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School Plan

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EAST END INTERMEDIATE SCHOOL
5205 W. SAWMILL ROAD,LITTLE ROCK, AR 72206

Arkansas Comprehensive School Improvement Plan

2014-2015

East End Intermediate will provide a welcoming safe environment for all children. We strive to guide our students to become creative,independent thinkers,who are proficient in academics and who can function successfully in society.

Grade Span: 3-6

Title I: Title I Schoolwide

School Improvement: SI_5

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Priority 1: Mathematic Skills

Goal: All students will improve their ability to make sense of problems and persevere in solving them. Special emphasis will be placed on the Operations and Algebraic Thinking and the Number and Operations with Fractions domains.

Priority 2: Literacy Skills

Goal: All students will improve literacy skills in the area of reading comprehension and writing with emphasis on content and style. The Targeted Achievement Gap Group will be specifically addressed utilizing strategies targeting identified weaknesses.

Priority 3: Wellness

Goal: To improve a healthier lifestyle in our students.

Priority 1: To improve mathematics skills.

1. 3rd Grade 2011-2012 State Benchmark Results: 90% of the Combined Population scored at or above proficient. 91% of the General Population scored at or above proficient. 85% of Economically Disadvantaged students scored at or above proficient. 75% of Students with Disabilities scored at or above proficient. The lowest identified subgroup was Students with Disabilities with 25% of the students scoring below proficient. The overall lowest scoring area for 3rd grade was Number and Operation. 2012-2013 State Benchmark Results: 92% of the Combined Population scored at or above proficient. 96% of the General Population scored at or above proficient. 88% of Economically Disadvantaged students scored at or above proficient. 67% of Students with Disabilities scored at or above proficient. The lowest identified subgroup was Students with Disabilities with 33% of the students scoring below proficient. The overall lowest scoring areas for 3rd grade was the Number and Operations and Algebra strands. 2013-2014 State Benchmark Results: 90% of the Combined Population scored at or above proficient. 97% of the General Population scored at or above proficient. 86% of Economically Disadvantaged students scored at or above proficient. 45% of Students with Disabilities scored at or above proficient. The lowest identified subgroup was Students with Disabilities with 55% of the students scoring below proficient. The overall lowest scoring areas for 3rd grade on the open response section were the geometry and measurement strands. On the multiple choice section geometry, data analysis/probability, and algebra were the lowest strands.
2. 4th Grade 2011-2012 State Benchmark Results: 85% of the Combined Population scored at or above proficient. 90% of the General Population scored at or above proficient. 80% of Socio Economically Deprived students scored at or above proficient. 36% of Students with Disabilities

scored at or above proficient. The lowest identified subgroup was Students with Disabilities with 64% of the students scoring below proficient. The overall lowest scoring area for 4th grade was Geometry open response. On average students received 2.9 out of 8 possible points in open response in this area. 2012-2013 State Benchmark Results: 84% of the Combined Population scored at or above proficient. 86% of the General Population scored at or above proficient. 71% of Socio Economically Deprived students scored at or above proficient. 73% of Students with Disabilities scored at or above proficient. The lowest identified subgroup was Economically Disadvantaged students with 29% of the students scoring below proficient. The overall lowest scoring area for 4th grade was Measurement open response. On average students received 3.9 out of 8 possible points in open response in this area. 2013-2014 State Benchmark Results: 83% of the Combined Population scored at or above proficient. 86% of the General Population scored at or above proficient. 77% of Economically Disadvantaged students scored at or above proficient. 55% of Students with Disabilities scored at or above proficient. The lowest identified subgroup was Students with Disabilities with 45% of the students scoring below proficient. The overall lowest scoring area for 4th grade was geometry open response. On average students received 3.8 out of 8 possible points in this strand.

3. 5th Grade 2011-2012 State Benchmark Results: 79% of the Combined Population scored at or above proficient. 95% of the General Population scored at or above proficient. 71% of Socio Economically Deprived students scored at or above proficient. 29% of Students with Disabilities scored at or above proficient. The lowest identified subgroup Students with Disabilities with 72% of the students below proficient. The overall lowest scoring area for 5th grade was geometry open response. On average students received 3.0 out of 8 possible points in open response in this area. 2012-2013 State Benchmark Results: 72% of the Combined Population scored at or above proficient. 78% of the General Population scored at or above proficient. 64% of Socio Economically Deprived students scored at or above proficient. 27% of Students with Disabilities scored at or above proficient. The lowest identified subgroup Students with Disabilities with 73% of the students below proficient. The overall lowest scoring area for 5th grade continues to be geometry open response. On average students received 2.4 out of 8 possible points in open response in this area. 2013-2014 State Benchmark Results: 68% of the Combined Population scored at or above proficient. 70% of the General Population scored at or above proficient. 58% of Economically Disadvantaged students scored at or above proficient. 11% of Students with Disabilities scored at or above proficient. The lowest identified subgroup Students with Disabilities with 89% of the students scoring below proficient. The overall lowest scoring area for 5th grade was the data analysis and probability strand. On average students received 2.5 out of 8 possible points on the open response section.
4. 6th Grade: 2011-2012 State Benchmark Results: 92% of the Combined Population scored at or above proficient. 94% of the General Population scored at or above proficient. 90% of Socio Economically Deprived students scored at or above proficient. 50% of Students with Disabilities scored at or above proficient. The lowest identified subgroup was students with Disabilities with 50% of the students scoring below proficient. The overall lowest scoring area for 6th grade was measurement open response. On average students received 4 out of 8 possible points in open response in this area. 2012-2013 State Benchmark Results: 81% of the Combined Population scored at or above proficient. 87% of the General Population scored at or above proficient. 70% of Socio Economically Deprived students scored at or above proficient. 50% of Students with Disabilities scored at or above proficient. The lowest identified subgroup was students with Disabilities with 39% of the students scoring below proficient. The overall lowest scoring area for 6th grade was data analysis and probability open response. On average students received 2.0 out of 8 possible points in open response in this area. 2013-2014 State Benchmark Results: 77% of the Combined Population scored at or above proficient. 82% of the General Population scored at or above proficient. 75% of Economically Disadvantaged students scored at or above proficient. 9% of Students with Disabilities scored at or above proficient. The lowest identified subgroup was students with Disabilities with 81% of the students scoring below proficient. The overall lowest scoring area for 6th grade was data analysis and probability open response. On average students received 1.9 out of 8 possible points in open response in this area.
5. Testing: 3rd Grade: In the 2011-2012 school year our 3rd grade students were assessed using the IOWA Tests of Basic Skills. This assessment showed that 63% of our 3rd grade students scored as well as or above the national average in the area of Mathematics. In the 2012-2013 school year our 3rd grade students were assessed using the IOWA Tests of Basic Skills. This assessment showed that 61% of our 3rd grade students scored as well as or above the national average in the area of Mathematics. In the 2013=2014 school year our 3rd grade students were assessed using the IOWA Test of Basic Skills. This assessment showed that ??% of our 3rd grade students scored as well as or above the national average in the area of mathematics. 4th Grade: In the 2011-2012 school year our 4th grade students were assessed using the IOWA Tests of Basic Skills. This assessment showed that 65% of our 4th grade students scored as well as or above the national average in the area of Mathematics. In the 2012-2013 school year our 4th grade students were assessed using the IOWA Tests of Basic Skills. This assessment showed that 61% of our 4th grade students scored as well as or above the national average in the area of Mathematics. In the 2013 2014 school year our 4th grade students were assessed using the IOWA Test of Basic Skills. This assessment showed that ??% of our 4th grade students scored as well as or above the national average in the area of Mathematics. 5th Grade: In the 2011-2012 school year our 5th grade students were assessed using the IOWA Tests of Basic Skills. This assessment showed that 69% of our 5th grade students scored as well as or above the national average in the area of Mathematics. In the 2012-2013 school year our 5th grade students were assessed using the IOWA Tests of Basic Skills. This assessment showed that 58% of our 5th grade students scored as well as or above the national average in the area of Mathematics. In the 2013-2014 school year our 5th grade students were assessed using the IOWA Test of Basic Skills. This assessment showed that ??% of our 5th grade students scored as well as or above the national average in the area of Mathematics. 6th Grade: In the 2011-2012 school year our 6th grade students were assessed using the IOWA Tests of Basic Skills. This assessment showed that 64% of our 5th grade students scored as well as or above the national average in the area of Mathematics. In the 2012-2013 school year our 6th grade students were assessed using the IOWA Test of Basic Skills. This assessment showed that 59% of our 6th grade students scored as well as or above the national average in the area of mathematics. In the 2013-2014 school year our 6th grade students were assessed using the IOWA Test of Basic Skills. This assessment showed that ??% of our 6th grade students scored as well as or above the national average in the area of Mathematics.
6. CRT 3-Year Trend Analysis: 1) The 3-year trend analysis identifies the lowest scoring area for 3rd grade as Numbers and Operations in open

Supporting
Data:

response. 2) The 3-year trend analysis identifies the lowest scoring area for 4th grade is consistently in open response. The geometry strand continues to be the lowest area. 3) The 3-year trend analysis identifies the lowest scoring area the past three year for 5th grade as being geometry and data analysis/probability open response. 4) The 3-year trend analysis identifies the lowest scoring area for 6th grade as Data Analysis and Probability open response. Open response tends to be the lowest scoring area for the past the past three years for all students school wide.

- For the 2011-2012 SY, the average daily attendance was 96%. Average daily attendance for the 2012-2013 SY was 94%. The average daily attendance for the 2013-2014 school year was 95.21%.

Goal All students will improve their ability to make sense of problems and persevere in solving them. Special emphasis will be placed on the Operations and Algebraic Thinking and the Number and Operations with Fractions domains.

Benchmark Math Benchmark Statement: To meet or exceed Annual Measurable Objectives (AMO) developed by the Arkansas Department of Education 91.34% of all students needed to score at the proficient or advanced level and 86.31% of the students in the Targeted Achievement Gap Group needed to score at the proficient or advanced level. Students in both groups scored below the AMO with 79.51% of all students scoring at the proficient or advanced level and 71.28% of students in the Targeted Achievement Gap Group scoring at the proficient or advanced level. Annually, the percentage of students scoring proficient/advanced in the All Students population will increase 9% on the Arkansas State Benchmark Exam and 10% for TAGG students. In 2014-2015, the AMO target is 92.3% for the All Students population and 87.38% for the TAGG population.

| Intervention: Implement standards based programs and interventions which concentrate on improving mathematics problem solving skills. | | | | |
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| Scientific Based Research: Investigations, TERC Math, Second Edition (2008), Wittenberg, Lucy Director Grades 3-5 Evaluation Results from Field Testing (CMP), (2003) MARY K. STINN AND MARGARET SMITH, 5 PRACTICES FOR ORCHESTRATING PRODUCTIVE MATHEMATICS DISCUSSIONS; CORWIN PRESS, (2011). | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| Grade level teachers will analyze and utilize the mathematics learning progressions to develop a deeper understanding of how concepts and skills progress across grade levels and to plan for differentiated instruction for individual students. Teachers will discuss the learning progressions during PLC'S and grade level planning. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Title I Schoolwide | Sarah Hogg, Principal, Grade level math representatives - Stephanie Wilbanks, Tina Potter, Nanette Galyean, Katie Pitten | Start: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> Administrative Staff District Staff Teachers | ACTION BUDGET: \$ |
| Teachers will continue to use "Problems of the Day, Ten Minute Math Routines, and Calendar Math (with the exception of sixth grade) to provide spiral review and meet the expectations of the Common Core State Standards. Professional development will be provided for new teachers. Action Type: Alignment Action Type: Equity Action Type: Professional Development Action Type: Title I Schoolwide | Sarah Hogg, Principal | Start: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> Administrative Staff District Staff Teachers | ACTION BUDGET: \$ |
| Teachers in grades three through five will continue to use the Investigations curriculum to teach mathematics, while sixth grade teachers will use the Connected Math Project for mathematics instruction. Both curricula are standards-based and funded in part by the National Science Foundation. New teachers will receive professional development training. Implementation will be verified through lesson plans and classroom observations. Beginning and end of the year pre and post assessments as well as interim performance assessments will be used to monitor student progress. Action Type: Alignment Action Type: Equity Action Type: Professional Development Action Type: Title I Schoolwide | Sarah Hogg, Principal; Becky McIver, Math Focus | Start: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> Administrative Staff District Staff Performance Assessments Teachers | ACTION BUDGET: \$ |
| 10.C.2 As a result of being identified as a "Needs Improvement" school, new teachers and paraprofessionals to the district will be provided additional support and mentoring other than what is provided through the Arkansas Induction Mentoring Model (AIMM). Instructional facilitators and building administrators will provide professional development and model lessons specifically designed to address the needs of new teachers. | Sarah Hogg, Principal; June Elliott, Assistant Supt. of Curriculum and Professional | Start: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> Administrative Staff District Staff Teachers | ACTION BUDGET: \$ |

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| <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Title I Schoolwide</p> | <p>Development; Jacklin McCoy, Instruct</p> | | | |
| <p>10.C.6 Building and district level administrators will monitor classroom instruction and utilize TESS rubrics to identify areas of strengths and weaknesses for job embedded professional development. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion</p> | <p>Sarah Hogg, Principal; Jessica Williams, Assistant Principal; June Elliott, Assistant Supt. of Cur. and P.D.</p> | <p>Start: 07/01/2014 End: 06/30/2015</p> | <ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers | <p>ACTION BUDGET: \$</p> |
| <p>8.E.1.I/8.E.1.J To build strong family-school partnerships and create a sense of community, Family Math Nights will be offered for each grade level. Family Math Nights are purposefully designed to connect parents to classroom learning and reinforce the role they have as active participants in the education of their children. Materials and supplies will be provided for families so that they may reinforce learning at home. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development</p> | <p>Grade level math representatives, grade level parental involvement committee members, and Sarah Hogg, Principal</p> | <p>Start: 07/01/2014 End: 06/30/2015</p> | <ul style="list-style-type: none"> • Administrative Staff • Teachers • Teaching Aids | <p>ACTION BUDGET: \$</p> |
| <p>8.G.1 All teachers in grades three through six will continue to utilize Reflex Math in the classroom and computer lab to reinforce fact fluency. Implementation will be verified through lesson plans, classroom walkthroughs, and observation. 8.G.2. Pre/Post test data will be collected for analysis. 8.G.3. The first year to implement the program was 2013-2014. This program proves to be effective based on the pre/post data collected. Following are the 2013-2014 scores: 3rd Grade pre-test for addition and subtraction 13.8% fluent and post test 60.2% fluent; 4th Grade pre-test for multiplication and division 19.5% fluent and post test 53% fluent; 5th Grade pre-test for multiplication and division 40.8% fluent and post test 65.6% fluent; and 6th Grade pre-test 53.6% fluent and post-test 63.4% fluent. We will continue the program. Action Type: AIP/IRI Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide</p> | <p>Sarah Hogg, Principal and Jessica Williams, Assistant Principal</p> | <p>Start: 07/01/2014 End: 06/30/2015</p> | <ul style="list-style-type: none"> • Administrative Staff • Computers • Performance Assessments • Teachers • Title Teachers | <p>ACTION BUDGET: \$</p> |
| <p>Third grade teachers will receive professional development in Cognitively Guided Instruction (CGI). Cognitively Guided Instruction (CGI) is a professional development program that increases teachers' understanding of the knowledge that students bring to the mathematics learning process and how they connect that knowledge with formal concepts and operations. Knowledge and understanding gained from CGI training will help teachers to plan instruction that meets the needs of all students. CGI is a three year commitment for teachers. One third grade teacher has completed the training. Two third grade teachers will complete the training this year, while one third grade teacher will complete year two of the training. Two third grade teachers will begin the training in the summer of 2014-2015. The building principal, fifth and sixth grade resource teacher, and Dean of Students at East End Elementary are state trainers. Professional development funds will be used to help pay for the cost of the training. Action Type: Collaboration Action Type: Professional Development</p> | <p>Sarah Hogg, Principal; Classroom Teachers, June Elliott, Assistant Supt. of Curriculum and Professional Development; Li</p> | <p>Start: 07/01/2014 End: 06/30/2015</p> | <ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers | <p>ACTION BUDGET: \$</p> |
| <p>Fractions remain one of the key stumbling blocks for children in mathematics education. To increase their own content and pedagogical knowledge of how students</p> | <p>June Elliott, Assistant Supt.</p> | <p>Start: 07/01/2014</p> | <ul style="list-style-type: none"> • Outside | <p>ACTION BUDGET: \$</p> |

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| <p>build conceptual understanding of fractions and decimals, fourth through sixth grade teachers and building administrators will attend Extending Children's Mathematics (ECM). They will learn how to build on children's learning of whole number operations and extend it to rational number operations. Areas of emphasis focus on helping teachers learn to help students understand fraction and decimal concepts by: •building meaning for fractions and decimals through discussing and solving word problems •learning the progression of children's strategies for solving fraction word problems and equations from direct modeling through relational thinking •designing instruction that capitalizes on students' relational thinking strategies to integrate algebra into teaching and learning fractions. Teachers will utilize what they learn to differentiate instruction and meet the needs of all learners. Action Type: Professional Development</p> | <p>of Curriculum and Professional Development; Sarah Hogg, Principal</p> | <p>End: 06/30/2015</p> | <p>Consultants</p> | |
| <p>A team of administrators, instructional facilitators, and teachers may attend state, regional, and/or national math conferences to increase their content knowledge and learn effective strategies for improving student achievement. Information gained will be shared with fellow teachers during faculty meetings, PLC meetings, and/or professional development. Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide</p> | <p>Sarah Hogg, principal; Jacklin McCoy, Instructional Facilitator; Becky McGiver; Instructional Facilitator</p> | <p>Start: 07/01/2014 End: 07/30/2014</p> | <ul style="list-style-type: none"> • Outside Consultants | <p>ACTION BUDGET: \$</p> |
| <p>EEI will have an Instructional Technology Specialist {Brandi Williams} to assist teachers and students with technology integration (.25 FTE \$15029.84 Salary and \$3848.06 Benefits). The role of an Instructional Technology Specialist in Sheridan School District is to collaborate with instructional specialists, media specialists, staff and teachers in order to develop curriculum materials and specific lesson plans that integrate technology as well as to model the integration of technology in all curriculum areas including teaching demonstration lessons with the teacher. Technology specialists also integrate instructional technology resources through the district website in order to facilitate parental involvement access. Professional development will be provided to both special education and general education teachers that addresses the academic achievement of the special education sub-population. State NSLA funds will be used to raise the achievement of students in the following manner: NSLA funds may be utilized to purchase technology devices (\$19,100) to assist with classroom curriculum deployment targeted toward sub-populations and identified students who exhibit weaknesses in literacy passages, writing domains, and/or mathematic strands. The items comply with section 6.07.19 of the ADE Rules July 2010: Obtaining materials, supplies, and equipment, including technology used in approved instructional programs or for approved purposes. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion Action Type: Title I Schoolwide</p> | <p>Sarah Hogg, Principal</p> | <p>Start: 07/01/2014 End: 06/30/2015</p> | <ul style="list-style-type: none"> • Computers • District Staff • Teachers | <p>Title I - Employee \$15029.84 Salaries: Title I - Employee \$3848.06 Benefits: NSLA (State-281) - \$19100.00 Materials & Supplies: ACTION BUDGET: \$37977.9</p> |
| <p>The District will hold the school buildings accountable for meeting their goals, objectives, and AMO. The District will provide technical assistance and support to all buildings that are in "Needs Improvement" status including training and support for data analysis and its effective use in instructional planning, as well as training and support for building leadership teams. Instructional Leadership meetings will be scheduled with all principals to ensure proper implementation of district curriculum and RTI. The Assistant Superintendent of Curriculum hosts the meetings monthly. Progress monitoring, classroom walk throughs, meaningful engagement of students, increased rigor and data analysis are topics that will be addressed during curriculum leadership meetings. Administrative meetings for all Assistant Superintendents, Directors, and Coordinators will be held monthly and directed by the Superintendent. The meetings will serve as a communication venue for all pertinent educational topics. Professional Learning Community meetings, in which data and priorities are reviewed, will be implemented in each school building. AIPs will be addressed throughout the district by</p> | <p>Jerrold Williams, Superintendent</p> | <p>Start: 07/01/2014 End: 06/30/2015</p> | <ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers | <p>ACTION BUDGET: \$</p> |

evaluating the students who are at risk of not meeting AMO and determining appropriate interventions for them. Students with Disabilities needs will be specifically addressed for buildings in "Needs Improvement" status relating to the TAGG group. The socio-economic population, economically disadvantaged, included in the TAGG group will also be addressed in appropriate buildings via PLC meetings, supervised by principals. The District Leadership Team has attended the initial meetings for District Leadership Academy on July 15-16, 2014. The District Leadership Team plans to attend two additional Leadership Academy workshops on September 17-18 and December 16-17. The purpose of the leadership team includes fostering positive change, elevating content professional learning to enhance and improve student learning, building and maintaining collaborative relationships, building and sustaining accountability systems, as well as developing and revising the mission and vision of the district with clear-cut goals communicated to the school community and all stakeholders.
 Action Type: Alignment
 Action Type: Collaboration
 Action Type: Equity

Total Budget: \$37977.9

Intervention: Reinforce current mathematics curriculum and address individual student needs.

Scientific Based Research: www.terc.edu (2004); Practical Assessment, Research, & Evaluation (2002); Caret- Assessment and Evaluation (2002); Evaluation Results from Field Testing (CMP)- (2003); Parents as Informal Mathematics Teachers of Their Elementary Grades Children (2002) MARY K. STINN AND MARGARET SMITH, 5 PRACTICES FOR ORCHESTRATING PRODUCTIVE MATHEMATIC DISCUSSIONS; CORWIN PRESS, (2011).

| Actions | Person Responsible | Timeline | Resources | Source of Funds |
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| With teacher supervision, one paraprofessional (1, FTE) will assist classroom teachers by providing point in time remediation for students who are not working on grade level. One-half of the paraprofessional's time will be allocated to mathematics, while one-half of her time will be allocated to literacy. The paraprofessional will collaborate with grade level teachers and attend grade level meetings as needed. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion Action Type: Title I Schoolwide | Sarah Hogg, Principal | Start: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers • Title Teachers | ACTION BUDGET: \$ |
| District instructional specialists and building administrators will provide professional development for all grade level teachers and paraprofessionals in areas of data analysis, identifying student needs, and planning for instruction. Action Type: Collaboration Action Type: Professional Development | Sarah Hogg, Principal; Jessica Williams, Assistant Principal; Becky McGiver, Instrucitonal Facilitator, Jacklin McCoy, I | Start: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • District Staff • Teachers • Title Teachers | ACTION BUDGET: \$ |
| Students who are on an AIP will receive Timely and Effective Remediation geared toward the student's learning expectation. Data will be collected for documentation by teachers including 2nd-5th grade benchmarks and ITBS scores. Teachers will share AIP data with parents during Parent Teacher Conferences. Professional Development will be provided for teachers as needed on how to implement and create AIP's for students. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Title I Schoolwide | Sarah Hogg, Principal, Jessica Williams, Assistant Principal; June Elliott, Assistant Supt. of Cur. and PD; Jacklin McC | Start: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers | ACTION BUDGET: \$ |

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| <p>To keep parents informed of what students are learning at school, teachers will send home newsletters, "I Can Statements", and student work samples illustrating learning goals .</p> <p>Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide</p> | Sarah Hogg, Principal | Start: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> • Administrative Staff • District Staff • Performance Assessments • Teachers | ACTION BUDGET: \$ |
| <p>• 8.G.1, 8.G.2 Beginning, middle, and end of year assessments developed and generated by I-Ready will be administered. Data will be analyzed and used to monitor student progress and growth. Implementation of the assessments will be verified through lesson plans and classroom observations. 8.G.3. This is the first year to implement the program. Prior to this year, TLI assessments were used to monitor progress and growth. 2013-2014 assessment results for grade three indicated 66.9% of third grade students had mastered concepts and skills, 46.6% of fourth grade students had mastered concepts and skills, 47.1% of fifth grade students had mastered concepts and skills, and 63.4% of sixth grade students had mastered concepts and skills.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide</p> | Sarah Hogg, Principal; Jessica Williams, Assistant Principal; Jacklin McCoy, Instructional Facilitator; Brandi Williams, | Start: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Performance Assessments • Teachers • Teaching Aids | ACTION BUDGET: \$ |
| <p>Sixth grade students will be provided a four-function calculator with square root and percentage functions. Students in grades three through five that have accommodations for calculator use specified in their approved IEP or 504 plan will be provided a TI-15 calculator.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Technology Inclusion</p> | Sarah Hogg, Principal; June Elliott, Assistant Supt. of Curriculum and Professional Development | Start: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> • Teachers • Teaching Aids | ACTION BUDGET: \$ |
| <p>Instruction in the core academic areas will be provided for our students by highly qualified teachers. A highly qualified teacher (HQT) must have at least a bachelor's degree; must be appropriately licensed to teach; and must demonstrate content knowledge in the subject area he/she teaches. Documentation is maintained and available on demand. Any teacher who is working outside their licensure area is required to file an ALP and follow the guidelines of the ALP to completion. Our district has an active recruiter who attends seven (7) teacher recruitment fairs annually in seeking highly qualified teachers for our students.</p> <p>Action Type: Equity Action Type: Title I Schoolwide</p> | Doug West, Superintendent for Human Resources and Student Services | Start: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers | ACTION BUDGET: \$ |
| <p>Parents of students who receive Special Services will be notified of state conferences concerning specific learning disabilities.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education</p> | Shane Dunn, Director of Special Services | Start: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> • Administrative Staff • Teachers | ACTION BUDGET: \$ |
| <p>As a result of being identified as a "Needs Improvement" school, all classroom teachers, special education teachers, and paraprofessionals will utilize high yield instructional strategies, cooperative learning strategies, effective questioning techniques, and technology as a tool to engage all learners during lesson delivery. Implementation will be monitored through lesson plans and classroom observations. Professional development will be provided as needed.</p> <p>Action Type: Collaboration Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion</p> | Sarah Hogg, Principal; Jessica Williams, Assistant Principal; Jacklin McCoy, Instructional Facilitator; Brandi Williams, | Start: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Outside Consultants • Teachers • Teaching Aids • Title Teachers | ACTION BUDGET: \$ |

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| <p>All sixth grade teachers of Pre-AP mathematics will have an opportunity and will be encouraged to participate in the Laying the Foundation training. This training is made possible through the AIMS grant, Year III in 2011-2012, which is intended to increase academic skills of both teachers and students. (P. D. ACSIP codes: 9305061000000-APSI1) Action Type: Collaboration Action Type: Equity Action Type: Professional Development</p> | <p>Roy Wilson, District G/T Coordinator</p> | <p>Start: 07/01/2014 End: 06/30/2015</p> | <ul style="list-style-type: none"> Teachers | <p>ACTION BUDGET: \$</p> |
| <p>An after school tutoring camp for students in the Targeted Achievement Gap Group, will be provided throughout the school year. Tutoring will begin in October and continue through February, just before the mid-year PARCC assessment which begins in March. After school math camp for those students who were on the border of scoring proficient on the Augmented Benchmark Exam will begin in January and will end in March, just before the PARCC assessments. Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Equity Action Type: Special Education</p> | <p>Sarah Hogg, Principal</p> | <p>Start: 07/01/2014 End: 06/30/2015</p> | <ul style="list-style-type: none"> Administrative Staff Teachers Teaching Aids | <p>ACTION BUDGET: \$</p> |
| <p>The district math committee will continue to meet annually to map, align, and adjust the district pacing guides to meet our students' needs in meeting the Common Core Standards. Action Type: Alignment Action Type: Collaboration Action Type: Technology Inclusion Action Type: Title I Schoolwide</p> | <p>June Elliot, Assistant Superintendent of Curriculum; District Instructional Facilitators; Teacher Representatives</p> | <p>Start: 07/01/2014 End: 06/30/2015</p> | | <p>ACTION BUDGET: \$</p> |
| <p>Total Budget:</p> | | | | <p>\$0</p> |

Intervention: East End Intermediate will provide opportunities to involve parents in their child's learning.

Scientific Based Research: www.pta.org (2006); Parent Involvement in Early Intervention for Disadvantaged Children - Does It Matter? Authors: Miedel W.T.1; Reynolds A.J. Source: Journal of School Psychology (2000); Predictors of Parent Involvement in Children's Schooling Journal article by Nicholas H. Apostoleris, Corina Benjet, Wendy S. Grolnick, Carolyn O. Kurowski; Journal of Educational Psychology (1997); Building a Strong Community Partnership. District Administration, 66-72. Mitchell-Price, PhD Marilyn. (2009).MARY K. STINN AND MARGARET SMITH, 5 PRACTICES FOR ORCHESTRATING PRODUCTIVE MATHEMATIC DISCUSSIONS; CORWIN PRESS, 2011.

| Actions | Person Responsible | Timeline | Resources | Source of Funds |
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| <p>8.E.1. Parental Involvement Meetings will be scheduled to: (a) invite parents and community members to hear goals of the school, and to b) provide informational packets on responsible parenting tips. c)A Volunteer Resource Book will be compiled for the purpose of allowing volunteers to sign-in and logging the number of volunteer hours. d) The school's process for resolving parental concerns will be explained in the student handbook. (e)Not applicable (f) The school will enable formation of a PTO and (g) a parent facilitator will be provided in compliance with ACT 307 of 2007 (h) Two Parent/Teacher conferences will be held during the year. i) Family Math, Science, and Literacy Nights will provide instruction to parents on how to incorporate developmentally appropriate learning activities in the home environment. (j) Parents will be encouraged to participate in other activities determined by the school to help a parent assist in his or her child's learning. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide</p> | <p>Kathy Dickenson, Parent Facilitator</p> | <p>Start: 07/01/2014 End: 06/30/2015</p> | <ul style="list-style-type: none"> Administrative Staff Central Office Community Leaders Computers District Staff Teachers Title Teachers | <p>ACTION BUDGET: \$</p> |
| <p>Parents will be informed at the beginning of each school year and reminded at the two Parent/Teacher Conferences of the availability of materials and support from the school to aide in their involvement and understanding of the mathematics curriculum. Action Type: Collaboration Action Type: Parental Engagement</p> | <p>Kathy Dickenson, Parent Facilitator</p> | <p>Start: 07/01/2014 End: 06/30/2015</p> | <ul style="list-style-type: none"> Computers District Staff Teaching Aids | <p>ACTION BUDGET: \$</p> |

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| <p>8.E.1.I/8.E.1.J To build strong family-school partnerships and create a sense of community, Family Math Nights will be offered for each grade level. Family Math Nights are purposefully designed to connect parents to classroom learning and reinforce the role they have as active participants in the education of their children. Materials and supplies will be provided for families so that they may reinforce learning at home. Action Type: Collaboration Action Type: Parental Engagement</p> | <p>Parental Involvement Committee; Math Committee</p> | <p>Start: 07/01/2014 End: 06/30/2015</p> | <ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers • Teaching Aids | <p>ACTION BUDGET: \$</p> |
| <p>Parents of gifted students will be encouraged to join the district in attending the state AGATE conference. A G/T coordinator (1 FTE) will collaborate with classroom teachers to employ diversified curriculum for all students. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development</p> | <p>Roy Wilson, G.T. District Coordinator; Sherri Desoso, GT Coordinator</p> | <p>Start: 07/01/2014 End: 06/30/2015</p> | <ul style="list-style-type: none"> • Administrative Staff • District Staff | <p>ACTION BUDGET: \$</p> |
| <p>Parents will be encouraged/invited to join their children on school sponsored field trips throughout the year. Teachers will be responsible for sending home Field Trip permission forms (approved by Building Administration) with an invitation cited on the form inviting parents to join their child. Action Type: Collaboration Action Type: Parental Engagement</p> | <p>Sarah Hogg, Principal; Jessica Williams, Assistant Principal</p> | <p>Start: 07/01/2014 End: 06/30/2015</p> | <ul style="list-style-type: none"> • Community Leaders • Computers • District Staff • Teachers | <p>ACTION BUDGET: \$</p> |
| <p>Sixth grade teachers will present the Smart Core/Common Core curriculum choices to help parents better understand their child's future direction in education. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Technology Inclusion Action Type: Title I Schoolwide</p> | <p>Kathy Dickinson, Parent Facilitator/Counselor; Sixth grade teachers</p> | <p>Start: 07/01/2014 End: 06/30/2015</p> | <ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Teachers | <p>ACTION BUDGET: \$</p> |
| <p>Resources on responsible parenting and helping students with homework will be available for check-out from the Parent Center. The school's Parent Facilitator will manage the center and check-out system. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p> | <p>Kathy Dickenson, Parent Facilitator</p> | <p>Start: 07/01/2014 End: 06/30/2015</p> | | <p>ACTION BUDGET: \$</p> |
| <p>• 8.G.1. Our PTO will meet during the school months of September, November, January, April, and May. At Open House, parents will be informed of expectations for the upcoming year. All faculty members at EEI will attend Parent/Teacher Conferences no less than two times each year, and parents attending will be recognized with a "Thank You" notice. A notice of appreciation will be published in our local newspaper thanking parents for attending parent/teacher conferences. Implementation will be verified through sign-in sheets and agendas. 8.G.2. The effectiveness of this intervention will be evaluated based on the number of participants attending Parent Teacher Conferences or other school events and by the number of volunteer hours. Sign-in sheets will be available at all parent functions. 8.G.3. The program has proven to be effective based on the attendance at Open House, Parent/Teacher conferences, and other school events: 2013-2014 Open House - 351 parents/guardians attended; 2014-2015 Open House 344 parents/guardians attended; 2013-2014 Fall P/T Conference- 79% attendance; Spring P/T Conference – 62% attendance; 2012-2013 Fall P/T Conference- 75% parent/guardian attendance; Spring P/T Conference-63% parent/guardian attendance. On the 2013-2014 Parental Involvement Survey given to parents, 88% of parents that participated indicated they have attended parent meetings. The data indicates that parents actively attend school events to be informed of their child's progress. We will continue the program. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Title I Schoolwide</p> | <p>Sarah Hogg, Principal</p> | <p>Start: 07/01/2014 End: 06/30/2015</p> | <ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers | <p>ACTION BUDGET: \$</p> |

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| <p>10.C.3. Parents will be provided notice explaining the ESEA Accountability status. This notice generally is included during the open house exhibits and parent meetings. The district Report to the Public will also include details concerning the ESEA Accountability status. The report will also be publicized in the newspaper. Students that have opted for school choice in previous years may remain enrolled in their school of choice. The district will offer after school tutoring for all students who wish to participate as an alternative to Supplemental Educational Services. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide</p> | <p>Sarah Hogg, Principal</p> | <p>Start: 07/01/2014 End: 06/30/2015</p> | <ul style="list-style-type: none"> • Administrative Staff | <p>ACTION BUDGET: \$</p> |
| <p>The Parent Communicator, (a computer generated monthly newsletter), will be sent home with tips for parents. Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion</p> | <p>Kathy Dickenson, Parent Facilitator</p> | <p>Start: 07/01/2014 End: 06/30/2015</p> | <ul style="list-style-type: none"> • Community Leaders • Teachers | <p>ACTION BUDGET: \$</p> |
| <p>8.J.8 Teachers will meet weekly during PLC's to discuss progress/regression of students who are on an AIP, IEP, or receiving Timely and Effective Remediation geared toward the student's learning expectation. Data will be collected for documentation by teachers. Teachers will share AIP, RTI, or IEP data with parents during Parent Teacher Conferences. Teachers will meet during Professional Learning Communities to discuss whether or not there is a need for collecting RTI data. Teachers will also discuss progress/regression of students who are on an AIP, IEP, and/or receiving in-time remediation to devise a plan in order to better meet student needs. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education</p> | <p>Sarah Hogg, Principal; Jessica Williams,Assistant Principal; Jacklin McCoy, Instructional Facilitator</p> | <p>Start: 07/01/2014 End: 06/30/2015</p> | <ul style="list-style-type: none"> • Administrative Staff • Computers • Performance Assessments • Teachers • Teaching Aids | <p>ACTION BUDGET: \$</p> |
| <p>A peer review was conducted of each building's ACSIP plan prior to submission. Initially, the building principals met with the Director of Federal Programs to evaluate their plans based on the school approval checklist for compliance. An additional review was conducted of each building plan by the federal programs director. A final peer review was conducted by building-level principals. (EEE/SES, SIS/EEI, SMS/SHS) Action Type: Alignment Action Type: Collaboration</p> | <p>Sarah Hogg, Principal</p> | <p>Start: 07/01/2014 End: 06/30/2015</p> | <ul style="list-style-type: none"> • Administrative Staff | <p>ACTION BUDGET: \$</p> |
| <p>• 8.G.1. Parents will be encouraged to attend Parent Teacher Conferences and to participate in their child's learning. Implementation will be verified through observation. 8.G.2. Parent sign-in sheets will be collected for each Parent Teacher Conference. 8.G.3. The baseline year was 2009-2010 for gathering data. 2013-2014 Fall P/T Conference- 79% attendance; Spring P/T Conference – 62% attendance; 2012-2013 Fall P/T Conference- 67% parent/guardian attendance; Spring P/T Conference- 69% parent guardian attendance. 69% of our parents are being informed of their child's progress. We will continue the program. Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation</p> | <p>Sarah Hogg, Principal</p> | <p>Start: 07/01/2014 End: 06/30/2015</p> | <ul style="list-style-type: none"> • Teachers | <p>ACTION BUDGET: \$</p> |
| <p>Total Budget:</p> | | | | <p>\$0</p> |
| <p>Intervention: Identify and target struggling students and provide interventions to help students improve in math.</p> | | | | |
| <p>Scientific Based Research: A Framework for Understanding Poverty - by Ruby K. Payne (2004); Nothing is Impossible- Lorraine Monroe (2002); Removing the Mask, Giftedness in Poverty by Jane Slocumb(2002); Parents as Informal Mathematics Teachers of Their Elementary Grades Children (2002). Investigations, TERC Math, Second Edition (2008)MARY K. STINN AND MARGARET SMITH, 5 PRACTICES FOR ORCHESTRATING PRODUCTIVE MATHEMATIC DISCUSSIONS; CORWIN PRESS, 2011; Whatever it takes: How professional learning communities respond when kids don't learn. Bloomington, IN: National Educational Services. Jensen, E., (2009).</p> | | | | |

| Actions | Person Responsible | Timeline | Resources | Source of Funds |
|--|--|---|--|---|
| <p>Assessment data collected at the beginning, middle, and end of the year from I-Ready will be disaggregated and used to guide whole group, small group, and individual instruction. Action Type: Alignment Action Type: Technology Inclusion</p> | <p>Jessica Williams, Assistant Principal; Jacklin McCoy, Instructional Facilitator; Becky McGiver, Instructional Facilitator</p> | <p>Start: 07/01/2014 End: 06/30/2015</p> | <ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Performance Assessments • Teachers • Title Teachers | <p>————— ACTION BUDGET: \$</p> |
| <p>8.J.9 Timely and Effective Remediation will be provided by teachers geared toward student's receiving an AIP. AIP information will be shared with parents during Parent Teacher Conferences. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide</p> | <p>Sarah Hogg, Principal; Jessica Williams, Assistant Principal</p> | <p>Start: 07/01/2014 End: 06/30/2015</p> | <ul style="list-style-type: none"> • Teachers • Teaching Aids | <p>————— ACTION BUDGET: \$</p> |
| <p>8.G.1. Teachers will meet weekly in Professional Learning Communities to address student's AIP's in the area of mathematics. Student's AIP's will be addressed based on the data generated from SAT-10 and the Benchmark Exam. RTI data and i-Ready assessment data will be used to track student's progress and highlight low scoring areas. Parents will be informed through Parent Teacher Conferences. Any student who is not proficient on the benchmark will, in consultation with parents, have an AIP. Implementation will be verified through district assessment data. 8.G.2. Math Pre/Post assessment data will be collected for analysis. 8.G.3. According to the 2012-2013 data, students have shown an increase in the area of mathematics, thus the program is judged to be effective. 2012-2013 Results: 3rd Grade pre-test- 19% accuracy and post test- 57% accuracy; 4th Grade pre-test- 6% accuracy and post test- 44% accuracy; 5th Grade pre-test- 17% accuracy and 44% accuracy; 6th Grade pre-test- 33% accuracy and post test- 50% accuracy. According to the 2013-2014 data, students continue to show an increase in mathematics performance, thus the program continues to be effective. 2013-2014 Results: 3rd grade Pre-test 20.3% accuracy and Post-test 53.7% accuracy; 4th Grade pre-test 12% accuracy and post test 36.2% accuracy; 5th Grade pre-test 14% accuracy and 29.4% accuracy; 6th Grade pre-test 28.5% accuracy and post test 45.8% accuracy. Professional development will be provided to help teachers provide more effective classroom instruction in areas of weakness. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide</p> | <p>Sarah Hogg, Principal ; June Elliott, Assistant Superintendent</p> | <p>Start: 07/01/2014 End: 06/30/2015</p> | <ul style="list-style-type: none"> • Performance Assessments • Teachers • Teaching Aids • Title Teachers | <p>————— ACTION BUDGET: \$</p> |
| <p>10.C.9 Instructional facilitators, building administrators, district staff, and outside consultants will provide job embedded professional development on how to provide differentiated instruction and best teaching strategies specifically targeting students in the special education sub-population. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion</p> | <p>Sarah Hogg, Principal; Shane Dunn, Director of Special Services; Jacklin McCoy, Becky McGiver, and Brandi Williams, Inst</p> | <p>Start: 07/01/2014 End: 06/30/2015</p> | <ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Teachers • Teaching Aids | <p>————— ACTION BUDGET: \$</p> |
| <p>Total Budget:</p> | | | | <p>————— \$0</p> |

Priority 2: To improve literacy skills.

1. 3rd Grade 2011-2012 State Benchmark Results: 87% of the Combined Population scored at or above proficient. 50% of Students with Disabilities scored at or above proficient. 80% of Socio Economically Disadvantaged students scored at or above proficient. The lowest identified subgroup from or combined population was Students with Disabilities with 50% of the students scoring below proficient. The overall lowest scoring area for 3rd grade was in open response in the literary reading passage. On average students received 4 out of 8 possible points in open response in this area. 2012-2013 State Benchmark Results: 91% of the Combined Population scored at or above proficient. 33% of Students with Disabilities scored at or above proficient. 82% of Socio Economically Disadvantaged students scored at or above proficient. The lowest identified subgroup from our combined population was Students with Disabilities with 67% of the students scoring below proficient. The overall lowest scoring area for 3rd grade was open response in the practical reading passage. On average students received 3.3 out of 8 possible points in open response in this area. 2013-2014 State Benchmark Results: 81% of the Combined Population scored at or above proficient. 22% of Students with Disabilities scored at or above proficient. 76% of Economically Disadvantaged students scored at or above proficient. The lowest identified subgroup from our combined population was Students with Disabilities with 78% of the students scoring below proficient. The overall lowest scoring area for 3rd grade was in open response content reading passages. On average students received 2.4 out of 8 possible points in this area.
2. 4th Grade 2011-2012 State Benchmark Results: 88% of the Combined Population scored at or above proficient. 29% of Students with Disabilities scored at or above proficient. 87% of Socio Economically Disadvantaged students scored at or above proficient. The lowest identified subgroup from or combined population was Students with Disabilities with 72% of the students scoring below proficient. The overall lowest scoring area for 4th grade was in open response practical reading. On average students received 2.4 out of 8 possible points in open response in this area. 2012-2013 State Benchmark Results: 86% of the Combined Population scored at or above proficient. 46% of Students with Disabilities scored at or above proficient. 81% of Socio Economically Disadvantaged students scored at or above proficient. The lowest identified subgroup from our combined population was Students with Disabilities with 55% of the students scoring below proficient. The overall lowest scoring area for 4th grade was open response in literary passage. On average students received 3.8 out of 8 possible points in open response in this area. 2013-2014 State Benchmark Results: 86% of the Combined Population scored at or above proficient. 55% of Students with Disabilities scored at or above proficient. 83% of Economically Disadvantaged students scored at or above proficient. The lowest identified subgroup from the combined population was Students with Disabilities with 45% of the students scoring below proficient. The overall lowest scoring area for 4th grade was in open response literary passages. On average students received 3.9 out of 8 possible points in this area.
3. 5th Grade 2011-2012 State Benchmark Results: 90% of the Combined Population scored at or above proficient. 29% of Students with Disabilities scored at or above proficient. 83% of Socio Economically Disadvantaged students scored at or above proficient. The lowest identified subgroup from or combined population was Students with Disabilities with 71% of the students scoring below proficient. The overall lowest scoring area for 5th grade was in open response literary passage. On average students received 4.7 out of 8 possible points in this area. 2012-2013 State Benchmark Results: 91% of the Combined Population scored at or above proficient. 27% of Students with Disabilities scored at or above proficient. 80% of Socio Economically Disadvantaged students scored at or above proficient. The lowest identified subgroup from our combined population was Students with Disabilities with 73% of the students scoring below proficient. The overall lowest scoring area for 5th grade was open response practical reading passage. On average students received 3.8 out of 8 possible points in this area. 2013-2014 State Benchmark Results: 74% of the Combined Population scored at or above proficient. 22% of Students with Disabilities scored at or above proficient. 71% of Economically Disadvantaged students scored at or above proficient. The lowest identified subgroup from the combined population was Students with Disabilities with 78% of the students scoring below proficient. The overall lowest scoring area for 5th grade was in open response literary passages. On average students received 3.6 out of 8 possible points in this area.
4. 6th Grade 2011-2012 State Benchmark Results: 80% of the Combined Population scored at or above proficient. 0% of Students with Disabilities scored at or above proficient. 69% of Socio Economically Disadvantaged students scored at or above proficient. The lowest identified subgroup from or combined population was Students with Disabilities with 100% of the students scoring below proficient. The overall lowest scoring area for 6th grade was open response in the practical reading passage. On average students received 3.1 out of 8 possible points in open response in this area. 2012-2013 State Benchmark Results: 79% of the Combined Population scored at or above proficient. 8% of Students with Disabilities scored at or above proficient. 72% of Socio Economically Disadvantaged students scored at or above proficient. The lowest identified subgroup from or combined population was Students with Disabilities with 92% of the students scoring below proficient. The overall lowest scoring area for 6th grade was open response in the content reading passage. On average students received 4.7 out of 8 possible points in open response in this area. 2013-2014 State Benchmark Results: 60% of the Combined Population scored at or above proficient. 9% of Students with Disabilities scored at or above proficient. 55% of Economically Disadvantaged students scored at or above proficient. The lowest identified subgroup from the combined population was Students with Disabilities with 91% of the students scoring below proficient. The overall lowest scoring area for 6th grade was in literary passage. On average students received 3.4 out of 8 possible points in this area.
5. 1. 3rd Grade: In the 2011-2012 school year our 3rd grade students were assessed using the IOWA Tests of Basic Skills. This assessment showed that 50% of our 3rd grade students scored as well as or above the national average in the area of Reading and 44% in the area of Language. In the 2012-2013 school year our 3rd grade students were assessed using the IOWA Tests of Basic Skills. This assessment showed that 57% of our 3rd grade students scored as well as or above the national average in the area of Reading and 36% in the area of Language. In the 2013-2014 school year our 3rd grade students were assessed using the IOWA Test of Basic Skills. This assessment showed that 51% of our 3rd grade students scored as well as or above the national average in the area of Reading and 35% in the area of Language. 4th Grade: In the 2011-2012 school year our 4th grade students were assessed using the IOWA Tests of Basic Skills. This assessment showed that 53% of our 4th grade students scored as well as or above the national average in the area of Reading and 47% in the area of Language. In the 2012-2013 school year our 4th grade students were assessed using the IOWA Tests of Basic Skills. This assessment showed that 48% of our 4th grade students scored as well as or above the national average in the area of Reading and 41% in the area of Language. In the 2013-2014 school year our 4th grade

Supporting
Data:

students were assessed using the IOWA Test of Basic Skills. This assessment showed that 50% of our 4th grade students scored as well as or above the national average in the area of Reading and 47% in the area of Language. 5th Grade: In the 2011-2012 school year our 5th grade students were assessed using the IOWA Tests of Basic Skills. This assessment showed that 51% of our 5th grade students scored as well as or above the national average in the area of Reading and 51% in the area of Language. In the 2012-2013 school year our 5th grade students were assessed using the IOWA Tests of Basic Skills. This assessment showed that 49% of our 5th grade students scored as well as or above the national average in the area of Reading and 46% in the area of Language. In the 2013-2014 school year our 5th grade students were assessed using the IOWA Test of Basic Skills. This assessment showed that 43% of our 5th grade students scored as well as or above the national average in the area of Reading and 38% in the area of Language. 6th Grade: In the 2011-2012 school year our 6th grade students were assessed using the IOWA Tests of Basic Skills. This assessment showed that 49% of our 6th grade students scored as well as or above the national average in the area of Reading and 45% in the area of Language. In the 2012-2013 school year our 6th grade students were assessed using the IOWA Tests of Basic Skills. This assessment showed that 51% of our 6th grade students scored as well as or above the national average in the area of Reading and 47% in the area of Language. In the 2013-2014 school year our 6th grade students were assessed using the IOWA Test of Basic Skills. This assessment showed that 49 % of our 6th grade students scored as well as or above the national average in the area of Reading and 45% in the area of Language.

6. 1. CRT 3-Year Trend Analysis: 1) The 3-year trend analysis identifies the lowest scoring area for 3rd grade as Numbers and Operations in open response. 2) The 3-year trend analysis identifies the lowest scoring area for 4th grade is consistently in open response. The geometry strand continues to be the lowest area. 3) The 3-year trend analysis identifies the lowest scoring area the past three year for 5th grade as being geometry and data analysis/probability open response. 4) The 3-year trend analysis identifies the lowest scoring area for 6th grade as Data Analysis and Probability open response. Open response tends to be the lowest scoring area for the past three years for all students school wide.
7. For the 2011-2012 SY, the average daily attendance was 96%. Average daily attendance for the 2012-2013 SY was 94%. The average daily attendance for the 2013-2014 school year was 95.21%.

Goal All students will improve literacy skills in the area of reading comprehension and writing with emphasis on content and style. The Targeted Achievement Gap Group will be specifically addressed utilizing strategies targeting identified weaknesses.

Benchmark To meet or exceed Annual Measurable Objectives (AMO) developed by the Arkansas Department of Education 86.79% of all students needed to score at the proficient or advanced level and 78.84% of the students in the Targeted Achievement Gap Group needed to score at the proficient or advanced level. Students in both groups scored below the AMO with 75.14% of all students scoring at the proficient or advanced level and 67.13% of students in the Targeted Achievement Gap Group scoring at the proficient or advanced level. Annually, the percentage of students scoring proficient/advanced in the All Students population will increase 9% on the Arkansas State Benchmark Exam and 10% for TAGG students. In 2014-2015, the AMO target is 88.26% for all students and 81.19% for the TAGG population.

| Intervention: Implement a Core Literacy program (Comprehensive Balanced Literacy Approach) which concentrates on improving reading and writing skills. | | | | |
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| Scientific Based Research: The Effects of the Fluent Reader Program on Reading Performance (2004); Mike Schmoker, Focus: Elevating the Essentials To Radically Improve Student Learning. (ASCD: Association for Supervision and Curriculum Development, Virginia, 2011). Laura Robb, Differentiating Reading Instruction: How to Teach Reading to Meet the Needs of Each Student. (Mills Press, Scholastic, New York, 2004). ; Joann Portalupi and Ralph Fletcher. Nonfiction: Craft Lessons-Teaching Information K-8 Writing. (Stenhouse Publishers, Maine, 2001).; Ralph Fletcher and Joann Portalupi. Craft Lessons: Teaching K-8 Writing. (Stenhouse Publishers, Maine, 2001).; Linda J. Dorn and Carla Soffos. Teaching for Deep Comprehension: A Reading Workshop Approach. ((Stenhouse Publishers, Maine, 2005).; Robert J. Marzano, Debra J. Pickering, and Jane E. Pollock. Classroom Instruction that Works: Research Based Strategies for Increasing Student Achievement. (ASCD: Association for Supervision and Curriculum Development, Virginia, 2001). | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| 8. G.1. All students will utilize the computer lab and iReady software to enhance reading comprehension. Implementation will be verified through classroom walkthroughs, and observation. 8. G.2. A pre-test will be given to determine appropriate activities for each student. The mid-year and end of the year post-test will measure the program's effectiveness. 8.G.3 This is the first year to implement the program. Action Type: Equity Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide | Andrea Yarbrough, Computer Lab Teacher; Jacklin McCoy, Instructional Facilitator | Start: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> • Computers • District Staff • Performance Assessments • Teachers | ACTION BUDGET: \$ |
| 8.J.2 & 8. G.1. A subscription to Accelerated Reader will be purchased utilizing operating funds to continue the implementation of the program. Students will be required to read for a minimum of 20 minutes daily in their AR books. Teachers will continue to receive updates and additional training on how to use AR. At the end of the 2nd, 3rd, & 4th 9 week reporting period, students who have achieved their personal AR goal will be presented with a reward during a "Recognition Assembly". Implementation | Whitney Nowlin, Librarian | Start: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> • Administrative Staff • District Staff • School Library • Teachers | ACTION BUDGET: \$ |

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| <p>will be verified through Schoolwide Summary Reports. 8. G.2. The STAR test will identify levels and measure progress. Pre/post assessment data will be collected for analysis. 8. G.3. The first year to implement the program was 2008-2009. According to the 2013-2014 data, students continue to show an increase in reading levels, thus the program is judged to be effective. The pre and post test results are as follows: 3rd grade- STAR pre-test showed an average of 2.8 grade equivalency and post-test showed an average of 3.5 grade equivalency; 4th Grade- STAR pre-test showed an average of 3.5 grade equivalency and post-test showed an average of 4.4 grade equivalency; 5th Grade- STAR pre-test showed an average of 4.3 grade equivalency and post-test showed an average of 4.8 grade equivalency; 6th Grade- STAR pre-test showed an average of 5.5 grade equivalency and post-test showed an average of 5.9 grade equivalency. We will continue the program. Action Type: Alignment Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide</p> | | | | |
| <p>The district literacy committee will continue to review, revise, and align curriculum to the Common Core Standards. Action Type: Alignment Action Type: Title I Schoolwide</p> | <p>June Elliott, Assistant Superintendent of Curriculum</p> | <p>Start: 07/01/2014 End: 06/30/2015</p> | <ul style="list-style-type: none"> Administrative Staff Central Office Computers District Staff Teachers | <p>ACTION BUDGET: \$</p> |
| <p>One(1) FTE paraprofessional paid with Title I funds {Patti Vaughn: \$18173.40 Salary, \$3992.69 Benefits} (grades 3-6)will assist classroom teachers to provide point in time remediation for students who are not reading on grade level. Teachers will also meet weekly to discuss literacy achievement levels of all students, especially those identified as special needs. The Title I paraprofessional is under the direct supervision of certified teachers. The NSLA paraprofessional (1 FTE Andrea Yarbrough Salary \$15086.40 Benefits \$5246.49) may be utilized within a classroom or in a computer lab environment. Additionally, \$150 is set aside for substitute pay for the Title I paid FTE position and \$350 for substitute pay for the NSLA paid FTE position. Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Title I Schoolwide</p> | <p>Sarah Hogg, Principal</p> | <p>Start: 07/01/2014 End: 06/30/2015</p> | <ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers | <p>Title I - Purchased Services: \$150.00 Title I - Employee Salaries: \$18173.40 Title I - Employee Benefits: \$3992.69 NSLA (State-281) - Purchased Services: \$350.00 NSLA (State-281) - Employee Benefits: \$5246.49 NSLA (State-281) - Employee Salaries: \$15086.40 ACTION BUDGET: \$42998.98</p> |
| <p>Building administrators, representatives of the Reading Council, the instructional facilitator, and two general education teachers will attend the Arkansas Reading Association Conference to learn strategies for the improvement of students reading</p> | <p>Sarah Hogg, Principal; Jacklin McCoy,</p> | <p>Start: 07/01/2014 End:</p> | <ul style="list-style-type: none"> Teachers | <p>ACTION BUDGET: \$</p> |

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| skills. Teachers will share strategies at monthly faculty meeting. Action Type: Professional Development | Instructional Facilitator; June Elliott, Assistant Supt. of Cur. and PD | 06/30/2015 | | |
| A workshop approach will be used to guide literacy instruction. Teachers will either attend Literacy Lab training in Searcy, AR, Laying the Foundation training, or other conferences/workshops designed to support classroom instruction. Professional development funds will be used to pay consulting fees for Stephanie Moon. Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide | Sarah Hogg, Principal; Jacklin McCoy, Instructional Facilitator; Stepahnie Moon, Laying the Foundation consultant | Start: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> Teachers | ACTION BUDGET: \$ |
| 10.C.1 The instructional facilitators will work with teachers in classrooms (where special education and economically disadvantaged students are located) to provide site-based professional development by modeling lessons and demonstrating research-based best practices for general education and special education teachers utilizing the co-teach model. Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Title I Schoolwide | Jacklin McCoy, Instructional Facilitator | Start: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> Teachers | ACTION BUDGET: \$ |
| 8.J.5 Instruction in the core academic areas will be provided for our students by highly qualified teachers. A highly qualified teacher (HQT) must have at least a bachelor's degree; must be appropriately licensed to teach; and must demonstrate content knowledge in the subject area he/she teaches. Documentation is maintained and available on demand. Any teacher who is working outside their licensure area is required to file an ALP and follow the guidelines of the ALP to completion. Our district has an active recruiter who attends seven (7) teacher recruitment fairs annually in seeking highly qualified teachers for our students. Action Type: Title I Schoolwide | Doug West, Assistant Superintendent | Start: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> Central Office Teachers | ACTION BUDGET: \$ |
| ?Action 5: 8.E.1.I/8.E.1.J To build strong family-school partnerships and create a sense of community, Family Literacy Nights will be offered to encourage all parents and students to read together. Family Literacy Nights are purposefully designed to connect parents to classroom learning and reinforce the role they have as active participants in the education of their children. These evenings will provide parents professional development by teaching desired reading strategies and reading behaviors necessary for developing fluent readers. Materials and supplies will be provided for families so that they may reinforce learning at home. Action Type: Parental Engagement | Jacklin McCoy, Instructional Facilitator; Literacy Committee Members | Start: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> Administrative Staff School Library Teachers | ACTION BUDGET: \$ |
| Professional development will be provided for teachers in cooperative learning strategies and student centered learning. Specialists, building level principal, and general education teachers will implement cooperative learning strategies to actively engage students in the learning process. Action Type: Professional Development Action Type: Title I Schoolwide | Sarah Hogg, Principal; Jessica Williams, Assistant Principal; Jacklin McCoy, Instructional Facilitator; June Elliott, As | Start: 07/01/2014 End: 06/30/2015 | | ACTION BUDGET: \$ |
| The use of State Restricted Professional Development funds will be used to help strengthen teachers instructional strategies, questioning techniques, content knowledge, implementation of the Common Core State Standards and PARCC. Special emphasis will be placed on aligning mathematical Domains and learning progressions. | Sarah Hogg, Principal; June Elliott, Assistant | Start: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> Administrative Staff Teachers | PD (State- 223) - Materials \$500.00 |

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| <p>Reading Comprehension and Foundational Skills standards for English Language Arts will also be emphasized. A lesson planning schema will be utilized to provide a structure to incorporated components of a good lesson as outlined in Common Core State Standards. Additionally, professional development activities will support instructional coaches as they help teachers implement strategies in math and language arts including creating and utilizing assessment tools that will accelerate the achievement of all students. Professional development for all certified employees will include 6 hours of technology and 21 hours of content specific information as it relates components of Common Core State Standards. Special emphasis will be placed on Domain 2: Classroom Environment and Domain 3: Instruction. Materials and supplies such as professional literature, binders, and/or dividers that support professional development activities will be provided for teachers. Attendance will be verified through sign-in sheets and the ARESC shoebox system. Implementation of strategies learned will be evaluated through classroom observations, review of lesson plans, and discussions in Professional Learning Communities. Analysis of student performance on district and state exams as well as feedback from professional development evaluations and surveys will be used to evaluate the impact of professional development and inform planning for future events.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p> | <p>Superintendent of Curriculum and Professional Development</p> | | | <p>& Supplies: PD (State-223) - \$12527.00 Purchased Services:</p> <hr/> <p>ACTION BUDGET: \$13027</p> |
| <p>8.G.1. 1. Students identified by the district and reported to the ADE Office of Gifted, Talented, and Advanced Placement receive the required 2.5 hours per week of targeted skills to promote critical and creative thinking in a resource room (pull-out) model. Documentation of this program at Sheridan and East End Intermediate exists through weekly schedules, K-5 GT facilitator lesson plans, and quarterly student performance reports to parents. 2. Evaluation occurs through focus groups, interviews, surveys, and observations by district administrators and the GT/AP coordinator. Results of the annual state testing are examined to guide needed improvements. In a recent study of standardized test scores, math computation was an obvious weak area in need of additional efforts of staff in all grades across the district. 3. This program is meeting the district goal established in 2007 to move toward the ADE recommended identification of 5% of students per grade as gifted. Students are spread among the staff of each grade to insure that all teachers experience all levels of ability, helping them to practice correct differentiation strategies which could elevate the rigor of their lesson activities. Participants in this program annually express appreciation through interviews, surveys, focus groups, and at conferences with teachers. Resource: Gifted Students in Regular Classrooms, Beverly N. Parke 1989; Teaching the Gifted Child, James J. Gallagher, Allyn and Bacon, 1985.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation</p> | <p>Roy Wilson, GT Director</p> | <p>Start: 07/01/2014 End: 06/30/2015</p> | <ul style="list-style-type: none"> Administrative Staff District Staff Teachers | <p>ACTION BUDGET: \$</p> |
| <p>Total Budget:</p> | | | | <p>\$56025.98</p> |

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| <p>Intervention: Identify and target struggling students and provide interventions to help students improve reading and writing skills.</p> | | | | |
| <p>Scientific Based Research: The Effects of the Fluent Reader Program on Reading Performance (2004); Florida Center for Reading Research Accelerated Reader (2004); Practical Assessment, Research, & Evaluation (2002); ; Laura Robb, Differentiating Reading Instruction: How to Teach Reading to Meet the Needs of Each Student. (Mills Press, Scholastic, New York, 2004). ; Joann Portalupi and Ralph Fletcher. Nonfiction: Craft Lessons- Teaching Information K-8 Writing. (Stenhouse Publishers, Maine, 2001).; Linda J. Dorn and Carla Soffos. Teaching for Deep Comprehension: A Reading Workshop Approach. ((Stenhouse Publishers, Maine, 2005). Robert J. Marzano, Debra J. Pickering, and Jane E. Pollock. Classroom Instruction that Works: Research Based Strategies for Increasing Student Achievement. (ASCD: Association for Supervision and Curriculum Development, Virginia, 2001).; Ralph Fletcher. Pyrotecgbucs On The Page: Playful Craft That Sparks Writiing. Stenhouse Publishers, Maine, 2010).</p> | | | | |
| <p>Actions</p> | <p>Person Responsible</p> | <p>Timeline</p> | <p>Resources</p> | <p>Source of Funds</p> |
| <p>8.G.1. In collaboration with instructional facilitators and building administrators, teachers</p> | <p>Sarah Hogg,</p> | <p>Start:</p> | <ul style="list-style-type: none"> Administrative | |

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| <p>will develop and implement interim literacy assessments. Implementation will be verified through lesson plans and classroom observations. 8.G.2. The interim assessments will be given throughout the year. Data will be collected for analysis. 8.G.3 This is the first year to fully implement performance based assessments. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide</p> | <p>Principal; June Elliott, Assistant Supt. of Curriculum and Professional Development</p> | <p>07/01/2014 End: 06/30/2015</p> | <p>Staff <ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers </p> | <p>ACTION BUDGET: \$</p> |
| <p>8.G.1. The Developmental Reading Assessment will be given to students in order to provide teachers with a method to assess and document students' development over time. Implementation will be verified through lesson plans, classroom walkthroughs, and observation. 8.G.2. Pre/post assessment data will be collected for analysis. 8.G.3. The first year to implement the program was 2008-2009. The effectiveness of this program is based on an increase in student reading levels. 2013-2014 3rd Grade pre-test- 92% accuracy and post-test 87% accuracy; 4th grade pre-test 72% accuracy and post test 56% accuracy; 5th grade pre-test 70% accuracy and post-test 57% accuracy; 6th grade pre-test 60% accuracy and post-test 55% accuracy; 2012-2013 pre-test 41.71% accuracy and post test- 72.61% accuracy; 4th Grade pre-test- 50.29% accuracy and post test- 75.77% accuracy; 5th Grade pre-test- 55.39% accuracy and post test- 71.62% accuracy; 6th Grade pre-test- 44.72% accuracy and post test- 56.9% accuracy. We will continue the program. Action Type: Program Evaluation Action Type: Title I Schoolwide</p> | <p>Jacklin McCoy, Instructional Facilitator</p> | <p>Start: 07/01/2014 End: 06/30/2015</p> | <ul style="list-style-type: none"> • Administrative Staff • District Staff • School Library • Teachers | <p>ACTION BUDGET: \$</p> |
| <p>Teachers will implement district guidelines for reading assessments using the Developmental Reading Assessment (DRA) and the Developmental Spelling Assessment (DSA). Professional development for teachers will be provided as needed by the instructional facilitators. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide</p> | <p>Sarah Hogg, Principal, Jacklin McCoy, Instructional Facilitator</p> | <p>Start: 07/01/2014 End: 06/30/2015</p> | <ul style="list-style-type: none"> • Central Office • District Staff • Teachers | <p>ACTION BUDGET: \$</p> |
| <p>Students will receive assignment folders or daily planners to help them keep up with assignments and to allow parent/teacher collaboration. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide</p> | <p>Sarah Hogg, Principal</p> | <p>Start: 07/01/2014 End: 06/30/2015</p> | <ul style="list-style-type: none"> • Administrative Staff • Teachers | <p>ACTION BUDGET: \$</p> |
| <p>Teachers will use Writers' Notebooks to keep their students organized in literacy. These notebooks will contain samples of students' writing and reference materials. Composition notebooks will also be used to model connections between reading and writing. Action Type: Collaboration Action Type: Parental Engagement</p> | <p>Classroom teachers</p> | <p>Start: 07/01/2014 End: 06/30/2015</p> | <ul style="list-style-type: none"> • Administrative Staff • Teachers | <p>ACTION BUDGET: \$</p> |
| <p>10.C.8; 10.C.9: Teachers will develop an after school reading camp for students with disabilities and those who are economically disadvantaged. The reading camp will begin in the fall semester and continue through February. Materials and supplies for the reading camp include teaching materials, such as flip charts and visual displays, and organizational materials such as binders and folders. Materials also include supplemental curriculum developed specifically for the identified sub-populations. The board-approved rate of \$30 per hour will be utilized to pay teachers providing instruction. Title I funding will be utilized to support the after school program. (Title I Salaries \$20,000 Title I Benefits \$4394) Action Type: Alignment Action Type: Collaboration Action Type: Special Education Action Type: Title I Schoolwide</p> | <p>Jacklin McCoy, Instructional Facilitator; Liz Diemer, Special education teacher</p> | <p>Start: 07/01/2014 End: 06/30/2015</p> | <ul style="list-style-type: none"> • Administrative Staff • Computers • School Library • Teachers | <p>Title I - Employee \$20000.00 Salaries: Title I - Employee \$4394.00 Benefits: <hr/> ACTION BUDGET: \$24394</p> |
| <p>10.C.8 i-Ready will be utilized to provide point-in time remediation for all students that scored basic or below basic on the state benchmark and are on an AIP or IEP.</p> | <p>Sarah Hogg, Principal;</p> | <p>Start: 07/01/2014</p> | <ul style="list-style-type: none"> • Teachers | <p>ACTION BUDGET: \$</p> |

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| <p>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>Jacklin McCoy, Instructional Facilitator</p> | <p>End: 06/30/2015</p> | <ul style="list-style-type: none"> Teaching Aids | <p>ACTION BUDGET: \$</p> |
| <p>Teachers will address student needs through Academic Improvement Plans based on test data collected by teachers, including 3rd - 6th grade benchmark and SAT-10 scores. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide</p> | <p>Sarah Hogg, Principal; Jessica Williams, Assistant Principal; Jacklin McCoy, Instructional Facilitator</p> | <p>Start: 07/01/2014 End: 06/30/2015</p> | <ul style="list-style-type: none"> District Staff Performance Assessments Teachers Title Teachers | <p>ACTION BUDGET: \$</p> |
| <p>Parents will be invited to attend Awards Assemblies where students will receive recognition for high levels of achievement that might include certificates, ribbons, coupons, etc. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide</p> | <p>Kathy Dickenson, Counselor</p> | <p>Start: 07/01/2014 End: 06/30/2015</p> | <ul style="list-style-type: none"> Administrative Staff Teachers | <p>ACTION BUDGET: \$</p> |
| <p>Staff Development will be provided focusing on our school ACSIP plan. Professional development will be provided to new teachers in the areas of "Developmental Spelling Analysis" and "Reading/Writing in the Content Areas". Title I funds (\$31974.07) will be utilized to fund professional development, supplemental to the core curriculum, and targeted toward sub-populations and identified students who exhibit weaknesses in literacy passages and writing domains. PD will specifically professional services as well as registration and travel expenses. Materials and supplies such as professional texts directly related to the professional development may be purchased with Title I funding (\$5,000). Action Type: Alignment Action Type: Professional Development Action Type: Title I Schoolwide</p> | <p>Sarah Hogg, Principal; June Elliott, Assistant Supt. of Cur. and PD</p> | <p>Start: 07/01/2014 End: 06/30/2015</p> | <ul style="list-style-type: none"> Administrative Staff Teachers | <p>Title I - Materials & Supplies: \$5000.00 Title I - Purchased Services: \$31974.07 ACTION BUDGET: \$36974.07</p> |
| <p>8. G.1. A broadened appreciation for reading will be accomplished by providing interventions including: Reading for enjoyment, Reading for vicarious experiences, Reading to find yourself, Reading to understand issues, and Reading for authentic appreciation. A wide range of comprehension strategies from Smart Step Literacy Lab and Effective Literacy will be incorporated, i.e. making connections, questioning, visualizing, inferring, determining importance, and synthesizing. Fluent reading will develop from teacher attention to the role of oral language using repeated oral language and modeled reading alouds. Teachers will model writing instructional strategies. Implementation will be verified through lesson plans and classroom observations. 8. G.2. The DRA assessments will be administered to all students in the spring and to those students below grade level and on an AIP in the fall. I-Ready computer instruction will be used by all students to improve reading comprehension and fluency. Pre/post assessment data will be collected for analysis. 8. G.3. This is the first year to implement i-Ready. Action Type: Equity Action Type: Program Evaluation Action Type: Title I Schoolwide</p> | <p>Sarah Hogg, Principal; Jacklin McCoy, Instructional Facilitator</p> | <p>Start: 07/01/2014 End: 06/30/2015</p> | <ul style="list-style-type: none"> Computers School Library Teachers Teaching Aids | <p>ACTION BUDGET: \$</p> |
| <p>8.G.1. The Comprehensive Balanced Literacy Approach follows Common Core Standards. The grade level literacy representative will work with the instructional facilitator and Assistant Supt. of Curriculum to develop and implement both scope and sequence. Implementation will be verified through teacher lesson plans and classroom observations. Teachers will attend extensive professional development training for the program. 8.G.2. Using assessment tools recommended by the Comprehensive Balanced Literacy Approach,</p> | <p>Jacklin McCoy, Instructional Facilitator; June Elliott, Assistant</p> | <p>Start: 07/01/2014 End: 06/30/2015</p> | <ul style="list-style-type: none"> District Staff Teachers | <p>ACTION BUDGET: \$</p> |

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| <p>teachers will administer pre and post assessments to measure core literacy components. Assessments will be scheduled and administered to every student by grade across the building. Student writing journals will be kept to monitor growth and drive instruction. Data will be collected for analysis. 8.G.3. The 2009-2010 SY was the baseline year. This is at least a two year program which is monitored for progress, adjusted as needed, and renewed. The 2013-2014 pre/post writing data results are as follows: 3rd grade content pre-test- 2 points out of 4 possible points and post test- 3 points, style pre-test- 2 points out of 4 possible points and post test- 3 points, usage pre- test- 2 points out of 4 possible points and post test- 3 points, mechanics pre-test- 2 points out of 4 possible points and post test- 2 points, sentence formation pre-test- 2 points out of 4 possible points and post test- 2 points; 4th grade content pre-test- 2 points out of 4 possible points and post test- 3 points, style pre-test- 2 points out of 4 possible points and post test- 3 points, usage pre- test- 2 points out of 4 possible points and post test- 3 points, mechanics pre-test- 2 points out of 4 possible points and post test- 2 points, sentence formation pre-test- 2 points out of 4 possible points and post test- 2 points; 5th grade content pre-test- 3 points out of 4 possible points and post test- 3 points, style pre-test- 2 points out of 4 possible points and post test- 3 points, usage pre- test- 3 points out of 4 possible points and post test- 3 points, mechanics pre-test- 2 points out of 4 possible points and post test- 3 points, sentence formation pre-test- 2 points out of 4 possible points and post test- 3 points; 6th grade content pre-test- 2 points out of 4 possible points and post test- 3 points, style pre-test- 2 points out of 4 possible points and post test- 3 points, usage pre- test- 2 points out of 4 possible points and post test- 3 points, mechanics pre-test- 2 points out of 4 possible points and post test- 3 points, sentence formation pre-test- 2 points out of 4 possible points and post test- 3 points. The 2012-2013 pre/post writing data results are as follows: 3rd grade content pre-test- 2 points out of 4 possible points and post test- 3 points, style pre-test- 2 points out of 4 possible points and post test- 3 points, usage pre- test- 2 points out of 4 possible points and post test- 3 points, mechanics pre-test- 2 points out of 4 possible points and post test- 3 points, sentence formation pre-test- 2 points out of 4 possible points and post test- 3 points; 4th grade content pre-test- 3 points out of 4 possible points and post test- 3 points, style pre-test- 2 points out of 4 possible points and post test- 3 points, usage pre- test- 3 points out of 4 possible points and post test- 3 points, mechanics pre-test- 2 points out of 4 possible points and post test- 3 points, sentence formation pre-test- 2 points out of 4 possible points and post test- 3 points; 5th grade content pre-test- 3 points out of 4 possible points and post test- 3 points, style pre-test- 3 points out of 4 possible points and post test- 3 points, usage pre- test- 3 points out of 4 possible points and post test- 3 points, mechanics pre-test- 3 points out of 4 possible points and post test- 3 points, sentence formation pre-test- 3 points out of 4 possible points and post test- 3 points; 6th grade content pre-test- 2 points out of 4 possible points and post test- 3 points, style pre-test- 2 points out of 4 possible points and post test- 3 points, usage pre- test- 3 points out of 4 possible points and post test- 4 points, mechanics pre-test- 3 points out of 4 possible points and post test- 4 points, sentence formation pre-test- 2 points out of 4 possible points and post test- 3 points.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide</p> | <p>Supt. of Cur. and P.D.</p> | | | |
| <p>8.J.7 The counselor and the third graders from East End Intermediate will help second grade students from East End Elementary transition to East End Intermediate School. Activities will include a field trip and an orientation assembly where third grade learning expectations will be explained and then sent home to parents.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide</p> | <p>Kathy Dickenson, Parent Facilitator</p> | <p>Start: 07/01/2014 End: 06/30/2015</p> | <ul style="list-style-type: none"> Teachers | <p>ACTION BUDGET: \$</p> |
| <p>8.J.7 The counselor will work with sixth grade students and parents preparing them for the transition to Sheridan Middle School. Activities include a field trip, an orientation assembly, and a presentation of student learning expectations.</p> | <p>Kathy Dickenson, Parent</p> | <p>Start: 07/01/2014 End:</p> | <ul style="list-style-type: none"> Teachers | <p>ACTION BUDGET: \$</p> |

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| Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide | Facilitator | 06/30/2015 | | |
| 10.C.1/10.C.2 EEI will continue to utilize a instructional facilitator 1 FTE Title I Funding {Jacklin McCoy Salary \$51346.05 Benefits \$13464.74} to support the classroom teachers in raising the academic achievement of all students. Professional development will be provided to both special education and general education teachers that addresses the academic achievement problems of the special education sub-population that caused the school to be identified. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Special Education Action Type: Title I Schoolwide | Sarah Hogg, Principal ; June Elliott, Assistant Supt. of Cur. and P.D.; Jacklin McCoy, Instructional Facilitator | Start: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> Teachers | Title I - Employee \$13464.74 Benefits: Title I - Employee \$51346.05 Salaries: <hr/> ACTION BUDGET: \$64810.79 |
| 10.C.5 The district will support the restructure of the internal organization of East End Intermediate School by implementing diversification of specialized instruction for the targeted students within the special education sub-population and the economically disadvantaged sub-population. These students will receive differentiated instruction and interventions in their regular classroom addressing their deficit areas. Professional development will be provided for teachers. Action Type: Collaboration Action Type: Special Education | Jessica Williams, Assistant Principal; June Elliott, Assistant Supt. of Cur. and PD | Start: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> Administrative Staff District Staff Performance Assessments Teachers | <hr/> ACTION BUDGET: \$ |
| Special Education teachers will be provided a mentor to assist in the development and creation of IEP's, schedules, alternate portfolios, and meeting individual student needs. Action Type: Collaboration Action Type: Equity Action Type: Special Education | Shane Dunn, Director of Special Services | Start: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> Administrative Staff District Staff Teachers | <hr/> ACTION BUDGET: \$ |
| EEI teachers will utilize the GPS Dashboard to create AIP's. AIP's are considered working documents and will be utilized throughout the year. Teachers are to refer to these documents and update them quarterly. Teachers will be provided additional support from the building level administrator throughout the year during professional learning communities on how to utilize AIP's and update data through the GPS Dashboard. Teachers are to discuss the AIP with parents during parent teacher conferences and as needed to ensure student learning. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide | Jessica Williams, Assistant Principal | Start: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> Administrative Staff Computers District Staff Outside Consultants Performance Assessments Teachers Teaching Aids Title Teachers | <hr/> ACTION BUDGET: \$ |
| All students will participate in explicit and systematic word study and spelling instruction. This includes teacher explanation and modeling of all word study and spelling skills, followed by guided practice by all students with an emphasis on students with AIP's, Economically Disadvantaged students, and Special Education students. Action Type: Alignment Action Type: Collaboration Action Type: Special Education | Sarah Hogg, Principal; Jacklin McCoy, Instructional Facilitator | Start: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> Administrative Staff Teachers | <hr/> ACTION BUDGET: \$ |
| Student engagement will be a building wide focus at East End Intermediate School. This focus goes along with Domain 3, component c in Charlotte Danielson's book entitled "Enhancing Professional Practice, A Framework for Teaching". Grade level teachers will discuss how to incorporate engaging activities into daily lessons. Action Type: Alignment Action Type: Collaboration | Sarah Hogg, Principal; Jacklin McCoy, Instructional Facilitator | Start: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> Teachers | <hr/> ACTION BUDGET: \$ |

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| <p>The Sheridan Alternative Learning Center will be supported with use of state alternative learning funds to pay one-half(.5) FTE certified staff to raise the achievement of this group of students (\$22145.55 Salary \$5957.38 Benefits {Daniel Smith}). \$250 will be set aside for substitute pay. State Categorical ALE funds will also be utilized to purchase supplemental instructional materials for the students which will be used to specifically aid students enrolled in the ALE environment including items such as flash cards, technology devices, software, and other manipulatives for enhanced learning, (\$2000). Operating funds are utilized to support an additional one-half (.5) FTE classified staff. Students are selected for ALE based on exhibiting two or more characteristics listed in Act 1299 (6-18-508) such as, class disruptions, drop-outs, abuse, homeless, lack of attendance, etc. Referrals from schools that align with the eligibility criteria of Act 1299 are accepted in ALE. The exit criteria for a student are individualized. Students exit the program when the behaviors which prompted the referral have been replaced by appropriate behaviors and the student's academic and/or social status is no longer being jeopardized. The transition process to the general classroom is monitored by use of a point sheet which accompanies the student to the general education classroom. The general education teacher rates the student's behavior during the class period. The ALE teacher monitors the student's behavior and reinforces the student based on the report. 8.G.2 Individual student progress is monitored and assessed through the analysis of daily point sheets, academic progress reports, anecdotal records and team meetings. All sources of data are gathered and used to assess the quality and effectiveness of the ALE program. 8.G.3. Data analysis of the ALE program indicates 88.7% of the students transition to the more traditional classroom setting or continue to receive non-traditional approaches, which aides in preventing these students from becoming drop outs. Action Type: Alignment Action Type: Collaboration</p> | <p>Dee Creed, ALE Supervisor</p> | <p>Start: 07/01/2014 End: 06/30/2015</p> | <ul style="list-style-type: none"> Teachers | <p>ALE (State-275) - Materials & Supplies: \$2000.00 ALE (State-275) - Employee Benefits: \$5957.38 ALE (State-275) - Employee Salaries: \$22145.55 ALE (State-275) - Purchased Services: \$250.00 <hr/>ACTION BUDGET: \$30352.93</p> |
| <p>8.G.1 Each campus will have a designated ELL trained staff member to aid with student needs and coordinate interventions. The certified ELL coordinators will work directly with the teachers within the building to assist them in targeting ELL student needs and developing effective intervention strategies. ELL funds will be used to purchase testing materials and supplies for ELL students. ELL funds will be used to provide technology within the classroom for lesson integration. ELL funds also will be used to purchase classroom supplies and instructional supplies specifically designed for the ELL population for students that exhibit weaknesses in literacy passages, writing domains, and/or mathematic strands including but not limited to dictionaries, math curriculum, student library books, visual aids, flashcards, books on CD, literacy books and other curriculum materials (\$1,893.37). 8.G.1 Data is compared to levels of proficiency and increases in proficiency from year to year and will be used to determine progress of LEP students and the programs implemented to meet their needs. 8.G.2 Benchmark results in literacy will be utilized to determine effectiveness of the program. 8.G.3. Results have been collected and analyzed. The EEI Literacy Performance for ELL students is 80.0 for 2011-2012, 86.67 for 2012-2013, and 86.96% for 2013-2014. Based upon this data, we believe the current program and expenditures for improvement of instruction are attributing to performance levels on benchmark above state levels of performance and increasing levels of performance as students move up in grade level through the ELL program. Action Type: Alignment Action Type: Collaboration Action Type: Technology Inclusion</p> | <p>Sarah Hogg, Principal; Shane Dunn, Special Services Director</p> | <p>Start: 07/01/2014 End: 06/30/2015</p> | <ul style="list-style-type: none"> Administrative Staff Teachers | <p>ELL (State-276) - Materials & Supplies: \$1893.37 <hr/>ACTION BUDGET: \$1893.37</p> |
| <p>Total Budget:</p> | | | | <p>\$158425.16</p> |
| <p>Intervention: Provide opportunities for parents to be involved in their child's learning.</p> | | | | |
| <p>Scientific Based Research: www.pta.org (2006); Parent Involvement in Early Intervention for Disadvantaged Children - Does It Matter? Authors: Miedel W.T.1; Reynolds A.J. Source: Journal of School Psychology (2000); Predictors of Parent Involvement in Children's Schooling Journal article by Nicholas H. Apostoleris, Corina Benjet, Wendy S. Grolnick, Carolyn O. Kurowski; Journal of Educational Psychology (1997); Karen A. Kemp and Mary Ann Eaton. RTI: The Classroom Connection for Literacy- Reading Intervention and Measurement. (Dude Publishing, New York, 2008). Robert J. Marzano, Debra J. Pickering, and Jane E. Pollock. Classroom Instruction that Works: Research Based Strategies for Increasing Student Achievement. (ASCD: Association for Supervision and Curriculum Development, Virginia, 2001).;Ralph Fletcher. Pyrotecgbucs On The Page: Playful Craft That Sparks Writiing. Stenhouse Publishers, Maine, 2010).</p> | | | | |

| Actions | Person Responsible | Timeline | Resources | Source of Funds |
|---|---|--|---|--|
| The parental involvement coordinator will develop a volunteer resource book including: a parent interest survey, an option for parents to designate how frequently they would participate in the program, and a list of opportunities for parents to assist from home. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide | Kathy Dickenson, Parent Facilitator | Start: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> Community Leaders Computers District Staff Teachers | ACTION BUDGET: \$ |
| Each child will receive informational brochures that will be available to all parents that include: (1)Information to improve students reading and math skills (2) Parent Involvement Meetings, (3) Volunteer Resource Book (4) School's process for resolving parental concerns in handbook (5) Not applicable to this campus (6) Enable formation of PTA or PTO, (7) Parent facilitator in compliance with Act 307 of 2007. Also provided will be a school calendar and a system encouraging the home and school connection, (8) Two Parent Teacher conferences will be conducted annually. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide | Kathy Dickenson, Parent Facilitator | Start: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> Administrative Staff Computers District Staff Teachers | ACTION BUDGET: \$ |
| A Parent Center has been established. Parenting books, magazines, and other informative material regarding responsible parenting will be available for parents to check-out. All parents are made aware of the location at Parent Teacher Conferences. Title I funds will be used to purchase a monthly parent newsletter, homework kits to help promote parental involvement, and materials/supplies for Family Literacy Nights. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide | Kathy Dickenson, Parent Facilitator | Start: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> District Staff Teachers | Title I - Materials & Supplies: \$1854.60 ACTION BUDGET: \$1854.6 |
| Parent facilitator will provide information about the school's commitment to parental involvement, the process for resolving parental concerns, and tips for how parents can foster their child's success. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide | Kathy Dickenson, Parent Facilitator | Start: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> Computers Teachers | ACTION BUDGET: \$ |
| 8.J.6 Building administrators and teachers will take part in two hours of professional development related to parental involvement. These professional development hours will be provided during Back-to-School Professional Development. Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide | Kathy Dickenson, Parent Facilitator | Start: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> Administrative Staff Computers Teachers | ACTION BUDGET: \$ |
| Teachers will use weekly Student Accomplishment Records (SAR) to provide feedback to parents on student behavior. Action Type: Parental Engagement | Sarah Hogg, Principal; Classroom teachers | Start: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> Teachers | ACTION BUDGET: \$ |
| Post cards will be sent home to parents reminding them of Open House and other important dates. Action Type: Parental Engagement Action Type: Title I Schoolwide | Sarah Hogg, Principal; Classroom teachers | Start: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> Administrative Staff Teachers | ACTION BUDGET: \$ |
| East End Intermediate will have a grandparents breakfast in September to show appreciation for all the work our grandparents do at our school. Action Type: Parental Engagement Action Type: Title I Schoolwide | Kathy Dickenson, Parent Coordinator | Start: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> Administrative Staff Teachers | ACTION BUDGET: \$ |

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| <p>Fourth through sixth grade teachers will receive staff development on using E-school to keep parents informed of student progress.</p> <p>Action Type: Parental Engagement Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide</p> | Jessica Williams, Assistant Principal; Heather Sims, School Secretarygy Coordinator | Start: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> Computers District Staff Teachers | ACTION BUDGET: \$ |
| <p>Sign-in sheets will be available at all parent functions to track parental involvement.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide</p> | Margie Parker, Principal; Kathy Dickison, Parental Involvement Coordinator; Classroom teachers | Start: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> Administrative Staff Teachers | ACTION BUDGET: \$ |
| <p>8.E.2. EEI has a Parent Compact (Parent/Student Handbook, p. 52) which provides: a) Assistance to parents in understanding content how to monitor a child's progress; standards, academic assessments, and (b)materials and training to help parents work with their children to improve academic achievement; (c)education for teachers, principals, and other staff in the importance of effective communication, value and utility of contributions of parents; (d)coordinated and integrated parent involvement programs and activities; (e)assurance that information related to school and parent programs are sent to parents to the extent practical in a language parents can understand; (f) other reasonable support for parental involvement activities as parents may request.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide</p> | Sarah Hogg, Principal; Kathy Dickinson, Parent Facilitator | Start: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> Teachers | ACTION BUDGET: \$ |
| <p>10.C.3. Parents will be provided a written notice (in multiple languages, if applicable) explaining our ESEA Accountability status. The letter will also include an explanation that the district will not offer Supplemental Educaitional Services nor continue school choice. The letter will be sent prior to October 1st, 2014.</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p> | Sarah Hogg, Principal | Start: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> Administrative Staff | ACTION BUDGET: \$ |
| <p>10.C.4 EEI will continue to provide curriculum brochures to parents emphasizing learning goals and objectives at each grade level.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p> | Sarah Hogg, Principal | Start: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> Outside Consultants Teachers | ACTION BUDGET: \$ |
| <p>• 8.G.1. Parents will be encouraged to attend Parent Teacher Conferences and to participate in their child's learning. Implementation will be verified through observation. 8.G.2. Parent sign-in sheets will be collected for each Parent Teacher Conference. 8.G.3. The baseline year was 2009-2010 for gathering data. 2013-2014 Fall P/T Conference- 79% attendance; Spring P/T Conference – 62% attendance; 2012-2013 Fall P/T Conference- 67% parent/guardian attendance; Spring P/T Conference- 69% parent guardian attendance. 69% of our parents are being informed of their child's progress. We will continue the program.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation</p> | Kathy Dickinson, Counselor, Parent Involvement Coordinator | Start: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> Administrative Staff Teachers | ACTION BUDGET: \$ |
| <p>8.E.3: The Parental Involvement Plan will be evaluated annually and revised as needed and posted to the schools website www.sheridanschools.org</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion</p> | Parent Involvement Committee | Start: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> Administrative Staff Community Leaders | ACTION BUDGET: \$ |

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| | | | <ul style="list-style-type: none"> • Computers • Teachers | |
| <p>8.E.4: EEI will hold an Annual Title 1 Meeting as a stand alone meeting and not in conjunction with any other meeting or activity. 8E5: EEI will provide parents of students receiving Title 1 services information about the following components: (a) Parents Right to Know (b) Annual Report Card (c) Individual Student Assessment Report during parent/teacher conferences will be given to parents (d) Progress Review (e) Written State Complaint Procedures (f) Parental Communication through Teacher Generated News Letters, and the Parent Communicator (g) Disabled Parents to ensure meaningful participation in Title 1, Part A Programs.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide</p> | Kathy Dickinson, Parent Involvement Coordinator | Start: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> • Administrative Staff • Teachers • Title Teachers | ACTION BUDGET: \$ |
| Total Budget: | | | | \$1854.6 |

Priority 3: To improve BMI results by 3%.

1. The 2011-2012 School Health Index results indicate that physical educators do not implement safety practices in a consistent manner. 2012-2013 School Health Index results related that fundraising efforts are not supportive of healthy eating habits. The 2013-2014 School Health Index results that school policies do not require training for teachers on unintentional injuries.
1. Body Mass Index Data SY 2011-2012: of a total enrollment of 535 students and 266 in the grades for which BMI assessments are required (K, 2, 4, and 6), 244 students were assessed. Of the students assessed, the following represents the percent of students at risk of overweight or obese: East End Intermediate: Males- 53.7%, Females- 31.4%. Body Mass Index Data SY 2012-2013: of a total enrollment of 551 students and 270 in the grades for which BMI assessments are required (K, 2, 4, and 6), 232 students were assessed. Of the students assessed, the following represents the percent of students overweight or obese: East End Intermediate: Males- 46.9%, Females- 40.28%. Body Mass Index Data SY 2013-2014: of a total enrollment of 557 students and 290 in the grades for which BMI assessments are required (K, 2, 4, and 6), 254 students were assessed. Of the students assessed, the following represent the percent of students at risk of overweight or obese: East End Intermediate: Males-44.4%, Females-37.2%
- As related by the Arkansas Governor's "Initiative Healthy Arkansas," 55.3% of Arkansas fail to meet recommendations for moderate or vigorous activity. (<http://www.arkansas.gov/ha/physical.org>).
1. The School Health Index (SHI) self-assessment process allows members of our school community to come together and discuss what our school is doing to promote good health. The SHI assesses the extent to which our school implements the policies and practices recommended by the CDC and Prevention in its research based guidelines and strategies for school health and safety programs. 2011-2012 Results: Module 1, School Health Policies and Environment, is 72% implemented. Module 2, Health Education, is 76% implemented. Module 3, Physical Education and Other Physical Activity, is 89% implemented. Module 5, School Health Services, is 93.75% implemented. Module 6, School Counseling, Psychology, and Social Services, is 94% implemented. Module 7, Health Promotion for Staff, is 77.7% implemented. Module 8, Family and Community Involvement, is 99% implemented. 2012-2013 Module Results: Module 1, School Health Policies and Environment, is 72% implemented. Module 2, Health Education, is 76% implemented. Module 3, Physical ACSIP [http://acsip.state.ar.us/cgi-bin/index.cgi?rm=report_acsip_district&username=27_05024\[12/17/2013_3:02:27_PM\]](http://acsip.state.ar.us/cgi-bin/index.cgi?rm=report_acsip_district&username=27_05024[12/17/2013_3:02:27_PM]) Education and other Physical Activity, is 89.7% implemented. Module 5, School Health Services, is 93.75% implemented. Module 6, School Counseling, Psychology, and Social Services is 94% implemented. Module 7, Health Promotion for Staff, is 77.7 implemented, Module 8, Family and Community Involvement, is 100% implemented. 2013-2014 Results: Module 1, School Health Policies and Environment, is 77% implemented. Module 2, Health Education, is 91.1% implemented. Module 3, Physical Education and Other Physical Activity, is 92.6% implemented. Module 4, Nutrition Services, is 91.7% implemented. Module 5, 91.6% implemented. Module 6, School Counseling, Psychology, and Social Services, is 85.7% implemented. Module 7, Health Promotion for Staff, is 33% implemented.
1. The average daily attendance for the 2011-2012 school year was 91.13%. The average daily attendance for the 2012-2013 school year was 94%. The average daily attendance for the 2013-2014 school year was 95.21%.

Supporting Data:

Goal To improve a healthier lifestyle in our students.

Benchmark : Healthier BMI results will be evident by June 30, 2015. There will be a 3% difference in the 2014-2015 BMI results indicating a healthier lifestyle is being practiced

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| Intervention: East End Intermediate will encourage strategies and activities that encourage a healthy lifestyle. |
| Scientific Based Research: "The Role of Schools in Preventing Childhood Obesity." President's Council on Physical Fitness and Sports Research Digest. Seriest, No.3. September 2006. Who Will Save Our Children; Childhood Obesity. INTERNET ARTICLE Retrieved on August 29, 2011 from http://www.wellnessarticlelibrary.com CAUSE OF CHILDHOOD OBESITY EXPLAINED; INTERNET ARTICLE Retrieved on August 29, 2011 from |

http://www.wellnessarticlelibrary.com CHILDHOOD OBESITY IN OUR YOUTH; INTERNET ARTICLE Retrieved on August 29, 2011 from
 http://www.wellnessarticlelibrary.com CHILDHOOD OBESITY-HELPING YOUR CHILD; INTERNET ARTICLE Retrieved on August 29, 2011 from
 http://www.wellnessarticlelibrary.com

| Actions | Person Responsible | Timeline | Resources | Source of Funds |
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| EEI will provide and display literature for families that promote and encourage physical fitness activities/programs and health education in the Parent Center. Parents will be informed during parent teacher conferences. Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide Action Type: Wellness | Kathy Dickenson, Counselor; Anna Patty, Physical Education Director/Teacher | Start: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> Administrative Staff Teachers | ACTION BUDGET: \$ |
| 8.G.1. East End Intermediate will encourage strategies and activities that promote a healthy lifestyle. Implementation will be verified through lesson plans and classroom observations. The BMI screening results will be mailed to parents. 8.G.2. Presidential Physical Fitness Awards results have been used to evaluate the effectiveness of the P. E. classes' activities in the past years. This year we implemented a program called FitnessGram. Students were assessed in 5 different areas: flexibility, cardiovascular endurance, abdominal strength and endurance, and upper body strength. This will be the method of evaluation for the next few years. 8.G.3. The first year to implement the program was 2012-2013. East End Intermediate Fitness Gram Results are as follows for students improving in 2 or more areas: 3rd Grade- 63%; 4th Grade- 50%; 5th Grade- 48%; 6th Grade- 57%. For 2013-2014, results for students improving in 2 or more areas are as follows: 3rd Grade- 93%; 4th Grade- 94%; 5th Grade- 91%; 6th Grade- 90%. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Title I Schoolwide Action Type: Wellness | Cindy Goodnight, Nurse; Derek Stokes, Patty, Physical Education Teacher | Start: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> District Staff | ACTION BUDGET: \$ |
| The school nurse (FTE 1 - NSLA Funding {Cindy Goodnight}) will schedule staff development dealing with asthma and diabetes. Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide Action Type: Wellness | Cindy Goodnight, Nurse; Janet Stockton, RN, District Nurse | Start: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> District Staff Teachers | NSLA (State-281) - \$32040.75 Employee Salaries: NSLA (State-281) - \$9223.36 Employee Benefits: ACTION BUDGET: \$41264.11 |
| General education students and students with disabilities will take part in rigorous physical activities based on Common Core Standards throughout the week in P.E. class. Action Type: Alignment Action Type: Special Education Action Type: Title I Schoolwide Action Type: Wellness | Derek Stokes, physical education teacher | Start: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> Teachers | ACTION BUDGET: \$ |
| General education and special education teachers will receive an Emergency Response Plan to inform them how to appropriately respond to emergencies. The Crisis Plan is also located in the Parent/Student Handbooks to inform parents of emergency procedures. Action Type: Collaboration | Sarah Hogg, Principal; Mickey Siler, Director of Administrative Services | Start: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> Administrative Staff Teachers | ACTION BUDGET: \$ |

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| Action Type: Parental Engagement Action Type: Special Education Action Type: Wellness | | | | |
| Student with disabilities will receive appropriate physical education activities according to their specific needs. Action Type: Alignment Action Type: Equity Action Type: Special Education | derek Stokes, Physical Education Teacher | Start: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> Teachers | ACTION BUDGET: \$ |
| A computer and internet may be utilized by the P. E. coach to research activities for students with disabilities or other activities for general population. Action Type: Alignment Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion | Sarah Hogg, Principal; Kelly Cypert, Director of Technology; Derek Stokes, PE Teacher | Start: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> Computers Teachers Teaching Aids | ACTION BUDGET: \$ |
| Total Budget: | | | | \$41264.11 |

• Planning Team

| Classification | Name | Position | Committee |
|-------------------------|--------------------|--|-----------------------------------|
| Business Representative | Amy Layne | Public Accountant and fourth grade parent | Parental Involvement |
| Business Representative | Julie Mayberry | East Ender, Third and fifth grade parent | Parental Involvement and Wellness |
| Classroom Teacher | Aaron Hardin | Third through sixth grade art teacher | Literacy and Wellness |
| Classroom Teacher | Adrienne Campbell | Sixth grade ELA teacher | Literacy |
| Classroom Teacher | Alan Braden | Sixth grade science teacher | Math and Leadership |
| Classroom Teacher | Alisa Alderman | Fifth grade ELA and social studies teacher | Literacy |
| Classroom Teacher | Amanda Ader | Fifth grade ELA and social studies teacher | Literacy |
| Classroom Teacher | Anesha Hughes | Third and fourth grade special education teacher | Literacy and RTI |
| Classroom Teacher | Ashley Goodwin | Fourth grade teacher | Literacy |
| Classroom Teacher | Brandy Braden | Third grade teacher | Math and Parental Involvement |
| Classroom Teacher | Brandy Ryan | Third grade teacher and parent | Literacy and Wellness |
| Classroom Teacher | David Wilson | Third through sixth grade music teacher | Math |
| Classroom Teacher | Derek Stokes | Third through sixth grade physical education | Wellness |
| Classroom Teacher | Frankie Magallanes | Sixth grade social studies teacher | Literacy |
| Classroom Teacher | Jacklin McCoy | Instructional Facilitator | Literacy, RTI, and Leadership |
| Classroom Teacher | Jennifer Hardin | Third grade teacher | Literacy |
| Classroom Teacher | Jessica Wallace | Sixth grade teacher | Literacy |
| Classroom Teacher | Jodi Holladay | Fifth grade teacher | Math |
| Classroom Teacher | Katie Pittenger | Sixth grade teacher | Math and Parental Involvement |
| Classroom Teacher | Lea Cummings | Third grade teacher | Math and Leadership |
| Classroom Teacher | Lisa Gillispie | Fifth grade ELA and social studies teacher | Literacy and Leadership |
| Classroom Teacher | Liz Diemer | Fifth and sixth grade special education teacher | Math, RTI, and Leadership |
| Classroom Teacher | Lyndsey Riggan | Fourth grade classroom teacher | Literacy |
| Classroom Teacher | Melissa Howard | Fourth grade teacher | Literacy |
| Classroom Teacher | Nanette Galyean | Fifth grade teacher | Math and Parental Involvement |
| Classroom Teacher | Nicole Chenault | Self-contained | Wellness |

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| Classroom Teacher | Nyla Avant | Third grade teacher | Math |
| Classroom Teacher | Stacey Larkin | Fourth grade teacher | Literacy , Parental Involvement, and Leadership |
| Classroom Teacher | Stephanie Wilbanks | Third grade teacher | Math |
| Classroom Teacher | Tanya Short | Fourth grade teacher | Math |
| Classroom Teacher | Tina Potter | Fourth grade teacher | Math |
| Classroom Teacher | Whitney Nowlin | Media Specialist | Literacy and Leadership |
| Community Representative | Tommy Jones | Pastor and fifth grade parent | Parental Involvement and Wellness |
| District-Level Professional | Doug West | Assistant Superintendent | Federal Advisory Committee |
| District-Level Professional | June Elliott | Assistant Superintendent of Curriculum and Professional Development | Federal Advisory Committee |
| District-Level Professional | Kelli Cypert | Director of Federal Programs | Federal Advisory Committee |
| District-Level Professional | Mickey Siler | Director of Administrative Services | Wellness |
| District-Level Professional | Ryan Sorey | Social Worker/Mental Health Practioner | Wellness |
| District-Level Professional | Shane Dunn | Director of Special Services | RTI |
| Non-Classroom Professional Staff | Andrea Yarbrough | Paraprofessional | Parental Involvement and RTI |
| Non-Classroom Professional Staff | Cindy Goodnight | Nurse | Wellness |
| Non-Classroom Professional Staff | Dianne Hunter | Cafeteria Manager | Wellness |
| Non-Classroom Professional Staff | Kathy Dickinson | Counselor | Wellness, RTI, Parental Involvement, and Leadership |
| Non-Classroom Professional Staff | Patty Vaughn | Paraprofessional | RTI |
| Parent | Cecilia Osbourne | Parent | Parental Involvement and Wellness |
| Parent | Clarissa Wallace | Third and sixth grade parent | Parental Involvement |
| Parent | Dianna Griffe | Fifth grade parent | Parental Involvement |
| Parent | Heather Sims | Secretary and fourth grade parent | Parental Involvement |
| Parent | Paula Dowler | Fourth grade parent | Parental Involvement |
| Principal | Jessica Williams | Asst. Principal | Wellness, RTI, Math, Literacy, Leadership, and Parental Involvement |
| Principal | Sarah Hogg | Principal | Wellness,RTI, Math, Literacy, Leadership, and Parental Involvement |