principal's office. Surveys will be conducted each year to determine needs of faculty and to evaluate the current professional development plan. Data Results of Literacy and Math Scores will determine the effectiveness of the professional development provided. Action Type: Professional Development	Mike La Rue, June Wells, Carrie Burson	Start: 07/01/2013 End: 06/30/2014	● District Staff		ACTION BUDGET: \$
All teachers will attend TESS training Action Type: Professional Development Action Type: Wellness	Carrie Burson/Mike LaRue	Start: 07/01/2013 End: 06/30/2014			ACTION BUDGET: \$
All teachers will receive a minimum of 2 hours of professional development in child maltreatment.	Carrie Burson/June Wells/Mike LaRue	Start: 06/01/2013 End: 08/30/2013			ACTION BUDGET: \$
Total Budget:					\$0

Priority 2: To improve the school district nutrition environment, promote student health, and reduce childhood obesity.

- "Fit Healthy and Ready to Learn" www.nasbe.org, 2008; Bower, G.G., McDowell, C., Chamness,V., Grace, D. , & Nelson, V. (January, 2008)Be Smart and connect: Teh deelopment of a youth fitness and nutrition Program. Kama., J., Davis- Brezette, J., and Larson, K., (2006) The Art of Motivation: The Social-Cognitive Approach to Motivation in Physical Education, Strategies, 17-21.

Supporting Data:

Goal To improve the health and physical well being of all students in the district.

Benchmark In its efforts to improve the school nutrition environment, promote student health, and reduce childhood obesity, the district will adhere to the Arkansas rules Governing Nutrition and Physical Activity Standards in Arkansas Public Schools and implement the Parkers Chapel School District's Wellness Policies on Physical Activity and Nutrition.

Intervention: Nutrition education, physical activity and other school-based activities are designed to promote student wellness.					
Scientific Based Research: Child nutrition Reauthorization Act of 2004(Public Law 108-265, Section 204); Act 1220 of 2003: Nutrition and Physical Activity Standards as approved by the Arkansas State Board of Education on August 8, 2005.					
Actions	Person Responsible	Timeline	Resources	Source of Funds	
Training: Teachers and food & nutrition staff will attend professional development in the areas of nutrition. Action Type: Collaboration Action Type: Professional Development Action Type: Wellness	Michael White	Start: 07/01/2013 End: 06/30/2014	● Central Office ● District Staff ● Teachers	ACTION BUDGET: \$	
Strategies: *Follow the Arkansas Physical Education and Health Education Frameworks for Grades K-12. *Follow Family & Consumer Science Programs for Nutrition & Wellness and Foods & Nutrition *Integrate Nutrition Education in the Parent Center *Food or beverages are not used as a reward for academic, classroom or sports performance. *Students are provided consistent, reliable health information and ample opportunity to use it, including an inviting, pleasant cafeteria and dining area with ample time to eat. *School scheduled so not limit student access to school meals. *Drinking water is available without charge to students. *The school district meets the Regulations for Physical Education and Physical Activity as is outlined in Section 9.0 of the Nutrition and Physical Activity Regulations. *Provide \$1000 to assist students identified as homeless. Action Type: Collaboration Action Type: Professional Development Action Type: Wellness	Michael White	Start: 07/01/2013 End: 06/30/2014	● Teachers	Title I - Materials & Supplies: \$1024.91	ACTION BUDGET: \$1024.91
Evaluation: *Physical Education and Health Education Framework numbers are in the teachers lesson plan books. *Wellness policy declaration page is submitted to the Arkansas Department of Education. *The Parkers Chapel School Board adopted the Wellness Policy on 4/11/2006. Action Type: Alignment Action Type: Professional Development Action Type: Program Evaluation Action Type: Wellness	Mike LaRue; June Wells	Start: 07/01/2013 End: 06/30/2014	● Administrative Staff ● District Staff ● Teachers	ACTION BUDGET: \$	
Total Budget:					\$1024.91

Intervention: Nutrition guidelines for all foods available on each school campus promote student health and reducing childhood obesity.					
Scientific Based Research: Child nutrition Reauthorization Act of 2004(Public Law 108-265, Section 204); Act 1220 of 2003: Nutrition and Physical Activity Standards as approved by the Arkansas State Board of Education on August 8, 2005.					
Actions	Person Responsible	Timeline	Resources	Source of Funds	
Strategies: *The district prohibits access to vended foods for elementary students. *The district limit access to competitive foods and FMNV at the Elementary level during the school day as identified in section 5.01.2 of the Nutrition and Physical Activity Regulations. * The Child Nutrition Program follows the guidelines for selling additional foods as identified in section 5.01.3 of the Nutrition and Physical Activity Regulations. *The district limits access to competitive foods and FMNV above the Elementary level during the school day until 30 minutes after the last lunch period has ended as identified in section 5.01.4 of the Nutrition and Physical Activity Regulations. *Parents are notified of their rights to send food items to school for their child. *The principals determine which School Events will be exceptions (maximum 9 per year)to the limitations of access to foods and beverages in all schools. *Snacks are not served during the declared school day as part of the planned instructional program. *The district abides by the most current Commissioner's Memo regarding Portion Standards. *There is a choice of 2 or more fruits or 100% fruit juice at the same time and place other competitive foods are sold. *At the point of choice, 50% of beverage selections are either 100% fruit juice, low-fat or fat-free milk or unflavored unsweetened water. Action Type: Wellness	Michael White	Start: 07/01/2013 End: 06/30/2014	● Administrative Staff ● District Staff ● Teachers	ACTION BUDGET: \$	

<p>Training: Students, parents, faculty and staff receive informational training about the nutrition guidelines. Action Type: Professional Development Action Type: Wellness</p>	Diana Adams	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ● Administrative Staff ● Central Office ● Community Leaders ● District Staff ● Teachers ● Teaching Aids 	ACTION BUDGET: \$
<p>Evaluation: *Wellness Policy Declaration Page submitted to Arkansas State Department of Education Action Type: Program Evaluation</p>	Michael White	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ● Central Office ● District Staff 	ACTION BUDGET: \$
Total Budget:				\$0

<p>Intervention: Guidelines for reimbursable school meals, which are no less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to Subsections (a) and (b) of Section 10 of the Child Nutrition Act and the National School Lunch Act are followed.</p>				
<p>Scientific Based Research: Child nutrition Reauthorization Act of 2004(Public Law 108-265, Section 204); Act 1220 of 2003: Nutrition and Physical Activity Standards as approved by the Arkansas State Board of Education on August 8, 2005.</p>				
<p>Actions</p>	<p>Person Responsible</p>	<p>Timeline</p>	<p>Resources</p>	<p>Source of Funds</p>
<p>Strategies: *The district's Child Nutrition Program follows the maximum portion size limitations, including: 1)No foods with 23 grams fat or more are sold or offered to students. 2)Fat-free or 1% milk are offered at all points of service. 3)All flavored milks offered contain 30 grams or less total sugar per 8oz. 4)Fruits and or vegetables are offered daily at all points of service. 5)Fried potato products are limited in frequency and portion size as indicated in the Commissioner's Memo. 5)The ratio of fried to non-fried foods is maintained at one to six. Action Type: Wellness</p>	<p>Sherrie Sweeney</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		ACTION BUDGET: \$
<p>Evaluation: *Wellness Policy Declaration Page submitted to Arkansas State Department of Education Action Type: Program Evaluation Action Type: Wellness</p>	<p>Michael White</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> ● Administrative Staff ● District Staff 	ACTION BUDGET: \$
Total Budget:				\$0

<p>Intervention: A plan for measuring implementation of the local wellness policy at each school within the district is followed.</p>				
<p>Scientific Based Research: Child nutrition Reauthorization Act of 2004(Public Law 108-265, Section 204); Act 1220 of 2003: Nutrition and Physical Activity Standards as approved by the Arkansas State Board of Education on August 8, 2005.</p>				
<p>Actions</p>	<p>Person Responsible</p>	<p>Timeline</p>	<p>Resources</p>	<p>Source of Funds</p>
<p>Strategies: *Check the areas annually assessed using the School Health Index including: 1)School Health and Safety Policies and Environment, 2)Health Education, 3)Physical Education and other Physical Activity Programs, 4)Nutrition Services, and 5)Family and Community Involvement. *Compare the physical education and health education assessment from the School Health Index to the Arkansas Physical Education and Health Education Frameworks. *Provide a copy of the School Health Index assessment and the Frameworks comparison results to the principal to be included in the schools improvement plan. Action Type: Wellness</p>	<p>Diana Adams</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		ACTION BUDGET: \$
<p>Evaluation: *Wellness Policy Declaration Page submitted to Arkansas State Department of Education Action Type: Program Evaluation Action Type: Wellness</p>	<p>Michael White</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		ACTION BUDGET: \$
Total Budget:				\$0

<p>Intervention: A "School Nutrition and Physical Activity Advisory Committee" is formed to develop and annually review the school district wellness policy.</p>				
<p>Scientific Based Research: Child nutrition Reauthorization Act of 2004(Public Law 108-265, Section 204); Act 1220 of 2003: Nutrition and Physical Activity Standards as approved by the Arkansas State Board of Education on August 8, 2005.</p>				
<p>Actions</p>	<p>Person Responsible</p>	<p>Timeline</p>	<p>Resources</p>	<p>Source of Funds</p>
<p>Strategies: *Include a parent, school food authority, school administrator, student, school board member, community member, school nurse, teacher, and counselor on the District Nutrition and Physical Activity/Wellness Committee. *Develop, with the assistance of the committee, local policies addressing: 1)implementation of nutrition and physical activity standards, 2)integration of nutrition and physical activity in the overall curriculum, 3)professional development on the topics of nutrition and/or physical activity, 4)nutrition education and healthy levels of vigorous physical activity for students, 5)increased training for physical education teachers and improved quality of curricula, 6)adopt and endorse the physical education requirements, and 7)vending contracts encourage healthy eating and reduce dependence on profits from sales. Action Type: Wellness</p>	<p>Diana Adams</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		ACTION BUDGET: \$
<p>Evaluation: *Wellness Policy Declaration Page submitted to Arkansas State Department of Education Action Type: Wellness</p>	<p>Michael White</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		ACTION BUDGET: \$
Total Budget:				\$0

Priority 4:

Supporting Data:

Goal Parkers Chapel School District implements effective parental involvement by providing joint collaboration with parents, community stakeholders, and teachers by ensuring that parents and community members are actively engaged in contributing to the development of ACISP.
 Benchmark To increase the number of parents attending parent/teacher conferences and volunteering at their child's school.

Intervention: To provide support to the schools in the district in the area of parental involvement.				
Scientific Based Research:				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The district provides support for schools to develop policies/programs to improve student achievement, provides parental involvement strategies for public and private preschool programs, conducts annual assessments of the effectiveness of parental involvement programs, and promotes the efficient use of academic and non-academic activities. Assistance for homeless students will be provided and is budgeted in the elementary and high school plans.	Mona Williams & Mila Burns	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
The district provides support to each school in implementing the following 6 components to build parental capacity and supports each school in implementing these activities: provides assistance to parents in understanding content and how to monitor a child's progress, standards, and academic assessments; provides materials and training to help parents work with their children to improve academic achievement; educates teachers, principals, and other staff in the importance of effective communication, value, and utility of contributions of parents; coordinates and integrates parent involvement programs and activities; ensures that information related to school and parent programs is sent to parents to the extent practical in a language parents can understand, and provides other reasonable support for parental involvement activities as parents may request.	Mona Williams & Mila Burns	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Strategy: Training. The district shall provide training at least annually for volunteers who assist in an instructional program for parents. The district provides no fewer than 2 hours of professional development opportunities for teachers and no fewer than 3 hours of professional development opportunities for administrators	Mona Williams & Mila Burns	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

Priority 5: An Alternative Learning Environment will be provided for students identified as needing such an environment.

- No students were referred for an alternative learning environment in 2008-2009.
- No students were referred for an alternative learning environment in 2009-2010.

Supporting Data:

Goal To provide an Alternative Learning Environment for identified students.
 Benchmark In its effort to improve the graduation rate, the district will adhere to the Arkansas rules governing an Alternative Learning Environment.

Intervention: Teachers will refer students to the Alternative Learning Environment.				
Scientific Based Research:				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Strategy: Parkers Chapel collaborates with the Strong School District to provide an Alternative Learning Environment for identified students. Action Type: Collaboration Action Type: Parental Engagement	Mike La Rue	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Training: Teachers will receive training to identify students in need of an Alternative Learning Environment. Action Type: Professional Development	Mike LaRue	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Evaluation: Strong School District conducts the evaluation of the program. No students were referred by the committee to receive ALE services.	Mike LaRue	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

Priority 6: 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 on the ACTAAP exams and ELDA assessments.

- Two students are identified as English Language Learners at the elementary. One scored above the 50% on the ITBS test and one scored Proficient on the Benchmark exam in the literacy, math and science areas at the fifth grade.

Supporting Data:

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 ELL students will pass the Benchmark and Iowa Test with a Proficient or Advanced and the ELDA test with Proficient.

Intervention: Provide teachers with relevant training in appropriate instructional strategies that will help the student identified as an English language learner.				
Scientific Based Research: 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
Parkers Chapel School District will provide a research based English Language Learner program for students who are identified as ELL. An ELL teacher is assigned to work with the 2 identified elementary students. 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 for program support.	Tammy Burrow	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ELL (State-276) - Materials & Supplies: \$262.70

					ACTION BUDGET:	\$262.7
Total Budget:						\$262.7

• Planning Team

Classification	Name	Position	Committee
Business Representative	Ken Jones		Federal Programs/Health & Nutrition
Classroom Teacher	Clance Laymon	Coach/Science	Health & Nutrition
Classroom Teacher	Dana Rumph	Chairperson/Literacy Teacher	Federal Programs
Classroom Teacher	Juanice Owers/ Chairperson	Alumni/Community Member	Literacy, Federal Programs, Closing the Achievement Gap
Classroom Teacher	Steven Bates	Teacher	District/Health Wellness
Classroom Teacher	Tammy Burrow	Spanish/ELL Coordinator	ELL/Fed Programs
Classroom Teacher	Tiffany Graven	Special Education	Math & Literacy, Closing the Achievement Gap
Community Representative	Wes Taylor	Business Representative/Board President/Parent	Federal Programs/ Closing the Achievement Gap
District-Level Professional	Dianna Adams	Nurse	Health-Nutrition/Federal Programs/Parental Involvement
District-Level Professional	James Cupples	High School Chair & Technology Coordinator	Math & Literacy
District-Level Professional	James Housdan	Athletic Director	Federal Programs/Health
District-Level Professional	June Wells	Director of School Improvement	Federal Programs/Health & Nutrition: Math & Literacy
District-Level Professional	Michael White	Superintendent	Federal Programs/ Closing the Achievement Gap
District-Level Professional	Sherrie Sweeney	Food & Nutrition Director	Health & Nutrition
Non-Classroom Professional Staff	Benita Jones	Bookkeeper/Admin.	Federal Programs
Non-Classroom Professional Staff	Kami Bryant	Parent/High School Secretary	Federal Programs
Non-Classroom Professional Staff	Mila Burns	High School Librarian	Federal Programs/Parent Involvement
Non-Classroom Professional Staff	Mona Williams	Elementary Counselor	Federal Programs/Parent Involvement
Non-Classroom Professional Staff	Sonya Feemster	Counselor	Federal Programs
Parent	Amanda Waggoner		Closing the Achievement Gap/Federal Programs
Parent	Christy and David Caldwell	Parents	Federal Programs
Parent	Janice McGoogan	Parent	Federal Programs
Parent	Jeni Martin	Parent	Federal Programs
Parent	Sandy Norwood	Parent	Federal Programs/ Closing the Achievement Gap
Principal	Carrie Burson	Principal	Closing the Achievement Gap/Federal Programs