

# School Plan

**POCAHONTAS UPPER ELEM. SCHOOL  
2301 NORTH PARK,POCAHONTAS, AR 72455**

## Arkansas Comprehensive School Improvement Plan

**2014-2015**

The Mission of the Pocahontas School District is to prepare students to accept and succeed in the challenges and opportunities of tomorrow, the Pocahontas Public School District is committed to providing a safe, quality learning environment in which all students master grade level content, perform at their highest academic ability, and develop positive/healthy self-worth; to distributing resources with fairness and accountability; and to engaging in cooperative relationships with district parents and patrons.

DISTRICT MOTTO: Preparing today for tomorrow.

MD Williams Intermediate School Vision Statement: Scholars and Staff at M. D. Williams Intermediate School are developing effective habits which empower us to be ready to learn, respectful to others, and responsible for our own actions. We strive to be compassionate leaders and lifelong learners.

Grade Span: 3-6

Title I: Title I Schoolwide

School Improvement: MS

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**Priority 1:** Math

**Goal:** All students in grades 3-6 will demonstrate continuous improvement in all five domains focusing on open response, data analysis and probability, measurement, number sense, and geometry.

**Priority 2:** Literacy

**Goal:** All students in grades 3-6 will demonstrate continuous improvement in open response, practical, and content reading passages, as well as writing content and style.

**Priority 4:** Science

**Goal:** All students in grades 3-6 will demonstrate continuous improvement in "nature of science", physical science, and open response.

**Priority 5:** Parent/Community Involvement

**Goal:** Improve school, parent and community relationships and partnerships for the benefit of the students in our community.

**Priority 6:** Wellness

**Goal:** Improve the health and academic performance of students. MD Williams Intermediate will provide support for students in making Healthy Lifestyle Choices by implementing systems and wellness screenings, so that they and their parents may receive information needed to recommend further interventions as applicable. They will also increase collaboration between all segments of the school community in support of positive lifestyle choices.

Priority 1: To improve student achievement in math for all students across the curriculum

Supporting

Data:

1. Based on a comprehensive needs assessment that reflects an in-depth trend analysis of multiple data sources across multiple grade levels and content areas we found that our areas of greatest need in our combined population, students with disabilities, and economically disadvantaged students are open response, data analysis and probability, measurement, and geometry. This conclusion has been obtained by studying the CRT, NRT, and intermittent classroom assessments.
2. 3rd Grade Benchmark: In 2014, 144 students were tested, 82% of the Combined Population scored proficient or above. 41% of the 32 IEP students tested were proficient or above and 81% of the Low SES students were proficient or above. In 2013, 117 students were tested, 92.3 % of the Combined Population scored proficient or above. 67% of the 15 IEP students tested were proficient or above and 90.1% of the 71 Low SES students tested were proficient or above. In 2012, 140 students were tested, 91% of the Combined Population scored proficient or above. 70% of the 23 IEP students tested were proficient or above and 89% of the 99 Low SES students tested were proficient or above. In 2011, 141 students were tested, 87.2% of the Combined Population scored proficient or above. 78% of the 18 IEP students tested were proficient or above and 85% of the 90 Low SES students tested were proficient or above. In 2010, 121 students were tested,91% of the Combined Populations scored proficient

- or above compared to the state average of 84%. 79% of the 14 IEP students tested were proficient or above and 89% of the 83 Low SES students tested were proficient or above.
3. 4th Grade Benchmark: In 2014, 119 students were tested, 85% of the Combined Population scored proficient or above. 65% of the 14 IEP students tested were proficient or above and 83% of the Low SES students were proficient or above. In 2013, 140 students were tested, 87.1% of the Combined Population scored proficient or above. 60% of the 20 IEP students tested were proficient or above and 83% of the 94 Low SES students tested were proficient or above. In 2012, 147 students were tested, 81% of the Combined Population scored proficient or above. 50% of the 16 IEP students tested were proficient or above and 74% of the 89 Low SES students tested were proficient or above. In 2011, 115 students were tested, 87% of the Combined Population scored proficient or above. 67% of the 12 IEP students tested were proficient or above and 87% of the 78 Low SES students tested were proficient or above. In 2010, 126 students were tested, 90% of the Combined Populations scored proficient or above compared to the state average of 80%. 79% of the 14 IEP students tested were proficient or above and 90% of the 78 Low SES students tested were proficient or above. The areas of greatest need reflected on the Primary Benchmark mathematics data are open response all strands.
  4. 5th Grade Benchmark: In 2014, 143 students were tested, 72% of the Combined Population scored proficient or above. 45% of the 20 IEP students tested were proficient or above and 66% of the Low SES students were proficient or above. In 2013, 147 students were tested, 76.2% of the Combined Population scored proficient or above. 25% of the 16 IEP students tested were proficient or above and 68.1% of the 91 Low SES students tested were proficient or above. In 2012, 120 students were tested, 84% of the Combined Population scored proficient or above. 61% of the 13 IEP students tested were proficient or above and 84% of the 84 Low SES students tested were proficient or above. In 2011, 134 students were tested, 88.1% of the Combined Population scored proficient or above. 69% of the 13 IEP students tested were proficient or above and 87% of the 86 Low SES students tested were proficient or above. In 2010, 150 students were tested, 83% of the Combined Populations scored proficient or above compared to the state average of 74%. 50% of the 12 IEP students tested were proficient or above and 78% of the 88 Low SES students tested were proficient or above.
  5. 6th Grade Benchmark: In 2014, 150 students were tested, 78% of the Combined Population scored proficient or above. 6% of the 17 IEP students tested were proficient or above and 67% of the Low SES students were proficient or above. In 2013, 119 students were tested, 89.9% of the Combined Population scored proficient or above. 50% of the 10 IEP students tested were proficient or above and 87.7% of the 81 Low SES students tested were proficient or above. In 2012, 139 students were tested, 88% of the Combined Population scored proficient or above. 47% of the 17 IEP students tested were proficient or above and 85% of the 86 Low SES students tested were proficient or above. In 2011, 152 students were tested, 90.7% of the Combined Population scored proficient or above. 54% of the 11 IEP students tested were proficient or above and 89% of the 99 Low SES students tested were proficient or above. In 2010, 135 students were tested, 89% of the Combined Populations scored proficient or above compared to the state average of 75%. 50% of the 10 IEP students tested were proficient or above and 88% of the 86 Low SES students tested were proficient or above. Areas of greatest need reflected in the Intermediate Benchmark mathematics data are open response all strands.
  6. Attendance Rate: The 2013-2014 attendance rate was 97.25%. The 2012-2013 attendance rate was 97.14%. The 2011-2012 attendance rate was 95.2%. The 2010-2011 attendance rate was 95.9% at M. D. Williams. The 2009-2010 attendance rate was 96.6% at M. D. Williams.

**Goal** All students in grades 3-6 will demonstrate continuous improvement in all five domains focusing on open response, data analysis and probability, measurement, number sense, and geometry.

**Benchmark** At the end of the 2009-2010 school year, the combined population was 87.8% proficient or above. At the end of the 2010-2011 school year, 88.8% was proficient or above. Annually we will improve by 2.68%. At the end of the 2009-2010 school year the sub-population of IEP students had 65.5 % proficient or above, and at the end of the 2010-2011 school year 70.5 was proficient or above, to qualify for "Safe Harbor" we will improve by 4.21%. At the end of the 2009-2010 school year, the Low SES population was 86.1% proficient or above. At the end of 2010-2011, 87.4% was proficient or above. Annually they will improve by 3.25%. The goal for 2011-2012 is to improve 1.2%. The IEP sub-population goal is to improve 3.1%. The Low SES subpopulation goal is to improve 1.3%. At the end of the 2011-2012 school year 86.98% of the Combined Population was proficient or above. The goal is to continue to improve to meet the performance goal of 90.68%. The TAG population had 83.38% proficient or above and will have the goal of 89.09%. At the end of the 2012-2013 school year 86.18% of the Combined Population was proficient or above. The goal is to continue to improve to meet the performance goal 90.68%. The TAG population had 81.18% proficient or above and will have the goal of 89.09%. At the end of 2013-2014 school year 79% of the Combined Population was proficient or above. The goal is to continue to improve to meet the performance goal. 39% of IEP

students were proficient or above and 74% of Low SES students were proficient or above. The TAG populations will also continue to strive to meet the growth goals.

<p>Intervention: Align mathematics curriculum and instruction to the Arkansas Mathematics Common Core State Standards by implementing a Standard-Based Curriculum that integrates problem-solving and computation skills through both traditional and performance-based activities through Total Instructional Alignment (TIA) and pacing guides. (Engage New York) This is a three year plan for 2013-2016 school years.</p>				
<p>Scientific Based Research: www.achievethecore.org; Empson, Susan B., and Levi, Linda. Extending Children's Mathematics: Fractions and Decimals-Innovations in Cognitively Guided Instruction, Heinemann, Portsmouth, NH, 2011. Lampert, Magdalene. Teaching Problems and the Problems of Teaching, Yale University Press, New Haven &amp; London, 2001. Carpenter, Thomas P., Fennema, Elizabeth, Franke, Megan Loef, and Empson, Susan B. Children's Mathematics-Cognitively Guided Instruction, Heinemann, Portsmouth, NH, 1999. Tapper, John. Solving for Why-Understanding, Assessing, and Teaching Students Who Struggle with Math, Scholastic Inc., 2012. Implement High-Yield Instructional Strategies (Marzano, Pickering, Pollock, Classroom Instruction That Works, 2001) Isaacs, Andrew; Carrol, William; Bell, Max, and Usiskin, Z. "Everyday Mathematics Research Summary". 2/4/2005.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>(C3)Student achievement will be used to evaluate the use of federal and state funds, and Adequate Yearly Progress. (SCHOOL WIDE #10) The school mission statement and ACSIP plan will be revisited annually for reviews and updates. Action Type: Alignment Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>Daryl Blaxton, Superintendent</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<p>————— ACTION BUDGET: \$</p>
<p>(C3)In grade level team meetings or faculty meetings, teachers will address expected mastery of each subject or content area within each quarter using pacing guides. Technology will be used to analyze data and determine student progress and mastery of the math alignment each quarter. (SCHOOL WIDE #2, #8, #9)The service that is being purchased is the FEE FOR NWEA TESTING. The 2009-2010, 2010-2011, 2011-2012, and 2012-2013, 2013-2014 data results showed 100% of the teachers were teaching to the standards. CRT results show that the majority of our students were proficient on tests. Math Academic Improvement Plans (AIP): 2013-2014 data review resulted in math AIPs being developed for 18% of 3rd graders, 15% of 4th graders, 27% of 5th graders, and 22% of 6th graders. 2012-2013 data review resulted in math AIPs being developed for 8% of 3rd grade students, 13% of 4th grade students, 24% of 5th grade students, and 10% of 6th grade students; 2011-12 data review resulted in math AIPs being developed for 9% of 3rd grade students, 20% of 4th grade students, 16% of 5th grade students, and 12% of 6th grade students. 2010-11 data review resulted in math AIPs being developed for 13% of 3rd grade students, 13% of 4th grade students, 12% of 5th grade students, and 9% of 6th grade students. 2009-10 data review resulted in math AIPs being developed for 9% of 3rd grade students, 10% of 4th grade students, 17% of 5th grade students, and 10% of 6th grade students.(EVALUATION) Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>	<p>Dr. RoseMary Weaver, Curriculum Coordinator; Shannon Fish, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>————— ACTION BUDGET: \$</p>

<p>Action Type: Program Evaluation Action Type: Special Education Action Type: Title I Schoolwide</p>				
<p>(C3)Classroom teachers will incorporate the PARCC website for information related to the new assessment and helping prepare students for this change. The mathematics alignment will be reviewed and updated annually. Updates will be provided to all teachers and implemented. (SCHOOL WIDE #2, #8) Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide</p>	<p>Dr. RoseMary Weaver, Curriculum Coordinator</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>(C2)Third through Sixth grade teachers will attend relevant Math Common Core training to enhance the curriculum alignment (SCHOOL WIDE #4) Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Special Education Action Type: Title I Schoolwide</p>	<p>Shannon Fish, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>(C1)Third through Sixth grade teachers will implement the Common Core State Standards to address the district math curriculum. Action Type: Alignment Action Type: Collaboration Action Type: Special Education Action Type: Technology Inclusion</p>	<p>Shannon Fish, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>(C2)M. D. Williams will implement "grade level/content area learning communities" to meet and collaborate regularly using data-driven decision making about topic areas for discussion about improvement of instruction, assessment, and content. (SCHOOL WIDE #8) (C3)A day will be provided for third through sixth grade math teachers to evaluate testing procedures and climate; analyze/score student products; and collaborate for consistency of expectations. (SCHOOL WIDE #2, #8) A data wall and/or shared Google docs will be developed to aid in progress monitoring. Action Type: Alignment Action Type: Collaboration Action Type: Special Education Action Type: Title I Schoolwide</p>	<p>RoseMary Weaver, Curriculum Specialist</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>(C2)The district will provide staff development activities in compliance with rules and regs approved by the ADE related to aligning the math curriculum and improving student achievement in relation to the school's ACSIP plan. Staff development is linked to the deficit or weak areas identified through the supporting data. (SCHOOL WIDE #1, #4, #10) Action Type: Collaboration Action Type: Professional Development Action Type: Special Education Action Type: Title I Schoolwide</p>	<p>Daryl Blaxton, Superintendent</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>
<p>Intervention: Provide Point-In-Time Remediation for students performing below grade level expectations during the 2013-2016 school years.</p>				

Scientific Based Research: Grant Wiggins and Jay McTighe. Understanding by Design. 1998. ASCD. (Lisa Carter, Educational Consultant, Instructional Alignment, The Power of Congruence in Standards Curricula Instructional Practice and Assessment" Learning 24/7, 2003)

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>(B1)The district will provide the support necessary to hire an aide, Margaret Snow, (.42 FTE) to conduct a remediation computer lab designed to serve as an intervention for students' weaknesses related to periodic assessments. General supplies will be purchased to support the day to day operation of the lab. Academic intervention providing remediation will be implemented depending on individual student needs using COMPASS Software. A substitute will be provided to cover the aide's duties in the event she is absent from the lab.(SCHOOL WIDE #9, #10)                      Action Type: Collaboration                      Action Type: Technology Inclusion                      Action Type: Title I Schoolwide</p>	<p>Daryl Blaxton, Superintendent</p>	<p>Start: 07/01/2014                      End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<p>Title I - Purchased Services: \$2000.00                      Title I - Employee Salaries: \$6226.58                      Title I - Employee Benefits: \$1370.47  <hr/>                     ACTION BUDGET: \$9597.05</p>
<p>(B1)Students with Academic Improvement Plans will receive intervention from the teacher and/or instructional assistant in a small group or one-on-one setting. (SCHOOL WIDE #2, #8, #9)                      Action Type: AIP/IRI                      Action Type: Collaboration                      Action Type: Equity                      Action Type: Special Education                      Action Type: Technology Inclusion                      Action Type: Title I Schoolwide</p>	<p>Shannon Fish, Principal</p>	<p>Start: 07/01/2014                      End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>(B1)An after/before school tutoring program will be provided to help students in need of remediation and /or tutorial assistance in the areas or weaknesses identified through COMPASS/NWEA assessments.(The hourly rate of pay for tutoring is \$14 for non certified &amp; \$26 for certified). Supplies for tutoring will also be provided. (SCHOOLWIDE #10)                      Tutoring supplies will be provided (SCHOOL WIDE #2, #9).                      Action Type: AIP/IRI                      Action Type: Collaboration                      Action Type: Special Education                      Action Type: Technology Inclusion                      Action Type: Title I Schoolwide</p>	<p>Chris Lindner, Asst. Principal</p>	<p>Start: 07/01/2014                      End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<p>Title I - Purchased Services: \$0.00                      Title I - Materials &amp; Supplies: \$500.00                      Title I - Employee Salaries: \$14000.00                      Title I - Employee Benefits: \$3081.40  <hr/>                     ACTION BUDGET: \$17581.4</p>
<p>(B3)Teachers will continue to re-evaluate AIPs and RTI data maintain a computer file of student data as reported by COMPASS/NWEA/DIBELS/Benchmark. (SCHOOL WIDE #1) This program was implemented during the 2011-2012 school year. Every student will receive 60 minutes of computer instruction. 2011-2012 data was compiled through the use of COMPASS programs.</p>	<p>Shannon Fish, Principal</p>	<p>Start: 07/01/2014                      End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>

<p>(EVALUATION) During the 2011-2012 school year 50 students were identified to be served in math through Tier II and Tier III of RTI. These identified students receive additional instruction.(EVALUATION) 76 students were identified for services during the 2012-2013 school year. 59 students were identified for services during the 2013-2014 school year.                  Action Type: AIP/IRI                  Action Type: Equity                  Action Type: Program Evaluation                  Action Type: Special Education                  Action Type: Technology Inclusion</p>				
<p>Co-Teaching will be implemented in the M. D. Williams Intermediate School. General and Special Education Teachers will plan and instruct for inclusion/differentiation of all students. IEPs will be strictly followed in the Co-Teaching classrooms (Academic &amp; Behavioral goals) Individual data is added to the IEP student folders at Annual Review along with other classroom based assessment. During the 2013-2014 school year 16 IEP students were in the co-teaching setting; 1 of these was moved to a less restricted environment, 4 to a more resource setting, and 11 remained in co-teaching.                  Action Type: AIP/IRI                  Action Type: Collaboration                  Action Type: Special Education</p>	<p>Shannon Fish, Principal</p>	<p>Start: 07/01/2014                  End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>NSLA (State-281) - \$5908.99                  Employee Benefits:                  NSLA (State-281) - \$18541.50                  Employee Salaries:  <hr/>                 ACTION BUDGET: \$24450.49</p>
<p>Response to Intervention (RTI) will be implemented at M. D. Williams Intermediate School. Effective identification of struggling learners with appropriate instruction to address the area(s) of need. (Academic and/or Behavioral) The district will support this process through the hiring of an Interventionist to assist in identifying and serving these students.                  Action Type: AIP/IRI                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Equity                  Action Type: Professional Development                  Action Type: Program Evaluation                  Action Type: Technology Inclusion</p>	<p>Shannon Fish, Principal</p>	<p>Start: 07/01/2014                  End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<p>NSLA (State-281) - \$24536.50                  Employee Salaries:                  NSLA (State-281) - \$5400.49                  Employee Benefits:                  NSLA (State-281) - \$500.00                  Materials &amp; Supplies:  <hr/>                 ACTION BUDGET: \$30436.99</p>
<p>Students who are identified through Benchmark results as needing assistance will be administered the NWEA assessment in order to coordinate compass learning with Tier II interventions.</p>	<p>Tammy Hagood/Maria Bell</p>	<p>Start: 07/01/2014                  End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>Title I - Purchased Services: \$2750.00  <hr/>                 ACTION BUDGET: \$2750</p>
<p>The district will employ two-(2) paraprofessionals to assist with</p>	<p>Shannon Fish, Principal</p>	<p>Start: 07/01/2014</p>	<ul style="list-style-type: none"> <li>• Computers</li> </ul>	

<p>students who struggle behaviorally and/or academically. The paraprofessionals will provide academic support as well as emotional and behavioral support. Action Type: ADE Scholastic Audit Action Type: AIP/IRI Action Type: Collaboration</p>		<p>End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>ACTION BUDGET: \$</p>
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Total Budget:	\$84815.93
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Intervention: Implement the Engage New York Curriculum in grades 3-6 during the 2013-2016 school years.

Scientific Based Research: Rea, Patricia, J., McLaughlin, Virginia, & Thomas, Chris Walter. Outcomes for Students with learning disabilities in Inclusive and Pullout Programs. 2002. Council for Exceptional Children, Vol. 68, No. 2, pp. 203-223. (McTighe and Wiggins. Understanding by Design: Professional Development Workbook.) Grant Wiggins and Jay McTighe. Understanding by Design. 1998. ASCD Implement High-Yield Instructional Strategies (Marzano, Pickering, Pollock, Classroom Instruction That Works, 2001) Grant, J. "Differentiated Instruction". Fey, J. T., Fitzgerald, W. M., Friel, S. N., Lappan, G. T., & Phillips, E.D. (1991). "National Council of Teachers of Mathematics. Curriculum and Evaluation Standards for School Mathematics." Reston, VA: NCTM, 1989. Principles and Standards for School Mathematics. 200. Isaacs, Andrew; Carroll, William; and Bell, Max. "Research-Based Curriculum: The Research Basis of the UCSMP Everyday Mathematics Curriculum." 6/12/2001. Isaacs, Andrew; Carrol, William; Bell, Max, and Usiskin, Z. "Everyday Mathematics Research Summary". 2/4/2005.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>(A1)Classroom teachers will utilize calculators during instruction to familiarize students with the expected problem-solving approaches and strategies. Action Type: Special Education Action Type: Technology Inclusion</p>	Math teachers	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>(A1)6th grade Teachers will implement the use of Response systems to engage all students in immediate feedback and to evaluate the effectiveness of instruction and understanding Action Type: Special Education Action Type: Technology Inclusion</p>	Shawn O'Donnell, Technology Coordinator	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>(B1)Faculty will implement the use of COMPASS Software as a tutorial program to enhance learning and target areas of deficiency for students. Daily access will be provided for Tier II and III identified students. The district will support this program by paying for the annual licensing fee, as well as staff training. Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	Shannon Fish, Principal	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<p>Title VI State - Purchased Services: \$2950.00  ACTION BUDGET: \$2950</p>
<p>(A1)Strategies to attract highly qualified teacher consists of advertising extensively for qualified applicants, conducting rigorous interviews in which a team collaborates on the applicant's strengths and compatibility. To retain highly qualified staff, administrative support is provided along with professional development to meet general and specific needs. Staff involvement is encouraged regarding policy and procedural issues and a fair and competitive</p>	Daryl Blaxton, Superintendent	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• District Staff</li> </ul>	<p>ACTION BUDGET: \$</p>

<p>compensation package is available.                  (SCHOOL WIDE #3, #5)                  Action Type: Collaboration                  Action Type: Professional Development                  Action Type: Title I Schoolwide</p>				
<p>(A1)An Alternative Learning Environment (Success) classroom will be available for students whose behavior inhibits their learning and performance in the regular classroom during the 2013-2016 school years. The district will provide support necessary to staff an ALE (Success) classroom in compliance with rules and regulations written by ADE regarding alternative learning. This class provides instruction through a certified teacher (.50 FTE) and an aide (.50 FTE) in a reduced class-size setting for students whose behavior inhibits their performance and learning in the regular classroom, as well as their ability to complete assessments along with the regular class. Supplies and professional development will be supplied to support this classroom.                  (SCHOOLWIDE #10) A maximum of 10 students (12 with a full time paraprofessional) will be placed in the ALE classroom. Students will receive academic instruction for all core subject areas with the ALE Classroom Instructor for a minimum of 21 days once they are placed.                  (A2)Staff development and advanced training at the state and/or national level will be provided to the ALE staff for training necessary to implement requirements as dictated by state regulations. 2011-2012 data indicated that 25 students were enrolled in ALE at some time during the school year. 13 students returned to the regular classroom successfully, 7 students moved away, 4 students moved to Special Education services, and 1 student was sent to a facility for services. 2012-2013 data indicated that 22 students were enrolled in ALE at some time during the school year. 12 students returned to the regular classroom, 4 students moved away, 1 student was home schooled, 2 students were sent for services, and 3 remained in ALE. In 2013-2014, 17 students were enrolled and 6 returned to the regular classroom during the school year, and 4 students remained in ALE.                  Action Type: Collaboration                  Action Type: Parental Engagement                  Action Type: Special Education</p>	<p>Chris Lindner,                  Asst. Principal</p>	<p>Start:                  07/01/2014                  End:                  06/30/2015</p>	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<p>ALE (State-275) - \$8406.34                  Employee Benefits:                  ALE (State-275) - \$36739.27                  Employee Salaries:  <hr/>                 ACTION BUDGET: \$45145.61</p>



<p>(A2)Provide ongoing technology updates, integration, and support to all curricular areas to enhance teaching and learning opportunities. The effective use of technology will be evaluated on an ongoing basis through classroom walk-throughs, discussions during team meetings, analysis of lesson plans, and through formal teacher evaluations. The 2009-2010, 2010-2011, 2011-2012, 2012-2013, and 2013-2014 data showed 100% of our teachers were teaching to the standards. CRT results showed that most of our students were proficient on tests and are exceeding state averages. (PROGRAM EVALUATION #3) Action Type: Collaboration Action Type: Technology Inclusion</p>	<p>Shannon Fish, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>(A2)Provide high-quality, relevant professional development for faculty and staff for the 2013-2016 school years. Teachers will receive a minimum of 60 hours of professional development including 2 hours parental involvement in-service, 2 hours of suicide awareness (every 3 years), 2 hours Arkansas History in-service, and 6 hours of technology in-service. Administrators will receive a minimum of 63 hours of professional development. Professional development is available through the district, Educational Cooperative, and other agencies. (SCHOOL WIDE #4) (PARENTAL ENGAGEMENT 2C) Teachers will attend appropriate in-services related to their instructional content areas. Consultation with the principal through completion of Individual Growth Plans and documentation of Professional Development hours will be completed annually. These records will be approved and maintained by the principal to assure that in-services helps meet the needs addressed in the ACSIP plan. The 2009-2010, 2010-2011, 2011-2012, 2012-2013 and 2013-2014 data results showed 100% of the staff completed required in-service with many exceeding the required minimum hours. (EVALUATION) (A2)Substitutes will be provided for teachers that are absent at a rate of \$55 for no degree, \$60 for a degree, and \$65 for a degree in the area of substitution. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education</p>	<p>Shannon Fish, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>PD (State-223) - Purchased Services: \$6905.69</p> <hr/> <p>ACTION BUDGET: \$6905.69</p>

<p>Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>				
<p>(A3)Engage New York assessments will be administered. The results of the assessments will be reviewed and analyzed to determine if any changes in student placement or differentiation of instruction is required. Data collected along with NWEA assessment data will be used to inform parents and tutors where skill weaknesses exist. Students will be grouped in tutoring as needed to receive specialized tutoring assistance for areas of weakness. Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Shannon Fish, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>(A3)A committee consisting of the School Counselor, ALE Director or Principal, ALE (Success) Instructor, parent or legal guardian of the child, and all regular classroom teachers of that child will review criteria for placement for a student being referred to the ALE (Success) classroom. The BASC Teacher Rating Scale (completed by a regular classroom teacher as part of the referral process) and Post (completed by the classroom teacher after the student's return to the classroom) assessment will be completed to show improvement in the student's performance. Once a student meets exit criteria; and the parent, student, ALE teacher, and Principal agree that the student is ready to return to the regular classroom environment, the student will be released from the ALE classroom. Research has proven that students completing the ALE program stay in school thus reducing lost personal and state revenues. (p. 13) The 2008-2009 data results showed trends tend to be that students stay in the ALE classes longer than the initial 21 days, but only one student has had to return to the ALE classroom after being returned to the regular classroom.(EVALUATION) Students must meet at least two of the designated criteria on the referral form before being considered for placement in the ALE classroom. A student cannot be placed in the ALE classroom as a means of punishment! Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education</p>	<p>Shannon Fish, Principal; Chris Lindner, Asst. Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>In order to align math and follow TIA, 3-6 grade students will fluently</p>	<p>Shannon Fish, Principal</p>	<p>Start: 07/01/2014</p>	<ul style="list-style-type: none"> <li>• District Staff</li> </ul>	

<p>add and subtract multi-digit whole numbers. Multiplication facts will be used and reviewed beginning the first month of the school year. 3rd grade will use facts through nine (up to 9 X 12), and 4th grade will use facts through twelves (12 X 12), and 5th and 6th grades will continue use of all facts. Division will be taught using traditional long division beginning in the second semester of 3rd grade and continued through 6th grade. Action Type: Collaboration Action Type: Special Education</p>		<p>End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>The district will provide funds for staff development, including substitute teachers, in order for classroom teachers to attend professional development activities designed to improve math instruction in the classroom.</p>	<p>Daryl Blaxton, Superintendent</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$55001.3</p>

Priority 2: To improve student achievement in literacy for all students across the curriculum

Supporting Data:

1. Based on a comprehensive needs assessment that reflects an in-depth trend analysis of multiple data sources across multiple grade levels and content areas we found that our areas of need in our combined population, IEP students, and low SES students to be open response, practical reading content passages, and writing content and style. This conclusion has been obtained by studying the CRT; NRT; and intermittent classroom assessments.
2. 3rd Grade Benchmark: In 2014, 144 students were tested, 76% of the Combined Population scored proficient or above. 34% of the 32 IEP students tested were proficient or above and 75% of the Low SES students were proficient or above. In 2013, 117 students were tested, 84.6% of the Combined Population scored proficient or above. 53.3% of the 15 IEP students tested were proficient or above and 80.3% of the 71 Low SES students tested were proficient or above. In 2012, 140 students were tested, 80% of the Combined Population scored proficient or above. 43% of the 23 IEP students tested were proficient or above and 76% of the 99 Low SES students tested were proficient or above. In 2011, 141 students were tested, 75.9% of the Combined Population scored proficient or above. 61% of the 18 IEP students tested were proficient or above and 74% of the 90 Low SES students tested were proficient or above. In 2010, 121 students were tested, 80% of the Combined Populations scored proficient or above compared to the state average of 71%. 64% of the 14 IEP students tested were proficient or above and 77% of the 83 Low SES students tested were proficient or above. In 2009, 126 students were tested, 70% of the Combined Population scored proficient or above compared to the state average of 68%. 50% of IEP students (14 tested) and 61% of low SES students (83 tested) were proficient or above. In 2008, 147 students were tested, 78% of the Combined Population scored proficient or advanced compared to the state average of 64%, 78% of the Caucasian students were proficient or advanced, 23% of IEP students (13 tested) were proficient or advanced, and 76% of Low SES students (91 tested) were proficient or advanced. The greatest areas of need for 3rd grade are content in the reading area and content & style in the writing area. In 2007, 134 students were tested, 72% of the Combined Population were proficient or advanced, 73% of the Caucasian students, 50% of the African-American Students (2 tested) and 100% of the Hispanic students (1 tested) were proficient or advanced. 31% of the IEP students (16 tested) and 67% of the Low SES students (87 tested) were proficient or advanced. In 2006, 140 students were tested, 57% of the Combined population were proficient or advanced 50% of the African-American students were proficient or advanced 100% of the Hispanic students were proficient or advanced 56% of the Caucasian students were proficient or advanced 33% of the IEP students were proficient or advanced 48% of the Low SES students were proficient or advanced 28% of the highly mobile students were proficient or advanced The general population had difficulty with the writing multiple choice questions, and IEP students has difficulty across all portions of the test. Plans to help these students improve their achievement include the continuation of an Inclusion classroom with a full-time dually certified (reg./spec. ed) teacher and full-time aide, review of student modifications, and additional tutoring assistance for students as needed. In 2005, 51% of the combined population scored proficient or above 52% of the caucasian students scored proficient or above 17% of the IEP students scored proficient or above 39% of the Low SES

students scored proficient or above. The subpopulations Asian, African American, Hispanic, Native American, and LEP did not have enough students identified to meet the state AYP. The Combined Population Mean Raw Score for the Spring 2005 was 61.0 as compared to the State Raw Score of 61.8.

3. 4th Grade Benchmark: In 2014, 119 students were tested, 85% of the Combined Population scored proficient or above. 50% of the 14 IEP students tested were proficient or above and 84% of the Low SES students were proficient or above. In 2013, 140 students were tested, 83.6% of the Combined Population scored proficient or above. 35% of the 20 IEP students tested were proficient or above and 78.7% of the 94 Low SES students tested were proficient or above. In 2012, 147 students were tested, 87% of the Combined Population scored proficient or above. 57% of the 16 IEP students tested were proficient or above and 82% of the 89 Low SES students tested were proficient or above. In 2011, 115 students were tested, 89.6% of the Combined Population scored proficient or above. 75% of the 12 IEP students tested were proficient or above and 89% of the 78 Low SES students tested were proficient or above. In 2010, 126 students were tested, 90% of the Combined Populations scored proficient or above compared to the state average of 77%. 57% of the 14 IEP students tested were proficient or above and 84% of the 78 Low SES students tested were proficient or above. In 2009, 147 students were tested, 78% of the Combined Population scored proficient or above compared to the state average of 72%. 36% of IEP students (11 tested) and 75% of low SES students (87 tested) were proficient or above. In 2008, 132 students were tested, 80% of the Combined Population scored proficient or above compared to the state average of 67%, 80% of the Caucasian students were proficient or advanced, 46% of IEP students (13 tested) were proficient or advanced, and 76% of Low SES (87 tested) were proficient or advanced. The greatest areas of need for 4th grade are content in the reading area and content & style in the writing area. In 2007, 139 student were tested, 64% of the Combined Population were proficient or advanced, 63% of the Caucasian students, 50% of the African-American students (2 tested) and 100% of the Hispanic students (2 tested) were proficient or advanced. 18% of the IEP students (11 tested) and 64% of the Low SES students (100 tested) were proficient or advanced. In 2006, 115 students were tested, 59% of the Combined Population were proficient or advanced, 100% of the African-American students were proficient or advanced, 100% of the Hispanic students were proficient or advanced, 58% of the Caucasian students were proficient or advanced, 12% of the IEP students were proficient or advanced, 52% of the Low SES students were proficient or advanced, 11% of the highly mobile students were proficient or advanced. The general population had difficulty with the writing multiple choice questions and essay question. IEP students had difficulty across all portions of the test. Plans to help these students improve their achievement include the addition of an Inclusion classroom with a full-time dually certified (reg/spec ed) teacher and aide, review of student modifications, and additional tutoring assistance for students as needed. In 2005, 59% of the Combined Population was proficient or above on the Primary Benchmark, 60% of the caucasian students were proficient or above, 7% of the IEP were proficient or above, 28% of the highly mobile students were proficient or above, 49% of the Low SES students were proficient or above. The subgroups LEP, African-American, Asian, Native American, and Hispanic do not have enough students identified to meet AYP. Areas of greatest need reflected in the Primary Benchmark literacy data are open response reading items from content and literary text, content writing, writing style, and writing sentence formation. The Combined Population Mean Raw Score for the Spring 2005 was 64.0 as compared to the State Raw Score or 61.9. In 2004, 74% of the Combined Population was proficient or above. In 2003, 68% of the Combined Population was proficient or above. In 2002, 26% of the combined population was proficient or above.
4. 5th Grade Benchmark: In 2014, 143 students were tested, 75% of the Combined Population scored proficient or above. 40% of the 20 IEP students tested were proficient or above and 70% of the Low SES students were proficient or above. In 2013, 147 students were tested, 85.7% of the Combined Population scored proficient or above. 31.3% of the 16 IEP students tested were proficient or above and 80.2% of the 91 Low SES students tested were proficient or above. In 2012, 120 students were tested, 90% of the Combined Population scored proficient or above. 61% of the 13 IEP students tested were proficient or above and 90% of the 84 Low SES students tested were proficient or above. In 2011, 134 students were tested, 85.8% of the Combined Population scored proficient or above. 54% of the 13 IEP students tested were proficient or above and 82% of the 86 Low SES students tested were proficient or above. In 2010, 150 students were tested, 78% of the Combined Populations scored proficient or above compared to the state average of 74%. 42% of the 12 IEP students tested were proficient or above and 75% of the 88 Low SES students tested were proficient or above. In 2009, 129 students were tested, 80% of the Combined Population scored proficient or above compared to the state average of 69%. 44% of the IEP students (9 tested) and 74% of the low SES students (85 tested) were proficient or above. In 2008, 136 students were tested, 67% of the Combined Population scored proficient or above compared to the state average of 64%, 67% of the Caucasian students were proficient or advanced, 20% of IEP students (10 tested) were proficient or advanced, and 63% of low SES students (89 tested) were proficient

or advanced. The greatest areas of need for 5th grade are content in the reading area and content & style in the writing area. In 2007, 114 students were tested, 59% of the Combined Population were proficient or advanced, 60% of the Caucasian students, 33% of the African-American students (3 tested) and 50% of the Hispanic students (2 tested) were proficient or advanced. 0% of the IEP students (13 tested) and 47% of the low SES students (73 tested) were proficient or advanced. In 2006, 132 students were tested, 57% of the Combined population were proficient or advanced 33% of the Hispanic students were proficient or advanced 46% of the Caucasian students were proficient or advanced 0% of the IEP students were proficient or advanced 45% of the low SES students were proficient or advanced 40% of the highly mobile students were proficient or advanced. The general population had difficulty with the writing multiple choice questions. IEP students had difficulty across all portions of the test. Plans to assist these students improve in their achievement include review of the students modifications and additional tutoring assistance during or after school.

5. 6th Grade Benchmark: In 2014, 150 students were tested, 76% of the Combined Population scored proficient or above. 6% of the 17 IEP students tested were proficient or above and 67% of the Low SES students were proficient or above. In 2013, 119 students were tested, 80.7% of the Combined Population scored proficient or above. 20% of the 10 IEP students tested were proficient or above and 76.5% of the 81 Low SES students tested were proficient or above. In 2012, 139 students were tested, 85% of the Combined Population scored proficient or above. 35% of the 17 IEP students tested were proficient or above and 78% of the 86 Low SES students tested were proficient or above. In 2011, 152 students were tested, 80.3% of the Combined Population scored proficient or above. 27% of the 11 IEP students tested were proficient or above and 75% of the 99 Low SES students tested were proficient or above. In 2010, 135 students were tested, 77% of the Combined Populations scored proficient or above compared to the state average of 72%. 40% of the 10 IEP students tested were proficient or above and 80% of the 86 Low SES students tested were proficient or above. In 2009, 133 students were tested, 74% of the Combined Population scored proficient or above compared to the state average of 70%. 18% of the IEP students (11 tested) and 65% of the low SES students (94 tested) were proficient or above. In 2008, 113 students were tested, 65% of the Combined Population scored proficient or above compared to the state average of 64% of the Caucasian students were proficient or advanced, 10% of the IEP students (10 tested) were proficient or advanced, and 57% of low SES students (74 tested) were proficient or advanced. The greatest areas of need for 6th grade are content in the reading area and sentence formation & mechanics in the writing area. In 2007, 135 students were tested, 69% of the Combined Population were proficient or advanced. 71% of the Caucasian students, 50% of the African-American students (2 tested) and 33% of the Hispanic students (3 tested) were proficient or advanced. 8% of the IEP students (12 tested) and 63% of the low SES students (68 tested) were proficient or advanced. In 2006, 127 Students were tested, 68% of the Combined Population were proficient or advanced 50% of the Hispanic students were proficient or advanced 69% of the Caucasian students were proficient or advanced 0% of the IEP students were proficient or advanced. 61% of the Low SES students were proficient or advanced and 60% of the highly mobile students were proficient or advanced. The general population had difficulty with the writing multiple choice questions. IEP students had difficulty across all portions of the test. Plans to assist these students improve in their achievement include: co-teaching inclusion instruction in the regular classroom, review of the students modifications and additional tutoring assistance after school as needed. In 2005, 55% of the combined population scored proficient or advanced on the Intermediate Benchmark 55% of the Caucasian students scored proficient or above. 14% of the IEP students scored proficient or above, 52% of the low SES students scored proficient or above. The Subgroups LEP, Asain, Native American, African-American, and Hispanic do not have enough students identified to meet AYP. Areas of greatest need reflected in the Intermediate Benchmark are open response reading items from practical and literary sources. The Combined Population Mean Raw Score for the Spring 2005 was 67.8% as compared to the State Raw Score of 68.1%. In 2004, 50% of the combined population scored proficient or advanced. In 2003, 35% of the combined population scored proficient or advanced. In 2002, 26% of the general population scored proficient or above.
6. Attendance Rate: The 2013-2014 attendance rate was 97.25%. The 2012-2013 attendance rate was 97.14%. The 2011-2012 attendance rate was 95.2%. The 2010-2011 attendance rate was 95.9% at M. D. Williams. The 2009-2010 attendance rate was 96.6% at M. D. Williams.

- Goal All students in grades 3-6 will demonstrate continuous improvement in open response, practical, and content reading passages, as well as writing content and style.
- Benchmark At the end of the 2009-2010 school year, 81.6% of our combined population was proficient or above. At the end of the 2010-2011 school year, 83.4% was proficient or above. Annually we will improve by 4.12%. At the end of the 2009-2010 school year, the sub-population of IEP students was 51.7% proficient or above, and in 2010-2011, 57.4% was proficient or above. Annually they will improve by

3.26%. At the end of the 2009-2010 school year, the sub-population of low SES students had 79% score proficient or above, and in 2010-2011 80.4% scored proficient or above. Annually they will improve by 6.4%. The combined population will show a 1.8% improvement. The IEP students will show a 4.8% improvement annually. The Low SES students will improve 2.1% annually. At the end of the 2011-2012 school year, 85.2% of the Combined Population was proficient or above. The goal will be to improve by 1.8% annually. The IEP students had 55.9% proficient or above and will seek to improve 4.8% annually. The Low SES students had 81.3% proficient or above and will seek to improve 2.1% annually. At the end of the 2012-2013 school year 83.49% of the Combined Population was proficient or above. The goal will be to achieve 86.19% proficient. The TAG population had 73.37% proficient or above and will continue to strive to meet the goal of 83.75%. At the end of the 2013-2014 school year 78% of the Combined Population was proficient or above. The goal is to continue to improve to meet the performance goal of 86.19%. 33% of IEP students were proficient or above and 74% of Low SES students were proficient or above. The TAG populations will continue to strive to meet growth goals.

Intervention: Align literacy curriculum and instruction to the Common Core State Standards by implementing a Standard-Based Curriculum that integrates best practices in literacy (reading & writing) instruction through both traditional and performance-based activities promoting reading and writing success using Total Instructional Alignment (TIA) and pacing guides for the 2013-2016 school years.

Scientific Based Research: "Common Core Curriculum Maps: English Language Arts Grades K-5." Jossey-Bass, San Francisco, CA, 2012. [www.achievethecore.org](http://www.achievethecore.org); Fountas, I. and Pinnell, G. S. "Guiding Readers and Writers." Portsmouth, NH: Heinemann, 2001 Harvey, S. and Gouvis, A. "Strategies That Work." Portland, ME: Stenhouse Publishers, 2000. Fletcher, Ralph. "A Writer's Notebook." HarperCollins Publishers, New York, 1996. Harvey, Stephanie. "Nonfiction Matters: Reading, Writing, and Research in Grades 3-8." Stenhouse Publishers, Portland, Maine, 1998.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>(C3) Student achievement will be used to evaluate the use of federal and state funds and Adequate Yearly Progress. (SCHOOL WIDE #10) The school mission statement and ACSIP plan will be revisited annually for reviews and updates.</p> <p>Action Type: Alignment                      Action Type: Collaboration                      Action Type: Professional Development                      Action Type: Program Evaluation                      Action Type: Title I Schoolwide</p>	<p>Daryl Blaxton, Superintendent</p>	<p>Start: 07/01/2014                      End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$-</p>
<p>(C3) In grade level team meetings or faculty meetings, teachers will address expected mastery of each subject or content area within each quarter. Technology will be used to analyze data and determine student progress and mastery of the literacy alignment each quarter. (SCHOOL WIDE #2, #8, #9) The service that is being purchased is the fee for target testing. (EVALUATION) The 2009-2010, 2010-2011, 2011-2012, 2012-2013, and 2013-2014 data results showed 100% of the teachers were teaching to the standards. CRT results show that the majority of our students were proficient on NWEA and target tests. Literacy Academic Improvement Plans (AIP): 2013-2014 data review resulted in literacy AIPs being developed for 24% of 3rd graders, 15% of 4th graders, 25% of 5th graders, and 23% of 6th graders. 2012-13 data review resulted in literacy AIPs being developed for 16% of 3rd grade students, 17% of 4th grade students, 15% of 5th grade students, and 19% of 6th grade students; 2011-12 data review resulted in literacy AIPs being developed for 21% of 3rd grade students, 13% of 4th grade students, 1% of 5th grade students, and 15% of 6th grade students. 2010-11 data review resulted in literacy AIPs being developed for 17% of 3rd</p>	<p>RoseMary Weaver, Curriculum Specialist;                      Shannon Fish, Principal</p>	<p>Start: 07/01/2014                      End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$-</p>

<p>grade students, 10% of 4th grade students, 12% of 5th grade students, and 20% of 6th grade students. 2009-10 data review resulted in literacy AIPs being developed for 20% of 3rd grade students, 10% of 4th grade students, 21% of 5th grade students, and 22% of 6th grade students.(EVALUATION)                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Program Evaluation                  Action Type: Special Education                  Action Type: Technology Inclusion                  Action Type: Title I Schoolwide</p>				
<p>(C3)Teachers will meet in regularly scheduled grade level meetings to discuss instructional practices and strategies used, as well as student progress in literacy. (SCHOOL WIDE #8) A data wall and/or shared Google docs will be developed to aid in progress monitoring.                  Action Type: AIP/IRI                  Action Type: Collaboration                  Action Type: Special Education                  Action Type: Title I Schoolwide</p>	RoseMary Weaver, Curriculum Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
<p>(C3)3rd through 6th grade literacy teachers will meet twice per year to discuss instructional practices and student progress in literacy and the strategies used. Teachers will collaborate for consistency of Common Core expectations using data-driven decision making about improvement of instruction, assessment, and content. (SCHOOL WIDE #8)                  Action Type: Collaboration                  Action Type: Special Education                  Action Type: Title I Schoolwide</p>	RoseMary Weaver, Curriculum Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
<p>(C2)The district will provide staff development activities in compliance with rules and regs approved by the ADE related to aligning the literacy curriculum and improving student achievement in relation to the school's ACSIP plan. Staff development is linked to the deficit or weak areas identified through the supporting data. (SCHOOL WIDE #1, #4, #10)                  Action Type: Professional Development</p>	Daryl Blaxton, Superintendent	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
<p>(C1)Certified staff will use Curriculum Maps/Common Core Standards providing instruction promoting reading and writing success during the 2013-2016 school years.                  Action Type: Alignment                  Action Type: Special Education</p>	Shannon Fish, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Provide Point-In-Time Remediation for students performing below grade level expectations during the 2013-2016 school years.

Scientific Based Research: Wiggins, G. and McTighe, J. Understanding by Design. 1998. ASCD. Cohen, Peter A. Educational Outcomes of Tutoring: A Meta-analysis of Findings. American Educational Research Journal, Vol. 19, No. 2, 237-248 (1982). Bader, Lois A. Research on Effective Literacy Tutoring.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>(B1)The district will provide the support necessary to hire an aide, Margaret Snow, (.41 FTE) to conduct a remediation computer lab designed to serve as an intervention for students' weaknesses related to periodic assessments. General</p>	Daryl Blaxton, Superintendent	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Computers</li> <li>Title Teachers</li> </ul>	Title I - Purchased \$2000.00 Services: Title I - Employee \$6226.58 Salaries:

<p>supplies will be purchased to support the day to day operation of the lab. Academic intervention providing remediation will be implemented depending on individual student needs using COMPASS software. (SCHOOL WIDE #9, #10)                  Action Type: Collaboration                  Action Type: Technology Inclusion                  Action Type: Title I Schoolwide</p>				<p>Title I - Employee Benefits: \$1370.47</p> <hr/> <p>ACTION BUDGET: \$9597.05</p>
<p>(B1)The staff will identify deficiencies within the literacy strands for all students scoring below proficiency and address these needs through the Response to Intervention process. (SCHOOL WIDE #1, #2, #8, #9)                  Action Type: AIP/IRI                  Action Type: Equity                  Action Type: Special Education                  Action Type: Title I Schoolwide</p>	<p>Shannon Fish, principal</p>	<p>Start: 07/01/2014                  End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>(B3)Teachers will continue to re-evaluate AIPs and RTI data maintain a computer file of student data as reported by COMPASS/NWEA. (SCHOOL WIDE #1) This program was implemented during the 2011-2012 school year. Every student will receive 60 minutes of computer instruction. 2011-2012 data was compiled through the use of COMPASS programs. (EVALUATION) During the 2011-2012 school year 50 students were identified to be served in reading through Tier II and Tier III of RTI. These identified students receive additional instruction.(EVALUATION) 84 students were identified to be served during the 2012-2013 school year. 53 students were identified to be served during the 2013-2014 school year.                  Action Type: AIP/IRI                  Action Type: Equity                  Action Type: Program Evaluation                  Action Type: Special Education</p>	<p>Shannon Fish, principal</p>	<p>Start: 07/01/2014                  End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>(B1)The district will provide tutoring to the building's ELL student(s) through a bilingual tutor. The tutor will provide additional instructional assistance that may be needed due to any language barrier that may exist.The hourly rate of pay for the tutor is \$14.                  Action Type: Equity</p>	<p>Shannon Fish, Principal</p>	<p>Start: 07/01/2014                  End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> </ul>	<p>ELL (State-276) - Employee Benefits: \$220.10</p> <p>ELL (State-276) - Employee Salaries: \$1223.11</p> <hr/> <p>ACTION BUDGET: \$1443.21</p>
<p>(B1)Faculty will implement the use of COMPASS Software as a tutorial program to enhance learning and target areas of deficiency for students. Daily access will be provided for Tier II and III identified students. The district will support</p>	<p>Shannon Fish, Principal</p>	<p>Start: 07/01/2014                  End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>Title VI State - Purchased Services: \$2950.00</p> <hr/> <p>\$2950</p>



<p>this program by paying for the annual licensing fee, as well as staff training.                  Action Type: Collaboration                  Action Type: Special Education                  Action Type: Technology Inclusion                  Action Type: Title I Schoolwide</p>				<p>ACTION BUDGET:</p>
<p>(B1)An after/before school tutoring program will be provided to help students in need of remediation and /or tutorial assistance in the areas or weaknesses identified through COMPASS/NWEA assessments.(The hourly rate of pay for tutoring is \$14 for non certified &amp; \$26 for certified). Supplies for tutoring will also be provided. (SCHOOLWIDE #10)Tutoring supplies will be provided (SCHOOL WIDE #2, #9).                  Action Type: Collaboration                  Action Type: Special Education                  Action Type: Title I Schoolwide</p>	<p>Chris Lindner, Asst. Principal</p>	<p>Start: 07/01/2014                  End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<p>Title I - Materials &amp; Supplies: \$500.00                  Title I - Employee Salaries: \$14000.00                  Title I - Employee Benefits: \$3081.40  <hr/>                 ACTION BUDGET: \$17581.4</p>
<p>(B3)Evaluation information such as DIBELS, NWEA and the Benchmark will be used to determine the need for developing AIPs for students performing below grade level.                  Action Type: Collaboration                  Action Type: Program Evaluation                  Action Type: Special Education</p>	<p>Shannon Fish, Principal</p>	<p>Start: 07/01/2014                  End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>(B3)Students struggling in the classroom will be identified through universal screenings such as the Benchmark/NWEA/DIBELS/COMPASS and their needs will be addressed through the school's RTI process by highly qualified staff.                  Action Type: Collaboration                  Action Type: Parental Engagement                  Action Type: Program Evaluation                  Action Type: Special Education</p>	<p>Shannon Fish, Principal</p>	<p>Start: 07/01/2014                  End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Employ 4 full time paraprofessionals to assist with the instructional delivery of reading interventions as well as providing additional POINT-IN-TIME REMEDIATION tutorial assistance related to students' needs, identified in the supporting data. Staff as follows: Angela Marburger - FTE 1.00 - Salary 17140.00 Bene 3772.51; Stella Steimiel - FTE 1.00 - Salary 20468.00 Bene 6333.01; Rita Rowe - FTE 1.00 - Salary 20468.00 Bene 6333.01; Rita Davis - FTE 1.00 - Salary 16212.00 Bene 5396.27 (SCHOOLWIDE #9)The district will also provide necessary instructional materials, training, and services.</p>	<p>Daryl Blaxton, Superintendent</p>	<p>Start: 07/01/2014                  End: 06/30/2015</p>		<p>Title I - Purchased Services: \$6000.00                  Title I - Employee Salaries: \$74288.00                  Title I - Employee Benefits: \$21834.80  <hr/>                 ACTION BUDGET: \$102122.8</p>
<p>Co-Teaching will be implemented in the M. D. Williams Intermediate School. General and Special Education Teachers will plan and instruct for inclusion/differentiation of all students. IEPs will be strictly</p>	<p>Shannon Fish, Principal</p>	<p>Start: 07/01/2014                  End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<p>NSLA (State-281) - Employee Benefits: \$5908.98</p>

<p>followed in the Co-Teaching classrooms (Academic &amp; Behavioral goals) (A3)Results of the Special education or at risk students will be reviewed annually by teachers involved in co-teaching. The results of the assessments will be reviewed and analyzed to determine if any changes in student placement or differentiation of instruction is required. In the 2008-2009 5th &amp; 6th grade co-teaching classrooms, 14 of 17 students showed academic growth, 4 of 17 students ended the 2008-2009 school year at "no risk", 10 of 17 students stayed "at risk", but showed growth while expectations were being raised; and 3 of 17 students showed no growth and one of these students was placed in a more restrictive environment to receive additional assistance during the 2009-2010 school year. Individual data is added to the IEP student folders at Annual Review along with other classroom based assessment. During the 2013-2014 school year 16 IEP students were in the co-teaching setting; 1 of these was moved to a less restricted environment, 4 to a more resource setting, and 11 remained in co-teaching. (EVALUATION)                  Action Type: AIP/IRI                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Special Education                  Action Type: Technology Inclusion</p>				<p>NSLA (State-281) - Employee Salaries: \$18541.50</p> <hr/> <p>ACTION BUDGET: \$24450.48</p>
<p>Response to Intervention (RTI) will be implemented at M. D. Williams Intermediate School. Effective identification of struggling learners with appropriate instruction to address the area(s) of need. (Academic and/or Behavioral) The district will support this process through the hiring of an Interventionist to assist in identifying and serving these students.                  Action Type: AIP/IRI                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Professional Development                  Action Type: Special Education                  Action Type: Technology Inclusion</p>	<p>Shannon Fish, Principal</p>	<p>Start: 07/01/2014                  End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>NSLA (State-281) - Employee Salaries: \$24536.50</p> <p>NSLA (State-281) - Teachers: \$5400.48</p> <p>NSLA (State-281) - Materials &amp; Supplies: \$500.00</p> <hr/> <p>ACTION BUDGET: \$30436.98</p>
<p>Students who are identified through Benchmark results as needing assistance will be administered the NWEA assessment in order to coordinate compass learning with Tier II interventions.</p>	<p>Tammy Hagood/Maria Bell</p>	<p>Start: 07/01/2014                  End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>Title I - Purchased Services: \$2750.00</p> <hr/> <p>ACTION BUDGET: \$2750</p>

<p>The district will employ two-(2) paraprofessionals to assist with students who struggle behaviorally and/or academically. The paraprofessionals will provide academic support as well as emotional and behavioral support.                  Action Type: ADE Scholastic Audit                  Action Type: AIP/IRI                  Action Type: Collaboration</p>	<p>Shannon Fish, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$191331.92</p>
<p>Intervention: Implement a Standard-Based Curriculum that integrates best practices in literacy instruction through both traditional and performance-based activities promoting reading and writing success during the 2013-2016 school years.</p>				
<p>Scientific Based Research: Fountas, I. and Pinnell, G. S. "Guiding Readers and Writers." Portsmouth, NH: Heinemann, 2001. Harvey, S. and Gouvis, A. "Strategies That Work." Portland, ME: Stenhouse Publishers, 2000. Quellmalz, E. S. "Needed: Better Methods for Testing Higher-Order Skills." Educational Leadership 43, 2 (October 1985): 29-35. Fletcher, Ralph. "A Writer's Notebook." HarperCollins Publishers, New York, 1996. Gletcher, Ralph. "Live Writing." Avon Books, Inc., New York, 1999. Fletcher, R. and Portalupi, JoAnn. "Writing Workshop." Heinemann, Portsmouth, New Hampshire, 2001. Harvey, Stephanie. "Nonfiction Matter: Reading, Writing, and Research in Grades 3-8." Stenhouse Publishers, Portland, Maine, 1998.</p>				
<p>Actions</p>	<p>Person Responsible</p>	<p>Timeline</p>	<p>Resources</p>	<p>Source of Funds</p>
<p>(A1)Continue building classroom libraries and Reading &amp; Writing Workshop environments in literacy classes. These environments will be used to enhance access and performance in literacy.                  Action Type: Collaboration                  Action Type: Special Education</p>	<p>Shannon Fish, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• School Library</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>(A1)Teachers will instruct students on the management of writing workshop, the conventions of writing and writer's craft through mini-lessons and guided writing lessons.                  Action Type: AIP/IRI                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Special Education</p>	<p>Shannon Fish, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>(A1)Teachers will instruct and engage students in the writing process. Students will: pre-write, write a rough draft, revise their work, edit and publish their writing. Teachers will conference with students concerning their progress in utilizing the writing process.                  (SCHOOL WIDE #2, #9)                  Action Type: AIP/IRI                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Special Education                  Action Type: Technology Inclusion                  Action Type: Title I Schoolwide</p>	<p>Shannon Fish, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>(A1)Literacy teachers will provide mini-lessons to help students learn effective reading strategies (making connections, questioning, predicting/infering, analyzing, synthesizing, evaluation, &amp; fix-up strategies) and skills.                  Action Type: AIP/IRI</p>	<p>Shannon Fish, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>ACTION BUDGET: \$</p>

Action Type: Alignment Action Type: Collaboration Action Type: Special Education Action Type: Technology Inclusion				
(A1)Third, Fourth, Fifth, and Sixth grade teachers will continue to monitor individual student reading goals. Action Type: AIP/IRI Action Type: Collaboration	Shannon Fish, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
(A1)Teachers will set high expectations for independent reading and writing. Teachers and Support Staff will guide students in appropriate book selection that will expand their reading power. Books will be purchased to provide for a wide range of student interests and reading levels appropriate to the needs of all students.(SCHOOL WIDE #9) Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education Action Type: Title I Schoolwide	Shannon Fish, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>District Staff</li> <li>School Library</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
(A1)Teachers at each grade level will develop a body of fiction and information reading and writing prompts for the use of simulating and preparing students for Common Core State Standard expectations. Action Type: Alignment Action Type: Collaboration Action Type: Special Education	Shannon Fish, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
(A1)Classroom and Special Education Teachers will continue to implement the appropriate grade level thinking strategies, analyze, compare, infer, and evaluate in all content areas. (SCHOOL WIDE #2) Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Title I Schoolwide	Shannon Fish, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
(A3)Student achievement will be used to evaluate the use of federal and state funds and Adequate Yearly Progress. (SCHOOL WIDE #10) Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education Action Type: Title I Schoolwide	Daryl Blaxton, Superintendent	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Central Office</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
(A1)A Response-To-Intervention/Instruction (RTI) model will be used to meet the instructional needs of students. "Take Flight" classes will be held with selected students. These students will receive one hour of	Shannon Fish, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$

<p>instruction four days per week with a trained "Take Flight" instructor. Action Type: Collaboration Action Type: Special Education</p>				
<p>(A1)Strategies to attract highly qualified teachers consist of advertising extensively for qualified applicants, conducting rigorous interviews in which a team collaborates on the applicant's strengths and compatibility. To retain highly qualified staff, administrative support is provided along with professional development to meet general and specific needs. Staff involvement is encouraged regarding policy and procedural issues and a fair and competitive compensation package is available. (SCHOOL WIDE #3, #5) Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide</p>	<p>Daryl Blaxton, Superintendent</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>(A1)An Alternative Learning Environment (Success) classroom will be available for students whose behavior inhibits their learning and performance in the regular classroom during the 2013-2016 school years. The district will provide support necessary to staff an ALE (Success) classroom in compliance with rules and regulations written by ADE regarding alternative learning. This class provides instruction through a certified teacher (.50 FTE) and an aide (.50 FTE) in a reduced class-size setting for students whose behavior inhibits their performance and learning in the regular classroom, as well as their ability to complete assessments along with the regular class. Supplies and professional development will be supplied to support this classroom. (SCHOOLWIDE #10) A maximum of 10 students (12 with a full time paraprofessional) will be placed in the ALE classroom. Students will receive academic instruction for all core subject areas with the ALE Classroom Instructor for a minimum of 21 days once they are placed. (A2)Staff development and advanced training at the state and/or national level will be provided to the ALE staff for training necessary to implement requirements as dictated by state regulations. 2011-2012 data indicated that 25 students were enrolled in ALE at some time during the school year. 13 students returned to the regular classroom successfully, 7 students moved</p>	<p>Chris Lindner, Asst. Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<p>ALE (State-275) - \$8406.35 Employee Benefits: ALE (State-275) - \$36739.28 Employee Salaries:  ACTION BUDGET: \$45145.63</p>

<p>away, 4 students moved to Special Education services, and 1 student was sent to a facility for services. 2012-2013 data indicated that 22 students were enrolled in ALE at some time during the school year. 12 students returned to the regular classroom, 4 students moved away, 1 student was home schooled, 2 students were sent for services, and 3 remained in ALE. In 2013-2014, 17 students were enrolled and 6 returned to the regular classroom during the school year, and 4 students remained in ALE. Action Type: Collaboration Action Type: Title I Schoolwide</p>				
<p>(A2)Continue to provide high-quality, relevant professional development for faculty and staff during the 2013-2016 school years. Teachers will receive a minimum of 60 hours of professional development including 2 hours parental involvement in-service, 2 hours Suicide Awareness (once every three years), 2 hours Arkansas History in-service, and 6 hours of technology in-service. Administrators will receive a minimum of 63 hours of professional development. Professional development is available through the district, Educational Cooperative, and other agencies. (SCHOOL WIDE #4) (PARENTAL ENGAGEMENT 2C) Action Type: Collaboration Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Daryl Blaxton, Superintendent</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>(A2)G/T teachers will attend the AGATE (Arkansas for Gifted &amp; Talented Education) Conference at the Little Rock Convention Center in February. Action Type: Professional Development</p>	<p>Shannon Fish, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>(A3)Provide ongoing technology updates, integration, and support to all curricular areas to enhance teaching and learning opportunities. The effective use of technology will be evaluated on an ongoing basis through classroom walk throughs, discussions during team meetings, analysis of lesson plans, and through formal teacher evaluations. The 2009-2010, 2010-2011, 2011-2012, 2012-2013, and 2013-2014 data showed 100% of our teachers were teaching to the standards. CRT results showed that most of our students were proficient on tests and are exceeding state averages</p>	<p>Shannon Fish, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>

Action Type: Collaboration Action Type: Special Education Action Type: Technology Inclusion				
(A3)(6) Sixth Grade Teachers will implement the use of response systems to engage all students in immediate feedback and to evaluate the effectiveness of instruction and understanding. Action Type: Special Education Action Type: Technology Inclusion	Shannon Fish, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
(A3)A committee consisting of the School Counselor, ALE Director or Principal, ALE (Success) Instructor, parent or legal guardian of the child, and all regular classroom teachers of that child will review criteria for placement for a student being referred to the ALE (Success) classroom. The BASC Teacher Rating Scale (completed by a regular classroom teacher as part of the referral process) and Post (completed by the classroom teacher after the student's return to the classroom) assessment will be completed to show improvement in the student's performance. Once a student meets exit criteria; and the parent, student, ALE teacher, and Principal agree that the student is ready to return to the regular classroom environment, the student will be released from the ALE classroom. Research has proven that students completing the ALE program stay in school thus reducing lost personal and state revenues. (p. 13) The 2008-2009 data results showed trends tend to be that students stay in the ALE classes longer than the initial 21 days, but only one student has had to return to the ALE classroom after being returned to the regular classroom.(EVALUATION) Students must meet at least two of the designated criteria on the referral form before being considered for placement in the ALE classroom. A student cannot be placed in the ALE classroom as a means of punishment! Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education Action Type: Title I Schoolwide	Shannon Fish, Principal; Chris Lindner, Asst. Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
The district will provide funds for staff development, including substitute teachers, in order for classroom teachers to attend professional development activities designed to improve literacy instruction in the classroom. (A2) Substitutes will be provided for teachers that are absent at a rate of	Shannon Fish, Principal	Start: 07/01/2014 End: 06/30/2015		PD (State-223) - Purchased Services: \$6905.69 <hr/> ACTION BUDGET: \$6905.69

<p>\$55 for no degree, \$60 for a degree, and \$65 for a degree in the area of substitution. (A2) Teachers will attend appropriate in-services related to their instructional content areas. Consultation with the principal through completion of Individual Growth Plans and documentation of Professional Development hours will be completed annually. These records will be approved and maintained by the principal to assure that in-services help meet the needs addressed in the ACSIP plan. The 2008-2009, 2009-2010, 2010-2011, 2011-2012, 2012-2013, and 2013-2014 data results showed 100% of the staff completed required in-service with many exceeding minimum requirements. (EVALUATION)</p>				
<p>The district will purchase Chromebooks, as well as carts to hold the Chromebooks, for students and teachers in grades 3-6. The Chromebooks will be utilized to improve students' 21st Century literacy skills, including practical writing, as well as allow students the capability of accessing their individualized learning paths through Compass tutorial software from within the classroom. Action Type: Technology Inclusion</p>	<p>Daryl Blaxton, Superintendent</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>ACTION BUDGET: \$</p>
<p>The district will implement a "Survivor Reading Camp" for 2-4 weeks, June and/or July. The reading camp will encourage and motivate children to read for pleasure and maintain reading skills during summer break. An overview of specific reading areas: comprehension strategies through read-aloud (connections, questioning, inferencing, determining importance, synthesize) and figurative language (onomatopoeia, alliteration, simile, metaphor, idioms). Students will practice these above skills through reading games, writing activities, and art projects. The district will hire 3 certified teachers at a rate of \$26 per hour, 1 paraprofessional at a rate of \$14 per hour and each class will be provided instructional supplies. Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>	<p>Shannon Fish, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• School Library</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>NSLA (State-281) - Employee Salaries: \$5840.00 NSLA (State-281) - Employee Benefits: \$1285.38 NSLA (State-281) - Materials &amp; Supplies: \$3500.00 <hr/>ACTION BUDGET: \$10625.38</p>
<p>The district will purchase a minimum of 112 chromebooks, Google Chrome OS Mgmt license for each book, and 8 secure storage carts at a cost not to exceed \$76,422.64. Action Type: Equity</p>	<p>Sara Martin, Special Education Coordinator</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Computers</li> </ul>	<p>Title I - Purchased Services: \$8422.64 Title I - Materials: \$48000.00</p>



Action Type: Special Education Action Type: Technology Inclusion				& Supplies: Title I - Capital Outlay: \$20000.00
				ACTION BUDGET: \$76422.64
<b>Total Budget:</b>				<b>\$139099.34</b>

Priority 4: To improve student achievement in science for all students across the curriculum

Supporting Data:

1. 5th grade Benchmark: In 2014, 143 students were tested, 45% of the Combined Population scored proficient or above. 30% of the 20 IEP students tested were proficient or above and 39% of the Low SES students were proficient or above. In 2013, 147 students were tested, 51.7% of the Combined Population scored proficient or above. 12.5% of the 16 IEP students tested were proficient or above and 41.8% of the 91 Low SES students tested were proficient or above. In 2012, 120 students were tested, 64% of the Combined Population scored proficient or above. 39% of the 13 IEP students tested were proficient or above and 64% of the 84 Low SES students tested were proficient or above. In 2011, 134 students were tested, 67.2% of the Combined Population scored proficient or above. 46% of the 13 IEP students tested were proficient or above and 62% of the 86 Low SES students tested were proficient or above. In 2010, 150 students were tested, 58% of the Combined Population scored proficient or above as compared to the state average of 55%. 25% of the 12 IEP students tested were proficient or above and 52% of the 88 Low SES students tested were proficient or above. In 2009, 129 students were tested, 56% of the Combined Population scored proficient or above as compared to the state average of 43%. 44% of IEP students and 55% of low SES students were proficient or above. In 2008, preliminary data indicates that approximately 51% of students tested in the 5th grade are capable of scoring advanced or proficient on the Intermediate Benchmark Exam.
2. Attendance Rate: The 2013-2014 attendance rate was 97.25%. The 2012-2013 attendance rate was 97.14%. The 2011-2012 attendance rate was 95.2%. The 2010-2011 attendance rate was 95.9% at M. D. Williams. The 2009-2010 attendance rate was 96.6% at M. D. Williams.

Goal All students in grades 3-6 will demonstrate continuous improvement in "nature of science", physical science, and open response.

Benchmark At the end of the 2008-2009 school year, 56% of the 5th grade combined population was proficient or above in science. At the end of the 2009-2010 school year, 58% of the 5th grade combined population was proficient or above. 25% of the IEP students and 52% of the Low SES students were proficient or above. At the end of the 2010-2011 school year, 67.2% of the 5th grade combined population was proficient or above in science. 46% of the IEP students and 62% of the Low SES students were proficient or above. At the end of the 2011-2012 school year, 64% of the 5th grade combined population was proficient or above in science. 39% of the IEP students and 64% of the Low SES students were proficient or above. At the end of the 2012-2013 school year, 51.7% of the 5th grade combined population was proficient or above. 12.5% of 5th grade IEP students were proficient or above and 41.8% of the 5th grade Low SES students were proficient or above. At the end of the 2013-2014 school year 45% if the 5th grade combined population was proficient or above. 30% of the 5th grade IEP students were proficient or above and 39% of the 5th grade Low SES students were proficient or above. M. D. Williams will reduce the percentage of students scoring below proficient by 10% across all tested areas and sub-populations.

Intervention: Implement a Standard-Based Curriculum that integrates best practices in science instruction for all students across the curriculum during the 2013-2016 school years.				
Scientific Based Research: Donovan, M. Suzanne, and John D. Bransford, editors. How Students Learn: Science in the Classroom. Committee on How People Learn: A Targeted Report for Teachers, National Research Council, 2005. Marzano, Robert J., Debra J. Pickering, & Jane E. Pollack. Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. Association for Supervision and Curriculum Development, Alexandria, VA, 2001. National Research Council (2012). National Science Education Standards. Washington DC, National Academy Press.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
(A1)A room has been designated and equipped as a Science Lab and students will be allowed to participate in conducting lab	Shelly Tanner, 5th grade	Start: 07/01/2014	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	\$

work at least once weekly. Action Type: Collaboration Action Type: Special Education	Science Teacher	End: 06/30/2015		ACTION BUDGET:
(A1)6th grade Teachers will implement the use of Response systems to engage all students in immediate feedback and to evaluate the effectiveness of instruction and understanding. Action Type: Technology Inclusion	Shannon Fish, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$
(A1)Strategies to attract highly qualified teacher consists of advertising extensively for qualified applicants, conducting rigorous interviews in which a team collaborates on the applicant's strengths and compatibility. To retain highly qualified staff, administrative support is provided along with professional development to meet general and specific needs. Staff involvement is encouraged regarding policy and procedural issues and a fair and competitive compensation package is available. (SCHOOL WIDE #3, #5) Action Type: Collaboration Action Type: Professional Development Action Type: Special Education Action Type: Title I Schoolwide	Daryl Blaxton, Superintendent	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
(A2)If funds are available selected teachers will be asked to attend the National Science Teachers Association meeting. They will accumulate information to disseminate to other staff during a faculty meeting after their return. Action Type: Collaboration Action Type: Professional Development Action Type: Special Education	Shannon Fish, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
(A2)Teachers will receive a minimum of 60 hours of professional development including 2 hours parental involvement in-service, 2 hours of Suicide Awareness (every 3 years), 2 hours Arkansas History in-service, and 6 hours of technology in-service. Administrators will receive a minimum of 63 hours of professional development. Professional development is available through the district, Educational Cooperative, and other agencies. (SCHOOL WIDE #4) (PARENTAL ENGAGEMENT 2C) Teachers will attend appropriate in-services related to their instructional content areas. Consultation with the principal through completion of Individual Growth Plans and documentation of Professional Development hours will be completed annually. These records will be approved and maintained by the principal to assure that in-services helps meet the needs addressed in the ACSIP plan. The 2008-2009, 2009-2010, 2010-2011, 2011-2012, 2012-2013, and 2013-2014 data results showed 100% of the staff completed required in-service with many exceeding minimum requirements.(EVALUATION) (A2)Substitutes will be provided for teachers that are absent at a rate of \$55 for no degree, \$60 for a degree, and \$65 for a degree in the area of substitution. Action Type: Alignment Action Type: Collaboration	Shannon Fish, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$

Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide				
(A3)Provide ongoing technology updates, integration, and support to all curricular areas to enhance teaching and learning opportunities. The effective use of technology will be evaluated on an ongoing basis through classroom walk-throughs, discussions during team meetings, analysis of lesson plans, and through formal teacher evaluations. The 2009-2010, 2010-2011, 2011-2012, 2012-2013 and 2013-2014 data showed 100% of our teachers were teaching to the standards. CRT results showed that most of our students were proficient on tests and are exceeding state averages. Action Type: Collaboration Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion	Shannon Fish, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
(A3)Open response questions will be developed using non-fiction reading sources, PARCC, released Benchmark items, math related materials, Arkansas Benchmark Test Prep, and the science textbook. Action Type: Program Evaluation Action Type: Special Education	Shannon Fish, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Align science curriculum and instruction to the Arkansas Science Frameworks by implementing best practices in science using Total Instructional Alignment (TIA) and pacing guides during the 2013-2016 school years.				
Scientific Based Research: (McTighe and Wiggins. Understanding by Design: Professional Development Workbook.) Donavan, M. Suzanne, and John D. Bransford, editors. How Students Learn: Science in the Classroom. Committee on How People Learn: A Targeted Report for Teachers, National Research Council, 2005. Marzano, Robert J., Debra J. Pickering, & Jane E. Pollack. Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. Association for Supervision and Curriculum Development, Alexandria, VA, 2001. National Research Council (1996). National Science Education Standards. Washington DC, National Academy Press.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
(A1)Teachers will continue to collaborate to establish vertical and horizontal alignment within the science curriculum using TIA. Action Type: Alignment Action Type: Collaboration Action Type: Special Education	Shannon Fish, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
(A2)If funds are available the district will provide staff development activities in compliance with rules and regs approved by the ADE related to aligning the science curriculum and improving student achievement in relation to the school's ACSIP plan. Staff development is linked to the deficit or weak areas identified through the supporting data. Action Type: Alignment Action Type: Professional Development Action Type: Special Education	Daryl Blaxton, Superintendent	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
(A3)In grade level team meetings or faculty meetings, teachers will address expected mastery of each subject or content area within each quarter. Technology will be used to analyze data and determine student progress	Shannon Fish, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Computers</li> <li>District Staff</li> </ul>	ACTION BUDGET: \$

and mastery of the science alignment each quarter. (EVALUATION) SCIENCE AIPS: In 2013-2014 55% of 5th grade students required AIPs. In 2012-2013 49% of 5th grade students required AIPs, in 2011-2012 36% of 5th grade students required AIPs, in 2010-2011 33% of 5th grade students, and in 2009-2010 42% of 5th grade students required AIPs due to Augmented Benchmark results. Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion			<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	
Total Budget:				\$0

Priority 5: Elevate student motivation and parent & community involvement

- Supporting Data:
1. The 2008-2014 survey data results showed that parents enjoy activities where they can come watch their students perform and then they are allowed to participate in the activities as well. Some examples of programs were: 3rd grade musical/chili supper, 4th grade "Starry Night" program at Old Davidsonville State Park, and 5th grade musical and hot dog supper.
  2. Currently more than 50% of the student body is motivated to work to make ABBIT honor roll.
  3. Attendance Rate: The 2013-2014 attendance rate was 97.25%. The 2012-2013 attendance rate was 97.14%. The 2011-2012 attendance rate was 95.2%. The 2010-2011 attendance rate was 95.9% at M. D. Williams. The 2009-2010 attendance rate was 96.6% at M. D. Williams.

Goal Improve school, parent and community relationships and partnerships for the benefit of the students in our community.

Benchmark M D Williams will work to increase parent & community participation during the 2013-2016 school years.

Intervention: Provide support and opportunities for parents to be involved in their child's education and to participate in events within the school environment during the 2013-2016 school years.				
Scientific Based Research: U. S. Department of Education, No Child Left Behind, A Parent's Guide. 2003 www.nclb.gov; Act 603 of 2003, An Act to Require Public Schools to Create a Parental Involvement Plan. Payne, R. K., "A Framework for Understanding Poverty". Revised Edition, aha! Process, Inc., 1998.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
(A1)The district will provide support in the form of supplies to its parent facilitators. (PARENTAL ENGAGEMENT 1G) (SCHOOLWIDE #10) Action Type: Collaboration Action Type: Parental Engagement	Daryl Blaxton, Superintendent	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	NSLA (State-281) - Materials & Supplies: \$500.00  ACTION BUDGET: \$500
(A1)A "Calendar of Events" will be made available online at the school website to inform students and their parents of monthly activities. (PARENTAL ENGAGEMENT 2D, 2E) Action Type: Collaboration Action Type: Parental Engagement	Shannon Fish, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
(A1)A "Parent Involvement Night" will be held to give students and their parents at each grade level an opportunity to meet and be introduced to the school faculty and staff, hear updates to school policy, and gain other necessary school related information. Students and their parents will also have the	Shannon Fish, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$

<p>chance to meet their classroom teacher(s) personally. Parents receive a family kit of information and expectations for their students. (PARENTAL ENGAGEMENT 1A, 1B, 1I) (SCHOOLWIDE #6)                  Action Type: Collaboration                  Action Type: Parental Engagement                  Action Type: Special Education                  Action Type: Title I Schoolwide</p>				
<p>(A1)Teachers will have daily conference times available for parents who wish to schedule a private conference with that teacher concerning their child. (SCHOOL WIDE #6)(PARENTAL ENGAGEMENT 1J, 2B)                  Action Type: Collaboration                  Action Type: Parental Engagement                  Action Type: Special Education                  Action Type: Title I Schoolwide</p>	<p>Shannon Fish, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>(A1)A Parent Center will be made available for parents who would like to come to the school during school hours and volunteer their time in preparation of school materials. A Parent Resource Guide will be compiled to address parental opportunities to be involved in the school. (PARENTAL ENGAGEMENT 1B,1C, 2B)                  Action Type: Collaboration                  Action Type: Parental Engagement                  Action Type: Title I Schoolwide</p>	<p>Sheila Ingram &amp; Angie Meigs, Parent Center Facilitator</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teaching Aids</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>(A1)District and teacher webpages will be provided through the district website to inform students and their parents of major assignments and tests that are expected during the next week of school. (SCHOOL WIDE #6), (PARENTAL ENGAGEMENT 1I,2D, 2E)                  Action Type: Collaboration                  Action Type: Parental Engagement                  Action Type: Special Education                  Action Type: Technology Inclusion</p>	<p>Shannon Fish, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>(A1)Weekly newsletters will be published and sent home with each student to share information concerning the upcoming week's activities, recognizing leaders of the week, students celebrating birthdays, spotlight faculty members, offer health and nutrition tips, homework and study tips, and any other relevant information that needs to be communicated between the school and home. (PARENTAL ENGAGEMENT 1I, 1J)(SCHOOLWIDE #6)                  Action Type: Collaboration                  Action Type: Parental Engagement                  Action Type: Special Education                  Action Type: Technology Inclusion</p>	<p>Shannon Fish, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>(A1)"Parent Involvement Meetings" will be scheduled to meet several</p>		<p>Start: 07/01/2014</p>	<ul style="list-style-type: none"> <li>• District Staff</li> </ul>	<p>ACTION BUDGET: \$</p>

<p>times during the school year to promote relationships between the home and school. Parents will also be informed of ways they can help in efforts to improve the school and focus on student performance and parental education. (PARENTAL ENGAGEMENT 1B, 1I, 2D) (SCHOOLWIDE #6) Parent Involvement Nights will be held in conjunction with district, building and grade level programs. Programs will include but not be limited to: District--"Bullying/Cyberbullying" (fall) Will provide information on the types of bullying, give a chance to ask questions and help prevent bullying in the school district. "Technology and the Learning Environment" will provide parents with information on how to control the student's use of technology at home and in the classroom setting. M. D. Williams Building Level--"Parent Involvement Night" Parents will be introduced to staff and provided information about classrooms and procedures. PTO will provide parents with a voice in the school setting. GRADE LEVEL-- Parent involvement opportunities will be provided in the form of; Welcome to Engage New York Math Nights will be held for all four grades, Musicals (3rd and 5th grades). Each musical will have brochures to provide information about educational opportunities to assist their children; Grandparents Day (3rd grade); Band Concerts (6th grade). Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education Action Type: Title I Schoolwide</p>	<p>Karen Johnson, Parent Facilitators</p>	<p>End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>(A1)Parent/Teacher Conferences will be held twice during the school year to provide parents an opportunity to conference with their child's teacher (s) to discuss their progress. Benchmark test results are distributed and discussed with parents, as well as actions that can be taken by all participants involved in the student's education process. (SCHOOL WIDE #6)(PARENTAL ENGAGEMENT 1H) Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education Action Type: Title I Schoolwide</p>	<p>Shannon Fish, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>(A1)Title 1 "Parent Compact" forms will be signed by the school, parent and student. The signed contract will state the responsibilities of all stakeholders regarding the student's education. These will be discussed</p>	<p>Shannon Fish, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>

<p>at the first parent/teacher conference. (PARENTAL ENGAGEMENT 1B, 1J, 2A, 2D) (SCHOOLWIDE #6) Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education Action Type: Title I Schoolwide</p>				
<p>(A1)Employ a Parent Center Coordinator, Shelia Ingram, (FTE.40) to assist and encourage volunteerism in the parent center. The district will also provide support as needed to the coordinator for training. (Parental Engagement 1H, 2F) Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Daryl Blaxton, Superintendent</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• District Staff</li> <li>• Title Teachers</li> </ul>	<p>Title I - Purchased Services: \$1229.78 Title I - Employee Salaries: \$6768.40 Title I - Employee Benefits: \$2220.93 <hr/>ACTION BUDGET: \$10219.11</p>
<p>(A1)Each year a survey will be distributed to parents, teachers, and students to obtain feedback about the activities that they deem as most helpful in increasing student motivation and/or parental involvement within the school. Responses from the surveys will be used to evaluate and make changes to these actions. 2010-2014 surveys provided information on parent willingness to volunteer for a variety of school activities. Most parents surveyed were willing to volunteer their time at least occasionally. The 2008-2014 data results showed that parents enjoy activities where they can come watch their students perform and then they are allowed to participate in the activities as well. (EVALUATION)(PARENTAL ENGAGEMENT 1J, 2F) Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education</p>	<p>Karen Johnson, Parent Involvement Facilitators</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>(A1)The school's process for resolving parental concerns are addressed in the District Handbook. (PARENTAL ENGAGEMENT 1D) (SCHOOLWIDE #6) Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education</p>	<p>Daryl Blaxton, Superintendent</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>(A1)Notification will be sent to parents to inform them of their rights to know the highly qualified teaching status of teachers and para-professionals. (SCHOOLWIDE #3, #5) Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development</p>	<p>Shannon Fish, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>

(A1)M. D. Williams will conduct an electronic PTO program. Contact will be made through e-mails and Parent Involvement nights including activities to allow parents and teachers to meet together, discuss needs of the students and the school, and promote ideas for the betterment of our school and community.(PARENTAL ENGAGEMENT 1F, 2F)(SCHOOLWIDE #6) Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education	Karen Johnson, Parent Facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
(A1)The parent facilitator will maintain possession of the Volunteer Resource Book. (PARENTAL ENGAGEMENT 1C, 1G) (SCHOOLWIDE #6) Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education	Karen Johnson, Parent Facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$
MD Williams students will incorporate the use of the MD Williams' Leader Notebook as a personal tool. Students will be able to record classroom assignments and other school activities within the planner. It is also designed to be used for the students to set goals and track their personal data that will be shared with their teachers, and then discussed with parents at Parent/Teacher/Student-led Conferences." (PARENTAL ENGAGEMENT 1J, 2A) Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education	Chris Lindner, Asst. Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$
A letter will be included with beginning of school paperwork informing parents of Title 1 services and components will be reviewed at the Public Meeting held in conjunction with the first School Board Meeting of the school year. (PARENTAL ENGAGEMENT #5) Action Type: Parental Engagement Action Type: Title I Schoolwide	Shannon Fish, Principal	Start: 08/19/2014 End: 12/20/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$10719.11

Intervention: Provide support and opportunities for community members to participate in and support events occurring within the school environment and to show the school's support of community activities during the 2013-2016 school years.

Scientific Based Research: U. S. Department of Education, No Child Left Behind, A Parent's Guide. 2003 www.nclb.gov; Act 603 of 2003, An Act to Require Public Schools to Create a Parental Involvement Plan. Payne, R. K., "A Framework for Understanding Poverty". Revised Edition, aha! Process, Inc., 1998.

Actions	Person Responsible	Timeline	Resources	Source of Funds
ABBIT (A's and B's Because I Try)/LEAD Assemblies will be held at the end of each quarter to recognize students who have achieved A's and B's in their academic subjects and conduct. Prizes and rewards,	Karen Burris, School Counselor	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• District Staff</li> </ul>	ACTION BUDGET: \$



<p>contributed by local businesses, will be presented to each student accomplishing this goal. Academic Awards will be presented to the top students in each grade level and subject area during the final ABBIT Assembly of the school year. Currently more than 50% of the student body is motivated to work to make honor roll. (PARENTAL ENGAGEMENT 2D)</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education</p>			<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	
<p>Various programs and assemblies will be scheduled during the year to increase student awareness of community opportunities and how to make themselves a better person. community representatives will be contacted as motivational speakers for character development.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education</p>	Shannon Fish, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
<p>Parent and community leaders will be invited to give book talks and/or read orally to individual classrooms.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education</p>	Shannon Fish, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Public Library</li> <li>• School Library</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
<p>High school Spanish Club students and high school football players will be available to come and read to students.</p> <p>Action Type: Collaboration Action Type: Special Education</p>	Melanie Inman, Spanish Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
<p>Students will be given the opportunity to participate in Odyssey of the Mind competition. This is a team competition led by adult volunteers to promote creativity in thinking and performance among the students.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education</p>	Michelle Kercheval, GT Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
<p>Local Veteran's will present a program on flag etiquette to the 5th grade annually.</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>	Shannon Fish, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
<p>The Parent Center will sponsor a food drive to give students the opportunity to help provide for the needy in the area.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education</p>	Sheila Ingram & Angie Miegs, Parent Center Facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
<p>M. D. Williams' Student Leadership Team will sponsor a Veteran's Day Assembly to honor local Veterans. Veterans, parents, grandparents, community leaders, PHS Band, administration, and the entire student body attend and participate in the activities.</p>	Chris Lindner, Asst. Principal; Karen Johnson, Leader in Me Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$

Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education				
M. D. Williams' teachers will conduct mini-lessons on the U. S. Constitution commemorating Constitution Day. Action Type: Collaboration Action Type: Special Education	Shannon Fish, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The M. D. Williams Parent Involvement Plan is posted on the school's website linked to the District website. The Parent Involvement Plan will be re-evaluated annually and revised as needed. (PARENTAL ENGAGEMENT #3) Action Type: Collaboration Action Type: Parental Engagement	Karen Johnson, Parent Facilitator	Start: 08/19/2014 End: 05/22/2015	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Provide opportunities for students to be involved in extracurricular activities that will increase their interest in learning and academic challenge during the 2013-2016 school years.				
Scientific Based Research: U. S. Department of Education, No Child Left Behind, A Parent's Guide. 2003 www.nclb.gov; Act 603 of 2003, An Act to Require Public Schools to Create a Parental Involvement Plan. Payne, R. K., "A Framework for Understanding Poverty". Revised Edition, aha! Process, Inc., 1998.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Every student will be recognized as the "Leader of the Week" for their class at some time during the school year. Through this they will have an opportunity to share some information about themselves with others from the school and how they think they are a leader. A group picture will be published in the local paper weekly Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education Action Type: Technology Inclusion	Karen Burris, School Counselor	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Computers</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The school will recognize and reward students scoring proficient and/or advanced and those students showing significant individual growth (50 points or more) on the Primary and Intermediate Benchmark Exams. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education	Shannon Fish, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Sixth grade students will participate in a Transition Day with the Jr. High Principal to review class options and receive information about seventh grade schedules and expectations. Students will take schedules home to review with their parents. Students who return their paperwork in a timely manner will receive a free tardy pass. (SCHOOL WIDE #7)(PARENTAL ENGAGEMENT 1J) Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education	Shannon Fish, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
2nd grade students will be given the opportunity to come to M. D. Williams and meet the 3rd grade teachers and receive a tour of our building and related areas. (SCHOOL WIDE #7) Action Type: Collaboration Action Type: Special Education	Shannon Fish, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$

Special Education students will have the opportunity to participate in the Special Olympics Bowling Tournament and Special Olympics Track & Field Competition. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education	Shannon Barr, Spec. Ed. Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Students will have an opportunity to participate in the Chess Team, Quiz Bowl, and Geography Bee held in cooperation with the Educational Cooperative and other schools. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education	Michelle Kercheval, GT Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Students will have the opportunity to compete in Spelling Bees. Trophies will be awarded to the winning speller and the 1st runner-up at each grade level spelling bee. 5th & 6th grade winners will be eligible to participate in the Randolph Co. Spelling Bee. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education	Shannon Fish, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>District Staff</li> <li>Outside Consultants</li> <li>Public Library</li> <li>School Library</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
5th & 6th grade students will be given the opportunity to take a musical test and attend an assembly presented by PHS band members & directors to decide if they want to participate in the school band program. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education	Brady Massey, Director of Bands	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The LEADER IN ME curriculum is in its third year of implementation at M. D. Williams Intermediate School. Teachers implement one or more positive student recognition strategies. LEADER IN ME assemblies will address the Seven Habits of Highly Effective People throughout the year. LEADER IN ME materials will be used during Life Skills Activity classes. Each student maintains a Data Notebook as a guide for academic/social success. School wide behavior is based on "The Essential 10". A Clip Up Chart is being used with every class of students as a visual aid to behavior consequences. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Special Education	Shannon Fish, principal; Chris Lindner, Asst. Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Performance Assessments</li> <li>Teachers</li> <li>Teaching Aids</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
An Annual Title 1 Meeting will be conducted to inform parents about school wide Title 1 and use of funds. (PARENTAL ENGAGEMENT #4) Action Type: Parental Engagement Action Type: Title I Schoolwide	Shannon Fish, Principal	Start: 08/19/2014 End: 12/20/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Priority 6: Improve student and parent awareness of current health & wellness needs

Supporting Data:

1. Vision Screenings--Rules Governing Eye & Vision Screening Procedures and Test Standards in Arkansas Public Schools for students in grade Pre-K, Kindergarten, 1st, 2nd, 4th, 6th, and 8th, Act 1438 of 2005.
2. Hearing Screenings--Rules Governing Eye & Vision Screening Procedures and Test Standards in Arkansas Public Schools for students in grade Pre-K, Kindergarten, 1st, 2nd, 4th, 6th, and 8th, Act 1438 of 2005.

3. Scoliosis Screenings--Act 41 of 1987 and Act 95 of 1989 screenings for girls in grades 5, 6, 7, 8, 9, and 10; and boys in grades 6, 8, and 10.
4. Body Mass Index Data SY 2013-2014 students in grade 4 and 6 were assessed. Of the 4th grade students screened, 54 were male and 51 were female, 33.3% of the males and 54.9% of the females were classified as Healthy or Underweight, 25.9% of males and 13.7% of females were classified as Overweight, and 40.7% of males and 31.4% of females were classified as Obese. Of the 6th grade students screened, 69 were male and 67 were female, 65.2% of males and 61.2% of females were classified as Healthy or Underweight, 15.9% of males and 16.4% of females were classified Overweight, and 18.8% of males and 22.4% of females were classified as Obese. SY 2012-2013 students in grade 4 and 6 were assessed. Of the 4th grade students screened, 50 were male and 72 were female, 68% of the males and 51.4% of the females were classified as Healthy or Underweight, 10% of males and 19.4% of females were classified as Overweight, and 22% of males and 29.2% of females were classified as Obese. Of the 6th grade students screened, 56 were male and 55 were female, 51.8% of males and 49.1% of females were classified as Healthy or Underweight, 19.6% of males and 20% of females were classified Overweight, and 28.6% of males and 30.9% of females were classified as Obese. SY 2011-2012 Students in grades 4 and 6 were assessed. Of the 4th grade students screened, 73 were male and 67 were female, 63% of the males and 58.2% of the females were classified as Healthy or Underweight, 11% of males and 17.9% of females were classified as Overweight, and 26% of males and 23.9% of females were classified as Obese. Of the 6th grade students screened, 73 were male and 58 were female, 56.2% of males and 56.9% of females were classified as Healthy or Underweight, 17.8% of males and 15.5% of females were classified Overweight, and 26% of males and 27.6% of females were classified as Obese. SY 2010-2011: Students in the 6th grade were assessed, 70 male and 67 female. 45.7% of males and 58.2% of females were classified as Healthy or Underweight, 17.1% of males and 26.9% of females were classified as Overweight, and 37.1% of males and 14.9% of females were classified as Obese. SY 2009-2010: Students in grades 4 and 6 were assessed. Of the 4th grade students screened, 50 were male and 39 were female, 46% of the males and 43.6% of the females were classified as Healthy or Underweight, 26% of males and 33.35 of females were classified as Overweight, and 28% of males and 23.1% of females were classified as Obese. Of the 6th grade students screened, 65 were male and 58 were female, 50.8% of males and 48.3% of females were classified as Healthy or Underweight, 12.3% of males and 27.6% of females were classified Overweight, and 36.9% of males and 24.1% of females were classified as Obese.
5. MD Williams Intermediate School Free and Reduced Price Meal Eligibility: SY 2013-2014: 11.6% reduced, 53% free; SY 2012-2013: 17% reduced, 47% free; SY 2011-2012: 15.15% reduced, 49.74% free; SY 2010-2011: 16.33% reduced, 47.16% free; SY 2009-2010: 14.9% reduced, 47.45% free
6. Attendance Rate: The 2013-2014 attendance rate was 97.25%. The 2012-2013 attendance rate was 97.14%. The 2011-2012 attendance rate was 95.2%. The 2010-2011 attendance rate was 95.9% at M. D. Williams. The 2009-2010 attendance rate was 96.6% at M. D. Williams.
7. Pocahontas Public Schools District Wellness Report Card indicated that in 2007-2008 Grades K-6 had a rating of 94.70% on #1 School Health Policies and Environment, 83% of #2 Health Education, 85% on #3 Physical Education and other Physical Activity Programs, 85% on #4 Nutrition Services, and 50% on #8 Family and Community Involvement Assessment. 2008-2009 Data for grades 3-6 was 100% on #1, NR on #2, 74% on #3, 91% on #4, and NR on #8. Grades 3-6 for 2009-2010 data was not indicated.

**Goal** Improve the health and academic performance of students. MD Williams Intermediate will provide support for students in making Healthy Lifestyle Choices by implementing systems and wellness screenings, so that they and their parents may receive information needed to recommend further interventions as applicable. They will also increase collaboration between all segments of the school community in support of positive lifestyle choices.

**Benchmark** Wellness activities will address nutrition education and physical fitness activities for the development of lifelong health habits and promotion of a healthy lifestyle during the 2013-2016 school years.

**Intervention:** Implement a comprehensive school health program during the 2013-2016 school years.

Scientific Based Research: State Board of Education approves the Rules Governing Eye and Vision Screening Procedures and Test Standards in Arkansas Public Schools for students in grades Pre-K, Kindergarten, 1st, 2nd, 4th, 6th, and 8th, Act 1438 of 2005. Act 41 of 1987 and Act 95 of 1989 requires screenings for girls in grades 5, 6, 7, 8, 9, and 10 and boys in grades 6, 8, and 10. "Eleven components of effective drug abuse prevention curricula". The Journal of School Health, 65 (10), 420. Retrieved December 23,2003 from Research Brief, "Characteristics of Effective Substance Abuse Prevention Programs", Volume 1 Number 26. <http://www.asce.org/publications/researchbrief/volume1/v1n26.html>.ASCD Journal of the American Dietetic Association, 103(7): 887-93. 2003. NAL Call Number 389.8 Am34 Position of the American Dietetic Association: Child and adolescent food and nutrition programs. J. Stang, C. T. Bayerl. Food and Nutrition Information

Center's (FNIC) web site at <http://www.nal.usda.gov/fnic/pubs> and [db.html](http://www.nal.usda.gov/fnic/db.html). Clinical Pediatrics, 40(2): 63-70. 2001. NAL Call Number: RJ1-C55, Behavioral and cognitive status in school-aged children with a history of failure to thrive during early childhood. R. A. Dykman, et al. Guidelines for School Health Programs to Promote Lifelong Healthy Eating (June 14, 1996/Vol. 45/No. RR-9); Guidelines for School Health Programs to Promote Lifelong Physical Activity (March 7, 1997/Vol. 46/No. RR-6).

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Administer regular vision &amp; hearing screenings during the 2013-2016 school years. Fourth and sixth grade students, as well as other students as required, will receive vision and hearing screenings. Each year the staff will review the intervention to determine effectiveness and levels of revision needed. The school nurse will maintain records on the number of students who pass or fail screenings and what results occurred as a result of recommendations for follow-up by a doctor. 2013-2014: 153 4th graders were screened, 1 hearing referrals were made and 0 were treated, 153 were screened and 5 vision referrals were made and 2 were treated by a doctor. 160 6th graders were screened, 1 hearing referral was made and treated, 6 vision referrals were made and 3 were treated, 2012-2013: 174 4th graders were screened, 3 hearing referrals were made and 2 were treated, 8 vision referrals were made and 1 was treated by a doctor, 152 6th graders were screened, 2 hearing referrals were made and both were treated, 5 vision referrals were made and 1 was treated . 2011-12: 166 4th graders were screened, no hearing referrals were made, 12 vision referrals were made and 5 of those had doctor documentation, 163 6th graders were screened, no hearing referrals, 9 vision referrals and 5 of those saw the doctor. 2010-11: 118 4th graders were screened, no hearing referrals were made, 14 vision referrals were made and 3 of those had doctor documentation, 140 6th graders were screened, no hearing referrals, 14 vision referrals and 4 of those saw the doctor. 2009-10: 114 4th graders were screened, 2 hearing referrals were made and 1 saw the doctor, 8 vision referrals were made and 4 of those had doctor documentation, 119 6th graders were screened, 5 hearing referrals were made and 3 saw the doctor, 9 vision referrals and 1 of those saw the doctor.</p> <p>Action Type: Collaboration                      Action Type: Parental Engagement                      Action Type: Special Education                      Action Type: Wellness</p>	<p>Robin Brown, School Nurse</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>

<p>6th grade girls will be screened for signs of scoliosis annually. The 2009-10, 2010-11, 2011-12, 2012-2013, and 2013-2014 results showed all screenings were completed as required. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education Action Type: Wellness</p>	<p>Robin Brown, School Nurse</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• District Staff</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Students will be educated in the importance of staying drug &amp; alcohol free and keeping their bodies healthy during the 2012-2015 school years. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education Action Type: Wellness</p>	<p>Karen Burris, School Counselor</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>5th grade students will participate in the DARE program in a cooperative effort with the local police department. This program is designed to help motivate students to stay drug and alcohol free, as well as, being the best person they can be. Action Type: Collaboration Action Type: Special Education Action Type: Wellness</p>	<p>Karen Johnson, Parent Facilitator</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>MD Williams Intermediate students will participate in the Great American Smoke-Out and Red Ribbon Week in cooperation with the Jr. High &amp; Sr. High LINK teams and other community leaders. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education Action Type: Wellness</p>	<p>Karen Burris, School Counselor</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>APNA Drug surveys will be administered annually to 6th grade students and results will be maintained by the school counselor. Each year the staff will review the intervention to determine effectiveness and levels of revision needed. Trends over the last six years show a drop in the use of tobacco/alcohol/drugs and the percentage of students using them. Past results indicated that more students feel safe at school than before. Protective factors included improved social skills among peers; peer rewards for pro-social activity involvement; increased interaction with pro-social peers and strong belief in a moral order. Risk factors for the students included the potential for academic failure; an interest in seeking; and frequent family transitions and mobility. Alcohol and tobacco use were on the decline, but still used in the home with parental or family member</p>	<p>Karen Burris, School Counselor</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>

approval. Alcohol and tobacco were consumed in other areas, such as a park or an empty building. Students are receiving daily instruction on leadership, which included the Seven Habits of Highly Effective Teenagers and Students. Students also receive weekly instruction on healthy lifestyles and drug and alcohol avoidance through the DARE program. More detailed information on survey results may be obtained from the district's ACSIP plan. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education Action Type: Wellness				
MD Williams Intermediate School has adopted wellness policies in collaboration with the district Nutrition and Physical Activity Committee and approval of the district school board. Policies include the five (5) guidelines, Guidelines for reimbursable school meals, a Plan for measuring implementation of the local wellness policy, and Community involvement. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Annie Vance, Cafeteria Supervisor	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Outside Consultants</li> </ul>	ACTION BUDGET: \$
With support from the school district, MD Williams Intermediate School will (1) ensure successful implementation of the Wellness policies; (2) provide resources and professional development to staff to improve the overall school nutrition environment; and (3) will promote the health and physical activity curriculum and student health. Action Type: Collaboration Action Type: Professional Development Action Type: Wellness	Robin Brown, School Nurse	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
MD Williams Intermediate School with the help of the district will provide a pleasant environment and monitor schedules and other factors which may interfere with students' access to health information, resources, and a healthy environment. The School Health Index (SHI) Modules will be used to evaluate school effectiveness. The 2009-10, 2010-11, and 2011-12 data results showed wellness policies were observed. Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness	Robin Brown, School Nurse	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
MD Williams Intermediate School will align and implement the current Arkansas Nutrition and Physical Education and Physical Activity Standards and Arkansas Curriculum	Robin Brown, School Nurse	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> </ul>	ACTION BUDGET: \$

<p>Frameworks in cooperation with the school district. Resources, professional development opportunities and training will be provided to increase knowledge and advance skills for successful implementation.                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Professional Development                  Action Type: Wellness</p>			<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	
<p>The Nutrition and Physical Activity Committee as part of the ACSIP Committee will frequently monitor goals and will evaluate the effectiveness of Interventions by reviewing data results, and other assessments related to Wellness (School Health Index Modules, Wellness Policy Checklist, etc.). ACSIP will be modified as needed.                  Action Type: Collaboration                  Action Type: Parental Engagement                  Action Type: Program Evaluation                  Action Type: Special Education                  Action Type: Wellness</p>	<p>Robin Brown, School Nurse</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>The district will provide the support necessary to hire a nurse (1.0 FTE). The employment of the nurse is above the state requirement for one nurse per district. The nurse will be responsible for providing services to better address academic deficits related to health issues, and to oversee administration of vision, hearing, BMI, and scoliosis screenings. (SCHOOLWIDE #10)                  Action Type: Collaboration                  Action Type: Parental Engagement                  Action Type: Special Education                  Action Type: Wellness</p>	<p>Daryl Blaxton, Superintendent</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> </ul>	<p>NSLA (State-281) - \$40094.00 Employee Salaries: NSLA (State-281) - \$10652.69 Employee Benefits: ACTION BUDGET: \$50746.69</p>
<p>Schools will implement practices to provide opportunities for students to practice healthy behaviors at school and encourage them to make healthy food and physical activity choices resulting in increased academic performance during the 2013-2016 school years.                  Action Type: Collaboration                  Action Type: Parental Engagement                  Action Type: Wellness</p>	<p>Robin Brown, School Nurse</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>MD Williams Intermediate School in cooperation with the district will make physical activity and healthy foods widely available in all areas of the school campus and encourage students to make healthy behavior choices outside the school.                  Action Type: Collaboration                  Action Type: Wellness</p>	<p>Robin Brown, School Nurse</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Students will be offered choices of: two (2) entrees offered daily at lunch; two (2) choices of fruit or 100% fruit juice offered daily at</p>	<p>Annie Vance, Cafeteria Supervisor</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	<p>ACTION BUDGET: \$</p>



<p>lunch; two (2) choices of vegetables offered daily at lunch; and five (5) foods containing whole grain offered weekly.                  Action Type: Collaboration                  Action Type: Parental Engagement                  Action Type: Wellness</p>			<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	
<p>MD Williams Intermediate School will involve parents in physical activity and nutrition education through homework, national school lunch program menus, "Parents Make the Difference" nights, and professional development activities. Professional development will focus on physical activity and nutrition education, and health risk indicators that compromise students' ability to perform academically, etc.                  Action Type: Collaboration                  Action Type: Parental Engagement                  Action Type: Professional Development                  Action Type: Special Education                  Action Type: Wellness</p>	<p>Shannon Fish, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Weekly newsletters will be published and sent home with each student to share information concerning the upcoming week's menu, offer health and nutrition tips, and any other relevant information that needs to be communicated between the school and home.                  Action Type: Collaboration                  Action Type: Parental Engagement                  Action Type: Special Education                  Action Type: Wellness</p>	<p>Shannon Fish, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Copies of the BMI screening results will be sent to parents. Information about lunch menus and other health tips will be maintained by the school counselor in copies of the school newsletters. Each year the staff will review the intervention to determine effectiveness and levels of revision needed. The 2009-10, 2010-11, 2011-12, 2012-2013, and 2013-2014 data results showed BMI information was sent to the parents and that health tips &amp; lunch menu information was shared regularly in the weekly school newsletter.                  Action Type: Collaboration                  Action Type: Parental Engagement                  Action Type: Program Evaluation                  Action Type: Special Education                  Action Type: Wellness</p>	<p>Robin Brown, School Nurse</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>MD Williams Intermediate School will implement grade appropriate nutrition education through a comprehensive education program.                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Parental Engagement                  Action Type: Professional Development</p>	<p>Annie Vance, Cafeteria Supervisor</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>

Action Type: Special Education					
Action Type: Wellness					
Total Budget:					\$50746.69
Intervention: Provide opportunities for students, parents and the community to be involved in activities promoting health and safety on the school campus during the 2013-2016 school years.					
<p>Scientific Based Research: "Eleven components of effective drug abuse prevention curricula". The Journal of School Health, 65 (10), 420. Retrieved December 23,2003 from Research Brief, "Characteristics of Effective Substance Abuse Prevention Programs", Volume 1 Number 26.  <a href="http://www.asce.org/publications/researchbrief/volume1/v1n26.html">http://www.asce.org/publications/researchbrief/volume1/v1n26.html</a>.ASCD Journal of the American Dietetic Association, 103(7): 887-93. 2003. NAL Call Number 389.8 Am34 Position of the American Dietetic Association: Child and adolescent food and nutrition programs. J. Stang, C. T. Bayerl. Food and Nutrition Information Center's (FNIC) web site at <a href="http://www.nal.usda.gov/fnic/pubs">http://www.nal.usda.gov/fnic/pubs</a> and <a href="http://www.nal.usda.gov/fnic/pubs">db.html</a>. Clinical Pediatrics, 40(2): 63-70. 2001. NAL Call Number: RJ1-C55, Behavioral and cognitive status in school-aged children with a history of failure to thrive during early childhood. R. A. Dykman, et al. Guidelines for School Health Programs to Promote Lifelong Healthy Eating (June 14, 1996/Vol. 45/No. RR-9); Guidelines for School Health Programs to Promote Lifelong Physical Activity (March 7, 1997/Vol. 46/No. RR-6).</p>					
Actions	Person Responsible	Timeline	Resources	Source of Funds	
Community members are welcome to use the school track to walk Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education Action Type: Wellness	Daryl Blaxton, Superintendent	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$	
Game nights and other activities will be incorporated periodically to promote mental health and social activity within families. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education Action Type: Wellness	Karen Johnson, Parent Facilitator	Start: 08/19/2014 End: 05/22/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$	
The district will provide funds to hire a Resource Officer to promote safety and a sense of well-being on the school campus. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Daryl Blaxton, Superintendent	Start: 08/19/2014 End: 05/22/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$	
Total Budget:					\$0

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Amy Privett	Spec. Ed. Teacher	Professional Development/Technology
Classroom Teacher	Amy Story	4th grade teacher	Literacy Alignment
Classroom Teacher	Anthony Hausman	Spec. Ed. Teacher	Point In Time Remediation
Classroom Teacher	Brady Massey	Band Instructor	Professional Development/Technology
Classroom Teacher	Cannon Davis	PE Instructor	Health & Wellness
Classroom Teacher	Cara Beller	Art Teacher	Parent Involvement
Classroom Teacher	Carol Kick	3rd grade teacher	Science Alignment
Classroom Teacher	Casey Chester	PE Instructor	Parent Involvement
Classroom Teacher	Cheryl Matlock	4th grade teacher	Literacy Alignment
Classroom Teacher	Chris Lewis	4th grade teacher	Math Alignment
Classroom Teacher	Christie Wright	6th grade Teacher	Literacy Alignment

Classroom Teacher	Cyndi Coates	4th grade teacher	Point In Time Remediation
Classroom Teacher	Debbie Flagg	3rd grade teacher	Math Alignment
Classroom Teacher	Debbie Summers	ALE Instructor	Point In Time Remediation
Classroom Teacher	Debbie Thompson	3rd grade teacher	Literacy Alignment
Classroom Teacher	Holly Toney	5th Grade Teacher	Professional Development/Technology & Steering Committee
Classroom Teacher	Julie Campbell	6th grade teacher	Science Alignment
Classroom Teacher	Kara Sullinger	Art Teacher	Parent Involvement
Classroom Teacher	Karen Johnson	Media Specialist/Librarian	Parent Involvement
Classroom Teacher	Kathleen Fleming	3rd grade teacher	Science Alignment
Classroom Teacher	Mary Zitzelberger	6th Grade Teacher	Literacy Alignment
Classroom Teacher	Michelle Higginbotham	3rd grade Teacher	Point In Time Remediation
Classroom Teacher	Michelle Kercheval	G/T Instructor	Professional Development/Technology & Steering Committee
Classroom Teacher	Monica Brewington	5th grade teacher	Math Alignment/Steering Committee
Classroom Teacher	Nova White	6th grade teacher	Point In Time Remediation
Classroom Teacher	Robin Stayton	6th grade teacher	Math Alignment
Classroom Teacher	Sally Orrell	6th grade teacher	Professional Development/Technology
Classroom Teacher	Sandra Lowtharp	3rd grade teacher	Math Alignment
Classroom Teacher	Shannon Barr	Spec. Ed. Teacher	Point In Time Remediation
Classroom Teacher	Shelly Tanner	5th Grade Teacher	Science Alignment
Classroom Teacher	Tabitha Phelps	Special Education Teacher	Point In Time Remediation
Classroom Teacher	Tammy Hendrickson	5th grade teacher	Point In Time Remediation
Classroom Teacher	Tonya Hutsell	5th grade teacher	Literacy Alignment
Classroom Teacher	Tonya Throesch	4th grade teacher	Math Alignment
Classroom Teacher	Tracie Marlin	Band Instructor	Parent Involvement
Classroom Teacher	Tracy Ballard	5th grade teacher	Literacy Alignment
Classroom Teacher	Willa Jenkins	4th Grade Teacher	Science Alignment
Community Representative	Mike Andrews	County Agent	Literacy Alignment
Community Representative	Officer Brian Tilghman	DARE Officer	Health & Wellness
Community Representative	Officer James "Rocky" Jones	School Resource Officer	Parent Involvement
District-Level Professional	Daryl Blaxton	Superintendent/Federal Programs Coordinator	Steering Committee
District-Level Professional	RoseMary Weaver	Curriculum Coordinator	Steering Committee
Non-Classroom Professional Staff	Angela Hancock	Cafeteria Staff	Health & Wellness
Non-Classroom Professional Staff	Angela Marburger	3rd/4th Grade Title 1 Aide	Literacy Alignment
Non-Classroom Professional Staff	Annie Vance	Cafeteria Supervisor	Health & Wellness
Non-Classroom Professional Staff	Cindy Difani	SLP	Professional Development/Technology
Non-Classroom Professional Staff	Courtney Jones	Spec. Ed. Aide	Point In Time Remediation
Non-Classroom Professional Staff	David Bandy	Custodian	Health & Wellness
Non-Classroom Professional Staff	Desiree Bailey	Cafeteria Staff	Health & Wellness
Non-Classroom Professional Staff	Heather Fletcher	ALE Aide	Parent Involvement
Non-Classroom Professional Staff	Jennifer Roberts	Secretary	Parent Involvement
Non-Classroom Professional Staff	Karen Burris	Counselor	Health & Wellness/Steering Committee

Non-Classroom Professional Staff	Kim Dunlap	Receptionist	Parent Involvement
Non-Classroom Professional Staff	Kristin Jiles	ALE Aide	Health & Wellness
Non-Classroom Professional Staff	Loretta Freeman	5th & 6th Title 1 Aide	Math Alignment
Non-Classroom Professional Staff	Margaret McCarroll	Cafeteria Staff	Health & Wellness
Non-Classroom Professional Staff	Margaret Snow	Computer Lab Instructor	Professional Development/Technology
Non-Classroom Professional Staff	Maria Bell	RTI Instructor/Take Flight	Point In Time Remediation
Non-Classroom Professional Staff	Nanci Young	SLP/ACSIP Chairperson	Steering Committee/Professional Development & Technology
Non-Classroom Professional Staff	Rita Davis	RTI Aide	Point In Time Remediation
Non-Classroom Professional Staff	Rita Rowe	3rd/4th Grade Title 1 Aide	Math Alignment
Non-Classroom Professional Staff	Robin Brown	School Nurse	Health & Wellness
Non-Classroom Professional Staff	Robin Vaughn	Spec. Ed. Aide	Point In Time Remediation
Non-Classroom Professional Staff	Russell Evans	Custodian	Health & Wellness
Non-Classroom Professional Staff	Sara Martin	Special Educ. Supervisor	Professional Development/Technology & Steering Committee
Non-Classroom Professional Staff	Sarah Davis	Music Teacher	Parent Involvement
Non-Classroom Professional Staff	Sarah Gott	Spec. Ed. Aide	Point In Time Remediation
Non-Classroom Professional Staff	Stella Steimel	5th & 6th Grade Title 1 Aide	Literacy Alignment
Non-Classroom Professional Staff	Susan Meier	Tech Skills Aide	Professional Development/Technology
Non-Classroom Professional Staff	Tammy Hagood	Psychological Examiner	Point In Time Remediation
Non-Classroom Professional Staff	Tanya Tribble	Special Educ. Aide	Health & Wellness
Non-Classroom Professional Staff	Tasha Meeks	ISS Supervisor	Parent Involvement
Non-Classroom Professional Staff	Tom Rice	Custodian	Health & Wellness
Parent	Brandi Sharp	Parent Representative	Health & Wellness
Parent	Brandy Brooks	Parent Representative	Literacy Alignment
Parent	Gary Jackson Sr.	Parent Representative	Point In Time Remediation
Parent	Sara Frazier	Parent Representative	Math Alignment
Principal	Chris Lindner	Assistant Principal	Point In Time Remediation/Steering Committee
Principal	Shannon Fish	Principal/Parent	Steering Committee



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## School Budget Report for Title I

Name: POCAHONTAS UPPER ELEM. SCHOOL  
 LEA: 6103011

Title I	Employee Salaries	Employee Benefits	Purchased Services	Materials & Supplies	Capital Outlay	Other Objects	Total
1511 Before/After School Programs	28000	6162.8	0	1000	n/a	-	35162.8
1530 Language Arts						-	0
1550 Early Childhood						-	0
1555 Literacy						-	0
1560 Reading						-	0
1570 Mathematics						-	0
1591 Title I Schoolwide Instruction	86741.16	24575.74	15500			-	126816.9
1592 Title I Summer School					n/a	-	0
2113 Social Work						-	0
2120 Guidance						-	0
2130 Health	n/a	n/a				-	0
2170 Parent Involvement	6768.4	2220.93	1229.78			-	10219.11
2210 Improvement of Instruction						-	0
2213 Instructional Staff Training					n/a	-	0
2220 Library/Media Services						-	0
2230 Instruction-related Technology			8422.64	48000	20000	-	76422.64
2240 Student Assessment	n/a	n/a			n/a	n/a	0
2294 Instructional Facilitator, Math						-	0
2295 Instructional Facilitator, Science						-	0
2297 Instructional Facilitator, Literacy						-	0
2540 Planning, Research, Dev. & Eval. Serv.	n/a	n/a				-	0
2610 Operation of Buildings	n/a	n/a				-	0
2640 Care & Upkeep of Equipment Serv.	n/a	n/a				-	0
	n/a	n/a				-	0

2700 Pupil Transportation							
2790 Other Student Transportation Serv.				n/a	n/a	-	0
3190 Other Food Service	n/a	n/a			n/a	n/a	0
3355 Homeless					n/a	n/a	0
Total Allocated	121509.56	32959.47	25152.42	49000	20000		248621.45
Total Budget	121509.56	32959.47	25152.42	49000	20000		248621.45



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## School Budget Report for Title VI State

Name: POCAHONTAS UPPER ELEM. SCHOOL  
LEA: 6103011

Title VI State	Employee Salaries	Employee Benefits	Purchased Services	Materials & Supplies	Capital Outlay	Other Objects	Total
1110 Kindergarten	-	-		-	-	-	0
1120 Elementary	-	-	5900	-	-	-	5900
1130 Middle/Junior High	-	-		-	-	-	0
1140 High School	-	-		-	-	-	0
1511 Before/After School Programs	-	-		-	n/a	-	0
1520 Dropout/Dropout Prevention	-	-		-	-	-	0
1525 Technology	-	-		-	-	-	0
1530 Language Arts	-	-		-	-	-	0
1540 Education Reform	-	-		-	-	-	0
1545 At-Risk	-	-		-	-	-	0
1550 Early Childhood	-	-		-	-	-	0
1555 Literacy	-	-		-	-	-	0
1560 Reading	-	-		-	-	-	0
1570 Mathematics	-	-		-	-	-	0
1591 Title I Schoolwide Instruction	-	-		-	-	-	0
1592 Title I Summer School	-	-		-	n/a	-	0
1593 Title I Supplement Services	n/a	n/a		-	n/a	n/a	0
1910 Gifted & Talented	-	-		-	-	-	0
1930 English as a Second Language	-	-		-	-	-	0
1950 Alternative Learning Env.	-	-		-	-	-	0
2113 Social Work	-	-		-	-	-	0
2120 Guidance	-	-		-	-	-	0
2130 Health	-	-		-	-	-	0
2140 Psychological Services	-	-		-	-	-	0
2170 Parent Involvement	-	-		-	-	-	0
2210 Improvement of Instruction	-	-		-	-	-	0
2213 Instructional Staff Training	-	-		-	n/a	-	0
2215 Drug Free Schools	n/a	n/a		-	n/a	n/a	0
	-	-		-	-	-	0

2220 Library/Media Services							
2230 Instruction-Related Technology	-	-		-	-	-	0
2240 Student Assessment	n/a	n/a		-	n/a	n/a	0
2294 Instructional Facilitator, Math	-	-		-	-	-	0
2297 Instructional Facilitator, Literacy	-	-		-	-	-	0
2317 Audit Services	n/a	n/a		n/a	n/a	n/a	0
2324 Federal Programs Director/Coord.	-	-		-	-	-	0
2540 Planning, Research, Dev. & Eval. Serv.	-	-		-	-	-	0
2572 Recruitment and Placement	-	-		-	n/a	-	0
2660 Security Services	-	-		-	-	-	0
2670 Safety	-	-		-	-	-	0
2730 Student Transportation Monitoring	-	-		-	-	-	0
2790 Other Student Transportation Serv.	-	-		n/a	n/a	-	0
2792 Transportation for Choice	-	-		n/a	n/a	-	0
3190 Other Food Service	n/a	n/a		n/a	n/a	n/a	0
3330 Civic Services	-	-		-	-	-	0
3352 Non-Public Schools	-	-		-	-	-	0
3390 Other Community Services	-	-		-	-	-	0
Total Allocated			5900				5900
Total Budget			5900				5900





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## School Budget Report for ALE (State-275)

Name: POCAHONTAS UPPER ELEM. SCHOOL  
LEA: 6103011

ALE (State-275)	Employee Salaries	Employee Benefits	Purchased Services	Materials & Supplies	Capital Outlay	Other Objects	Total
1950 Alternative Learning Env.	73478.55	16812.69	-	-	-	-	90291.24
2113 Social Work			-	-	-	-	0
2120 Guidance			-	-	-	-	0
2130 Health			-	-	-	-	0
2140 Psychological Services			-	-	-	-	0
2170 Parent Involvement			-	-	-	-	0
2180 School Based Mental Health			-	-	-	-	0
2210 Improvement of Instruction			-	-	-	-	0
2212 Instructional & Curriculum Development			-	-	-	-	0
2213 Instructional Staff Training			-	-	n/a	-	0
2220 Library/Media Services			-	-	-	-	0
2230 Instruction-Related Technology			-	-	-	-	0
2410 Office of the Principal			-	-	-	-	0
2540 Planning, Research, Dev. & Eval. Serv.			-	-	-	-	0
2560 Public Information Services			-	-	-	-	0
2600 Operation & Maintenance			-	-	-	-	0
2700 Pupil Transportation			-	-	n/a	-	0
3100 Food Services			-	-	-	-	0
<b>Total Allocated</b>	<b>73478.55</b>	<b>16812.69</b>					<b>90291.24</b>
<b>Total Budget</b>	<b>73478.55</b>	<b>16812.69</b>					<b>90291.24</b>



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## School Budget Report for ELL (State-276)

Name: POCAHONTAS UPPER ELEM. SCHOOL  
LEA: 6103011

ELL (State-276)	Employee Salaries	Employee Benefits	Purchased Services	Materials & Supplies	Capital Outlay	Other Objects	Total
1930 English as a Second Language	1223.11	220.1	-	-	-	-	1443.21
2113 Social Work			-	-	-	-	0
2120 Guidance			-	-	-	-	0
2170 Parent Involvement			-	-	-	-	0
2210 Improvement of Instruction			-	-	-	-	0
2213 Instructional Staff Training			-	-	-	-	0
2220 Library/Media Services			-	-	-	-	0
2230 Instruction-Related Technology			-	-	-	-	0
2322 Community Relations			-	-	-	-	0
2540 Planning, Research, Dev. & Eval. Serv.			-	-	-	-	0
<b>Total Allocated</b>	<b>1223.11</b>	<b>220.1</b>					<b>1443.21</b>
<b>Total Budget</b>	<b>1223.11</b>	<b>220.1</b>					<b>1443.21</b>



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## School Budget Report for NSLA (State-281)

Name: POCAHONTAS UPPER ELEM. SCHOOL  
LEA: 6103011

NSLA (State-281)	Employee Salaries	Employee Benefits	Purchased Services	Materials & Supplies	Capital Outlay	Other Objects	Total
1103 K-3 Summer School Remediation			-		-	-	0
1105 Preschool			-		-	-	0
1110 Kindergarten			-		-	-	0
1120 Elementary	86156	22618.94	-	1000	-	-	109774.94
1130 Middle/Junior High			-		-	-	0
1140 High School			-		-	-	0
1170 Summer School			-		-	-	0
1190 Other Regular Instructional Programs			-		-	-	0
1210 Itinerant Instruction			-		-	-	0
1220 Resource Room			-		-	-	0
1230 Special Class 1:15 Ratio			-		-	-	0
1240 Special Class 1:10 Ratio			-		-	-	0
1250 Special Class 1:16 Ratio			-		-	-	0
1290 Preschool Special Needs			-		-	-	0
1300 Workforce Education Programs			-		-	-	0
1510 Basic Skills/Tutors			-		-	-	0
1511 Before/After School Programs			-		n/a	-	0
1515 School Improvement			-		-	-	0
1530 Language Arts			-		-	-	0
1550 Early Childhood			-		-	-	0
1551 Kindergarten Early Childhood Education			-		-	-	0
1552 1st Grade Early Childhood Education			-		-	-	0
1555 Literacy	5840	1285.38	-	3500	-	-	10625.38
1560 Reading			-		-	-	0
1570 Mathematics			-		-	-	0
1590 Other Comp. Education			-		-	-	0

1593 Title I Supplement Services	n/a	n/a	-		n/a	n/a	0
1900 Other Instructional Progs.			-		-	-	0
2113 Social Work			-		-	-	0
2120 Guidance			-		-	-	0
2130 Health	40094	10652.69	-		-	-	50746.69
2170 Parent Involvement			-	500	-	-	500
2210 Improvement of Instruction			-		-	-	0
2212 Instructional & Curriculum Development			-		-	-	0
2213 Instructional Staff Training			-		n/a	-	0
2220 Library/Media Services			-		-	-	0
2230 Instruction-Related Technology			-		-	-	0
2240 Student Assessment	n/a	n/a	-		n/a	n/a	0
2294 Instructional Facilitator, Math			-		-	-	0
2295 Instructional Facilitator, Science			-		-	-	0
2296 Pre-K Director			-		-	-	0
2297 Instructional Facilitator, Literacy			-		-	-	0
2298 Instructional Facilitator, Social Studies			-		-	-	0
2540 Planning, Research, Dev. & Eval. Serv.			-		-	-	0
2560 Public Information Services			-		-	-	0
2580 Administrative Technology Services	n/a	n/a	-		n/a	n/a	0
2600 Operation & Maintenance			-		-	-	0
2660 Security Services			-		-	-	0
2790 Other Student Transportation Serv.			-	n/a	n/a	-	0
2792 Transportation for Choice			-	n/a	n/a	-	0
3100 Food Services			-		-	-	0
3120 Food Preparation and Dispensing Services			-		-	-	0
Total Allocated	132090	34557.01		5000			171647.01
Total Budget	132090	34557.01		5000			171647.01



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## School Budget Report for PD (State-223)

Name: POCAHONTAS UPPER ELEM. SCHOOL  
LEA: 6103011

PD (State-223)	Employee Salaries	Employee Benefits	Purchased Services	Materials & Supplies	Capital Outlay	Other Objects	Total
2210 Improvement of Instruction	-	-		-	n/a	-	0
2213 Instructional Staff Training	-	-	13811.38	-	n/a	-	13811.38
2294 Instructional Facilitator, Math	-	-		-	n/a	-	0
2295 Instructional Facilitator, Science	-	-		-	n/a	-	0
2297 Instructional Facilitator, Literacy	-	-		-	n/a	-	0
2310 Board of Education Services	-	-		n/a	n/a	n/a	0
2574 Non-Instructional Personnel Training	-	-		-	n/a	-	0
2580 Administrative Technology Services	-	-		-	n/a	-	0
2720 Vehicle Operation	-	-		n/a	n/a	n/a	0
<b>Total Allocated</b>			13811.38				13811.38
<b>Total Budget</b>			13811.38				13811.38