

School Plan

CLARENDON SCHOOL DISTRICT
P.O. Box 248 Clarendon, AR 72029

Arkansas Comprehensive School Improvement Plan

2014-2015

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, safe environment that they may take pride in all they do and become responsible citizens, able to meet the demands of a diverse, 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 2015 AMO goals of 78.55% for all students, 77.33% for TAGG students in Literacy Growth and 63.48% for all students, 60.00% for TAGG students in Mathematics Growth.

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 2014-2015, CHS will reach projected AMO of 68.51 for all students and 66.96 for TAGG students in Literacy and projected AMO of 66.87 for all students and 64.71 for TAGG students in mathematics. CHS will reach the AMO for graduation rate of 91.51.

Priority 1: To provide curricular and administrative support to the faculty and student body of the Clarendon School District.

Supporting Data:

1. Literacy 2014 In the year 2014, there were 42 students tested in 3rd Grade. Of those students, 22 or 52% were proficient or advanced. Of the 19 African American students, 7 or 37% were proficient or advanced. Of the 2 Hispanic students, 2 or 100% were proficient or advanced. Of the 17 Caucasian students, 9 or 53% were proficient or advanced, Of the 5 two or more race students 4 or 80%. Of the 2 LEP students, 2 or 100% were proficient or advanced. Of the 39 economically disadvantaged students, 21 or 54% were proficient or advanced. Of the 8 students with disabilities, 1 or 13% was proficient or advanced. The lowest identified areas for the combined population were: Reading, Open Response (all

areas), Writing Content and Style. 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. Mathematics 2014 Augmented Benchmark-3rd Grade Mathematics Exam In the year 2014, there were 42 students tested in 3rd Grade. Of those students, 29 or 69% were proficient or advanced. Of the 19 African American students, 12 or 63% were proficient or advanced. Of the 2 Hispanic students, 2 or 100% were proficient or advanced. Of the 16 Caucasian students, 12 or 75% were proficient or advanced. Of the 5 two or more races 5 or 100% were proficient or advanced. Of the 2 LEP students, 2 or 100% were proficient or advanced. Of the 39 economically disadvantaged students, 27 or 69% were proficient or advanced. Of the 8 students with disabilities, 3 or 38 % were proficient or advanced. The lowest identified areas for the combined population were: Multiple Choice Geometry, Open Response Geometry, Measurement, Data analysis. 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.

2. Literacy 2014 In the year 2014, there were 33 students tested in 4rd Grade. Of those students, 26 or 79% were proficient or advanced. Of the 12 African American students, 9 or 75% were proficient or advanced. Of the 2 Hispanic students, 2 were proficient or advanced or 100%. Of the 18 Caucasian students, 14 or 78% were proficient or advanced. Of the 2 LEP students, 2 was proficient or advanced at 100%. Of the 29 economically disadvantaged students, 24 or 83% were proficient or advanced. Of the 6 students with disabilities, 2 or 33% were proficient or advanced. The lowest identified areas for the combined population were: Reading Open Response literary and practical Passage and. Writing, Content and Style. 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. Mathematics 2014 Augmented Benchmark-4rd Grade Mathematics Exam In the year 2014, there were 33 students tested in 4th Grade. Of those students, 23 or 70% were proficient or advanced. Of the 12 African American students, 8 or 67% were proficient or advanced. Of the 2 Hispanic students, 2 or 100% were proficient or advanced. Of the 18 Caucasian students, 13 or 72% were proficient or advanced. Of the 2 LEP students, 2 or 100% were proficient or advanced. Of the 29 economically disadvantaged students, 22 or 76 % were proficient or advanced. Of the 6 students with disabilities, 0 or 0% were proficient or advanced. The lowest identified areas for the combined population were: Multiple Choice Geometry Measurement, Open Response Geometry and Measurement. 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.

3. Literacy 2014 In the year 2014, there were 30 students tested in 5rd Grade. Of those students, 20 or 66% were proficient or advanced. Of the 18 African American students, 13 or 72% were proficient or advanced. Of the 2 Hispanic students, 2 were proficient or advanced or 100%. Of the 10 Caucasian students, 5 or 50% were proficient or advanced. Of the 2 LEP students, 2 or 100% was proficient or advanced. Of the 30 economically disadvantaged students, 20 or 66% 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 Literary and Practical Passage. Writing, Content and Style. 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. Mathematics 2014 Augmented Benchmark-5th Grade Mathematics Exam In the year 2014, there were 30 students tested in 5th Grade. Of those students, 16 or 53% were proficient or advanced. Of the 18 African American students, 10 or 53% were proficient or advanced. Of the 2 Hispanic students, 2 or 100% were proficient or advanced. Of the 10 Caucasian students, 4 or 40% were proficient or advanced. Of the 0 two or more race 0 or 0% were proficient or advanced. Of the 2 LEP students, 2 or 100% were proficient or advanced. Of the 30 economically disadvantaged students, 16 or 53% 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 & Data Analysis, Open Response Measurement & Data Analysis . 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.

4. Literacy 2014 In the year 2014, there were 40 students tested in 6th Grade. Of those students, 21 or 53% were proficient or advanced. Of the 23 African American students, 10 or 43% were proficient or advanced. Of the 1 Hispanic students, 1 were proficient or advanced or 100 %. Of the 16 Caucasian students, 10 or 63% were proficient or advanced. Of the 0 LEP students, 0 was proficient or advanced at 0%. Of the 37 economically disadvantaged students, 18 or 49% were proficient or advanced. Of the 4 students with disabilities, 1 or 25% were proficient or advanced. Of the 0 two or more race student 0 or 0% were proficient or advanced. The lowest identified areas for the combined population were: Reading Multiple Choice Content and practical Passage and Open Response Content Passage Writing, Content and Style. 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. Mathematics 2014 Augmented Benchmark-6th Grade Mathematics Exam In the year 2014, there were 40 students tested in 6th Grade. Of those students, 18 or 45% were proficient or advanced. Of the 23 African American students, 8 or 35% were proficient or advanced. Of the 1 Hispanic students, 1 or 100% were proficient or advanced. Of the 16 Caucasian students, 9 or 56% were proficient or advanced. Of the 0 two or more races 0 or 0% were advanced. Of the 0 LEP students, 0 or 0% were proficient or advanced. Of the 37

economically disadvantaged students, 15 or 41% 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 and Data Analysis, Open Response Data Analysis, Measurement and Algebra. 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.

5. Clarendon Elementary School average attendance 2013, 2012 school years was 91.27. Average attendance for 2014 was 95.39.
6. 2011 Baseline in Math Performance was 50.30 for all students; 47.06 for TAGG students; 37.25 for African-American; and 14.81 for Students with Disabilities. The 2012 AMO for Math Performance for all students was 50.31; 47.65 TAGG; 43.96 African-American; 48.30 Economically Disadvantaged; and 32.00 for Students with Disabilities. AMO was met in African-American and Students with Disabilities subgroups. The 2013 AMO for Math Performance for all students was 56.97; 55.03 for TAGG; 51.61 for African-American; 55.03 for Economically Disadvantaged; and 33.33 for Students with Disabilities. AMO was met in African-American and Students with Disabilities subgroups. The projected 2014 AMO for Math Performance for all students was 55.23; 51.97 for TAGG; 53.33 for African-American; 51.97 for Economically Disadvantaged; and 15.79 for Students with Disabilities. AMO was met in African-American subgroup.
7. 2011 Baseline in Literacy Performance was 52.76% for all students; 50.44% for TAGG students; 46.91% for African-American; 51.35% for Economically Disadvantaged; and 4.00% for Students with Disabilities. The 2012 AMO for Literacy Performance for all students was 57.38%; 54.46% TAGG; 52.24% African-American; 55.96% Economically Disadvantaged; and 0% for Students with Disabilities. AMO was met in All Students, African-American and Economically Disadvantaged Students subgroups. The 2013 AMO for Literacy Performance for all students was 65.85%; 60.58% for TAGG; 54.84% for African-American; 60.58% for Economically Disadvantaged; and 15.38% for Students with Disabilities. AMO was met in All Students, TAGG, and Economically Disadvantaged subgroups. The projected 2014 AMO for Literacy Performance for all students was 58.87%; 57.02% for TAGG; 59.72% for African-American; 57.02% for Economically Disadvantaged; and 6.67% for Students with Disabilities. AMO was not met in any subgroup.
8. 2011 Baseline for Graduation Rate was 83.33%; 85.00% for TAGG students; 85.71% for African-American; 87.18% for Economically Disadvantaged; and 50.00 for Students with Disabilities. The 2012 AMO for Graduation Rate for all students was 81.13%; 84.09% TAGG; 75.86 for African-American; 85.71 for Economically Disadvantaged; and 81.82 for Students with Disabilities. AMO was met for Students with Disabilities. The 2013 AMO for Graduation Rate for all students was 88.89%; 91.89 TAGG; 88.89% for African-American; 91.89% for Economically Disadvantaged; and 90.00% for Students with Disabilities. AMO was met in all subgroups. The 2014 AMO for Graduation Rate for all students was 83.33%; 83.73% for TAGG; 80.65% for African-American; 83.73% for Economically Disadvantaged; and 100.00% for Students with Disabilities. AMO was met with Students with Disabilities.
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%. In 2014, 13% of the combined population scored proficient or advanced, African American scored 8%, Caucasian scored 25%, 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%. In 2014, 29% of the combined population scored proficient or advanced. African American scored 16%, Caucasian scored 50%, Economically Disadvantaged scored 32%, and Students with Disabilities scored 0%.

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 2015 AMO in Literacy of 74.95% for all students, 72.52% for TAGG students. All Students will reach AMO in Mathematics of 76.73%, and TAGG students will reach 75.07%.

Benchmark Clarendon High Students will reach 2015 AMO in Literacy of 68.51% for all students, 66.96% for TAGG students. All Students will reach AMO in Mathematics of 66.87% and TAGG students will reach 64.71%.

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	Jeanie Helms, Superintendent's Secretary	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Central Office Outside Consultants Teachers 	Title I - Purchased Services: \$750.00 Title I - Materials & Supplies: \$697.00 Title I - Employee Salaries: \$10990.00 Title I - Employee Benefits: \$2609.36 <hr/> ACTION BUDGET: \$15046.36

<p>in 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, and related expenses will be paid. (2210)</p> <p>Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion</p>				
<p>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, other purchased services) and supplies related to program administration. (2324)</p> <p>Action Type: Collaboration</p>	<p>Sandra Powell, District Bookkeeper</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Central Office • District Staff • Teachers 	<p>Title I - Purchased Services: \$1549.00</p> <p>Title I - Materials & Supplies: \$1000.00</p> <p>Title I - Employee Salaries: \$25746.00</p> <p>Title I - Employee Benefits: \$6044.40</p> <hr/> <p>ACTION BUDGET: \$34339.4</p>

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 2014-2015 identified students (Sept,2014;30). Additional resources will be sought to assist in the education of these students. (3355) Action Type: Collaboration Action Type: Equity	Erica Simpson, Homeless Liaison	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers • Teaching Aids 	Title I - Purchased Services: \$500.00 Title I - Materials & Supplies: \$2500.00 <hr/> ACTION BUDGET: \$3000
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 instructionally aligned curriculum documents in all subject areas, implementation of Common Core Standards, the implementation and analysis of interium assessments using TLI, the vertical alignment of and compulation 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 deveopment 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	Sandra Powell, District Bookkeeper	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Performance Assessments • Teachers • Teaching Aids 	NSLA (State-281) - Purchased Services: \$1000.00 NSLA (State-281) - Materials & Supplies: \$1000.00 NSLA (State-281) - Employee Benefits: \$6031.00 NSLA (State-281) - Employee Salaries: \$24727.00 <hr/> ACTION BUDGET: \$32758

addressed in school plans. (NSLA-2210/Gray) Action Type: Alignment Action Type: Collaboration Action Type: Equity				
"Right to Know" instructor qualification will be disseminated to all parents in August. Parent Involvement Policy and Parent 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. Action Type: Parental Engagement	Chris Flowers, CSD Parent Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff 	<hr/> ACTION BUDGET: \$
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. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity	Anna Marie Woodell, Testing Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
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. Teachers will complete Technology Self Assessments in August and May annually beginning in August, 2011; rating themselves Below Basic, Basic, Proficient, Advanced. Growth	Ruby Ellis, Director of Professional Growth and Accountability	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers • District Staff • Teaching Aids 	<hr/> ACTION BUDGET: \$

<p>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 at least 1 level of growth (below, basic, proficient, advanced). In 2014, 95% indicated proficiency or advanced level of use. In 2014-2015, Instructional Staff will be surveyed on use of 3 components only : Classroom Technology, Bloomboard, e-School.</p> <p>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 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</p>	Tracey Hoad, GT Coordinator	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

grades 7-12. Differentiation will be through Pre Advanced Placement and Advanced Placement courses offered by CollegeBoard certified teachers. Action Type: Alignment Action Type: Collaboration				
District administration will conduct daily Walk Throughs through out 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 plans. Agendas of meetings and documentation of evaluations in school plans will provide evidence. Action Type: Collaboration Action Type: Program Evaluation	Chad Simpson, High School Facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff 	<hr/> ACTION BUDGET: \$
NEEDS ASSESSMENT/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. In 2014, 8 students were assigned to the program. Of those, none transitioned back into the classroom successfully.	Anna Woodell, CHS Guidance	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ALE (State-275) \$17000.00 - Purchased Services: <hr/> ACTION BUDGET: \$17000

Action Type: Alignment Action Type: Collaboration Action Type: Equity				
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: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
EVALUATION: The NSLA program will be 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. Interim 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	Anna Marie Woodell, District Test Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Clarendon School District will use Title I funds to employ a part-time administrative assistant (.43FTE, Walton) to assist with development, distribution, scoring, and reporting related to the interim	Sandra Powell, District Bookkeeper	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Central Office District Staff 	Title I - Employee \$2989.00 Benefits: Title I - Employee \$10073.00 Salaries:

TLI diagnostic student assessments and related practice activities to prepare students for PARCC assessments. (2324) Action Type: Collaboration				<hr/> ACTION BUDGET: \$13062
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 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: Professional Development Action Type: Technology Inclusion	Cindy Roberts, Math Facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Outside Consultants • Performance Assessments • Teachers 	<hr/> Title I - Materials & Supplies: \$1000.00 Title I - Purchased Services: \$16000.00 <hr/> ACTION BUDGET: \$17000
In the fall each school will conduct an open Title I meeting 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: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff 	<hr/> ACTION BUDGET: \$
The Clarendon School District will employ Director of Professional Growth and Accountability (Ellis/1.00 FTE) to coordinate the successful implementation of the TESS/LEADS models and the	Jeanie Helms, Superintendent's Secretary	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> PD (State-223) - Purchased Services: \$400.00

<p>professional development activities associated with such. Working with the District Leadership Team of superintendent, federal programs/curriculum coordinator, principals, counselors, instructional facilitators, interventionists, the Director will: assist personnel with the development of PGPs as needed, identify and match resources and provide support to identified needs determined by PGP, provide/oversee TESS training for new staff joining CSD, monitor progress of PGP and review artifacts, conduct classroom walk throughs and focus walks, provide feedback to teachers, conference with principals and report to Leadership Team, conduct appropriate professional development activities during weekly Professional Learning Communities as determined by District Leadership Team. Funds will be budgeted for supplies (such as but not limited to) camera, office supplies. Funds for travel, food, lodging, will also be provided for appropriate trainings.</p> <p>Action Type: Collaboration Action Type: Professional Development</p>				<p>PD (State-223) \$600.00 - Materials & Supplies: PD (State-223) \$15486.08 - Employee Benefits: PD (State-223) \$62760.00 - Employee Salaries:</p> <hr/> <p>ACTION BUDGET: \$79246.08</p>
<p>Clarendon School District will implement Common Core State Standards in all classrooms during the 2014-2015 school year.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Technology Inclusion</p>	Carlee Latham, CES Math	<p>Start: 08/19/2014 End: 05/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>The ACSIP of each campus will undergo a Peer Review in the fall prior to submission, using 2011 ADE checklist as a guide.</p> <p>Action Type: Program Evaluation</p>	Principals	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

The District's School Improvement Planning Committee will review the Mission Statement annually.	Ruby Ellis, Director of Professional Growth and Accountability	Start: 07/01/2014 End: 09/01/2014		ACTION BUDGET: \$
Total Budget:				\$211451.84
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, ELLA/ELF/Literacy Lab, 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	Mary Maney, Superintendent's Office	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants 	ACTION BUDGET: \$
Professional development activities will be evaluated by participants. Walk Throughs focusing on implementation of trainings, use of technology,	Ruby Ellis, Director of Professional Growth and Accountability	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$

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				
Modules of the Teachscape software will be used to meet Professional Development (individual and group) needs of instructional and administrative staff per Professional Growth Plans and the needs/interests of Learning Communities. Teachers will receive professional development credit. Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion	Ruby Ellis, Director of Professional Growth and Accountability	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers • Outside Consultants 	PD (State-223) \$3400.00 - Purchased Services: <hr/> ACTION BUDGET: \$3400
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	Lynn Chadwick, GREC	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	<hr/> ACTION BUDGET: \$

Development				
<p>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, 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. SAI for 2014-2015 will be conducted later in the school year. Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion</p>	Jeff Vent, Technology	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</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. 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. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	Ruby Ellis, Director of Professional Growth and Accountability	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</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. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Monica Gray, ACSIP Chair	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$
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. Action Type: Collaboration Action Type: Professional Development	Ruby Ellis, Director of Professional Growth and Accountability	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Teachers 	Title II-A - Purchased \$10000.00 Services: <hr/> ACTION BUDGET: \$10000
PROFESSIONAL DEVELOPMENT: School Improvement Specialist (Byrd) 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. Action Type: Collaboration Action Type: Professional Development	Monica Gray, Title I Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	<hr/> ACTION BUDGET: \$
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	Renee Spurlock, Vocational Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers 	PD (State-223) - Employee \$1566.00 Benefits: PD (State-223) - Employee \$5484.00 Salaries:

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				<hr/> ACTION BUDGET: \$7050
CHS Principal will attend train the trainer for Differentiated Instruction July, 2014 from the Center for Teacher Effectiveness. District Teachers will be trained throughout the year in strategies to improve instruction and classroom management. Funds will be provided for travel expenses and training materials/supplies for teachers. Action Type: Alignment Action Type: Collaboration Action Type: Technology Inclusion	Kim Endsley, CHS Media Specialist	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers • Teaching Aids 	<hr/> PD (State-223) - Purchased Services: \$1000.00 PD (State-223) - Materials & Supplies: \$150.00 <hr/> ACTION BUDGET: \$1150
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	Renee Spurlock, Vocational Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$

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. Assessment Survey ***2013-2014 Data: 100% of staff indicated growth or remained at Advanced level of general classroom use of technology. In 2014-2015, the Tech Survey will address only 3 areas of use: Classroom Technology, BloomBoard, e-School. Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion				
The Clarendon School District will post the Arkansas Consolidated School Improvement Plan, including the Parent Involvement Plan on its website annually. Action Type: Equity Action Type: Parental Engagement Action Type: Technology Inclusion	Jeff Vent, Technology	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff 	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	Chris Flowers, CSD Parent Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Teachers 	ACTION BUDGET: \$
Total Budget:				\$21600

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.
 7. Districtwide in 2013-2014: In school suspension 180; Out of school suspension 93; 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
<p>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 school suspension 93; Expulsions 2. **2012-2013: In school suspension 109; Out of school suspension 75; Expulsion 0. **2013-2014: In school suspension 180; Out of school suspension 93; Expulsions 0.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation</p>	Lisa Prince, High School	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Administrative Staff 	<p>ACTION BUDGET: \$</p>
<p>Comprehensive health and drug/violence prevention curriculum using components from Project Wisdom, CHAMPS, PRIDE, and Teen Leadership training will be implemented.</p> <p>Action Type: Collaboration Action Type: Equity</p>	Anna Marie Woodell, Guidance	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Outside Consultants Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>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.</p> <p>Action Type: Alignment</p>	Raymond Whiteside, CES Literacye	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Administrative Staff Community Leaders Outside Consultants 	<p>ACTION BUDGET: \$</p>

Action Type: Collaboration Action Type: Parental Engagement			<ul style="list-style-type: none"> Teachers Teaching Aids 	
"School Cast" telecommunication and digital marquee will be used to notify parents of school activities. Action Type: Collaboration Action Type: Parental Engagement	Mary Maney, Superintendent's Office	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Community Leaders 	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 2013-2014 High 86% 2012-2013 High 84% 2011-2012 High 96% 2010-2011 High 86% 2009-2010 High 92% 2009-2008 High 92% HEALTH EDUCATION:Module 2 2013-2014 High 90% 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 2013-2014 High 90% 2012-2013 Med 74% 2011-2012 High 82% 2010-2011 High 82% 2009-2010 High 92% 2009-2008 High 92% NUTRITION SERVICES: Module 4 2013-2014 High 82% 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 2013-2014 High 97% 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 2013-2014 High 100% 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 2013-2014 Med 71% 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 2013-2014 High 78% 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 2013-2014 High 95% 2012-2013 High 95% 2011-2012 High 85% 2010-2011 High 89% 2009-2010 High 92% 2009-2008 High 92% HEALTH EDUCATION:Module 2 2013-2014 High 95% 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 2013-2014 High 99% 2012-2013 High 99% 2011-2012 High 84% 2010-2011 High 81% 2009-2010 High 92% 2009-2008 High 92% NUTRITION SERVICES: Module 4 2013-2014 Med 71% 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 2013-2014 High 97% 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 2013-2014 High 100%
 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 2013-2014 High 84%
 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 2013-2014 High
 78% 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 2014-2015 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% or remain in the high category.

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	Erica Simpson, School Nurse	Start: 07/01/2014 End: 06/30/2015	<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	Willie Stokes, Science Teacher	Start: 07/01/2014 End: 06/30/2015	<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 alignment and implementation of the current Arkansas Nutrition and Physical Activity Standards and Arkansas Curriculum Frameworks. Resources,	Ashley Kimbriel, 7th-8th Science	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community 	ACTION BUDGET: \$

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			<ul style="list-style-type: none"> 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	Erica Simpson, School Nurse	Start: 07/01/2014 End: 06/30/2015	<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: 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%. ***2013-2014 BMI K-10 grades of 248 students: 42.2% Males were Over Weight; an increase of 1.2% and 45% Females were Over Weight; and decrease of 9.4%. Action Type: Program Evaluation Action Type: Wellness	Erica Simpson, School Nurse	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Outside Consultants 	ACTION BUDGET: \$
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	Suzanne Self, Math/Science Teacher	Start: 07/01/2014 End: 06/30/2015	<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:

1. 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%

2. 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 collaboratively 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 collaboratively 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 2015 AMO goals of 78.55% for all students, 77.33% for TAGG students in Literacy Growth and 63.48% for all students, 60.00% for TAGG students in Mathematics Growth.

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 Northwest 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 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	Jan Hodge, CES Guidance	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$

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 a Math Coaches to assist teachers in the integration of math 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: Alignment Action Type: Collaboration	Stacey Caldwell, K-8 Science Lab Facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	ACTION BUDGET: \$
(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	Cindy Roberts, Math Facilitator	Start: 07/01/2014 End: 06/30/2015	<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 implementations will be made to address curriculuar weaknesses, gaps, changes, resources, advances in technology. Policies will be developed and information presented to administration and local school board for adoption annually. Action Type: ADE Scholastic Audit Action Type: Collaboration	Raymond Whiteside, Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
(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	Kim Endsley, Media	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$

submitted electronically and reviewed by administration and instructional coaches. Technology (i-pads, i-pods, e-mails) will be used during classroom walk throughs to verify plan and instruction coorelation and provide instant feed-back to teachers. Action Type: ADE Scholastic Audit Action Type: Alignment				
(S 2.1a, 2.1d, 2.1e, 6.1c) Clarendon Elementary will use interium assessments from The Learning Institue 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: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	ACTION BUDGET: \$
EVALUATION: IN 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 fully implemented Common Core State Standards (math and literacy) and practices. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	Jaci Cook, 3rd grade literacy teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • 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 all teachers. Binders will contain school and student assessment data, target test data, professional development and Professional Learning Community information,	Donna Beedle, Literacy coach	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Teachers • Teaching Aids 	ACTION BUDGET: \$

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				
(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 collaborate and plan for instruction. Action Type: ADE Scholastic Audit	Cindy Roberts, Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	ACTION BUDGET: \$
(SA 6.2c, 6.2f) Individual teachers professional growth plans developed for 2013-2014 reflected a focus on formative assessment and will follow the TESS model. PGP's guide school professional development plans. The 2014-2015 PGP's will focus on planning and instruction. Action Type: ADE Scholastic Audit Action Type: Professional Development	Kathy McRant, Teacher	Start: 07/01/2014 End: 06/30/2015	<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: 07/01/2014 End: 06/30/2015	<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 in-service and professional learning community activities as well as show growth within the district. Since 2009 data has shown a steady increase in all areas of the survey, especially Learning Communities Collaboration, Quality Teaching, and Family Involvement. In 2014: LEARNING COMMUNITIES 4.1; LEADERSHIP 4.0;	Donna Beedle, Literacy Coach	Start: 08/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$

RESOURCES 3.9; DATA 3.9; IMPLEMENTATION 4.0; OUTCOMES 4.0. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion				
(6.1b) Scholastic Audit, held at Clarendon 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	Jenna Tharp, Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
(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: 07/01/2014 End: 06/30/2015	<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: 07/01/2014 End: 06/30/2015	<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 the district's and the schools' expectations for parental involvement. Policy and plans will be reviewed annually. Action Type: Collaboration Action Type: Parental Engagement	Jan Hodge, Guidance	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Teachers 	ACTION BUDGET: \$
(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: 07/01/2014 End: 06/30/2015	<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: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	<hr/> ACTION BUDGET: \$
The Clarendon District and its schools will 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	Lisa Prince, Parent Involvement Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff 	<hr/> ACTION 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: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
Clarendon School District will involve parents in the activities of the schools as outlined in Section 1118, ESEA. Action Type: Parental Engagement	Donna Beedle, Literacy	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff 	<hr/> 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 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. Action Type: Parental Engagement Action Type: Program Evaluation	Kathy McRant, Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff 	<hr/> ACTION BUDGET: \$

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 parental/community volunteerism. In 2012-2013 (baseline year) 321 different messages were displayed. 2013-2014- 343 messages were displayed during the year. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Technology Inclusion	Carlee Latham, Interventionist	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Teachers 	ACTION BUDGET: \$
(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: 07/01/2014 End: 06/30/2015	<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: 07/01/2014 End: 06/30/2015	<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, Literacy	Start: 07/01/2014 End: 06/30/2015	<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 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. 2013-2014 school year contact with parents was 59 calls made and with a 79% contact.	Jetta Hayes, Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$

Action Type: Collaboration				
Action Type: Parental Engagement				
Action Type: Program Evaluation				
Action Type: Technology Inclusion				
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. In 2014-2015 school year, 2 of 43 or 5% kindergarten students began the year without pre-k experience. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement	Jamie Ferebee, Pre-K Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Community Leaders District Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

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

Supporting Data:

1. 2014 In the year 2014, there were 42 students tested in 3rd Grade. Of those students, 22 or 52% were proficient or advanced. Of the 19 African American students, 7 or 37% were proficient or advanced. Of the 2 Hispanic students, 2 or 100% were proficient or advanced. Of the 17 Caucasian students, 9 or 53% were proficient or advanced, Of the 5 two or more race students 4 or 80%. Of the 2 LEP students, 2 or 100% were proficient or advanced. Of the 39 economically disadvantaged students, 21 or 54% were proficient or advanced. Of the 8 students with disabilities, 1 or 13% was proficient or advanced. The lowest identified areas for the combined population were: Reading, Open Response (all areas), Writing Content and Style. 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. 2014 In the year 2014, there were 33 students tested in 4rd Grade. Of those students, 26 or 79% were proficient or advanced. Of the 12 African American students, 9 or 75% were

proficient or advanced. Of the 2 Hispanic students, 2 were proficient or advanced or 100%. Of the 18 Caucasian students, 14 or 78% were proficient or advanced. Of the 2 LEP students, 2 was proficient or advanced at 100%. Of the 29 economically disadvantaged students, 24 or 83% were proficient or advanced. Of the 6 students with disabilities, 2 or 33% were proficient or advanced. The lowest identified areas for the combined population were: Reading Open Response literary and practical Passage and. Writing, Content and Style. 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 2014 In the year 2014, there were 30 students tested in 5rd Grade. Of those students, 20 or 66% were proficient or advanced. Of the 18 African American students, 13 or 72% were proficient or advanced. Of the 2 Hispanic students, 2 were proficient or advanced or 100%. Of the 10 Caucasian students, 5 or 50% were proficient or advanced. Of the 2 LEP students, 2 or 100% was proficient or advanced. Of the 30 economically disadvantaged students, 20 or 66% 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 Literary and Practical Passage. Writing, Content and Style. 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. 2014 In the year 2014, there were 40 students tested in 6th Grade. Of those students, 21 or 53% were proficient or advanced. Of the 23 African American students, 10 or 43% were proficient or advanced. Of the 1 Hispanic students, 1 were proficient or advanced or 100 %. Of the 16 Caucasian students, 10 or 63% were proficient or advanced. Of the 0 LEP students, 0 was proficient or advanced at 0%. Of the 37 economically disadvantaged students, 18 or 49% were proficient or advanced. Of the 4 students with disabilities, 1 or 25% were proficient or advanced. Of the 0 two or more race student 0 or 0% were proficient or advanced. The lowest identified areas for the combined population were: Reading Multiple Choice Content and practical Passage and Open Response Content Passage Writing, Content and Style. 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. 2011 Baseline in Literacy Performance was 52.76% for all students; 50.44% for TAGG students; 46.91% for African-American; 51.35% for Economically Disadvantaged; and 4.00% for Students with Disabilities. The 2012 AMO for Literacy Performance for all students was 57.38%; 54.46% TAGG; 52.24% African-American; 55.96% Economically Disadvantaged; and 0% for Students with Disabilities. AMO was met in All Students, African-American and Economically Disadvantaged Students subgroups. The 2013 AMO for Literacy Performance for all students was 65.85%; 60.58% for TAGG; 54.84% for African-American; 60.58% for Economically Disadvantaged; and 15.38% for Students with Disabilities. AMO was met in All Students, TAGG, and Economically Disadvantaged subgroups. The projected 2014 AMO for Literacy Performance for all students was 58.87%; 57.02% for TAGG; 59.72% for African-American; 57.02% for Economically Disadvantaged; and 6.67% for Students with Disabilities. AMO was not met in any subgroup.

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

Benchmark Clarendon Elementary (CES) will meet 2015 Annual Measureable Objectives (AMO) for all students of 74.95% and Targeted Achievement Gap Group 72.52% in literacy. CES will meet the following percentages in literacy growth for 2015: All students 78.55% and Targeted Achievement Gap Group 77.33%. Clarendon High (CHS) will meet 2015 Annual Measureable Objectives (AMO) for all students of 68.51% and Targeted Achievement Gap Group 66.96% in literacy. CHS will meet the following

percentages in literacy growth for 2015: All students 72.69% and Targeted Achievement Gap Group 71.43%.

Benchmark LITERACY PERFORMANCE Clarendon School District (CSD) will meet Annual Measureable Objectives (AMO) for combined and all sub-groups in literacy performance. To meet AMOs, CSD will have to meet the following percentages in literacy performance for 2015: All students (71.94%), Targeted Achievement Gap Group (70.07%), African American (68.27%), Hispanic (60.79%), Caucasian (80.53%), Economically Disadvantaged (70.68%), English Learners (45.45%), and Students with Disabilities (35.00%). LITERACY GROWTH CSD will meet AMO for combined and all sub-groups in literacy growth. To meet AMOs, CSD will have to meet the following percentages in literacy growth for 2015: All students (76.21%), Targeted Achievement Gap Group (74.91%), African American (73.67%), Hispanic (64.45%), Caucasian (85.31%), Economically Disadvantaged (75.24%), English Learners (60.00%), and Students with Disabilities (37.93%).

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 development. Summer programs for Literacy (K-11) will be based upon need as determined in Spring 2015. Action Type: Alignment Action Type: Equity	Lisa Steeland, Media Specialist	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff School Library 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: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
The Clarendon School District will employ Academic 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. Action Type: Equity Action Type: Professional Development	Bobbie Loewer, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
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 among the TAGG population. Early release of students every	Donna Beedle, Literacy	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$

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 interium TLI assessment documents, ACSIP planning, development of CCSS curriculum maps, instructional planning, improving leadership capapcity. Action Type: Alignment Action Type: Collaboration				
The Clarendon 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: Equity Action Type: Professional Development	Bobbie Loewer, CES Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
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. ** 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. ** 2012-2013: At CHS 23% of students (61 students) reached or exceeded One Million Word goal. At CES 39% reached their Accelerated Reader goal (97 first through sixth graders). In 2013-2014, at CHS 5% (14 students) reached One Million Words. At CES 32% reached their reading goals. Action Type: Alignment Action Type: Program Evaluation Action Type: Technology Inclusion	Lisa Steeland, Media	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 9: To bring all students in the Clarendon School District to a proficient or advanced level in math.

Supporting Data:

1. 2014 Augumented Benchmark-3rd Grade Mathematics Exam In the year 2014, there were 42 students tested in 3rd Grade. Of those students, 29 or 69% were proficient or advanced. Of the 19 African American students, 12 or 63% were proficient or advanced. Of the 2 Hispanic students, 2 or 100% were proficient or advanced. Of the 16 Caucasian students, 12 or 75% were proficient or advanced. Of the 5 two or more races 5 or 100% were proficient or advanced. Of the 2 LEP students, 2 or 100% were proficient or advanced. Of the 39 economically disadvantaged students, 27 or 69% were proficient or advanced. Of the 8 students with disabilities, 3 or 38 % were proficient or advanced. The lowest identified areas for the combined population were: Multiple Choice Geometry, Open Response Geometry, Measurement, Data anaylsis. 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.

2. Mathematics 2014 Augumented Benchmark-4rd Grade Mathematics Exam In the year 2014, there were 33 students tested in 4th Grade. Of those students, 23 or 70% were proficient or advanced. Of the 12 African American students, 8 or 67% were proficient or advanced. Of the 2 Hispanic students, 2 or 100% were proficient or advanced. Of the 18 Caucasian students, 13 or 72% were proficient or advanced. Of the 2 LEP students, 2 or 100% were proficient or advanced. Of the 29 economically disadvantaged students, 22 or 76 % were proficient or advanced. Of the 6 students with disabilities, 0 or 0% were proficient or advanced. The lowest identified areas for the combined population were: Multiple Choice Geometry Measurement, Open Response Geometry and Measurement. 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.
3. 2014 Augumented Benchmark-5th Grade Mathematics Exam In the year 2014, there were 30 students tested in 5th Grade. Of those students, 16 or 53% were proficient or advanced. Of the 18 African American students, 10 or 53% were proficient or advanced. Of the 2 Hispanic students, 2 or 100% were proficient or advanced. Of the 10 Caucasian students, 4 or 40% were proficient or advanced. Of the 0 two or more race 0 or 0% were proficient or advanced. Of the 2 LEP students, 2 or 100% were proficient or advanced. Of the 30 economically disadvantaged students, 16 or 53% 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 & Data Analysis, Open Response Measurement & Data Analysis . 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.

4. 2014 Augmented Benchmark-6th Grade Mathematics Exam In the year 2014, there were 40 students tested in 6th Grade. Of those students, 18 or 45% were proficient or advanced. Of the 23 African American students, 8 or 35% were proficient or advanced. Of the 1 Hispanic students, 1 or 100% were proficient or advanced. Of the 16 Caucasian students, 9 or 56% were proficient or advanced. Of the 0 two or more races 0 or 0% were advanced. Of the 0 LEP students, 0 or 0% were proficient or advanced. Of the 37 economically disadvantaged students, 15 or 41% 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 and Data Analysis, Open Response Data Analysis, Measurement and Algebra. 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.
5. 2011 Baseline in Math Performance was 50.30 for all students; 47.06 for TAGG students; 37.25 for African-American; and 14.81 for Students with Disabilities. The 2012 AMO for Math Performance for all students was 50.31; 47.65 TAGG; 43.96 African-American; 48.30 Economically Disadvantaged; and 32.00 for Students with Disabilities. AMO was met in African-American and Students with Disabilities subgroups. The 2013 AMO for Math Performance for all students was 56.97; 55.03 for TAGG; 51.61 for African-American; 55.03 for Economically Disadvantaged; and 33.33 for Students with Disabilities. AMO was met in African-American and Students with Disabilities subgroups. The projected 2014 AMO for Math Performance for all students was 55.23; 51.97 for TAGG; 53.33 for African-American; 51.97 for Economically Disadvantaged; and 15.79 for Students with Disabilities. AMO was met in African-American subgroup.
6. 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%. In 2014, 13% of the combined population scored proficient or advanced, African American scored 8%, Caucasian scored 25%, Economically Disadvantaged scored 12%, and Students with Disabilities scored 0%.

7. 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%. In 2014, 29% of the combined population scored proficient or advanced. African American scored 16%, Caucasian scored 50%, Economically Disadvantaged scored 32%, 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 2015 Annual Measureable Objectives (AMO) for all students of 76.73% and Targeted Achievement Gap Group 75.07% in mathematics. CES will meet the following percentages in mathematics growth for 2015: All student 63.48% and Targeted Achievement Gap Group 60.00%. Clarendon High (CHS) will meet 2015 Annual Measureable Objectives (AMO) for all students of 66.87% and Targeted Achievement Gap Group 64.71% in mathematics. CHS will meet the following percentages in mathematics growth for 2015: All student 67.07% and Targeted Achievement Gap Group 66.37%.

Benchmark MATH PERFORMANCE Clarendon School District (CSD) will meet Annual Measureable Objectives (AMO) for combined and all sub-groups in MATH performance. To meet AMOs, CSD will have to meet the following percentages in MATH performance for 2015: All students (71.49%), Targeted Achievement Gap Group (69.47%), African American (67.20%), Hispanic (63.33%), Caucasian (80.77%), Economically Disadvantaged (69.74%), English Learners (45.45%), and Students with Disabilities (41.09%). MATH GROWTH CSD will meet AMO for combined and all sub-groups in MATH growth. To meet AMOs, CSD will have to meet the following percentages in MATH growth for 2015: All students (64.83%), Targeted Achievement Gap Group (62.17%), African American (61.91%), Hispanic (51.11%), Caucasian 75.14%), Economically Disadvantaged (62.67%), English Learners (46.67%), and Students with Disabilities (33.33%).

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
COLLABORATION/NEEDS ASSESSMENT: Clarendon School District will use interim assessments to guide instruction and assess student learning during the school year. Principal, Curriculum Coordinator, Instructional Facilitators, and Consultants (TLI, GREC, E2E) will assist teachers with data dis-aggregation. Assessments will reflect appropriate curriculum pacing and instruction. Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Chad Simpson, Instructional Facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Outside Consultants Teachers 	ACTION BUDGET: \$
EVALUATION/MAINTAINING OF HQT/SCHOOL WIDE REFORM STRATEGIES: *Second semester 2009-2010 Classroom	Carlee Latham, Math Interventionist	Start: 07/01/2014 End:	<ul style="list-style-type: none"> Administrative Staff 	

<p>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 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%. ***In 2013-2014, CWT data revealed 75% of CHS teachers and 75% of CES teachers consistently used HYS for a district average of 75%.</p> <p>Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation</p>		06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
<p>Clarendon Public Schools will employee a math coach and contract with math consultants 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.</p> <p>Action Type: Alignment Action Type: Equity</p>	Suzanne Self, Math Teacher	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
<p>After School Classes supporting Math will be held at both Clarendon Elementary and Clarendon High. Math Summer programs will be based upon need as determined in Spring 2015.</p> <p>Action Type: AIP/IRI Action Type: Alignment</p>	Anna Marie Woodell, Guidance	<p>Start: 09/01/2014 End: 07/01/2015</p>	<ul style="list-style-type: none"> 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:

- 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.

4. 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.
6. 2014: 19 students K-10 gr.: assessed with ELDA or LAS. Level 1: Pre-Functional 2 students; Level 2: Beginning 1 student; Level 3: Intermediate 6 students; Level 4: Advanced 9 students; Level 5: Fully English Proficient 1 student

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 2015 AMO in Literacy of 55.55 for CES students and 33.33 for CHS students; AMO in Mathematics of 44.45 for CES students and 46.67 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
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. 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	Steven Bonds, CHS Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Performance Assessments Teachers 	ELL (State-276) - Employee Salaries: \$2000.00 ELL (State-276) - Employee Benefits: \$433.94 ELL (State-276) - Materials & Supplies: \$200.00 ELL (State-276) - Purchased Services: \$400.00 <hr/> ACTION BUDGET: \$3033.94
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	Cassie Severe, ELL Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Central Office Teachers 	<hr/> ACTION BUDGET: \$

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				
EVALUATION: Annual screenings of identified students will provide program evaluation. Reports will reveal individual 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. From 2013-2014: 13 students returned; of those 4 remained on the same level of function, 5 progressed 1 level of function, 1 increased 2 level of functions, and 3 students regressed in function. Action Type: Program Evaluation	Cassie King, ELL Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	ACTION BUDGET: \$
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	Steven Bonds, CHS Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	ACTION BUDGET: \$

Development				
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 & Bonds/\$20 hr.) Materials, supplies and software will be provided to support tutoring activities. Software purchased for ELL student 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: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff 	ELL (State-276) \$1000.00 - Materials & Supplies: ELL (State-276) \$217.00 - Employee Benefits: ELL (State-276) \$1000.00 - Employee Salaries: <hr/> ACTION BUDGET: \$2217
Total Budget:				\$5250.94

Priority 11: Clarendon High will reach its Annual Measurable Objective in Literacy, Mathematics and graduation rate.

Supporting Data:

- 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. 2013-2014: In-school suspension 148; Out of school suspension 73, Expulsions 0 37; Expulsions 0. In-School suspension

Goal In 2014-2015, CHS will reach projected AMO of 68.51 for all students and 66.96 for TAGG students in literacy and projected AMO of 66.87 for all students and 64.71 for TAGG students in mathematics. CHS will reach the AMO for graduation rate of 91.51.

Benchmark At Clarendon High, 72.69% of all students and 71.43% of TAGG will demonstrate growth in literacy. In mathematics, 67.07% of all students and 65.37% of TAGG will demonstrate growth in mathematics.

Intervention: Clarendon School District will support and assist Clarendon High reach 2014-2015 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 guidance offered in the ESEA Flexibility Waiver using	Cathy Tanner, CHS Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Outside Consultants 	<hr/> ACTION BUDGET: \$

quarterly measurable objectives. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation			• Teachers	
Leadership Team will analyze a variety of data (CWT, Focus Walk, test, attendance, etc) and report weekly to staff on findings, maintaining agendas and minutes. Action Type: Collaboration Action Type: Professional Development	Chad Simpson, Instructional Facilitator	Start: 08/01/2014 End: 05/30/2015	• Administrative Staff • Teachers	ACTION BUDGET: \$
EVALUATION: In 2013, all students met growth in Literacy scoring 67.09%. In 2014, African-American TAGG exceeded growth AMO in Literacy scoring 73.81%. Action Type: Program Evaluation	Anna Marie Woodell, Counselor	Start: 07/01/2014 End: 06/30/2015	• Teachers	ACTION BUDGET: \$
CHS teachers will use a variety of evaluation methods to monitor student progress and instruction. Action Type: Alignment	Chad Simpson, Instructional Facilitator	Start: 08/01/2014 End: 05/30/2015	• Teachers	ACTION BUDGET: \$
CHS staff will study "Teach Like a Champion: 49 Techniques that Put Students on the Path to College" by Jossey-Bass, 2010. Action Type: Professional Development	Monica Gray, Federal Programs	Start: 08/01/2014 End: 05/30/2015	• Teachers	ACTION BUDGET: \$
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
Business Representative	Ken Henry	M&P Bank President	District
Business Representative	Keri Simpson	Owner/Operator	District
Classroom Teacher	Carlee Latham	CES Interventionist	District
Classroom Teacher	Katrina Cotton	CHS Literacy	District
Community Representative	Darrell Gray	Community Member	District
Community Representative	Donald Branch	Community Member	District
Community Representative	Jim Stinson	Elected Official	District
Community Representative	Kallie Cotton	CHS Student	District
Community Representative	Mardarius Amos	CHS Student	District
Community Representative	Susan Caplener	Medical/Business Representative	District
District-Level Professional	Monica Gray	Federal Coordinator	District
District-Level Professional	Ruby Ellis	Teacher Accountability	District
Non-Classroom Professional Staff	Anna Marie Woodell	CSD Test Coordinator	District
Non-Classroom Professional Staff	Chad Simpson	CHS Facilitator	District
Non-Classroom Professional Staff	Christine Flowers	CES Parapro/Parental Involvement	District
Non-Classroom Professional Staff	Cindy Roberts	CES Facilitator	District
Non-Classroom Professional Staff	Erica Simpson	Registered Nurse	District
Non-Classroom Professional Staff	Kimberly Endsley	CHS Media	District
Parent	Christene Bean	Community Member	District
Parent	Debbie Cruthis	School Board Member/CHS Parent	District

Parent	Herbert Endsley	CHS Parent	District
Parent	Kevin Steeland	CHS Parent, Business Rep	District
Parent	Megan Lawless	CES Parent	District
Parent	Tri Mason	Law Enforcement/CES Parent	District
Parent	William Southern	CES Parent	District
Principal	Bobbie Loewer	CES Principal	District
Principal	Cathy Tanner	CHS Principal	District