

ACSIP

Arkansas Consolidated School Improvement Plan

2013-2014

School Plan

CLARENDON SCHOOL DISTRICT

P.O. Box 248 Clarendon, AR 72029 Arkansas Comprehensive School Improvement Plan 2013-2014

The Clarendon School District is committed to educating and motivating every student to excel and exceed the highest of standards by providing a rigorous, relevant, and data driven curriculum in a structured and safe environment that they may become responsible citizens and be able to meet the demands of a diverse and ever changing society.

Grade Span:

Title I: Not Applicable

School Improvement:

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Priority 1: Curricular and Administrative Support

Goal: To bring all students in the Clarendon School District to a Proficient or Advanced level in Literacy and Math.

Priority 2: School Safety

Goal: Character education and a secure, drug free learning environment will promote student achievement.

Priority 5: School Wellness

Goal: The Clarendon School District will provide support for students in making Healthy Lifestyle Choices by implementing systems to aid in decreasing the average BMI on routine annual student screening and increasing collaboration between all segments of the school community in support of positive lifestyle choices.

Priority 6: Scholastic Audit for Clarendon Elementary

Goal: Clarendon Elementary will use guidance from the Scholastic Audit to reach 2014 AMO goals of 75.87% for all students, 74.50% for TAGG students in Literacy and 58.92% for all students, 55% for TAGG students in mathematics.

Goal: The Clarendon School District will provide identified activities and resources in the areas of professional development and parental involvement for improved student achievement.

Priority 8: Literacy

Goal: To meet the needs of all students in literacy and increase student achievement.

Priority 9: Math

Goal: To meet the needs of all students in mathematics and increase student achievement.

Priority 10: English Language Learners

Goal: To bring all English Language Learners in the Clarendon School District to a Proficient or Advanced level in Literacy and Math.

Priority 11: Focus Status at Clarendon High

Goal: In 2013-2014, CHS will reach projected AMO of 64.57 for all students and 62.83 for TAGG students in Literacy and projected AMO of 62.73 for all students and 60.30 for TAGG students in mathematics. CHS will reach the AMO for graduation rate of 90.30.

Priority 1:

To provide curricular and administrative support to the faculty and student body of the Clarendon School District.

1. Literacy 2013 In the year 2013, there were 36 students tested in 3rd Grade. Of those students, 27 or 75% were proficient or advanced. Of the 15 African American students, 9 or 60% were proficient or advanced. Of the 2 Hispanic students, 2 or 100% were proficient or advanced. Of the 18 Caucasian students, 15 or 83% were proficient or advanced, Of the 1 two or more race students 1 or 100%. Of the 2 LEP students, 2 or 100% were proficient or advanced. Of the 32 economically disadvantaged students, 24 or 75% were proficient or advanced. Of the 4 students with disabilities, none were proficient or advanced. The lowest identified areas for the combined population were: Reading, Multiple Choice Practical Passage and Open Response Practical Passage, Writing Content and Style. In the year 2012, there were 33 students tested in 3rd Grade. Of those students, 23 or 69% were proficient or advanced. Of the 18 African American students, 13 or 72% were proficient or advanced. Of the two Hispanic students, two or 100% were proficient or advanced. Of the 13 Caucasian students, 8 or 61% were proficient or advanced. Of the two LEP students, two or 100% were proficient or advanced. Of the economically disadvantaged students, 22 or 69% were proficient or advanced. Of the 4 students with disabilities, one or 25% was proficient or advanced. The lowest identified areas for the combined population were: Reading, Open Response literary and multiple Choice practical, Writing Content and Style. 2011 In the year 2011, there were 37 students tested in 3rd Grade. Of those students, 20 or 54% were proficient or advanced. Of the 21 African American students, 12 or 57% were proficient or advanced. Of the 2 Hispanic students, 1 or 50% were proficient or advanced. Of the 14 Caucasian students, 7 or 50% were proficient or advanced. Of the 1 LEP students, 0 or 0% were proficient or advanced. Of the 33 economically disadvantaged students, 17 or 51% were proficient or advanced. Of the 4 students with disabilities, 1 or 25% were proficient or advanced. The lowest identified areas for the combined population were: Writing Multiple Choice and Open Response Writing Content and Style. Mathematics 2013 In the year 2013, there were 36 students tested in 3rd Grade. Of those students, 24 or 66% were proficient or advanced. Of the 15 African American students, 10 or 67% were proficient or advanced. Of the 2 Hispanic students, 2 or 100% were proficient or advanced. Of the 18 Caucasian students, 12 or 66% were proficient or advanced. Of the 1 two or more races 0 or 0% were proficient or advanced. Of the 2 LEP students, 2 or 100% were proficient or advanced. Of the 32 economically disadvantaged students, 22 or 69% were proficient or advanced. Of the 4 students with disabilities, 0 or 0% were proficient or advanced. The lowest identified areas for the combined population were: Multiple Choice Measurement, Open Response Geometry. 2012 In the year 2012, there were 33 students tested in 3rd Grade. Of those students, 24 or 72% were proficient or advanced. Of the 18 African American students, 13 or 72% were proficient or advanced. Of the 2 Hispanic students, two or 100% were proficient or advanced. Of the 13 Caucasian students, 9 or 69% were proficient or advanced. Of the two LEP students, 2 or 100% were proficient or advanced. Of the 32 economically disadvantaged students, 23 or 72% were proficient or advanced. Of the 4 students with disabilities, 0 or 0% were proficient or advanced. The lowest identified areas for the combined population were: Multiple Choice Measurement, Open Response Data Analysis and probability. 2011 In the year 2011, there were 37 students tested in 3rd Grade. Of those students, 29 or 78% were proficient or

Supporting
Data:

advanced. Of the 21 African American students, 16 or 76% were proficient or advanced. Of the 2 Hispanic students, 2 or 100% were proficient or advanced. Of the 14 Caucasian students, 11 or 79% were proficient or advanced. Of the 1 LEP students, 1 or 100% were proficient or advanced. Of the 33 economically disadvantaged students, 25 or 76% were proficient or advanced. Of the 4 students with disabilities, 3 or 75% were proficient or advanced. The lowest identified areas for the combined population were: Multiple Choice Measurement, Open Response Geometry.

2. Literacy 2013 In the year 2013, there were 30 students tested in 4rd Grade. Of those students, 22 or 74% were proficient or advanced. Of the 17 African American students, 14 or 82% were proficient or advanced. Of the 2 Hispanic students, 2 were proficient or advanced or 100%. Of the 11 Caucasian students, 6 or 54% were proficient or advanced. Of the 2 LEP students, 2 was proficient or advanced at 100%. Of the 29 economically disadvantaged students, 22 or 76% were proficient or advanced. Of the 4 students with disabilities, 2 or 50% were proficient or advanced. The lowest identified areas for the combined population were: Reading Multiple Choice Literary Passage and Open Response Literary Passage. Writing, Content and Style. In the year 2012, there were 34 students tested in 4rd Grade. Of those students, 25 or 71% were proficient or advanced. Of the 20 African American students, 16 or 80% were proficient or advanced. Of the 1 Hispanic students, one or 100% were proficient or advanced. Of the 13 Caucasian students, 8 or 61% were proficient or advanced. Of the 0 LEP students, 0 were proficient or advanced. Of the 30 economically disadvantaged students, 23 or 76% were proficient or advanced. Of the 3 students with disabilities, 0 or 0 were proficient or advanced. The lowest identified areas for the combined population were: Reading Multiple Choice practical and Open Response Practical Passage. Writing, Content and Style. 2011 In the year 2011, there were 43 students tested in 4rd Grade. Of those students, 32 or 74% were proficient or advanced. Of the 24 African American students, 16 or 67% were proficient or advanced. Of the 3 Hispanic students, 1 was proficient or advanced or 33%. Of the 13 Caucasian students, 12 or 92% were proficient or advanced. Of the 2 LEP students, 0 was proficient or advanced at 0%. Of the 39 economically disadvantaged students, 29 or 75% were proficient or advanced. Of the 5 students with disabilities, 1 or 20% were proficient or advanced. The lowest identified areas for the combined population were: Reading Multiple Choice Practical Passage and Open Response Writing, Content and Style. Mathematics 2013 In the year 2013, there were 30 students tested in 4th Grade. Of those students, 19 or 63% were proficient or advanced. Of the 17 African American students, 12 or 70% were proficient or advanced. Of the 2 Hispanic students, 1 or 50% were proficient or advanced. Of the 11 Caucasian students, 6 or 54% were proficient or advanced. Of the 2 LEP students, 1 or 50% were proficient or advanced. Of the 29 economically disadvantaged students, 19 or 65% were proficient or advanced. Of the 4 students with disabilities, 0 or 0% were proficient or advanced. The lowest identified areas for the combined population were: Multiple Choice Geometry, Open Response Measurement. 2012 In the year 2012, there were 34 students tested in 4rd Grade. Of those students, 18 or 53% were proficient or advanced. Of the 20 African American students, 10 or 50% were proficient or advanced. Of the 1 Hispanic students, one or 100% were proficient or advanced. Of the 13 Caucasian students, 7 or 54% were proficient or advanced. Of the 0 LEP students, 0 or 0% were proficient or advanced. Of the 30 economically disadvantaged students, 16 or 53% were proficient or advanced. Of the 3 students with disabilities, 1 or 33% were

proficient or advanced. The lowest identified areas for the combined population were: Multiple Choice Measurement, Open Response Measurement. 2011 In the year 2011, there were 43 students tested in 4rd Grade. Of those students, 29 or 68% were proficient or advanced. Of the 24 African American students, 16 or 67% were proficient or advanced. Of the 3 Hispanic students, one or 33% were proficient or advanced. Of the 13 Caucasian students, 11 or 84% were proficient or advanced. Of the 2 LEP students, 1 or 50% were proficient or advanced. Of the 41 economically disadvantaged students, 27 or 70% were proficient or advanced. Of the 5 students with disabilities, 1 or 20% were proficient or advanced. The lowest identified areas for the combined population were: Multiple Choice Measurement, Open Response, Numbers and Operations.

3. Literacy 2013 In the year 2013, there were 35 students tested in 5rd Grade. Of those students, 23 or 66% were proficient or advanced. Of the 19 African American students, 12 or 63% were proficient or advanced. Of the 1 Hispanic students, 1 were proficient or advanced or 100%. Of the 14 Caucasian students, 9 or 65% were proficient or advanced. Of the 1 two or more race student 1 or 100% were proficient or advanced. Of the 0 LEP students, 0 was proficient or advanced. Of the 29 economically disadvantaged students, 19 or 64% were proficient or advanced. Of the 4 students with disabilities, 0 or 0% were proficient or advanced. The lowest identified areas for the combined population were: Reading Multiple Choice practical Passage and Open Response Practical Passage. Writing, Content and Style. In the year 2012, there were 41 students tested in 5th Grade. Of those students, 33 or 81% were proficient or advanced. Of the 23 African American students, 18 or 78% were proficient or advanced. Of the 4 Hispanic students, 3 or 75% were proficient or advanced. Of the 11 Caucasian students, 11 or 100% were proficient or advanced. Of the 2 LEP students, 1 or 50% were proficient or advanced. Of the 38 economically disadvantaged students, 30 or 79% were proficient or advanced. Of the 3 students with disabilities, 1 or 33% were proficient or advanced. The lowest identified areas for the combined population were: Reading Multiple Choice Writing and Open Response Content and literary Passage. Writing, Content and Style. 2011 In the year 2011, there were 45 students tested in 5th Grade. Of those students, 25 or 55% were proficient or advanced. Of the 24 African American students, 13 or 54% were proficient or advanced. Of the 3 Hispanic students, 1 were proficient or advanced or 33%. Of the 15 Caucasian students, 9 or 60% were proficient or advanced. Of the 2 LEP students, 0 or 0% were proficient or advanced. Of the 39 economically disadvantaged students, 21 or 54% were proficient or advanced. Of the 3 students with disabilities, 0 or 0% were proficient or advanced. The lowest identified areas for the combined population were: Open Response Writing Content and Style/Writing Multiple Choice. Mathematics 2013 In the year 2013, there were 35 students tested in 5th Grade. Of those students, 19 or 54% were proficient or advanced. Of the 19 African American students, 10 or 53% were proficient or advanced. Of the 1 Hispanic students, 1 or 100% were proficient or advanced. Of the 14 Caucasian students, 7 or 50% were proficient or advanced. Of the 1 two or more race 1 or 100% were proficient or advanced. Of the 0 LEP students, 0 or 0% were proficient or advanced. Of the 29 economically disadvantaged students, 15 or 52% were proficient or advanced. Of the 4 students with disabilities, 1 or 25% were proficient or advanced. The lowest identified areas for the combined population were: Multiple Choice Measurement, Open Response Geometry. 2012 In the year 2012, there were 41 students tested in 5th Grade. Of those students, 28 or 68% were proficient or advanced. Of the 23 African American students, 16

or 69% were proficient or advanced. Of the 4 Hispanic students, two or 50% were proficient or advanced. Of the 11 Caucasian students, 9 or 83% were proficient or advanced. Of the 2 LEP students, 1 or 50% were proficient or advanced. Of the 38 economically disadvantaged students, 25 or 66% were proficient or advanced. Of the 3 students with disabilities, 0 or 0% were proficient or advanced. The lowest identified areas for the combined population were: Multiple Choice Measurement, Open Response Geometry. 2011 In the year 2011, there were 45 students tested in 5rd Grade. Of those students, 29 or 65% were proficient or advanced. Of the 24 African American students, 15 or 62% were proficient or advanced. Of the 3 Hispanic students, one or 33% were proficient or advanced. Of the 15 Caucasian students, 11 or 73% were proficient or advanced. Of the 2 LEP students, 0 or 0% were proficient or advanced. Of the 39 economically disadvantaged students, 23 or 59% were proficient or advanced. Of the 3 students with disabilities, 0 or 0% were proficient or advanced. The lowest identified areas for the combined population were: Open Response Measurement and Multiple Choice Algebra.

4. Literacy 2013 In the year 2013, there were 41 students tested in 6th Grade. Of those students, 26 or 64% were proficient or advanced. Of the 23 African American students, 15 or 65% were proficient or advanced. Of the 4 Hispanic students, 1 were proficient or advanced or 25%. Of the 13 Caucasian students, 9 or 69% were proficient or advanced. Of the 2 LEP students, 0 was proficient or advanced at 0%. Of the 39 economically disadvantaged students, 24 or 62% were proficient or advanced. Of the 7 students with disabilities, 1 or 14% were proficient or advanced. Of the 1 two or more race student 1 or 100% were proficient or advanced. The lowest identified areas for the combined population were: Reading Multiple Choice Content Passage and Open Response Content Passage Writing, Content and Style. In the year 2012, there were 45 students tested in 6th Grade. Of those students, 31 or 69% were proficient or advanced. Of the 24 African American students, 15 or 63% were proficient or advanced. Of the 3 Hispanic student, 2 or 67% were proficient or advanced. Of the 14 Caucasian students, 10 or 72% were proficient or advanced. Of the 2 LEP students, one or 50% were proficient or advanced. Of the 39 economically disadvantaged students, 25 or 64% were proficient or advanced. Of the 1 students with disabilities, 0 or 0% were proficient or advanced. The lowest identified areas for the combined population were: Reading, Multiple Choice writing and Open Response Practical Passage, Writing, Content and Style. 2011 In the year 2011, there were 47 students tested in 6th Grade. Of those students, 28 or 70% were proficient or advanced. Of the 26 African American students, 13 or 50% were proficient or advanced. Of the 3 Hispanic student, 2 or 67% were proficient or advanced. Of the 17 Caucasian students, 13 or 77% were proficient or advanced. Of the 3 LEP students, 2 or 67% were proficient or advanced. Of the 39 economically disadvantaged students, 21 or 54% were proficient or advanced. Of the 7 students with disabilities, 0 or 0% were proficient or advanced. The lowest identified areas for the combined population were: Reading Multiple Choice/Literary Passage. Open Response Writing/Content/Style Mathematics 2013 In the year 2013, there were 41 students tested in 6th Grade. Of those students, 25 or 61% were proficient or advanced. Of the 23 African American students, 17 or 74% were proficient or advanced. Of the 4 Hispanic students, 1 or 25% were proficient or advanced. Of the 13 Caucasian students, 6 or 46% were proficient or advanced. Of the 1 two or more races 1 or 100% were advanced. Of the 2 LEP students, 1 or 50% were proficient or advanced. Of the 39 economically disadvantaged students, 24

or 62% were proficient or advanced. Of the 7 students with disabilities, 1 or 14% were proficient or advanced. The lowest identified areas for the combined population were: Multiple Choice Measurement, Open Response Data Analysis and Probability. 2012 In the year 2012, there were 45 students tested in 6th Grade. Of those students, 24 or 53% were proficient or advanced. Of the 24 African American students, 12 or 50% were proficient or advanced. Of the 3 Hispanic students, one or 33% were proficient or advanced. Of the 13 Caucasian students, 9 or 69% were proficient or advanced. Of the 2 LEP students, 2 or 100% were proficient or advanced. Of the 32 economically disadvantaged students, 23 or 72% were proficient or advanced. Of the 4 students with disabilities, 0 or 0% were proficient or advanced. The lowest identified areas for the combined population were: Multiple Choice Measurement, Open Response Measurement. 2011 In the year 2011, there were 47 students tested in 6rd Grade. Of those students, 26 or 55% were proficient or advanced. Of the 26 African American students, 15 or 57% were proficient or advanced. Of the 3 Hispanic students, one student or 33% were proficient or advanced. Of the 17 Caucasian students, 10 or 59 % were proficient or advanced. Of the 3 LEP student, 1 or 33% were proficient or advanced. Of the 39 economically disadvantaged students, 20 or 51 % were proficient or advanced. Of the 7 students with disabilities, none were proficient or advanced. The lowest identified areas for the combined population were: Multiple Choice Geometry and Open Response Numbers and Operations.

5. Clarendon Elementary School average attendance 2013, 2012, 2011 school years was 91.27.
6. 7th grade Benchmark literacy In 2011, 45% of the 7th grade Benchmark students combined population were proficient or above, in 2012, 69% were, and in 2013, 66% were proficient or above. African American students scoring proficient or above were 44% in 2011, 63% in 2012, and 60% in 2013. Caucasian students scoring proficient or above were 58% in 2011, 82% in 2012 and 74% in 2013. There was, in 2011, one Hispanic student scored advanced for 17%, in 2012 2 Hispanic scored proficient for 67% and in 2013 1 student scored proficient for 33%. In 2011, 48% of the economically disadvantaged were proficient or above, in 2012, 65% were, and in 2013, 61% were proficient or above. Students with disabilities were 0% proficient or above from 2011, in 2012 1 student was proficient with 17% and in 2013 0% was proficient. The weakest areas for the combined and sub populations were multiple choice writing and open response literary reading and writing style and content, both prompts. The amo goals for 2014 Literacy will be as follows: Performance Growth All Students 64.57 69.28 TAGG 62.83 67.86 African American 60.18 64.55 Hispanic 43.75 57.14 Caucasian 79.17 88.16 Econ. Disadvant. 63.51 69.00 ELL 25.00 43.77 Students w/ Disabilities 28.00 25.00 7th grade Benchmark math In 2011, 57% of the 7th grade Benchmark combined population were proficient or above, in 2012, 36% were proficient or above, and in 2013 53% were. African American students scoring proficient or above were 44% in 2011, 21% in 2012 and 60% in 2013. Caucasian students scoring proficient or above were 92% in 2011, 53% in 2012, and 60% in 2013 . Two Hispanic students scored proficient or above in 2011 for 33%, 1 scored proficient or above in 2012 for 33%, but 0 students scored proficient in 2013. In 2011, 59% of the economically disadvantaged were proficient or above, in 2012, 29% were, and in 2013, 51% were proficient or above. Students with disabilities were 9% proficient or above in 2011, but have been 0% proficient or above in 2012 and 2013. The weakest areas for the combined and sub populations were multiple choice measurement and algebra and

open response algebra and number/operations. The amo goals for 2014 Math will be as follows: Performance Growth All Students 62.73 62.95 TAGG 60.30 61.04 African American 52.94 56.37 Hispanic 65.91 57.15 Caucasian 80.88 80.26 Econ. Disadvant. 60.76 62.00 ELL 40.00 43.75 Students w/ Disabilities 36.11 25.00

7. 8th grade Benchmark literacy In 2011, 71% of the 8th grade Benchmark students combined population were proficient or above, in 2012 61% were, and in 2013 69% were proficient or above. African American students scoring proficient or above were 63% in 2011, 68% in 2012, and 67% in 2013. Caucasian students scoring proficient or above were 93% in 2011, 61% in 2012 and 75% in 2013. One Hispanic student scored proficient or above in 2011 for 100%, one scored proficient or above in 2012 for 50%, and 2 scored proficient for 100% IN 2013. In 2011, 68% of the economically disadvantaged were proficient or above, in 2012, 61% were, and in 2013, 65% were proficient or above. Students with disabilities were 13% in 2011 and 0% in 2012 and 2013. The weakest areas for the combined and sub populations were multiple choice writing and open response practical reading and writing content and style, both prompts. The amo goals for 2014 Literacy will be as follows: Performance Growth All Students 64.57 69.28 TAGG 62.83 67.86 African American 60.18 64.55 Hispanic 43.75 57.14 Caucasian 79.17 88.16 Econ. Disadvant. 63.51 69.00 ELL 25.00 43.77 Students w/ Disabilities 28.00 25.00 8th grade Benchmark math In 2011, 40% of the 8th grade Benchmark combined population scored proficient or above, in 2012 19% did, and in 2013 39% scored proficient or above. African American students scored 36% in 2011, 12% in 2012, and 17% in 2013 while Caucasian students scored 46% in 2011, 31% in 2012 and 62% in 2013. In 2011, 36% of the economically disadvantaged scored proficient or above, in 2012 17% did, and in 2013 31% scored proficient or above. Students with disabilities were 0% in 2011, 0% in 2012 and 0% in 2013. The weakest areas for both combined and sub populations were multiple choice measurement, algebra and geometry and open response measurement, algebra, and geometry. The amo goals for 2014 Math will be as follows: Performance Growth All Students 62.73 62.95 TAGG 60.30 61.04 African American 52.94 56.37 Hispanic 65.91 57.15 Caucasian 80.88 80.26 Econ. Disadvant. 60.76 62.00 ELL 40.00 43.75 Students w/ Disabilities 36.11 25.00
8. Algebra I In 2011, 63% of the Algebra I students combined population were proficient or above, in 2012, 82% were scoring at or above proficiency and in 2013, 76% were performing at or above proficiency. African American students were 38% in 2011, 77% in 2012, and 73% in 2013. Caucasian students were 93% in 2011, 92% in 2012, and 79% in 2013. Two Hispanic students were tested in 2011, scoring proficient or better for 100%, one Hispanic student was tested in 2012, scoring advanced for 100%, and one Hispanic student was tested in 2013, scoring proficient for 100%. In 2011 57% of the economically disadvantaged were performing at or above proficiency, in 2012, 83% were proficient or above and in 2013, 74% were proficient or above. Students with disabilities were consistent at 0% proficient or above in 2011 and 2013, but in 2012, 2 scored proficient for 50%. The weakest areas for both combined and sub populations were multiple choice non-linear functions and solving equations and inequalities and open response non-linear functions and language of algebra. The amo goals for 2014 Math will be as follows: Performance Growth All Students 62.73 62.95 TAGG 60.30 61.04 African American 52.94 56.37 Hispanic 65.91 57.15 Caucasian 80.88 80.26 Econ. Disadvant. 60.76 62.00 ELL 40.00 43.75 Students w/ Disabilities 36.11 25.00

9. Geometry In 2011, 41% of the Geometry students combined population were proficient or above, in 2012 53% were proficient or above and in 2013, 55% were proficient or above. In 2011, African American students scored 26% proficient or above, in 2012 29%, and in 2013, 43%. In 2011, Caucasian students scored 60% proficient or above, 85% in 2012, and 81% in 2013. In 2011, 2012, and 2013 one Hispanic student was proficient for 100%. In 2011, 38% of the economically disadvantaged students were proficient or above, in 2012, 50% were, and in 2013, 54% were proficient or above. In 2011 50% scored proficient or more, in 2012 no students with disabilities were tested in geometry, and in 2013 0% scored proficient or higher. The weakest areas in 2012 for the combined population as well as the sub populations were relationships between two and three dimensions and open response triangles and measurement. The amo goals for 2014 Math will be as follows: Performance Growth All Students 62.73 62.95 TAGG 60.30 61.04 African American 52.94 56.37 Hispanic 65.91 57.15 Caucasian 80.88 80.26 Econ. Disadvant. 60.76 62.00 ELL 40.00 43.75 Students w/ Disabilities 36.11 25.00
10. 11th Grade Literacy In 2011 43% of the 11th grade literacy students combined population were proficient or above, in 2012, 43% were, and in 2013, 54% were proficient or above. African American students scoring proficient or above were 25% in 2011, 30% in 2012, and 28% in 2013. Caucasian students scoring proficient or above were 65% in 2011, 64% in 2012, and 87% in 2013. In 2012, 1 Hispanic student scored proficient for 100% and in 2013 2 scored proficient for 100%. In 2011, 38% of the economically disadvantaged were proficient or above, 45% in 2012 were, and in 2013, 49% were proficient or above. Students with disabilities have been 0% proficient or above from 2011-2012 and in 2013 1 scored advanced for 17%. The weakest areas for the combined and sub populations were multiple choice literary reading and open response literary reading and writing style and content, both prompts. The amo goals for 2014 Literacy will be as follows: Performance Growth All Students 64.57 69.28 TAGG 62.83 67.86 African American 60.18 64.55 Hispanic 43.75 57.14 Caucasian 79.17 88.16 Econ. Disadvant. 63.51 69.00 ELL 25.00 43.77 Students w/ Disabilities 28.00 25.00
11. Augmented Benchmark Science-7th Grade Science: In 2011, 8% of the combined population scored proficient or advanced, African American scored 3%, Caucasian scored 25%, Economically Disadvantaged scored 7%, and Students with Disabilities scored 0%. Students scored lowest in nature of science multiple choice and open response earth and space science. In 2012, 14% of the combined population scored proficient, African Americans scored 5%, Caucasian scored 29%, Economically Disadvantaged scored 11%, and Students with Disabilities scored 0%. Students scored lowest in nature of science multiple choice and open response life science. In 2013, 19% of the combined population scored proficient or advanced, African American scored 12%, Caucasian scored 40%, Economically Disadvantaged scored 12%, and Students with Disabilities scored 0%. Biology: In 2011, 25% of the combined population scored proficient or advanced, African American scored 8%, Caucasian scored 60%, Economically Disadvantaged scored 24%, and Students with Disabilities scored 0%. Students scored lowest in multiple choice classification and the diversity of life and nature of science; in open response molecules and cells. In 2012, 54% of the combined population scored proficient or advanced, African American scored 38%, Caucasian scored 86%, Economically Disadvantaged scored 80%, and Students with Disabilities scored 17%. Students scored lowest in multiple choice classification and the diversity of life and molecules and

cells; in open response molecules and cells and nature of science. In 2013, 30% of the combined population scored proficient or advanced. African American scored 22%, Caucasian scored 54%, Economically Disadvantaged scored 28%, and Students with Disabilities scored 0%.

12. Graduation Rate: 2011 - 81.48 for all students 82.98 for TAGG 76.67 for African Americans 86.96 for Caucasian 82.61 for Economically Disadvantaged 81.82 for Students with Disabilities 2012 - 88.89 All Students 91.89 TAGG 88.89 African American 88.89 Caucasian 91.89 Economically Disadvantaged 90.00 Students with Disabilities 2013 - 89.09 for all students 90.42 for TAGG 92.25 for African Americans 85.58 for Caucasians 93.33 for Economically Disadvantaged 58.33 for Students with Disabilities

Goal	To bring all students in the Clarendon School District to a Proficient or Advanced level in Literacy and Math.
Benchmark	Clarendon Elementary Students will reach 2014 AMO in Literacy of 71.82% for all students, 69.09% for TAGG students. All Students will reach AMO in Mathematics of 73.83%,and TAGG students will reach 71.95%.
Benchmark	Clarendon High Students will reach 2014 AMO in Literacy of 64.57% for all students, 62.83% for TAGG students. All Students will reach AMO in Mathematics of 62.73% and TAGG students will reach 60.30%.

Intervention: The Clarendon School District will provide curricular and administrative support to successfully implement, manage, and evaluate supplemental activities enhancing the literacy and math achievement of all students.

Scientific Based Research: Blakenship, A., "Failure Is Not an Option: 6 Principles for Making Student Success the ONLY Option", Corwin Press, 2009.

Actions	Person Responsible	Timeline	Resources	Source of Funds
CSD will employ a part-time instructional specialist (Gray/.16FTE) to work with principals, instructional facilitators, teachers, and paraprofessionals of its two schools designated as Focus and Needs Improvement. The instructional specialist will assist coaches and teachers in the effective use of data (CWTs, target tests, ADE assessment, etc.) as it relates to instruction and student achievement, assuring the instructional needs of students in	Ginger Hickman, Superintendent's Secretary	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Central Office Outside Consultants Teachers 	Title I - Purchased Services: Title I - Materials & Supplies: Title I - Employee Salaries: Title I - Employee Benefits: ACTION BUDGET:

<p>math/literacy are met. The instructional specialist will keep up to date on research based, best practice instructional programs and collaborate with school personnel in establishing instructional programs. The instructional specialist will monitor Title I services provided within the schools. The instructional specialist will conduct inservice (beyond the required 60 hours) and building professional learning communities as needed. Educational materials and supplies will be purchased to enable the instructional specialist to keep up to date on research based instructional programs and effectively assess and monitor instructional strategies/programs. The instructional specialist will attend appropriate meetings, trainings, and conferences such as Federal Program, early childhood, literacy and math conferences, and ADE/Coop meetings to stay informed of best practices in education. Travel, meals, lodging, phone, internet, and related expenses will be paid. (2210)</p> <p>Action Type: Collaboration</p> <p>Action Type: Professional Development</p> <p>Action Type: Technology Inclusion</p>				
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CSD will use funds to employ a part-time administrator (.48FTE, Gray) to manage the Title I program. Funds are included for purchased services (travel, meals, lodging, phone, dues & fees) and supplies related to program administration. (2324) Action Type: Collaboration	Sandra Powell, District Bookkeeper	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Central Office District Staff Teachers 	Title I - Purchased Services: \$ Title I - Materials & Supplies: Title I - Employee Salaries: Title I - Employee Benefits: \$ <hr/> ACTION BUDGET: \$
Identified during student registration using ADE criteria for Homeless, eligible students will be provided items (clothing, school supplies) and services (fees for field trips, educational programs and activities) needed to remain enrolled in school. Title I funds budgeted are approximately \$100.00 per 2013-2014 identified students (Sept,2013;30). Additional resources will be sought to assist in the education of these students. (3351) Action Type: Collaboration Action Type: Equity	Earnestine Johnson, Homeless Liaison	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers Teaching Aids 	Title I - Purchased Services: \$ Title I - Materials & Supplies: \$ <hr/> ACTION BUDGET: \$
A part-time curriculum coordinator(.36FTE) meeting licensure requirements (6.17.13.1) will be employed to supervise, manage and assist with curricular/instructional activities of the district. Specific activities to be addressed are the development of	Sandra Powell, District Bookkeeper	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office Performance Assessments Teachers Teaching Aids 	NSLA (State-281) - Purchased Services: \$ NSLA (State-281) - Materials & Supplies: \$ NSLA (State-281) - Employee

<p>instructionally aligned curriculum documents in all subject areas, implementation of Common Core Standards, the implementation and analysis of interim assessments using TLI, the vertical alignment of and compilation of district-wide academic vocabulary and reading lists, the implementation of a formal process to identify and eliminate unintentional curricular gaps, and the development of learning communities among building faculties. Materials and supplies will be provided to support these professional and curricular development activities (books for staff book studies, flip charts, notebooks, etc). Funds will be provided for travel, lodging, registration, meals, phone related to curricular development. Employment of curriculum coordinator during before and after school programs are addressed in school plans. (NSLA-2210/Gray)</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>				<p>Benefits: NSLA (State-281) - Employee Salaries: ACTION BUDGET: \$</p>
<p>"Right to Know" instructor qualification will be disseminated to all parents in August. Parent Involvement Policy and Parent</p>	<p>Lisa Prince, High School</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Administrative Staff 	<p>ACTION BUDGET: \$</p>

<p>Compacts will be distributed to parents in Student Handbooks. Handbooks also contain policies and information on annual report card, individual student assessment report, progress reviews, written state complaint procedures, parent communication. This information is distributed in appropriate language for parent communication and will be provided in a form to meet needs of a disabled parent, if needed.</p> <p>Action Type: Parental Engagement</p>				
<p>Student AIP's/IRI's will be developed jointly by classroom teachers, literacy/math coaches, and parents. Plans will be reviewed each semester. Copies of developed plans will be available for all instructional staff review in the Principal's Office of each building.</p> <p>Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity</p>	<p>Anna Marie Woodell, Testing Coordinator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>EVALUATION: CSD will provide state-of-the-art technology to classroom teachers, maintaining and purchasing: classroom computers, document cameras, LCD projectors for Smart Boards, i-Pads, classroom response systems, calculators; all for instructional use.</p>	<p>Jeff Vent, Technology</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Computers • District Staff • Teaching Aids 	<p>ACTION BUDGET: \$</p>

<p>Teachers will complete Technology Self Assessments in August and May annually beginning in August, 2011; rating themselves Below Basic, Basic, Proficient, Advanced. Growth will be determined annually with 100% proficiency the goal. At the end of 2011-2012, 74% of licensed staff indicated proficiency in all areas of the survey. At the end of 2012-2013, 93% of the licensed staff indicated proficiency in all areas of the survey; with 69% indicating atleast 1 level of growth (below, basic, proficient, advanced). Action Type: Collaboration Action Type: Program Evaluation Action Type: Technology Inclusion</p>				
<p>District funds will be expended for gifted and talented facilitators to design an enrichment curriculum for the whole class in grades kindergarten through second. The delivery of services by the gifted facilitator will be at least 30 minutes a week. Students identified as gifted in the third through sixth grades will participate in pull-out classes in which they receive instructional services different from those normally provided in the regular classroom. These students will have the opportunity to</p>	<p>Tracey Hoard, GT Coordinator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>

<p>work at the level of their ability and in their area of interest or talent. Instruction will be delivered 150 minutes each week by approved facilitators of the gifted. A classroom suitable for the number of students and their activities will be provided. An approved gifted supervisor will maintain oversight of students' activities and work with classroom teachers to document differentiation for identified gifted students in grades 7-12. Differentiation will be through Pre Advanced Placement and Advanced Placement courses offered by CollegeBoard certified teachers.</p> <p>Action Type: Alignment Action Type: Collaboration</p>				
<p>District administration will conduct daily Walk Throughs throughout the campuses, hold weekly Leadership meetings, and conference with stakeholders to ensure that School Improvement Plans are implemented with fidelity. Administration will support interventions in each plan, ensure proper evaluations are conducted, reflecting (positive/negative) program improvement, and that evaluation data is used in the development of future</p>	<p>Cha Simpson, High School Facilitator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Administrative Staff 	<p>ACTION BUDGET: \$</p>

plans. Agendas of meetings and documentation of evaluations in school plans will provide evidence. Action Type: Collaboration Action Type: Program Evaluation				
Clarendon School District will partner with the Brinkley School District to provide an Alternative Learning Environment classroom for students in grades 5 through 12 identified by a committee of teachers and administrators as benefiting from a non-traditional approach to learning. The classroom will be under the direction of highly qualified teachers and paraprofessionals. Evaluation of the program will be based upon successful re-entry into the regular classroom found in the high school plans. In 2013, no students were assigned to the ALE program. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Anna Woodell, CHS Guidance	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	<div> <div>ALE (State-275) - Purchased Services:</div> <div>\$</div> </div> <hr/> <div> <div>ACTION BUDGET:</div> <div>\$</div> </div>
The Clarendon School District's School Improvement Plan is adopted for a one year period due to Focus School status of the high school. Action Type: Collaboration	Anna Marie Woodell, Guidance	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	<hr/> <div> <div>ACTION BUDGET:</div> <div>\$</div> </div>
EVALUATION: The NSLA program will be	Anna Marie Woodell,	Start: 07/01/201	<ul style="list-style-type: none"> Administrative Staff 	<hr/> <div> <div>ACTION</div> <div>\$</div> </div>

monitored and evaluated through process and outcome measures. Academic Coaches, Counsultants, Principals, Curriculum Coordinator, and Superintendent will conduct regular Classroom Walk Throughs and site visits to determine if activities are in progress. Interium assessment data (TLI), classroom grades, and teacher input will be studied to determine effectiveness. Standards Assessment Inventory (SAI) and professional development surveys have been and will continue to be studied to determine professional improvement needs. Based upon this data, the District Leadership Committee will make revisions to activities. Outcome evaluation will consist of assessment results of the ADE testing program in Literacy and Math at the building level. **Base line 2011: CES scored 62.4% in Literacy, 65.1% in Math; CHS scored 52.3% in Literacy, 50.0% in Math. **2013: CES scored 68.31 % Literacy; 61.27% Math. CHS scored 65.85% Literacy, 53.33% Math. Action Type: Program Evaluation	District Test Coordinator	3 End: 06/30/2014		BUDGET:
Clarendon School District will use Title I	Sandra Powell, District	Start: 07/01/201	<ul style="list-style-type: none"> Central Office District Staff 	Title I - Employee \$

funds to employ a part-time administrative assistant (.43FTE, Walton) to assist with bookkeeping, payroll, purchases, record keeping related to the program. (2324) Action Type: Collaboration	Bookkeeper	3 End: 06/30/2014		Salaries: Title I - Employee Benefits: \$ ACTION BUDGET: \$
The Learning Institute will provide Interim Assessments in literacy, math, and science to be conducted throughout the school year in grades 1-11. Curriculum documents\pacing guides reflecting Arkansas Frameworks and CCSS will be developed to determine and ensure that appropriate instructional content is evaluated. Data will be studied by administration, academic coaches, teachers to identify instructional\curricular gaps. Data will assist faculty in determining instructional modifications for student success. Training in the use of the TLI documents and website will be provided. Appropriate materials and supplies (including but not limited to scan sheets, paper, printer cartridges) will be purchased for implementation. Action Type: Alignment Action Type: Collaboration Action Type:	Bobbie Loewer, CES Literacy Coach	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Outside Consultants • Performance Assessments • Teachers 	Title I - Purchased Services: \$ Title I - Materials & Supplies: \$ ACTION BUDGET: \$

Professional Development Action Type: Technology Inclusion				
In the fall of each school year, a Title I meeting will be conducted to inform parents of services, of qualifications of a schoolwide program, and to receive suggestions from parents. This meeting will not be held in conjunction with another meeting. Action Type: Equity Action Type: Parental Engagement	Nita Walton, Administrative Assistant	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Clarendon School District staff and administrators will work together to develop individual professional growth plans that will focus on formative assessment for the 2013-2014 school year. Formative Assessment was chosen by staff after reviewing Classroom Walk Through data and analyzing test scores for state and TLI tests. CSD will use the TESS professional growth plan template. Action Type: Alignment Action Type: Collaboration Action Type: Technology Inclusion	Bobbie Loewer, K-6 Literacy Coach	Start: 08/01/2013 End: 07/01/2014	<ul style="list-style-type: none"> Administrative Staff Computers Teachers 	ACTION BUDGET: \$
Clarendon School District will implement Common Core State Standards in all classrooms during the 2013-2014 school year. Action Type: Alignment	Carlee Latham, Math	Start: 08/01/2013 End: 07/01/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$

Action Type: Collaboration Action Type: Technology Inclusion				
The ACSIP of each campus will undergo a Peer Review in the fall prior to submission, using 2011 ADE checklist as a guide. Action Type: Program Evaluation	Principals	Start: 08/19/2013 End: 10/01/2013	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Total Budget:				\$

Intervention: Implement Professional Development activities to improve achievement in Literacy and Mathematics.

Scientific Based Research: Dufour, R., DuFour, R., Eaker, R., "Learning by Doing: A Handbook for Professional Communities at Work" Solution Tree. 2nd edition. Jun 30, 2010.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide appropriate professional development/training activities annually for district personnel; administrators, teachers, instructional paraprofessionals, school board members (consultant services, materials/supplies, travel, dues & fees, meals, lodging, substitutes during classroom time) to support curricula, parental involvement, and activities implemented within the school district. Training will be appropriate to curricula/grade level/assignment and will address annual requirements and license renewal. Teacher/Administrators training will include but is not limited to parental involvement, data disaggregation, Common Core State Standards, CGI, TESS, ELIA/ELI Literacy Lab,	Lisa Prince, High School Secretary	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Outside Consultants 	ACTION BUDGET: \$

Renaissance Learning, curricula and curriculum pacing guides, technology and software programs, classroom management/discipline. School Board Members will receive 6 hours of appropriate training annually. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development				
All formal professional development activities will be evaluated by participants as conducted. Walk Throughs focusing on implementation of trainings, use of technology and standards-based bulletin boards, and teacher lesson plans will also be studied to determine effectiveness. Immediate feedback will be provided to teachers. Reports will be provided annually to building staff and administration. Individual surveys will be conducted for staff to relay future professional development interests and needs. Buildings staff and administration will meet in committee to plan future activities. Principals will relay needs as identified to district administration. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	Carlee Latham, Math Coach	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
The IDEAS website will be used to meet identified Professional Development (individual and group)	Chad Simpson, Literacy Coach	Start: 07/01/2013 End:	<ul style="list-style-type: none"> • Computers • Outside Consultants 	ACTION BUDGET: \$

needs of instructional and administrative staff per Professional Growth Plans and the needs/interests of Learning Communities. (ie. content knowledge, Classroom Discipline). Teachers will receive professional development credit upon documentation of completion with a satisfactory score. Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion		06/30/2014		
Leadership Teams have been developed in each building. Team members and instructional coaches have been or will be trained in Classroom Walk-Throughs. Trained members along with principals will use CWT data to determine professional development needs and identify degree of implementation, monitor instruction and use of resources, curriculum gaps or overlaps, management/structural issues. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Lynn Chadwick, GREC	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
EVALUATION Clarendon Elementary and Clarendon High School Staff will participate in the on-line Standards Assessment Inventory. Survey results determine progress in identifying and meeting the needs of our faculties. Never=1, Seldom=2, Sometimes=3.	Jeff Vent, Technology	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$

<p>Frequently=4, Always=5. ***Fall 2012 Learning Communities: 3.9; Leadership: 4.0 ; Resources: 3.9; Data: 4.0; Learning Designs: 3.8; Implementation: 4.2; Outcomes: 4.1. ***Fall 2013 Learning Communities: 4.1; Leadership: 4.0 ; Resources: 3.9; Data: 3.9; Learning Designs: 3.7; Implementation: 4.0; Outcomes: 4.0.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion</p>				
<p>Learning Communities will function on both Clarendon Elementary and Clarendon High campuses to study all relevant data and develop, share, and assist in the implementation of strategies for improved student achievement on TAGG and non TAGG students. CSD will hold PLCs districtwide for 75 minutes each Tuesday beginning in September of the 2012-2013 year. This common time and early release of students (2:00) will allow for K-12 vertical and horizontal alignment of instruction, guidance, curriculum. Early release is possible due to extended instructional day.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	<p>Bobbie Loewer, CESLiteracy Coach</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</p>

<p>The Administration and Leadership of the Clarendon School District will attend training and informational meetings provided by ADE and Great Rivers Educational Cooperative to ensure the leadership of our schools are abreast of all current information and opportunities to accomplish school improvement.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development</p>	<p>Monica Gray, ACSIP Chair</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Clarendon School District's faculty will participate in professional development activities offered at Great Rivers Educational Cooperative throughout the year supporting but not limited to individual Professional Growth Plans, Common Core State Standards, state initiatives in literacy, math, science.</p> <p>Action Type: Collaboration Action Type: Professional Development</p>	<p>Carlee Latham, Math Interventionist</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Teachers 	<p>Title II-A - Purchased Services: \$</p> <p>ACTION BUDGET: \$</p>
<p>EVALUATION: District teachers and administrators will continue the development of curriculum documents through job imbedded professional development activities. Training and implementation will be evidenced by individual "ShoeBox" professional development accounts and development/implementation of curriculum documents based on CCSS. ***2012: Curriculum development</p>	<p>Chad Simpson, CHS Literacy Coach</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>

<p>and professional development activities concentrated on timely integration and implementation of Common Core Standards. At CES, 25% of CCSS language arts curriculum maps were developed. At CHS, 12% of CCSS language arts maps were completed. ***2013: Curriculum development reached 70% on both campuses.</p> <p>Action Type: Alignment Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion</p>				
<p>PROFESSIONAL DEVELOPMENT: School Improvement Specialists (Finley, Reich, Shock, Moore) from E2E will work with leadership and staff of Clarendon School District, guiding school improvement, enhancing development of Professional Learning Communities, promoting vertical alignment of instructional strategies, analysing data as it relates to student achievement. Consultants will lead data analysis of sub-populations, model high-yield strategies, observe teachers and provide feedback, assist in leadership/grade/subject area meetings, assist with CWT data analysis all for the purpose of student achievement and closing the achievement gap. Appropriate materials and consultant fees will be budgeted in school plans.</p>	<p>Chad Simpson, CHS Literacy Coach</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>

Action Type: Collaboration Action Type: Professional Development				
PROFESSIONAL DEVELOPMENT: Clarendon School District will employ (.20 FTE, Vent) Professional Development Technology Facilitator to provide professional development in the instructional use of technology hardware, software, internet and e- communication to the staff of Clarendon School District. The equivalent of one day a week will be devoted to improving the use of technology as an instructional tool. The PD Technology Facilitator will conduct monthly Technology meetings with instructional staff, provide individualized assistance to teachers concerning technology in the classroom, hold PLCs for small groups on identified needs. The Facilitator will also assist in the construction, use and evaluation of the teacher developed technology self- assessment which will determine the professional development needs of the staff. Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion	Renee Spurlock, Vocational Teacher	Start: 07/01/201 3 End: 06/30/201 4	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers 	PD (State-223) - Employee \$ Benefits: PD (State-223) - Employee \$ Salaries: <hr/> ACTION BUDGET: \$
Training will be provided to districtwide staff on use of technology available in the district through Technology Facilitator, Technology Teams, and PLCs. Appropriate	Kim Endsley, CHS Media Specialist	Start: 07/01/201 3 End: 06/30/201 4	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers • Teaching Aids 	PD (State-223) - Purchased \$ Services: PD (State-223) - Materials & \$ Supplies:

conferences will also be attended (including but not limited to SWOW,HSTI,EAST). Consultants will be used. (including but not limited to Video Reality, A+). Funds for travel, food, and lodging and appropriate supplies (ie. chart tablets, markers, etc.) will be available. Action Type: Alignment Action Type: Collaboration Action Type: Technology Inclusion				ACTION BUDGET: \$
EVALUATION . All instructional staff will complete a teacher developed technology self-assessment annually. Technology Teams will be developed on each campus to assist teachers and paraprofessionals with the use of technology along with the Technology Facilitator. Data from these surveys will guide staff training and mentoring for the purpose of increased use of technology. ***2011-2012 Data: 30% of staff indicated 1 or more levels of improvement on the 4 level Technology Self-Assessment Survey ***2012-2013 Data: 100% of staff indicated growth or remained at Advanced level of general classroom use of technology. Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion	Renee Spurlock, Vocational Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
The Clarendon School District will post the Arkansas Consolidated School Improvement Plan.	Jeff Vent, Technology	Start: 07/01/2013 End:	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$

including the Parent Involvement Plan and Parent Policies and Compacts, on its website annually. Action Type: Equity Action Type: Parental Engagement Action Type: Technology Inclusion		06/30/2014		
School Improvement Specialists from Elbow 2 Elbow will provide inservice for district staff in identified needs according to individual Professional Growth Plans, staff surveys, and data analysis. Workshops will be held on Disciplinary Literacy, CCSS Math, Use of Formative Assessments in the Classroom, Autism. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion	Jan Hodge, CES Counselor	Start: 08/12/2013 End: 08/15/2013	<ul style="list-style-type: none"> Outside Consultants 	PD (State-223) - Purchased Services: ACTION BUDGET: \$
Home visits will be conducted by Title I parent coordinators, principals, guidance counselors, school nurse, teachers when determined to be appropriate by the building principal and counselor. Action Type: Parental Engagement	Lisa Prince, High School	Start: 08/19/2013 End: 05/30/2014	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$

- Priority 2: State and Federal Funds will be used to provide a safe learning environment and promote positive character development for the purpose of student achievement.
- Supporting Data:
1. Districtwide in 2007-2008, there were 4 expulsions that were alcohol and drug related in grades 7-12. In grades K-6 there were 12 in-school suspensions and 45 out-of-school suspensions. In grades 7-12 there were 539 in- school suspensions for fighting, insubordination, and/or truency. In grades 7-12 there were 190 out-of-school suspensions.
 2. Districtwide in 2008-2009, there were 5 expulsions at CHS for a variety of offenses and 1 at CES for possession of a weapon; 211 In-School

suspension; 57 Out-of-School suspensions.

3. Districtwide in 2009-2010: there were 3 expulsions at CHS and 1 at CES all for disruptive behavior; a total of 56 Out-of School Suspensions (49 CHS/7 CES) and 172 (163 CHS/9 CES) In-School Suspensions.
4. Districtwide in 2010-2011: there were 400 In school suspensions; Out of school suspension 97; Expulsions 3.
5. Districtwide in 2011-2012: In school suspension 448; Out of school suspension 93; Expulsions 2.
6. Districtwide in 2012-2013: In school suspension 109; Out of school suspension 75; Expulsion 0.

Goal Character education and a secure, drug free learning environment will promote student achievement.

Benchmark Disciplinary actions will decrease and student achievement will increase on all campuses.

Intervention: The Clarendon School District will provide teachers and students with resources to promote positive behavior and a secure learning environment.				
Scientific Based Research: Flippen, Flip, "The Flip Side: Break Free of the Behaviors That Hold You Back", Springboard Press, 2008.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
EVALUATION: Discipline reports of student population will be reviewed administrative staff to determine program effectiveness and to make program adjustments. The discipline reports from 2007-2008 will serve as baseline data. *2007-2008 Baseline Data: In school suspension 551; Out of school suspension 235; Total 786 *2008-2009 In school suspension 211; Out of school suspension 57; Expulsions 6. *2009-2010 In school suspension 172; Out of school suspension 56; Expulsions 4. *2010-2011: In school suspension 400; Out of school suspension 97; Expulsions 3. *2011-2012: In school suspension 448; Out of	Lisa Prince, High School	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$

school suspension 93; Expulsions 2. *2012-2013: In school suspension 109, (14 ces/95 chs); Out of school suspension 75 (38 ces/37 chs); Expulsions 0. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation				
Comprehensive health and drug/violence prevention curriculum using components from Project Wisdom, CHAMPS, PRIDE, "Capturing Kids' Hearts" and Teen Leadership training, Keystone Curriculum (K-5), and Flippen Peer Leadership Curriculum (6-12) will be implemented. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Lisa Prince, Parent Involvement Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Outside Consultants • Teachers • Teaching Aids 	ACTION BUDGET: \$
Parental Involvement digital panels will be used on each school campus to support Character Education, violence and alcohol/drug prevention. Parent and community involvement will be solicited during appropriate activities. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement	Lisa Prince, Central Office	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Outside Consultants • Teachers • Teaching Aids 	ACTION BUDGET: \$
"School Cast" telecommunication and digital marquee will be	Lisa Prince, Parent Involvement	Start: 07/01/2013 End:	<ul style="list-style-type: none"> • Administrative Staff • Community 	ACTION BUDGET: \$

used to notify parents of school activities. Action Type: Collaboration Action Type: Parental Engagement	Coordinator	06/30/2014	Leaders	
School Climate Committees on each campus will meet regularly to revisit discipline, homework, student policies, study academic and culture data from "Kickboard". CHS is in second year of a demerit, accountability system; adding merits to the system this school year. Due to success of CHS behavior plan, CES is implementing the system for grades 3-6 beginning fall, 2013. Action Type: Collaboration	Suzanne Self, CES Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 5: To provide a healthy learning environment and wellness program for students.

Supporting Data:

1. Clarendon Elementary School's Body Mass Index data indicates the percentage of students who may be at risk of poor academic performance: *2009-2010 BMI Healthy/Overweight Baseline Data: 154 Males = 52.6% Healthy, 19.5% Over Weight, 27.9% Obese 130 Females = 53.1% Healthy, 17.7% Over Weight, 29.2% Obese *2010-2011 BMI Healthy/Overweight Baseline Data: 79 Males = 56% Healthy, 44% Over Weight or Obese: 66 Females = 42.2% Healthy, 57.7% Over Weight or Obese *2012-2013 BMI Healthy/Overweight Baseline Data: Males = 56.64 Healthy, 43.4% Over Weight or Obese: Females = 45.1% Healthy, 54.9% Over Weight or Obese.
2. Clarendon High School's Body Mass Index data indicates the percentage of students who may be at risk of poor academic performance. *2008-2009 BMI Healthy/Overweight: Total 43 Males = 62.8% Healthy, 37.2% Over Weight/Obese Total 45 Females= 48.9% Healthy, 51.1% Over Weight/Obese *2009-2010 BMI Healthy/Overweight: Total 64 Males = 62.5% Healthy, 37.5% Over Weight/Obese Total 74 Females= 51.3% Healthy, 48.7% Over Weight/Obese *2010-2011 BMI Healthy/Overweight: Total 44 Males = 54.7% Healthy, 45.3% Over Weight/Obese Total 28 Females= 42.8% Healthy, 57.1% Over Weight/Obese *2012-2013 BMI Healthy/Overweight: Total 39 Males = 64.1% Healthy, 35.9% Over Weight/Obese Total 37 Females= 45.9% Healthy, 54.1% Over Weight/Obese
3. The School Health Index Evaluation presented indicates the results for each module of the Clarendon Elementary evaluation. The scores are listed as high, medium, or low for each module. SCHOOL HEALTH POLICIES AND ENVIRONMENT: Module 1 2012-2013 High 84% 2011-2012 High 96%

2010-2011 High 86% 2009-2010 High 92% 2009-2008 High 92% HEALTH EDUCATION:Module 2 2012-2013 High 100% 2011-2012 High 85% 2010-2011 High 85% 2009-2010 High 90% 2009-2008 High 90% PHYSICAL EDUCATION & OTHER PHYS ACTIVITY: Module 3 2012-2013 Med 74% 2011-2012 High 82% 2010-2011 High 82% 2009-2010 High 92% 2009-2008 High 92% NUTRITION SERVICES: Module 4 2012-2013 Med 71% 2011-2012 High 88% 2010-2011 High 88% 2009-2010 High 85% 2009-2008 High 85% SCHOOL HEALTH SERVICES: Module 5 2012-2013 High 100% 2011-2012 High 97% 2010-2011 High 97% 2009-2010 High 99% 2009-2008 High 99% COUNSELING,PSYCHOLOGICAL,& SOC. SERVICES: Module 6 2012-2013 High 100% 2011-2012 High 100% 2010-2011 High 100% 2009-2010 High 100% 2009-2008 High 100% HEALTH PROMOTION FOR STAFF: Module 7 2012-2013 Med 71% 2011-2012 High 79% 2010-2011 High 79% 2009-2010 Med 62% 2009-2008 Med 62% FAMILY AND COMMUNITY INVOLVEMENT: Module 8 2012-2013 High 78% 2011-2012 Med 61% 2010-2011 Med 61% 2009-2010 High 86% 2009-2008 High 86%

4. The School Health Index Evaluation presented indicates the results for each module of the Clarendon High School evaluation. The scores are listed as high, medium, or low for each module. SCHOOL HEALTH POLICIES AND ENVIRONMENT: Module 1 2012-2013 High 95% 2011-2012 High 85% 2010-2011 High 89% 2009-2010 High 92% 2009-2008 High 92% HEALTH EDUCATION:Module 2 2012-2013 High 100% 2011-2012 High 95% 2010-2011 High 89% 2009-2010 High 90% 2009-2008 High 91% PHYSICAL EDUCATION & OTHER PHYS ACTIVITY: Module 3 2012-2013 High 99% 2011-2012 High 84% 2010-2011 High 81% 2009-2010 High 92% 2009-2008 High 92% NUTRITION SERVICES: Module 4 2012-2013 High 78% 2011-2012 High 67% 2010-2011 High 84% 2009-2010 High 85% 2009-2008 High 85% SCHOOL HEALTH SERVICES: Module 5 2012-2013 High 95% 2011-2012 High 97% 2010-2011 High 97% 2009-2010 High 99% 2009-2008 High 99% COUNSELING,PSYCHOLOGICAL,& SOC. SERVICES: Module 6 2012-2013 High 100% 2011-2012 High 86% 2010-2011 High 71% 2009-2010 High 100% 2009-2008 High 100% HEALTH PROMOTION FOR STAFF: Module 7 2012-2013 High 84% 2011-2012 Low 8% 2010-2011 Med 42% 2009-2010 High 100% 2009-2008 High 100% FAMILY AND COMMUNITY INVOLVEMENT: Module 8 2012-2013 High 78% 2011-2012 High 86% 2010-2011 Med 50% 2009-2010 Med 56% 2009-2008 Med 56%

Goal	The Clarendon School District will provide support for students in making Healthy Lifestyle Choices by implementing systems to aid in decreasing the average BMI on routine annual student screening and increasing collaboration between all segments of the school community in support of positive lifestyle choices.
Benchmark	In the 2013-2014 school year, the average Body Mass Index for students will decrease by one half percent as measured by the annual Body Mass Index Screening and the School Health Index score for each required module will increase by 10%.

Intervention: Support Wellness and implement practices to provide opportunities for students to practice healthy food and physical activity choices resulting in increased academic performance.				
Scientific Based Research: Tate, M., Worksheets Don't Grow Dendrites: 20 Instructional Strategies That Engage the Brain", Corwin Press, 2003				
Actions	Person Responsible	Timeline	Resources	Source of Funds

Developed Wellness Policy (Act 1220 of 2003)in collaboration with the District Nutrition,Physical Activities,and Wellness Committee. Policies include the five (5) federal requirements: Goals for nutrition education, physical activity, and other school based activities, Nutrition guidelines, Guidelines for reimbursable school meals, Plan for measuring implementation of the local wellness policy, and Community involvement. The Policy Statement has been submitted to ADE, Child Nutrition Unit, per the required submission deadline of May 15, 2006. Action Type: Collaboration Action Type: Wellness	Earnestine Johnson, School Nurse	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff 	ACTION BUDGET: \$
Provide support to ensure successful implementation of the Wellness Policy, provide resources and professional development to improve the overall school nutrition environment, and promote the health and physical activity curriculum. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Wellness	Earnestine Johnson, School Nurse	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Teachers 	ACTION BUDGET: \$
Support the Clarendon High and Clarendon Elementary with the	Earnestine Johnson, School Nurse	Start: 07/01/2013 End:	<ul style="list-style-type: none"> • Administrative Staff • Central Office 	ACTION BUDGET: \$

alignment and implementation of the current Arkansas Nutrition and Physical Activity Standards and Arkansas Curriculum Frameworks. Resources, professional development opportunities and training will be provided to increase knowledge and advance skills for successful implementation. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Wellness	Nurse	06/30/2014	<ul style="list-style-type: none"> • Community Leaders • District Staff • Teachers 	
Involve parents in physical activity and nutrition education through homework, national school lunch program menus, and parent meetings, mailings, and informational brochures. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Earnestine Johnson, School Nurse	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
Monitor goals and evaluate the effectiveness of Coordinated School Health goals by reviewing data results, and other assessments related to Wellness (School Health Index Modules, Wellness Policy Checklist) each semester. ACSIP will be modified as needed. 2008-2009 will serve as the baseline year. *2008-2009 BMI K,2,4,6,8,10 Healthy/Overweight:	Earnestine Johnson, School Nurse	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • Outside Consultants • Performance Assessments • Teachers 	ACTION BUDGET: \$

Males-127:61.4%/38.6%, Females-119:52.9%/47.1 *2012-2013 BMI K-10 grades of 241 students: 41% Males (of 122) were Over Weight; an increase of 2.6% and 54.6% Females (of 119) were Over Weight; an increase of 6.5%. Action Type: Collaboration Action Type: Program Evaluation Action Type: Wellness				
Art, Language, Math, and Science teachers at Clarendon Elementary will support the practices of the Health and Nutrition Committee by conducting healthy life style activities in their classrooms. Action Type: Alignment Action Type: Collaboration	Earnstine Johnson, School Nurse	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Teachers Teaching Aids 	ACTION BUDGET: \$
Total Budget:				\$0

- Priority 6: To use guidance of Scholastic Audit for Needs Improvement Status at Clarendon Elementary
- Supporting Data:
- Results of Scholastic Audit held during 2010-2011 school year: Standard 1- Curriculum: level 4- 0%,level 3- 0%, level 2- 71%, level 1- 29% Standard 2- Classroom Evaluation/Assessment- level 4- 0%,level 3- 13%, level 2- 13%, level 1- 74% Standard 3- Instruction: level 4- 0%,level 3- 0%, level 2- 62%, level 1- 38% Standard 4- School Culture: level 4- 0%,level 3- 0%, level 2- 73%, level 1- 27% Standard 5- Student, Family, and Community Support: level 4- 0%,level 3- 20%, level 2- 80%, level 1- 0% Standard 6- Professional Growth, Development & Evaluation: level 4- 0%,level 3- 0%, level 2- 33%, level 1- 67% Standard 7- Leadership: level 4- 0%,level 3- 0%, level 2- 82%, level 1- 18% Standard 8- School Organization & Fiscal Resources: level 4- 0%,level 3- 0%, level 2- 100%, level 1- 0% Standard 9- Comprehensive & Effective Planning: level 4- 0%,level 3- 0%, level 2- 31%, level 1- 69%
 - Standard 2 (Classroom Evaluation/Assessment) 2.1b teachers do not collaborate for the purpose of creating authentic assessments. Textbooks and worksheet-driven assessments are given frequently. Few of the assessments assess above the knowledge level. No system is in place for leadership to review classroom assessment to monitor instruction and student achievement. 2.1c Most students are not able to articulate the learning expectations. Teachers post objectives, but fail to explain and connect the lesson to the objectives. Few opportunities are given to students to reflect

on their performance. 2.1d Data,(diagnostic, summative, and formative) are collected and analyzed. But not used to identify gaps in curriculum and instruction. Data is used to identify some gaps in student learning for the purpose of remediation. 2.1h Teachers have not been given training in how to analyze and score student work.

3. Standard 6 (Professional Growth and Evaluation) 6.1a Professional development is not tied to teachers need, but teachers are allowed to select PD from a list of available PD. Professional Growth Plans reflect teacher based interest and do not mirror the goals of the ACSIP or align with improved professional practices aligned to student needs. 6.2a The teacher evaluations are not aligned with the Individual Professional Growth Plan of the individual teachers. The handbook states that non-certified personnel may be periodically evaluated, yet they state they have never been evaluated. 6.1b The PD is not collaborately planned. Professional Learning Communities are scheduled and follow up not documented. Classified staff is not included in PLCs. 6.1d PGP are developed by teachers and not collaborately with the principal. CES needs to tie Individual Professional Growth Plans, Professional development, and ACSIP together. This should be done by the principal and the teachers collaborating.
4. Standard 7 (Leadership) 7.1b Data collected at CES is not consistently analyzed and used to inform academic decisions. Data is used primarily to target individual students not performing at proficiency. 7.1c The principal has an PGP, but it is not focused on the development of effective leadership skills or the improvement goals of the school. 7.1g School leadership does not use student achievement data to monitor instructional programs. Classroom Walkthrough data is not shared with teachers. 7.1k The principal does not provide a big-picture academic focus to tie all the pieces together.
5. Standard 9 (Comprehensive and Effective Planning) 9.2b The school /district uses data for school improvement planning. 9.3cThe desired results for student learning are defined. 9.5c the means for evaluating the effectiveness of the ACSIP is established. 9.3b The school/district analyzes their students' unique learning needs.

Goal	Clarendon Elementary will use guidance from the Scholastic Audit to reach 2014 AMO goals of 75.87% for all students, 74.50% for TAGG students in Literacy and 58.92% for all students, 55% for TAGG students in mathematics.
Benchmark	Clarendon School District will conduct horizontal and vertical alignment activities through curriculum documents and Professional Learning Communities for the purpose of increased student achievement.

Intervention: The Clarendon School District will provide Clarendon Elementary teachers opportunities for analysis of instructional practices and assessments.				
Scientific Based Research: Knight, J. Sprick, R. Reinke, W. Skyles, T., Barnes, L., "Coaching Classroom Management: Strategies & Tools for Administrators & Coaches, Pacific Northwester Publishing, Inc.2010.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
(SA 2.1b, 2.1d, 3.1g, 6.1c) Professional Learning Communities will be held district-wide each Tuesday	Jan Hodge, CES Guidance	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$

beginning in September. Students will be dismissed at 2 p.m. to enable vertical and horizontal planning and data analysis. Clarendon Elementary will provide common planning time for grade level teachers during the regular school day. Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration				
(SA 1.1C) Clarendon Elementary will employ Literacy and Math Coaches to assist teachers in the integration of math and literacy into all classrooms eliminating curriculum gaps and overlaps, provide mentoring and modeling in the classroom of high yield strategies, lead the development of Learning Communities, assist with student instruction, and facilitate the Common Core State Standards. A Science Lab Facilitator will be employed to assist Science classroom teachers with the implementation of new Science Standards and Common Core State Standards. Action Type: ADE Scholastic Audit Action Type:	Stacey Caldwell, K-8 Science Lab Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	ACTION BUDGET: \$

Alignment Action Type: Collaboration				
(SA 1.1d, 2.1b, 2.1d, 2.1e, 2.1h) Curriculum Documents based on Arkansas Frameworks with integration of Common Core State Standards will guide curriculum in 2013-2014, K-6. District-wide Vertical Teams in Literacy & Social Studies, Math, Science, & Technical Contents will work together to develop new CCSS curriculum guides for full implementation, K-6 and 7-12. During PLC, authentic classroom assessments, TLI and classroom work and assessments will be analyzed to drive instruction. Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration	Bobbie Loewer, Literacy Coach	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
(SA 1.1d, 7.1j) Clarendon School District teachers and administration will continuously review curriculum through analysis of test data and the development of CCSS curriculum and assessments. Revisions and implelmentations will be made to address curriculuar weaknesses, gaps, changes, resources, advances in technology. Policies	Vickie Lewis, Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$

will be developed and information presented to administration and local school board for adoption annually. Action Type: ADE Scholastic Audit Action Type: Collaboration				
(SA 1.1g, 3.1e, 3.1f, 7.1k) Frameworks and Objectives will be required to be posted in all classrooms in the Clarendon School District. Lesson Plans will be submitted electronically and reviewed by administration and instructional coaches. Technology (i-pads, i-pods, e-mails) will be used during daily classroom walk throughs to verify plan and instruction correlation and provide instant feedback to teachers. Action Type: ADE Scholastic Audit Action Type: Alignment	Kim Endsley, Media	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
(S 2.1a, 2.1d, 2.1e, 6.1c) Clarendon Elementary will use interim assessments from The Learning Institute to periodically assess student learning and classroom instruction. Data obtained will be used to determine interventions and guide instruction. Action Type: Alignment Action Type: Equity Action Type: Technology Inclusion	Carlee Latham, CES Math Interventionist	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Outside Consultants Teachers 	ACTION BUDGET: \$
EVALUATION: IN	Jaci Cook,	Start:	<ul style="list-style-type: none"> District Staff 	

2010-2011, Common Core State Standards were studied and "crosswalks" were used to develop curriculum for 2011-2012. In 2011-2012, CCSS were fully implemented in K-2 by 100% of teachers. Documents and maps are in various stages of completion. Vertical CCSS planning began to assist 3-8 teachers with implementation in 2012-2013. Common Core was implemented in 100% of the k-8th grade classrooms. 2013-2014 all classrooms will fully implement Common Core State Standards, Next Generation Science, and practices. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	Kindergarten	07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Outside Consultants • Performance Assessments • Teachers • Teaching Aids 	ACTION BUDGET: \$
Total Budget:				\$0

Goal	The Clarendon School District will provide identified activities and resources in the areas of professional development and parental involvement for improved student achievement.
Benchmark	Professional development activities will be identified, provided, and utilized for 100% of the CSD faculty on an annual basis.

Intervention: Data-driven Professional Development activities and resources will be provided for increased student achievement.				
Scientific Based Research: Dufour, R., DuFour, R., Eaker, R., "Learning by Doing: A Handbook for Professional Communities at Work" Solution Tree. 2 edition. Jun 30, 2010.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
(S 2.1e, 3.1a, 3.1e) Information/Data Binders will be used by	Bobbie Loewer, Literacy	Start: 07/01/2013 End:	<ul style="list-style-type: none"> • District Staff • Teachers 	ACTION BUDGET: \$

all teachers. Binders will contain school and student assessment data, target test data, professional development and Professional Learning Community information, technology self-assessments and instructional websites, district vertical alignment of instructional and assessment strategies, curriculum/frameworks and lesson plans. Binders will be maintained by teachers throughout the year. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion	coach	06/30/2014	<ul style="list-style-type: none"> Teaching Aids 	
(SA 1.1d, 2.1e, 6.1f, 7.1d) Formative and Interim assessments emulating State exams format will become common practice in all core subject areas 2 through 11 grades. The teachers will document results and provide examples of questions and scores. The instructional coaches will assist teachers in the development of assessment items, monitor the results and give feedback to the teachers using The Learning Institute website and resources. CES principal and instructional coaches will review test data before meeting with teachers to	Cindy Roberts, Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET: \$

collaborate and plan for instruction. Action Type: ADE Scholastic Audit				
(SA 6.2c, 6.2f) Individual teachers professional growth plans developed for 2013-2014 reflect a focus on formative assessment and will follow the TESS model. PGPs guide school professional development plans. Action Type: ADE Scholastic Audit Action Type: Professional Development	Evelyn Adell, Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
(SA 6.1f, 9.2b) ACSIP committees will meet to review the district, high school, and elementary plan. Teachers will be given a copy of the ACSIP plan for guidance for reflection of instructional practices. The Plan will be revised as professional development needs and student achievement dictates. Action Type: ADE Scholastic Audit Action Type: Program Evaluation	Raymond Whiteside, Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
(SA 6.1d) EVALUATION: Clarendon School District will participate in the Standards Assessment Inventory. Results of these surveys will assist administration and District's Professional Development Committee in planning for inservice and professional activities as well as show growth within the district. 2010 data	Bobbie Loewer, Literacy Coach	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$

<p>compared to 2009: Learning communities: increase .5; Leadership: increase .2; Resources: decrease .3; Data-Driven: increase .5; Evaluation: increase .3; Research- Based: increase .1; Design: increase .1; Learning: increase .4; Collaboration: increase .2; Equity: no change; Quality Teaching: increase .3; Family Involvement: increase .1 SAI was not completed in Spring 2011 but will be done in Fall 2011. Fall 2011 data compared to 2010: Learning communities: increase .1; Leadership: decrease .1; Resources: increase .4; Data-Driven: decrease .2; Evaluation: decrease .2; Research-Based: decrease .1; Design: decrease .1; Learning: decrease .1; Collaboration: increase .2; Equity: increase .1; Quality Teaching: increase .1; Family Involvement: increase .2. Over the three year period, consistent increases have occurred in Learning Communities Collaboration, Quality Teaching, and Family Involvement. SAI will be completed in 2012-2013. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion</p>				
(6.1b) Scholastic Audit, held at Clarendon	Jenna Tharp,	Start: 07/01/2013	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$

Elementary in October, 2010 will be reviewed annually and will be used to guide school improvement efforts in the Needs Improvement status school. Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	Teacher	End: 06/30/2014	<ul style="list-style-type: none"> District Staff Outside Consultants Teachers 	
(S 7.1j) Clarendon School District will annually review policies to ensure best practices are being used and implemented for student achievement. Action Type: Collaboration	Lisa Steeland, Media Specialist	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Volunteers on each campus will receive appropriate training at the school level, suitable for their roles in the school community. Action Type: Parental Engagement	Lisa Prince, CHS secretary	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Develop and implement a Title I parental involvement policy fostering the home-school relationship as well as the mandates of Act 307 of 2007.

Scientific Based Research: Olssen, G. and Fuller, Mary L. "Home and School Relations: Teachers and Parents Working Together". 4th edition. 2011.

Actions	Person Responsible	Timeline	Resources	Source of Funds
(S 5.1a) Clarendon School District, Clarendon Elementary, and Clarendon High will develop jointly, with teachers and parents, agree on and distribute to parents of the district a written parent involvement policy that establishes	Jan Hodge, Guidance	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$

the district's and the schools' expectations for parental involvement. Policy and plans will be reviewed annually. Action Type: Collaboration Action Type: Parental Engagement				
(SA 5.1a)The District and its schools will hold an annual meeting, at a convenient time, to which all parents of participating children will be invited and encouraged to attend to inform parents of the schools' participation in Title I, the requirements of the program, and the right of the parents to be involved. Action Type: Collaboration Action Type: Parental Engagement	Donna Beedle, Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff 	ACTION BUDGET: \$
(S 5.1a) The Clarendon School District will provide the coordination, technical assistance, and other support necessary to assist participating schools in the planning and implementing effective parent involvement activities to improve student academic achievement and school performance, such as; offering a flexible time and place of meetings. Action Type: Collaboration Action Type: Parental Engagement	Jan Hodge, Guidance	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff 	ACTION BUDGET: \$
The Clarendon District and its schools will	Lisa Prince, Parent	Start: 07/01/201	<ul style="list-style-type: none"> District Staff 	ACTION \$

build parent capacity for strong parental involvement by involving parents in an organized, ongoing, and timely way, in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school parental involvement plan. Action Type: Collaboration Action Type: Parental Engagement	Involvement Coordinator	3 End: 06/30/2014		BUDGET:
The District will coordinate and integrate parental involvement strategies with other programs, such as; Head Start, Clarendon ABC Pre-Kindergarten, and private pre-school programs in the district. Transition activities will be held for pre-school children each spring, touring the campus, meeting staff and faculty, eating lunch in the school cafeteria. Action Type: Parental Engagement	Chris Flowers, Parent Involvement Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
Clarendon School District will involve parents in the activities of the schools as outlined in Section 1118, ESEA. Action Type: Parental Engagement	Bobby Loewer, Literacy Coach	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
(SA 5.1a) Clarendon School District will conduct, with the involvement of its parents, an annual evaluation of the content and effectiveness of the	Kathy McRant, Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$

<p>parental involvement policy in improving the academic quality of the school served including identifying barriers to greater participation of parents in Title I related activities, with particular attention to parents who are economically disadvantaged or disabled, and parents who have limited English proficiency, limited literacy, or racial or ethnic minority background, and revise the policy where necessary to address ways to overcome identified barriers.</p> <p>Action Type: Parental Engagement</p> <p>Action Type: Program Evaluation</p>				
<p>EVALUATION A digital marquee will be used to better inform parents and community of school events; fostering school, home, community relationships and increasing parent/community involvement. Marquee will provide a continuous forum for district without daily newspaper, radio or cable TV station. Marquee will inform parents and community of student achievements and academic activities, increasing involvement and enhancing school climate. Marquee announcements will be documented including</p>	<p>Carlee Latham, Interventionist</p>	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</p>	<ul style="list-style-type: none"> District Staff Teachers 	<p>ACTION BUDGET: \$</p>

parental/community volunteerism. In 2012-2013 (baseline year) 321 different messages were displayed. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Technology Inclusion				
(S 5.1c)The Clarendon School District will provide assistance to its parents in understanding how to monitor their child's academic progress; standards, academic assessments. Action Type: Parental Engagement	Elizabeth Walker, Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
(S 5.1c)The Clarendon School District will provide materials and training to help parents work with their children to improve academic achievement by holding Parent Nights, distributing informational brochures, publishing tips in local newspaper. Action Type: Parental Engagement	Willie Stokes, Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
The Clarendon School District will provide training annually for volunteers who assist in an instructional program for parents. Action Type: Parental Engagement	Donna Beedle, Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
EVALUATION: Using "School Cast", the Clarendon District sent over 70 personalized messages to parents and interested patrons	Jetta Hayes, Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$

<p>during the 2011 school year. Records indicate that 91% of those messages were received by phone numbers and e-mails given to the school for contact. It is the goal of the District to increase the number of messages sent to parents each year as well as obtain 100% contact. 2011-2012 school year, contact via SchoolCast decreased to 75% with a total of 42 messages sent. Decrease is attributed to Pre-Paid cell phone and school not notified of changes in phone numbers. 2012-2013 school year contact with parents were 71 calls with a 72% of contacted parent.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Technology Inclusion</p>				
<p>Needs Assessment/Evaluation : Clarendon School District along with private pre-school and Head Start facilities will work to provide a quality pre-school education to all enrolling kindergarten students each school year. Beginning with the 2013-2014 school year; 7 of 52(13.5%) kindergarten students had no pre-school experience.</p> <p>Action Type:</p>	<p>Jamie Ferebee, Pre-K Teacher</p>	<p>Start: 08/19/2013 End: 05/30/2014</p>	<ul style="list-style-type: none"> Community Leaders District Staff Teachers 	<p>ACTION BUDGET: \$</p>

Alignment Action Type: Collaboration Action Type: Parental Engagement				
Total Budget:				\$0

Priority 8: To improve student performance in literacy throughout the Clarendon School district.

Supporting
Data:

1. In the year 2013, there were 36 students tested in 3rd Grade. Of those students, 27 or 75% were proficient or advanced. Of the 15 African American students, 9 or 60% were proficient or advanced. Of the 2 Hispanic students, 2 or 100% were proficient or advanced. Of the 18 Caucasian students, 15 or 83% were proficient or advanced, Of the 1 two or more race students 1 or 100%. Of the 2 LEP students, 2 or 100% were proficient or advanced. Of the 32 economically disadvantaged students, 24 or 75% were proficient or advanced. Of the 4 students with disabilities, none were proficient or advanced. The lowest identified areas for the combined population were: Reading, Multiple Choice Practical Passage and Open Response Practical Passage, Writing Content and Style. In the year 2012, there were 33 students tested in 3rd Grade. Of those students, 23 or 69% were proficient or advanced. Of the 18 African American students, 13 or 72% were proficient or advanced. Of the two Hispanic students, two or 100% were proficient or advanced. Of the 13 Caucasian students, 8 or 61% were proficient or advanced. Of the two LEP students, two or 100% were proficient or advanced. Of the economically disadvantaged students, 22 or 69% were proficient or advanced. Of the 4 students with disabilities, one or 25% was proficient or advanced. The lowest identified areas for the combined population were: Reading, Open Response literary and multiple Choice practical, Writing Content and Style. 2011 In the year 2011, there were 37 students tested in 3rd Grade. Of those students, 20 or 54% were proficient or advanced. Of the 21 African American students, 12 or 57% were proficient or advanced. Of the 2 Hispanic students, 1 or 50% were proficient or advanced. Of the 14 Caucasian students, 7 or 50% were proficient or advanced. Of the 1 LEP students, 0 or 0% were proficient or advanced. Of the 33 economically disadvantaged students, 17 or 51% were proficient or advanced. Of the 4 students with disabilities, 1 or 25% were proficient or advanced. The lowest identified areas for the combined population were: Writing Multiple Choice and Open Response Writing Content and Style.
2. 2013 In the year 2013, there were 30 students tested in 4rd Grade. Of those students, 22 or 74% were proficient or advanced. Of the 17 African American students, 14 or 82% were proficient or advanced. Of the 2 Hispanic students, 2 were proficient or advanced or 100%. Of the 11 Caucasian students, 6 or 54% were proficient or advanced. Of the 2 LEP students, 2 was proficient or advanced at 100%. Of the 29 economically disadvantaged students, 22 or 76% were proficient or advanced. Of the 4 students with disabilities, 2 or 50% were proficient or advanced. The lowest identified areas for the combined population were: Reading Multiple Choice Literary Passage and Open Response Literary Passage. Writing, Content and Style. In the year 2012, there were 34 students tested in 4rd Grade. Of those students, 25 or 71% were proficient or advanced. Of the 20 African American students, 16 or 80% were proficient or advanced. Of the 1 Hispanic students, one or 100% were proficient or advanced. Of the 13 Caucasian students, 8 or 61% were proficient or advanced. Of the 0 LEP

students, 0 were proficient or advanced. Of the 30 economically disadvantaged students, 23 or 76% were proficient or advanced. Of the 3 students with disabilities, 0 or 0% were proficient or advanced. The lowest identified areas for the combined population were: Reading Multiple Choice practical and Open Response Practical Passage. Writing, Content and Style. 2011 In the year 2011, there were 43 students tested in 4rd Grade. Of those students, 32 or 74% were proficient or advanced. Of the 24 African American students, 16 or 67% were proficient or advanced. Of the 3 Hispanic students, 1 was proficient or advanced or 33%. Of the 13 Caucasian students, 12 or 92% were proficient or advanced. Of the 2 LEP students, 0 was proficient or advanced at 0%. Of the 39 economically disadvantaged students, 29 or 75% were proficient or advanced. Of the 5 students with disabilities, 1 or 20% were proficient or advanced. The lowest identified areas for the combined population were: Reading Multiple Choice Practical Passage and Open Response Writing, Content and Style.

3. Literacy 2013 In the year 2013, there were 35 students tested in 5rd Grade. Of those students, 23 or 66% were proficient or advanced. Of the 19 African American students, 12 or 63% were proficient or advanced. Of the 1 Hispanic students, 1 were proficient or advanced or 100%. Of the 14 Caucasian students, 9 or 65% were proficient or advanced. Of the 1 two or more race student 1 or 100% were proficient or advanced. Of the 0 LEP students, 0 was proficient or advanced. Of the 29 economically disadvantaged students, 19 or 64% were proficient or advanced. Of the 4 students with disabilities, 0 or 0% were proficient or advanced. The lowest identified areas for the combined population were: Reading Multiple Choice practical Passage and Open Response Practical Passage. Writing, Content and Style. In the year 2012, there were 41 students tested in 5th Grade. Of those students, 33 or 81% were proficient or advanced. Of the 23 African American students, 18 or 78% were proficient or advanced. Of the 4 Hispanic students, 3 or 75% were proficient or advanced. Of the 11 Caucasian students, 11 or 100% were proficient or advanced. Of the 2 LEP students, 1 or 50% were proficient or advanced. Of the 38 economically disadvantaged students, 30 or 79% were proficient or advanced. Of the 3 students with disabilities, 1 or 33% were proficient or advanced. The lowest identified areas for the combined population were: Reading Multiple Choice Writing and Open Response Content and literary Passage. Writing, Content and Style. 2011 In the year 2011, there were 45 students tested in 5th Grade. Of those students, 25 or 55% were proficient or advanced. Of the 24 African American students, 13 or 54% were proficient or advanced. Of the 3 Hispanic students, 1 were proficient or advanced or 33%. Of the 15 Caucasian students, 9 or 60% were proficient or advanced. Of the 2 LEP students, 0 or 0% were proficient or advanced. Of the 39 economically disadvantaged students, 21 or 54% were proficient or advanced. Of the 3 students with disabilities, 0 or 0% were proficient or advanced. The lowest identified areas for the combined population were: Open Response Writing Content and Style/Writing Multiple Choice.

4. 2013 In the year 2013, there were 41 students tested in 6th Grade. Of those students, 26 or 64% were proficient or advanced. Of the 23 African American students, 15 or 65% were proficient or advanced. Of the 4 Hispanic students, 1 were proficient or advanced or 25%. Of the 13 Caucasian students, 9 or 69% were proficient or advanced. Of the 2 LEP students, 0 was proficient or advanced at 0%. Of the 39 economically disadvantaged students, 24 or 62% were proficient or advanced. Of the 7 students with disabilities, 1 or 14% were proficient or advanced. Of the 1 two or more race student 1 or 100% were proficient or advanced. The

lowest identified areas for the combined population were: Reading Multiple Choice Content Passage and Open Response Content Passage Writing, Content and Style. In the year 2012, there were 45 students tested in 6th Grade. Of those students, 31 or 69% were proficient or advanced. Of the 24 African American students, 15 or 63% were proficient or advanced. Of the 3 Hispanic student, 2 or 67% were proficient or advanced. Of the 14 Caucasian students, 10 or 72% were proficient or advanced. Of the 2 LEP students, one or 50% were proficient or advanced. Of the 39 economically disadvantaged students, 25 or 64% were proficient or advanced. Of the 1 students with disabilities, 0 or 0% were proficient or advanced. The lowest identified areas for the combined population were: Reading, Multiple Choice writing and Open Response Practical Passage, Writing, Content and Style. 2011 In the year 2011, there were 47 students tested in 6th Grade. Of those students, 28 or 70% were proficient or advanced. Of the 26 African American students, 13 or 50% were proficient or advanced. Of the 3 Hispanic student, 2 or 67% were proficient or advanced. Of the 17 Caucasian students, 13 or 77% were proficient or advanced. Of the 3 LEP students, 2 or 67% were proficient or advanced. Of the 39 economically disadvantaged students, 21 or 54% were proficient or advanced. Of the 7 students with disabilities, 0 or 0% were proficient or advanced. The lowest identified areas for the combined population were: Reading Multiple Choice/Literary Passage. Open Response Writing/Content/Style

5. 7th grade Benchmark literacy In 2011, 45% of the 7th grade Benchmark students combined population were proficient or above, in 2012, 69% were, and in 2013, 66% were proficient or above. African American students scoring proficient or above were 44% in 2011, 63% in 2012, and 60% in 2013. Caucasian students scoring proficient or above were 58% in 2011, 82% in 2012 and 74% in 2013. There was, in 2011, one Hispanic student scored advanced for 17%, in 2012 2 Hispanic scored proficient for 67% and in 2013 1 student scored proficient for 33%. In 2011, 48% of the economically disadvantaged were proficient or above, in 2012, 65% were, and in 2013, 61% were proficient or above. Students with disabilities were 0% proficient or above from 2011, in 2012 1 student was proficient with 17% and in 2013 0% was proficient. The weakest areas for the combined and sub populations were multiple choice writing and open response literary reading and writing style and content, both prompts. The amo goals for 2014 Literacy will be as follows: Performance Growth All Students 64.57 69.28 TAGG 62.83 67.86 African American 60.18 64.55 Hispanic 43.75 57.14 Caucasian 79.17 88.16 Econ. Disadvant. 63.51 69.00 ELL 25.00 43.77 Students w/ Disabilities 28.00 25.00
6. 8th grade Benchmark literacy In 2011, 71% of the 8th grade Benchmark students combined population were proficient or above, in 2012 61% were, and in 2013 69% were proficient or above. African American students scoring proficient or above were 63% in 2011, 68% in 2012, and 67% in 2013. Caucasian students scoring proficient or above were 93% in 2011, 61% in 2012 and 75% in 2013. One Hispanic student scored proficient or above in 2011 for 100%, one scored proficient or above in 2012 for 50%, and 2 scored proficient for 100% IN 2013. In 2011, 68% of the economically disadvantaged were proficient or above, in 2012, 61% were, and in 2013, 65% were proficient or above. Students with disabilities were 13% in 2011 and 0% in 2012 and 2013. The weakest areas for the combined and sub populations were multiple choice writing and open response practical reading and writing content and style, both prompts. The amo goals for 2014 Literacy will be as follows: Performance Growth All Students 64.57 69.28 TAGG 62.83 67.86 African American 60.18 64.55

Hispanic 43.75 57.14 Caucasian 79.17 88.16 Econ. Disadvant. 63.51 69.00
ELL 25.00 43.77 Students w/ Disabilities 28.00 25.00

7. 11th Grade Literacy In 2011 43% of the 11th grade literacy students combined population were proficient or above, in 2012, 43% were, and in 2013, 54% were proficient or above. African American students scoring proficient or above were 25% in 2011, 30% in 2012, and 28% in 2013. Caucasian students scoring proficient or above were 65% in 2011, 64% in 2012, and 87% in 2013. In 2012, 1 Hispanic student scored proficient for 100% and in 2013 2 scored proficient for 100%. In 2011, 38% of the economically disadvantaged were proficient or above, 45% in 2012 were, and in 2013, 49% were proficient or above. Students with disabilities have been 0% proficient or above from 2011-2012 and in 2013 1 scored advanced for 17%. The weakest areas for the combined and sub populations were multiple choice literary reading and open response literary reading and writing style and content, both prompts. The amo goals for 2014 Literacy will be as follows: Performance Growth All Students 64.57 69.28 TAGG 62.83 67.86 African American 60.18 64.55 Hispanic 43.75 57.14 Caucasian 79.17 88.16 Econ. Disadvant. 63.51 69.00 ELL 25.00 43.77 Students w/ Disabilities 28.00 25.00

8.

Goal	To meet the needs of all students in literacy and increase student achievement.
Benchmark	Clarendon Elementary (CES) will meet Annual Measureable Objectives (AMO) for all students of 71.82% and Targeted Achievement Gap Group 69.09% in literacy. CES will meet the following percentages in literacy growth for 2014: All students 75.87% and Targeted Achievement Gap Group 74.50%.
Benchmark	Clarendon High will meet Annual Measureable Objectives (AMO) for all students of 64.57% and Targeted Achievement Gap Group 62.83% in literacy. CHS will meet the following percentages in literacy growth for 2014: All students 69.28% and Targeted Achievement Gap Group 67.86%.

Intervention: Clarendon School District will develop a rigorous literacy curriculum aligned to the Arkansas frameworks and Common Core State Standards for the purpose of improved academic performance.

Scientific Based Research: Ritchart, Ron. "Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners". Jossey-Bais. 2011.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Before School and After School Classes supporting Literacy will be held at both Clarendon Elementary and Clarendon High. Literacy instruction will concentrate on fluency, grammar and vocabulary	Lisa Steeland, Media Specialist	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff School Library Teachers 	ACTION BUDGET: \$

development. Summer programs for Literacy (K-11) will be based upon need as determined in Spring 2014. Action Type: Alignment Action Type: Equity				
Licensed teachers will serve as Parent Involvement Facilitators on each campus. Funds to provide appropriate training and supplies are budgeted in building plans. Action Type: Collaboration Action Type: Parental Engagement	Kim Endsley, Media/Literacy	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
The Clarendon School District will provide an ELL program to identify students. All written communication with parents will be appropriately translated. (School improvement notices, choice, supplement service, etc.) The assistance of the Arkansas Department of Education will be sought. Action Type: Collaboration Action Type: Parental Engagement	Cassie King, ELL	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$

<p>The Clarendon School District will employ Literacy Coaches at each of its school campuses. Coaches will attend Leadership Training, Classroom Walk-Through Training, and Instructional Coaches Training from GREC, as well as support from academic consultants, E2E, TLI, and attendance at appropriate conferences and meetings.</p> <p>Action Type: ADE Scholastic Audit</p> <p>Action Type: Alignment</p> <p>Action Type: Equity</p> <p>Action Type: Professional Development</p>	<p>Bobbie Loewer, K-6 Literacy Coach</p>	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</p>	<ul style="list-style-type: none"> Teachers 	<p>ACTION BUDGET: \$</p>
<p>Professional Learning Communities will function on both Clarendon Elementary and Clarendon High campuses to study all relevant data and develop, share, and assist in the implementation of strategies for improved student achievement</p>	<p>Bobbie Loewer, Literacy Coach</p>	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</p>	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	<p>ACTION BUDGET: \$</p>

among the TAGG population. Early release of students every Tuesday at 2 p.m. will enable vertical and horizontal teaming for 1.25 hours weekly. This time will for the most part be devoted to data analysis of interim TLI assessment documents, ACSIP planning, development of CCSS curriculum maps, instructional planning, improving leadership capacity. Action Type: Alignment Action Type: Collaboration				
TheClarendon School District will support the implementation and analysis of the Core Knowledge sequence at Pre-School and K-6 Clarendon Elementary for purpose of increased student achievement and implementation of the Common Core State Standards. Action Type: Alignment Action Type:	Bobbie Loewer, Literacy Coach	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$

Equity Action Type: Professional Development				
<p>EVALUATION: CSD will use the newly implemented Vertical Alignment of Reading Strategies and Goals to evaluate student success in literacy. Beginning with the 2012 school year, the percentage of students reaching WORD COUNT goals by grade according to the district's expectation will increase by 5% annually. **</p> <p>2011-2012: The district-wide alignment of Word Count goals was not successful. Individually, CHS students meeting the One Million Word goal was 40 or 15.4% of the students as measured by Accelerated Reader. At CES, 38% of the students met their grade's Accelerated Reader book point goals. **</p> <p>2012-2013: At CHS 23% of students (61</p>	Lisa Steeland, Media	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</p>

students) reached or exceeded One Million Word goal. At CES 39% reached their Accelerated Reader goal (97 first through sixth graders). Action Type: Alignment Action Type: Program Evaluation Action Type: Technology Inclusion				
Total Budget:				\$0

- Priority 9: To bring all students in the Clarendon School District to a proficient or advanced level in math.
- 2013 In the year 2013, there were 36 students tested in 3rd Grade. Of those students, 24 or 66% were proficient or advanced. Of the 15 African American students, 10 or 67% were proficient or advanced. Of the 2 Hispanic students, 2 or 100% were proficient or advanced. Of the 18 Caucasian students, 12 or 66% were proficient or advanced. Of the 1 two or more races 0 or 0% were proficient or advanced. Of the 2 LEP students, 2 or 100% were proficient or advanced. Of the 32 economically disadvantaged students, 22 or 69% were proficient or advanced. Of the 4 students with disabilities, 0 or 0% were proficient or advanced. The lowest identified areas for the combined population were: Multiple Choice Measurement, Open Response Geometry. 2012 In the year 2012, there were 33 students tested in 3rd Grade. Of those students, 24 or 72% were proficient or advanced. Of the 18 African American students, 13 or 72% were proficient or advanced. Of the 2 Hispanic students, two or 100% were proficient or advanced. Of the 13 Caucasian students, 9 or 69% were proficient or advanced. Of the two LEP students, 2 or 100% were proficient or advanced. Of the 32 economically disadvantaged students, 23 or 72% were proficient or advanced. Of the 4 students with disabilities, 0 or 0% were proficient or advanced. The lowest identified areas for the combined population were: Multiple Choice Measurement, Open Response Data Analysis and probability. 2011 In the year 2011, there were 37 students tested in 3rd Grade. Of those students, 29 or 78% were proficient or advanced. Of the 21 African American students, 16 or 76% were proficient or advanced. Of the 2 Hispanic students, 2 or 100% were proficient or advanced. Of the 14 Caucasian students, 11 or 79% were proficient or advanced. Of the 1 LEP students, 1 or 100% were proficient or advanced. Of the 33 economically disadvantaged students, 25 or 76% were proficient or advanced. Of the 4 students with disabilities, 3 or 75% were proficient or advanced. The lowest identified areas for the combined population were: Multiple Choice Measurement, Open Response Geometry.
 - 2013 In the year 2013, there were 30 students tested in 4th Grade. Of those students, 19 or 63% were proficient or advanced. Of the 17 African
- Supporting Data:

American students, 12 or 70% were proficient or advanced. Of the 2 Hispanic students, 1 or 50% were proficient or advanced. Of the 11 Caucasian students, 6 or 54% were proficient or advanced. Of the 2 LEP students, 1 or 50% were proficient or advanced. Of the 29 economically disadvantaged students, 19 or 65% were proficient or advanced. Of the 4 students with disabilities, 0 or 0% were proficient or advanced. The lowest identified areas for the combined population were: Multiple Choice Geometry, Open Response Measurement. 2012 In the year 2012, there were 34 students tested in 4rd Grade. Of those students, 18 or 53% were proficient or advanced. Of the 20 African American students, 10 or 50% were proficient or advanced. Of the 1 Hispanic students, one or 100% were proficient or advanced. Of the 13 Caucasian students, 7 or 54% were proficient or advanced. Of the 0 LEP students, 0 or 0% were proficient or advanced. Of the 30 economically disadvantaged students, 16 or 53% were proficient or advanced. Of the 3 students with disabilities, 1 or 33% were proficient or advanced. The lowest identified areas for the combined population were: Multiple Choice Measurement, Open Response Measurement. 2011 In the year 2011, there were 43 students tested in 4rd Grade. Of those students, 29 or 68% were proficient or advanced. Of the 24 African American students, 16 or 67% were proficient or advanced. Of the 3 Hispanic students, one or 33% were proficient or advanced. Of the 13 Caucasian students, 11 or 84% were proficient or advanced. Of the 2 LEP students, 1 or 50% were proficient or advanced. Of the 41 economically disadvantaged students, 27 or 70% were proficient or advanced. Of the 5 students with disabilities, 1 or 20% were proficient or advanced. The lowest identified areas for the combined population were: Multiple Choice Measurement, Open Response, Numbers and Operations.

3. 2013 In the year 2013, there were 35 students tested in 5th Grade. Of those students, 19 or 54% were proficient or advanced. Of the 19 African American students, 10 or 53% were proficient or advanced. Of the 1 Hispanic students, 1 or 100% were proficient or advanced. Of the 14 Caucasian students, 7 or 50% were proficient or advanced. Of the 1 two or more race 1 or 100% were proficient or advanced. Of the 0 LEP students, 0 or 0% were proficient or advanced. Of the 29 economically disadvantaged students, 15 or 52% were proficient or advanced. Of the 4 students with disabilities, 1 or 25% were proficient or advanced. The lowest identified areas for the combined population were: Multiple Choice Measurement, Open Response Geometry. 2012 In the year 2012, there were 41 students tested in 5th Grade. Of those students, 28 or 68% were proficient or advanced. Of the 23 African American students, 16 or 69% were proficient or advanced. Of the 4 Hispanic students, two or 50% were proficient or advanced. Of the 11 Caucasian students, 9 or 83% were proficient or advanced. Of the 2 LEP students, 1 or 50% were proficient or advanced. Of the 38 economically disadvantaged students, 25 or 66% were proficient or advanced. Of the 3 students with disabilities, 0 or 0% were proficient or advanced. The lowest identified areas for the combined population were: Multiple Choice Measurement, Open Response Geometry. 2011 In the year 2011, there were 45 students tested in 5rd Grade. Of those students, 29 or 65% were proficient or advanced. Of the 24 African American students, 15 or 62% were proficient or advanced. Of the 3 Hispanic students, one or 33% were proficient or advanced. Of the 15 Caucasian students, 11 or 73% were proficient or advanced. Of the 2 LEP students, 0 or 0% were proficient or advanced. Of the 39 economically disadvantaged students, 23 or 59% were proficient or advanced. Of the 3 students with disabilities, 0 or 0% were proficient or advanced. The lowest identified areas for the combined

population were: Open Response Measurement and Multiple Choice Algebra.

4. 2013 In the year 2013, there were 41 students tested in 6th Grade. Of those students, 25 or 61% were proficient or advanced. Of the 23 African American students, 17 or 74% were proficient or advanced. Of the 4 Hispanic students, 1 or 25% were proficient or advanced. Of the 13 Caucasian students, 6 or 46% were proficient or advanced. Of the 1 two or more races 1 or 100% were advanced. Of the 2 LEP students, 1 or 50% were proficient or advanced. Of the 39 economically disadvantaged students, 24 or 62% were proficient or advanced. Of the 7 students with disabilities, 1 or 14% were proficient or advanced. The lowest identified areas for the combined population were: Multiple Choice Measurement, Open Response Data Analysis and Probability. 2012 In the year 2012, there were 45 students tested in 6th Grade. Of those students, 24 or 53% were proficient or advanced. Of the 24 African American students, 12 or 50% were proficient or advanced. Of the 3 Hispanic students, one or 33% were proficient or advanced. Of the 13 Caucasian students, 9 or 69% were proficient or advanced. Of the 2 LEP students, 2 or 100% were proficient or advanced. Of the 32 economically disadvantaged students, 23 or 72% were proficient or advanced. Of the 4 students with disabilities, 0 or 0% were proficient or advanced. The lowest identified areas for the combined population were: Multiple Choice Measurement, Open Response Measurement. 2011 In the year 2011, there were 47 students tested in 6rd Grade. Of those students, 26 or 55% were proficient or advanced. Of the 26 African American students, 15 or 57% were proficient or advanced. Of the 3 Hispanic students, one student or 33% were proficient or advanced. Of the 17 Caucasian students, 10 or 59 % were proficient or advanced. Of the 3 LEP student, 1 or 33% were proficient or advanced. Of the 39 economically disadvantaged students, 20 or 51 % were proficient or advanced. Of the 7 students with disabilities, none were proficient or advanced. The lowest identified areas for the combined population were: Multiple Choice Geometry and Open Response Numbers and Operations.
5. 7th grade Benchmark math In 2011, 57% of the 7th grade Benchmark combined population were proficient or above, in 2012, 36% were proficient or above, and in 2013 53% were. African American students scoring proficient or above were 44% in 2011, 21% in 2012 and 60% in 2013. Caucasian students scoring proficient or above were 92% in 2011, 53% in 2012, and 60% in 2013 . Two Hispanic students scored proficient or above in 2011 for 33%, 1 scored proficient or above in 2012 for 33%, but 0 students scored proficient in 2013. In 2011, 59% of the economically disadvantaged were proficient or above, in 2012, 29% were, and in 2013, 51% were proficient or above. Students with disabilities were 9% proficient or above in 2011, but have been 0% proficient or above in 2012 and 2013. The weakest areas for the combined and sub populations were multiple choice measurement and algebra and open response algebra and number/operations. The amo goals for 2014 Math will be as follows: Performance Growth All Students 62.73 62.95 TAGG 60.30 61.04 African American 52.94 56.37 Hispanic 65.91 57.15 Caucasian 80.88 80.26 Econ. Disadvant. 60.76 62.00 ELL 40.00 43.75 Students w/ Disabilities 36.11 25.00
6. 8th grade Benchmark math In 2011, 40% of the 8th grade Benchmark combined population scored proficient or above, in 2012 19% did, and in 2013 39% scored proficient or above. African American students scored 36% in 2011, 12% in 2012, and 17% in 2013 while Caucasian students scored 46% in 2011, 31% in 2012 and 62% in 2013. In 2011, 36% of the

economically disadvantaged scored proficient or above, in 2012 17% did, and in 2013 31% scored proficient or above. Students with disabilities were 0% in 2011, 0% in 2012 and 0% in 2013. The weakest areas for both combined and sub populations were multiple choice measurement, algebra and geometry and open response measurement, algebra, and geometry. The amo goals for 2014 Math will be as follows: Performance Growth All Students 62.73 62.95 TAGG 60.30 61.04 African American 52.94 56.37 Hispanic 65.91 57.15 Caucasian 80.88 80.26 Econ. Disadvant. 60.76 62.00 ELL 40.00 43.75 Students w/ Disabilities 36.11 25.00

7. Algebra I In 2011, 63% of the Algebra I students combined population were proficient or above, in 2012, 82% were scoring at or above proficiency and in 2013, 76% were performing at or above proficiency. African American students were 38% in 2011, 77% in 2012, and 73% in 2013. Caucasian students were 93% in 2011, 92% in 2012, and 79% in 2013. Two Hispanic students were tested in 2011, scoring proficient or better for 100%, one Hispanic student was tested in 2012, scoring advanced for 100%, and one Hispanic student was tested in 2013, scoring proficient for 100%. In 2011 57% of the economically disadvantaged were performing at or above proficiency, in 2012, 83% were proficient or above and in 2013, 74% were proficient or above. Students with disabilities were consistent at 0% proficient or above in 2011 and 2013, but in 2012, 2 scored proficient for 50%. The weakest areas for both combined and sub populations were multiple choice non-linear functions and solving equations and inequalities and open response non-linear functions and language of algebra. The amo goals for 2014 Math will be as follows: Performance Growth All Students 62.73 62.95 TAGG 60.30 61.04 African American 52.94 56.37 Hispanic 65.91 57.15 Caucasian 80.88 80.26 Econ. Disadvant. 60.76 62.00 ELL 40.00 43.75 Students w/ Disabilities 36.11 25.00
8. Geometry In 2011, 41% of the Geometry students combined population were proficient or above, in 2012 53% were proficient or above and in 2013, 55% were proficient or above. In 2011, African American students scored 26% proficient or above, in 2012 29%, and in 2013, 43%. In 2011, Caucasian students scored 60% proficient or above, 85% in 2012, and 81% in 2013. In 2011, 2012, and 2013 one Hispanic student was proficient for 100%. In 2011, 38% of the economically disadvantaged students were proficient or above, in 2012, 50% were, and in 2013, 54% were proficient or above. In 2011 50% scored proficient or more, in 2012 no students with disabilities were tested in geometry, and in 2013 0% scored proficient or higher. The weakest areas in 2012 for the combined population as well as the sub populations were relationships between two and three dimensions and open response triangles and measurement. The amo goals for 2014 Math will be as follows: Performance Growth All Students 62.73 62.95 TAGG 60.30 61.04 African American 52.94 56.37 Hispanic 65.91 57.15 Caucasian 80.88 80.26 Econ. Disadvant. 60.76 62.00 ELL 40.00 43.75 Students w/ Disabilities 36.11 25.00
9. Augmented Benchmark Science-7th Grade Science: In 2011, 8% of the combined population scored proficient or advanced, African American scored 3%, Caucasian scored 25%, Economically Disadvantaged scored 7%, and Students with Disabilities scored 0%. Students scored lowest in nature of science multiple choice and open response earth and space science. In 2012, 14% of the combined population scored proficient, African Americans scored 5%, Caucasian scored 29%, Economically Disadvantaged scored 11%, and Students with Disabilities scored 0%. Students scored lowest in nature of science multiple choice and open response life science. In 2013, 19% of the combined population scored proficient or advanced, African

American scored 12%, Caucasian scored 40%, Economically Disadvantaged scored 12%, and Students with Disabilities scored 0%.

10. Biology: In 2011, 25% of the combined population scored proficient or advanced, African American scored 8%, Caucasian scored 60%, Economically Disadvantaged scored 24%, and Students with Disabilities scored 0%. Students scored lowest in multiple choice classification and the diversity of life and nature of science; in open response molecules and cells. In 2012, 54% of the combined population scored proficient or advanced, African American scored 38%, Caucasian scored 86%, Economically Disadvantaged scored 80%, and Students with Disabilities scored 17%. Students scored lowest in multiple choice classification and the diversity of life and molecules and cells; in open response molecules and cells and nature of science. In 2013, 30% of the combined population scored proficient or advanced. African American scored 22%, Caucasian scored 54%, Economically Disadvantaged scored 28%, and Students with Disabilities scored 0%.

Goal	To meet the needs of all students in mathematics and increase student achievement.
Benchmark	Clarendon Elementary (CES) will meet Annual Measureable Objectives (AMO) for all students of 73.83% and Targeted Achievement Gap Group 71.95% in mathematics. CES will meet the following percentages in mathematics growth for 2014: All student 58.92% and Targeted Achievement Gap Group 55.00%.
Benchmark	Clarendon High (CHS) will meet Annual Measureable Objectives (AMO) for all students of 62.73% and Targeted Achievement Gap Group 60.30% in mathematics. CHS will meet the following percentages in mathematics growth for 2014: All students 62.95% and Targeted Achievement Gap Group 61.04%.

Intervention: The Clarendon School District will provide administrative support and other services to successfully implement, manage, and evaluate supplemental activities enhancing the math achievement of all students.

Scientific Based Research: Blakenship, A., "Failure Is Not an Option: Six Principals That Guide Student Achievement in High-Performing Schools", Corwin Press, 2004.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Before and After School Classes in Math will be held at Clarendon Elementary and After School Program held at Clarendon High. Determination of summer programs for Credit Recovery (9-12) to be held on the CHS campus will be made in the spring. Action Type: Technology Inclusion	Jan Hodge, CES Guidance	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff School Library Teachers 	ACTION BUDGET: \$
COLLABORATION/NEEDS ASSESSMENT: Clarendon School District will use interium assessments to guide instruction and assess student	Carlee Latham, Math Coach	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants 	ACTION BUDGET: \$

<p>learning during the school year. The Curriculum Coordinator, Math Coach, and Math Consultants (TLI, GREC, E2E) will assist teachers with data disaggregation. Assessments will reflect appropriate curriculum pacing and instruction.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion</p>		4	<ul style="list-style-type: none"> Teachers 	
<p>EVALUATION/MAINTAINING OF HQT/SCHOOL WIDE REFORM STRATEGIES: By second semester, bi-monthly classroom walk-through data will show 100% implementation of standards based curriculum evidenced by curriculum objectives and high-yield strategies throughout the school district. Results will be reported in next year's ACSIP. *Second semester 2009-2010 Classroom Walk-Through Data revealed 63% of classroom teachers clearly communicated daily curriculum objectives and fewer than 35% used high yield strategies consistently. *Second semester 2010-2011 Classroom Walk-Through Data revealed 96% of classroom teachers (100% CHS/93% CES) clearly communicated daily curriculum objectives. Districtwide 54% of the teachers used higher level strategies. * Second semester 2011-2012 Classroom Walk-Through Data remained constant on clearly communicating daily</p>	Renea Roberts, Science Coach	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Administrative Staff Teachers 	<p>ACTION BUDGET: \$</p>

curriculum objectives: 96% district wide. Teachers consistently using high yield strategies increased to 60% districtwide. **In 2012-2013, CWT data revealed 75% of CHS teachers and 50% of CES teachers consistently used HYS for a district average of 62.5%. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation				
Clarendon Public Schools will employ math coaches on each of the 2 campuses to mentor Math Teachers, model high yield strategies, assist with classroom instruction, horizontal and vertical alignment, serve as a resource for content knowledge. Materials and supplies will be provided for classroom modeling activities. Funds are budgeted for training and travel related to Standards Based Math curriculum. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Cindy Roberts, Math Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 10:	To eliminate the language barrier for English Language Learners in order that they can achieve.
Supporting Data:	<ol style="list-style-type: none"> 2009: 12 ELL students K-6; 12 assessed with ELDA. 3 students Level 1:Pre-functional; 3 students Level 2:Beginning; 5 students Level 3:Intermediate; 1 student Level 4:Advanced. 2010: 15 ELL students K-11; all assessed with ELDA. 4 students Level 1:Pre-functional; 1 student Level 2:Beginning; 1 student Level 3:Intermediate; 4 students Level 4:Advanced; 4 students Level 5: Fully English Proficient. 2011: 23 students K-9; all assessed with ELDA or LAS. 4 students Level 1: Pre-functional; 8 students Level 2: Beginning; 4 students Level 3: Intermediate; 6 students Level 4: Advanced; 1 students Level 5: Full English Proficient. 2012: 21 students K-9; all assessed with ELDA or LAS. 1 student Level 1: Pre-functional; 7 students Level 2: Beginning; 5 students Level 3: Intermediate; 9 students Level 4: Advanced; 0 students Level 5: Full English Proficient.

5. 2013: 21 students K-9; all assessed with ELDA or LAS. 1 student Level 1: Pre-functional; 3 students Level 2: Beginning; 6 students Level 3: Intermediate; 5 students Level 4: Advanced; 2 students Level 5: Full English Proficient.

Goal To bring all English Language Learners in the Clarendon School District to a Proficient or Advanced level in Literacy and Math.

Benchmark English Language Learners will reach 2014 AMO in Literacy of 50.00 for CES students and 25.00 for CHS students; AMO in Mathematics of 37.50 for CES students and 40.00 for CHS students.

Intervention: The Clarendon School District will provide curricular, instructional, and administrative support to successfully implement activities for the achievement of English Language Learner students.

Scientific Based Research: Diaz-Rico, Lynn T. "Strategies for Teaching English Learners". (3rd Edition). ASCD. 2012.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>A English Language Learner (ELL) Coordinator (King/\$1000 each semester) will be employed and trained in ELL strategies, policies, and protocol. Funds will be provided for training costs (materials, fees, travel, food, lodging). Coordinator will provide ELL training to district classroom teachers, communicate with parents of ELL students, maintain necessary documentation and district compliance with ELL regulations. ELL designation and evaluation of students will be the responsibility of the Coordinator. Substitutes will be provided for program related activities when necessary.</p>	<p>Chad Simpson, CHS Literacy Coach</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> District Staff Performance Assessments Teachers 	<p>ELL (State-276) - Purchased Services: \$</p> <p>ELL (State-276) - Materials & Supplies: \$</p> <p>ELL (State-276) - Employee Benefits:</p> <p>ELL (State-276) - Employee Salaries:</p> <p>ACTION BUDGET: \$</p>

Appropriate materials and supplies will be provided for ELL use in the classroom. Materials and supplies will include but not limited to flash cards, e-readers and e-books, picture books. Action Type: Equity Action Type: HQT-Section 2141 Action Type: Professional Development				
Teachers trained to work with English Language Learners will communicate with parents, providing Parent/Student Handbooks, notification letters for school choice, school improvement status, Title I parent compacts, etc. in the appropriate language. Teachers will use translation programs to communicate with parents in writing. Computer printers and printing supplies will be purchased for use by teachers with ELL students. Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development	Cassie Severe, ELL Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Central Office Teachers 	ACTION BUDGET: \$
EVALUATION: Annual screenings of identified students will provide program evaluation. Reports will reveal individual	Cassie King, ELL Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$

<p>growth in levels of reading, listening, writing, and speaking. **From 2008 to 2009: 7 students returned; of those 7: 3 remained at the same level of function, 3 achieved 1 level of function, 1 progressed 2 levels of function **From 2009 to 2010: 11 students returned; of those 4 remained at the same level of function, 5 achieved 1 level of function, 1 progressed 2 levels of function **From 2010 to 2011: 14 students returned; of those 3 remained at the same level of function, 6 progressed 1 level of function, scores regressed 1 level of function on 5 students. ** From 2011 to 2012: 18 students returned; of those 10 remained at the same level of function, 5 progressed 1 level of function, 1 progressed 2 levels of function, 2 regressed in function. ** From 2012 to 2013: 15 students returned; of those 4 students remained at the same level of function, 3 progressed 1 level of function, 1 progressed 2 levels of function, 1 progressed 3 levels of function, and 6 regressed in function.</p>				
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Action Type: Program Evaluation				
ELL Coordinator will contact classroom teachers of ELL students weekly to offer assistance and mentoring to classroom teachers. Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Chris Flowers, Paraprofessional	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
After school tutoring for all English Language Learners will be held twice weekly, 1.5 hours each, for 33 sessions for targeting language development and offering assistance with homework.(King/\$20 hr.) Materials, supplies and software will be provided to support tutoring activities. Software purchased for 5-12 grade ELL student (up to 10 license) use will be "Reading Plus" which concentrates on fluency, vocabulary development, test taking strategies, and comprehension. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement	Cassie King, ELL Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	ELL (State-276) - Materials & Supplies: ELL (State-276) - Employee Benefits: ELL (State-276) - Employee Salaries: ACTION BUDGET: \$
Literacy and Math Specialists from GREC and Elbow 2	Cassie King, ELL Coordinator	Start: 07/01/2013	<ul style="list-style-type: none"> Outside Consultants Teachers 	ACTION BUDGET: \$

Elbow will work with classroom teachers of ELL students and the ELL Coordinator to improve instruction. Action Type: Alignment Action Type: Equity Action Type: Professional Development		End: 06/30/2014		
Total Budget:				

Priority 11:	Clarendon High will reach its Annual Measurable Objective in Literacy, Mathematics and graduation rate in 2012-2013.
Supporting Data:	<ol style="list-style-type: none"> Scholastic Audit Findings, 2008; Standard 1, Curriculum: Level 1= 100% Standard 2, Classroom Eval/Assessment: Level 2 = 50%, Level 1 = 50% Standard 3, Instruction: Level 2 = 87%, Level 1 = 50% Standard 4, School Climate : Level 2 = 73%, Level 1 = 27% Standard 5, Student, Family, Community Support: Level 3 = 20%, Level 2 = 80% Standard 6, Professional Growth, Development, Evaluation: Level 2 = 58%, Level 42% Standard 7, Leadership: Level 2 = 73%, Level 1 = 27% Standard 8, School Org & Fiscal Resources: Level 2 = 80%, Level 1 = 20% Standard 9, Comprehensive & Effective Planning: Level 2 = 62%, Level 1 = 38% Clarendon High's Discipline Data: *2009-2010 In school suspension 168; Out of school suspension 54; Expulsions 3. *2010-2011: In school suspension 390; Out of school suspension 96; Expulsions 3. *2011-2012: In school suspension 439; Out of school suspension 93; Expulsions 2. 2012-2013: In school suspension 95; Out of school suspension 37; Expulsions 0.
Goal	In 2013-2014, CHS will reach projected AMO of 64.57 for all students and 62.83 for TAGG students in Literacy and projected AMO of 62.73 for all students and 60.30 for TAGG students in mathematics. CHS will reach the AMO for graduation rate of 90.30.
Benchmark	At Clarendon High, 69.28% of all students and 67.86% of TAGG will demonstrate growth in literacy. In mathematics, 62.95% of all students and 61.04% of TAGG will demonstrate growth in mathematics.

Intervention: Clarendon School District will support and assist Clarendon High reach 2013-2014 Annual Measurable Objectives in literacy, mathematics, and graduation rate.				
Scientific Based Research: Whitaker, Todd. "What Great Teachers Do Differently: 17 Things That Matter Most". Eye on Education. 2011.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Clarendon High will partner with Elbow 2 Elbow (external provider) to develop and implement a Targeted Improvement Plan. The TIP will address the	Doug Caldwell, CHS Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	ACTION BUDGET: \$

guidance offered in the ESEA Flexibility Waiver using quarterly measurable objectives. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation				
Clarendon High will reschedule its school day, deleting the 30 minute period for remediation. Targeted classes will be double-blocked or two periods back-to-back of EOC Algebra 1 classes, EOC 11th grade Literacy classes, Biology, 7th and 8th grade Literacy. Three sections of 8th grade Math classes will allow for smaller class size. Action Type: Collaboration	Anna Marie Woodell, CHS Guidance	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Clarendon High will contract with a secondary math specialists (E2E) to work with administration and math faculty during the school day, addressing lack of math achievement. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Carlee Latham, Math Coach	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
School Climate Committee has developed a new Behavior Management System for the 2012-2013 school year. Purpose of the system is to keep students in the	Katrina Cotton, Literacy Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Performance Assessments • Teachers 	ACTION BUDGET: \$

teacher's classroom where learning can take place vs out of class due to disciplinary actions and to instill student self-management and accountability. CHS Staff members have been trained in the management system. All parents have attended a parent meeting to view a powerpoint presentation on the newly developed student expectations of the school. Action Type: Collaboration Action Type: Program Evaluation				
E-2-E School Improvement Specialist in Literacy will work with ELA and disciplinary teachers to align instruction and student expectations. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Kimbery Endsley, Media	Start: 08/19/2013 End: 05/30/2014	<ul style="list-style-type: none"> • Outside Consultants • Performance Assessments • Teachers 	ACTION BUDGET: \$
EVALUATION: In 2013, all students met growth in Literacy scoring 67.09%. Action Type: Program Evaluation	Anna Marie, Counselor	Start: 08/19/2013 End: 05/30/2014	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

- Planning Team

Classification	Name	Position	Committee
Business Representative	Ken Henry	M&P Bank President	District
Classroom Teacher	Carlee Latham	CES Interventionist	District
Classroom Teacher	Katrina Cotton	7-8 Literacy	District
Classroom Teacher	Renea Roberts	CHS Science	District
Community	Casey Christain	Student	District

Representative			
Community Representative	Christene Bean	Grandparent	District
Community Representative	Darrell Gray	Community Member	District
Community Representative	Donald Branch	Community Member	District
Community Representative	Jim Stinson	Mayor	District
Community Representative	Keri Simpson	Community	District
Community Representative	Lilee Smith	Student	District
Community Representative	Susan Caplener	Medical Representative	District
District-Level Professional	Lee Vent	Superintendent	District
District-Level Professional	Monica Gray	Federal Coordinator	District
Non-Classroom Professional Staff	Anna Marie Woodell	CSD Test Coordinator	District
Non-Classroom Professional Staff	Bobbie Loewer	Literacy Coach (K-8)	District
Non-Classroom Professional Staff	Chad Simpson	Literacy (9-12)/Content (3-12) Coach	District
Non-Classroom Professional Staff	Christine Flowers	CES Parapro/Parent Involvement Coordinator	District
Non-Classroom Professional Staff	Earnestine Johnson	Homeless Liason/School Nurse	District
Non-Classroom Professional Staff	Kim Endsley	CHS Media	District
Non-Classroom Professional Staff	Lisa Prince	Member	District
Parent	Kady Brown	Member	District
Parent	Kevin Steeland	CHS Parent, Business Rep	District
Parent	Tri Mason	Law Enforcement	District
Principal	Doug Caldwell	CHS Principal	District
Principal	Ruby Ellis	CES Principal	District

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