

School Plan

SHERIDAN ELEMENTARY SCHOOL
707 Ridge Drive, SHERIDAN, AR 72150

Arkansas Comprehensive School Improvement Plan

2014-2015

Sheridan Elementary School is committed to helping develop happy, healthy children who are proficient in academics and technology and can function successfully in the world.

Grade Span: K-2

Title I: Title I Schoolwide

School Improvement: MS

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Priority 1: To Improve Literacy Skills K-2

Goal: To improve literacy skills with an emphasis on comprehension of practical passages and vocabulary according to the third grade Benchmark Exam and Iowa Test of Basic Skills.

Priority 2: To Improve Math Skills K-2

Goal: To improve math skills with an emphasis on number and operations, base ten, algebraic thinking, measurement and math vocabulary.

Priority 3: To Improve Student Wellness

Goal: Students participating in the BMI activity show a need to improve their nutrition and physical activity.

Priority 1: Students will improve Literacy Skills K-2 across the curriculum.

1. 1 In 2011-2012, 88.6% of all students were proficient or advanced, or showed growth on the ACTAPP in Literacy. In 2012-2013, 86.4% of all students were proficient or advanced on ACTAAP in literacy. In 2013-2014 79.9% of all students were proficient or advanced or showed growth on the ACTAAP in Literacy.
2. 2. In 2011-2012, 88.5% of the combined students on the third grade Augmented Benchmark scored at on above proficient in total literacy; 88.7% Caucasians scored at or above proficient; 14.2% Students with Disabilities scored at or above proficient; and 82.5% Economically Disadvantaged Students scored at or above proficient. The lowest identified area in writing includes the content and style domains. Gender: 85.7% of the males and 90.6% of the females scored proficient or advanced on the third grade Augmented Literacy Benchmark. In 2012-2013, 82% of the combined students on the third grade Augmented Benchmark scored at or above proficient in total literacy; 82.1% Caucasian scored at or above proficient; 28.5% Students with Disability scored at or above proficient; and 74.6% Economically Disadvantaged Students scored at or above proficient. The LOWEST identified areas for the Augmented Benchmark are Writing and Reading for Practical Passages for multiple choice and Reading Practical Passages for open response. The LOWEST area in writing includes content domain and style domain. Gender: 77.2% of the males and 85.3% of the females scored proficient or advanced on the third grade Literacy Augmented Benchmark. In 2013-2014, 77.8% of the combined students on the third grade Augmented Benchmark scored at or above proficient in total literacy; 77.8% Caucasian scored at or above proficient; 21.4% Students with Disability scored at or above proficient; and 70% Economically Disadvantaged Students scored at or above proficient. The LOWEST identified areas for the Augmented Benchmark are Writing for multiple choice and Reading Content Passages for open response. The LOWEST area in writing includes content domain and style domain. Gender: 70.2% of the males and 86.2 of the females scored proficient or advanced on the third grade Literacy Augmented Benchmark.
3. 3. The combined population score the 2011-2012 school year for first grade was 64% at or above the 50th percentile. The economically disadvantaged population scored 41% at or above the 50th percentile. The second grade combined population scored 64% at or above the 50th percentile. The economically disadvantaged population scored 54% at or above the 50th percentile. The combined population score for the 2012-2013 school year for first grade was 51% at or above the 50th percentile. The economically disadvantaged population scored 30.2% at or above the 50th percentile. The second grade combined population was 60% at or above the 50th percentile. The economically disadvantaged population scored 46.6 scored at or above the 50th percentile. The combined population score for the 2013-2014 school year for first grade was 43% at or above the 50th percentile. The economically disadvantaged population scored 29.5% above the 50th percentile. The second grade combined population for second grade was 62% at or above the 50th percentile. The economically disadvantaged population scored 34.8%.
4. CRT 3-Year Trend Analysis: CRT 3-Year Trend Analysis: 1) The lowest scoring area for multiple choice items for grades three through five is writing for multiple choice. It has been the lowest scoring area for all three grades the last three years. The lowest scoring area for open response is Reading Content Passages for third grade and Reading Practical Passages for grades fourth and fifth. It was the lowest scoring area for all three grades during the 2013 school year. Reading Literary Passages was the lowest open response area for third grade during the 2012 school year. Writing for content and style domain is the lowest area for writing for grades three through five. This has been the lowest scoring area for all three grades levels the last three years.
5. The attendance average for 2011-2012 was 94.46%. the attendance average for 2012-2013 was 96%. The attendance average for 2013-2014 was 91.23%.
6. Star Testing component of Accelerated Reading in 2011-2012 the combined grade equivalency for Kindergarten was 1.5, for First grade 1.9, and Second grade 2.4. In 2012-2013 the combined grade equivalency for Kindergarten was P, for First Grade 1.3 and Second Grade 2.9. The overall mean was 1.9. In 2013- 2014 1

Supporting
Data:

kindergarten student participated in the AR. Program with a grade equivalency of 1.3. 39 first grade students participated with a grade equivalency of 2.3, 165 second grade students participated with a grade equivalency of 2.7.

Goal To improve literacy skills with an emphasis on comprehension of practical passages and vocabulary according to the third grade Benchmark Exam and Iowa Test of Basic Skills.

To meet or exceed AMO standards developed by the Arkansas Department of Education, the all students population scored 80.99% which is below the 2013-2014 AMO target of 84.43%. Targeted Achievement Gap Group (TAGG)

Benchmark Students are scoring below the target at 71.95% with the Annual Measurable objective being 79.28%. Annually, the percentage of students scoring proficient/advanced will increase 1.26 on the Arkansas State Benchmark Exam. In 2014-2015, the AMO target is 89.94%.

Intervention: Use Common Core Standards and Guidelines For implementation of the Comprehensive Balanced Literacy Model in Grades K-2 and utilize assessments of the program suggested, Word Pattern Survey, DRA, and District Literacy Formative Assessments (DLFA), Observation Survey.				
Scientific Based Research: Katie Wood Ray, Matt Glover (2008) Already Ready. Linda Hoyt, Teresa Therriault (2008) Mastering the Mechanics. Hoyt, L. (2007). Interactive Read Alouds. Portsmouth: Heinemann, Crafting Non-fiction, Linda Hoyt, Heinemann, (2011), Explorations of Nonfiction Writing, Linda Hoyt, Tony Stead, Heinemann, (2010) Linda Hoyt, Kelly Davis, Jane Olson, Kelli Boswell (2011) Solutions for Reading Comprehension Margaret G. McKeown, Linda Kucan, Isabelle Beck, (2013) Bringing Words to Life: Robust Vocabulary Guilford Press, (2013) Diane Heacox, EdD, Free Spirit Publishing, Differentiating Instruction in the Regular Classroom, How to Reach and Teach All Learners,				
Actions	Person Responsible	Timeline	Resources	Source of Funds
IRI's (Individual Reading Intervention) and AIP's (Academic Improvement plans) will be developed for students scoring below proficiency based on QELI and the IOWA Test of Basic Skills. Opportunities include teacher-led small groups within the classrooms. Conferences will be held with Parents/Guardians on the first parent-teacher conference date to inform them about the plans for interventions with their children. Action Type: AIP/IRI Action Type: Parental Engagement	Billie Corley, Kindergarten Teacher; Cindy Whitaker, First Grade Teacher; Marianne Glassco, Second Grade Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
100% of SES campus teachers are highly qualified. 100% of SES paraprofessionals have met the educational requirements. Action Type: Alignment Action Type: Professional Development Action Type: Title I Schoolwide	Debbie Jones, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
New teachers attend in-service training and are assigned mentors. Support and assistance is provided through the use of a Literacy Coach as part of the Comprehensive Balance Literacy Model. Action Type: Professional Development Action Type: Title I Schoolwide	Debbie Jones, Principal; Beverly Long, Asst. Principal; Toni Walters, Literacy Coach	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants Performance Assessments 	ACTION BUDGET: \$
8.G.1. The Comprehensive Balanced Literacy Model follows state and district Common Core Standards. K-2 teachers work together to develop and implement both scope and sequence by implementing Daily Five, Make It Real, Already Ready, Crafting Nonfiction, Explorations of Nonfiction Writing, Gentry word Study, and Mastering the Mechanics strategies. Implementation will be verified through classroom walk through, teacher lesson plans, and observation. The program includes research-based interventions that address the specific needs of the special education subpopulation. AIPs will be updated to reflect assessments through the program. 8.G.2. Using the DRA assessment tool recommended by the Comprehensive Balanced Literacy Model, 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. A portfolio of student writing is kept to monitor growth, to assist with IRIs, and drive instruction. Data will be collected for analysis. 8.G.3. This program has been effective based on	June Elliott, District Curriculum Director; Debbie Jones, Principal; Toni Walters, Literacy Coach	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers 	ACTION BUDGET: \$

<p>data indicating increased student reading levels.rubrics for testing. The beginning of the year data indicated that 53% of Kindergarten students were proficient or advanced and end of the year data indicates 75% proficient or advanced on grade level rubrics. First Grade beginning of the year data indicates 45% proficient or advanced and the end of the year data indicates 60% proficient or advanced.Second grade students beginning data indicates 73% of the students proficient or advanced and end of the year data indicates 70% proficient or advanced on grade level rubrics. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide</p>				
<p>8.G.1 Formative assessments, developed by the district literacy coaches and director of curriculum , will be generated and implemented. Implementation will be verified through lesson plans, classroom walk throughs, and observation. 8.G.2. The developed formative assessments will be given several times per year according to grade level requirements. Data will be collected for analysis. 8.G.3. Data indicates that the overall scores average 86% for Literacy and 88% for Writing on the Learning Institute Formative Assessments. Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>June Elliott, Curriculum; Debbie Jones, Principal; Toni Walters, Literacy Coach</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Teachers may receive professional development in a research-based, systematic, sequential phonics program of word study that will be utilized as part of the required core literacy components – monitoring of the effectiveness will be through Observation survey, phonics, phonemic awareness,vocabulary and writing. Action Type: Alignment Action Type: Equity Action Type: Professional Development Action Type: Title I Schoolwide</p>	<p>Marianne Glassco, Second Grade Teacher; Lou Arnold, First Grade Teacher;Missy Overton Kindergarten Teacher</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>Transition from early childhood programs to SES is provided through HIPPY, SLIDE, and Pre-K to ensure the student's emotional and academic ease into the elementary program. HIPPY is provided access to the SES building for students and parents. A SLIDE class is on the SES campus and classes are conducted by the Arkansas River Educational Service Cooperative pre-school program. Action Type: Collaboration Action Type: Special Education Action Type: Title I Schoolwide</p>	<p>Debbie Jones, Principal; Shane Dunn, Special Services Director; Carrie Clay SLP</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Central Office • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Arkansas History, Social Studies, and Science will be taught through content reading and writing. K-2 teachers will develop grade level lessons utilizing classroom magazines and non-fiction texts. The program will be assessed and changes will be made as necessary. Parents will be invited to share their expertise as well and accompany classes on field trips. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	<p>Debbie Jones, Principal; Missy Overton, Kindergarten Teacher; Lou Arnold, First Grade Teacher; Tamara Davidson, Second G</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>
<p>8.J.9 SES will institute and implement a Comprehensive Balanced Literacy Model. The curriculum will be implemented through phonemic awareness, comprehension strategies, shared reading, writing, vocabulary, word study, and guided reading. Guided Reading Plus will be</p>	<p>Beverly Long, Assistant Principal; Shelly Allen Kindergarten Teacher; Sandra Johnson, First</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>implemented to address student deficit areas. Timely and effective intervention will be implemented. Professional Learning Communities will be used to promote a collaborative environment to improve instruction focusing on intervention strategies or students in need. Student progress will be monitored through formative assessments and data will be reviewed through Tinker-plots each nine weeks in order to implement timely and effective remediation. Action Type: Collaboration Action Type: Professional Development Action Type: Special Education</p>	<p>Grade Teacher; Marianne Glas</p>			
<p>Transition for 2nd graders from Sheridan Elementary to Sheridan Intermediate School is accomplished through an assembly and a tour of the school during the month of May, by the third grade teachers and counselors. Action Type: Alignment Action Type: Collaboration Action Type: Special Education</p>	<p>Katie Bare, Counselor, Annette Neely SIS Principal; Debbie Jones SES Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Teachers 	<p>ACTION BUDGET: \$</p>
<p>8.E.1.1 Sheridan Elementary will continue to implement Family Night to promote literacy. This is one of the strategies used to help foster parental involvement in Literacy and help explain the Comprehensive Balanced Literacy Model and its implementation. Another strategy to promote parent involvement is conducting volunteer meetings. Instruction will be provided to parents on how to incorporate developmentally appropriate learning activities in the home environment. Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Melissa Brown, Parental Involvement Facilitator; Beverly Long, Assistant Principal; Sara Allen, First Grade Teacher</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • School Library • Teachers 	<p>ACTION BUDGET: \$</p>
<p>An on-site curriculum resource (book)room will be set up by the Literacy Specialist and maintained by a parent volunteer. The area will provide access to curriculum resources for all teachers. Guided readers for students will be purchased as needed. Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Toni Walters, Literacy Coach; Lisa Dorey, Parent Volunteer</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>Writing instruction is aligned with the Common Core Standards and will include individualizing student writing conferences. Action Type: Professional Development Action Type: Special Education Action Type: Title I Schoolwide</p>	<p>Whitney Moore, First Grade Teacher; Tammy Manning, Second Grade Teacher; Karen Harrington, Kindergarten Teacher</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Outside Consultants • Performance Assessments • Teachers • Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>Technology including document cameras and computers will be used to review and discuss student writing. Action Type: Technology Inclusion</p>	<p>Laura Patterson, Kindergarten Teacher; Chasidy Lybrand, Second Grade Teacher; Mallory Elledge, First Grade Teacher</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Computers • District Staff • Teachers • Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>Students will use writing journals that allow for emerging writers to illustrate and write while accomplished writers can utilize the journal to grow in their development of writing strategies and concepts. Action Type: Alignment Action Type: Special Education</p>	<p>Beverly Long, 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>SES teachers will vertically and horizontally align through Professional Learning Communities to review writing rubrics and score student work samples. Action Type: Alignment Action Type: Collaboration</p>	<p>Debbie Jones, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Teaching Aids • Title Teachers 	<p>ACTION BUDGET: \$</p>

Teachers will use Tinkerplots software to collect, represent, and analyze student data for literacy interventions and programming. Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide	Beverly Long, Assistant Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office Outside Consultants 	ACTION BUDGET: \$
Kindergarten, First and Second Grade Teachers may receive professional development on Mastering the Mechanics and teaching grammar in context. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide	Debbie Jones, Principal; Beverly Long, Assistant Principal; Toni Walters, Literacy Coach	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Central Office District Staff Teachers 	ACTION BUDGET: \$
Teachers may attend the Arkansas Reading Conference and/or the kindergarten conference and present new findings, strategies, and sources to the SES faculty and staff. Action Type: Alignment Action Type: Professional Development Action Type: Title I Schoolwide	Dottie Goode, Media Specialist	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Outside Consultants Teachers 	ACTION BUDGET: \$
The SES Principal will complete the Leadership Academy Master Principal Phase III program during the 2014-2015 school year. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development	Jerrod Williams, Superintendent	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Central Office Outside Consultants 	ACTION BUDGET: \$
Students will use the Chrome book labs to conduct research on topics found in non-fiction content. Action Type: Technology Inclusion	Angel Hollinger, Kindergarten Teacher; Sara Allen, First Grade Teacher; Tammy Manning, Second Grade Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers District Staff Teachers 	ACTION BUDGET: \$
The response to intervention team will meet each nine weeks to review student data and develop appropriate strategies in literacy. Action Type: Collaboration Action Type: Equity	Debbie Jones, Principal; Renee Liles, Literacy Intervention	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Performance Assessments 	ACTION BUDGET: \$
The Sheridan Elementary Leadership Team may meet each nine weeks to develop leadership skills and receive professional development in strategies to lead professional learning communities in collaboration of data analysis and the implementation of high yield strategies. Action Type: Collaboration Action Type: Professional Development	Debbie Jones, Principal; Beverly Long, Assistant Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Teachers will use lessons in word study, guided reading, mastering mechanics and read aloud to develop student vocabulary in kindergarten through second grade. Teachers will complete a book study with Isabelle Beck's Bringing Words to Life to develop lessons in vocabulary. Students will use the vocabulary to complete oral and written tasks. Action Type: Alignment Action Type: Title I Schoolwide	Christy Whitley, Second Grade Teacher; Cindy Whitaker, First Grade Teacher; Shelly Allen, Kindergarten Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers District Staff Teachers Teaching Aids 	ACTION BUDGET: \$
The Literacy Coach, an administrator and a team of teachers may attend state, regional, and/or national conferences to learn strategies and interventions to improve student learning. Information gained will be shared with fellow teachers during faculty meetings, PLC meetings, and/or professional development. Action Type: Alignment Action Type: Professional Development	Debbie Jones, Principal; June Elliott, District Curriculum	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Outside Consultants 	ACTION BUDGET: \$
Teachers will contribute to the development of the district literacy curriculum pacing guides through	Christy Whitley, Second	Start: 07/01/2014	<ul style="list-style-type: none"> Administrative 	ACTION BUDGET: \$

<p>the District Curriculum Design Team curriculum meetings. Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>	<p>GradeTeacher, Cindy Whitaker First GradeTeacher, Missy Overton, Kindergarten Teacher</p>	<p>End: 06/30/2015</p>	<p>Staff • District Staff • Teachers</p>	
<p>Beginning teachers may attend professional development in classroom and student management to enhance student achievement and engagement. Teachers will share the learned strategies with coworkers. Action Type: Equity Action Type: Professional Development</p>	<p>Debbie Jones, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<p>• Outside Consultants</p>	<p>ACTION BUDGET: \$</p>
<p>Professional text that support reading comprehension, vocabulary, and or word study may be purchased for additional support of comprehensive literacy. Action Type: Alignment Action Type: Equity Action Type: Title I Target Assistance</p>	<p>Toni Walters, Literacy Coach</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<p>• Central Office • Teaching Aids</p>	<p>ACTION BUDGET: \$</p>
<p>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. 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 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. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	<p>Debbie Jones, Principal June Elliott, District Curriculum</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<p>• Administrative Staff • Teachers</p>	<p>PD (State- 223) - \$200.00 Materials & Supplies: PD (State- 223) - \$12774.00 Purchased Services: <hr/> ACTION BUDGET: \$12974</p>
<p>The Sheridan Elementary School computer lab will provide an opportunity for all students including special education to re-mediate and enhance academic achievement through the i-ready software program. Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion</p>	<p>Beverly Long, Assistant Principal; Computer Lab Manager</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<p>• Administrative Staff • Computers • District Staff • Teachers</p>	<p>ACTION BUDGET: \$</p>

Action Type: Title I Schoolwide				
<p>A teacher with a gifted education license conducts ADE-mandated 30 minute enrichment per month in each K-2 classroom. Verification occurs through printed schedules, lesson plans, and tally sheets of student responses. Selected examples of student work are maintained for use in the official gifted identification process. Each K-2 teacher files an annual KINGORE gifted report matching students with characteristics of advanced learners. The results identify students in need of differentiated instruction. Results of spring testing in grades k-2 are also investigated for each second grader. Evaluation tools of KINGORE ratings, teacher observation identify students. Teacher interviews and student lessons centered on creative thinking and problem solving. Student work samples aid in the district's official selection process identification committee.</p> <p>Action Type: Collaboration Action Type: Equity</p>	<p>Debbie Jones,Principal; Roy Wilson, Gifted Coordinator</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff 	<p>ACTION BUDGET: \$</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 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.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity</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>
Total Budget:				\$12974

Intervention: Implement Supplemental Programs to support Literacy.				
Scientific Based Research: Marie M. Clay (2013), An Observation Survey of Early Literacy Achievement ; Gupta, Abha and Oboler, Eileen (2001) Changing Roles of Title 1 Reading Teachers in Light of New Provisions and Team Teaching Model. The Reading Matrix, vol. 1, no. 2. Katie Wood Ray, Matt Glover (2008) Already Ready. Linda Hoyt, Teresa Therriault (2008) Mastering the Mechanics. Hoyt, L. (2007). Interactive Read Alouds. Portsmouth: Heinemann Linda Dorn, Carla Soffos, (2012) Interventions That Work.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Teachers and paraprofessionals receive continuous training in the Comprehensive Balanced Literacy Model and literacy training to improve student performance in the area of literacy. Two (2) FTE Paraprofessionals funded by Title I funding {Debbie Barbre 1 FTE Salary \$20908.65 and Vesta Harris 1 FTE Salary \$18966.15 Benefits for both \$9839.93} and Two (2) FTE paraprofessionals funded by NSLA (Kristina Armstrong 1 FTE and Vivian Broseus 1 FTE Combined Salary \$32509.05 Combined Benefits \$9326.24) support the classroom teachers in raising the academic achievement of all students. The Title I paraprofessionals are under the direct supervision of certified teachers. The NSLA paraprofessionals may be utilized within a classroom or in a computer lab environment. Professional development will be provided to both special education and general education teachers that addresses the academic achievement of the special education sub-population. Additionally, \$250 is set aside for substitute pay for the Title I paid FTE positions and \$2,500 is set aside for substitute pay for NSLA paid FTE positions.</p> <p>Action Type: Alignment Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Title I Schoolwide</p>	Debbie Jones, Principal; Shane Dunn, Special Service Director	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers Title Teachers 	<p>Title I - Purchased Services: \$250.00</p> <p>Title I - Employee Salaries: \$39874.80</p> <p>Title I - Employee Benefits: \$9839.93</p> <p>NSLA (State-281) - Purchased Services: \$2500.00</p> <p>NSLA (State-281) - Employee Benefits: \$9326.24</p> <p>NSLA (State-281) - Employee Salaries: \$32509.05</p> <hr/> <p>ACTION BUDGET: \$94300.02</p>
<p>8.G.1. Reading Recovery and Literacy Intervention programs will be implemented. Two teachers will be partially paid from Title I and partially paid from NSLA: {(.6) FTE teachers paid from Title I {Debbie Blake .3 FTE Salary \$17423.60 and Renee Liles .3 FTE Salary \$17423.60 Benefits for both \$13128.49} : (2.40) FTE paid from NSLA funding including .7 FTE Debbie Blake, .7 FTE Renee Liles, and 1 FTE Davina Wallingsford \$136911.81 combined Salary and \$31608.32 combined benefits } The Reading Recovery Teachers and Literacy Interventionist will work within a Title I Schoolwide building. They would all be paid from Title I funding, if the source was feasible. When Title I funds are not abundant, portions of Reading Recovery/Literacy Intervention salaries are paid from NSLA funding. Reading Recovery/Literacy Intervention teachers work with students who are at risk as evidenced by the Comprehensive Balanced Literacy Model assessments. Reading Recovery and Comprehensive Balanced Literacy Model goals and strategies correlate with the Common Core Standards. Implementation will be verified through lesson plans, classroom walkthroughs, and observation. Parents will be sent letters explaining the program upon placement, nine week evaluations and graduation letters upon completion of the program. Parents are invited to Parent/Teacher Conferences and are able to schedule conferences at any time. 8.G.2. Reading Recovery/Literacy Intervention teachers will administer pre and post assessments. Results will be evaluated to determine effectiveness. Teachers will monitor the students' progress. Data will be collected for analysis. 8.G.3. According to Reading Recovery data, this program is effective in increasing student</p>	Debbie Jones, Principal; Debbie Blake, Reading Recovery; Davina Wallingsford, Reading Recovery	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Performance Assessments Teachers Title Teachers 	<p>Title I - Employee Salaries: \$34847.19</p> <p>Title I - Employee Benefits: \$13128.49</p> <p>NSLA (State-281) - Employee Benefits: \$31608.32</p> <p>NSLA (State-281) - Employee Salaries: \$136911.81</p> <hr/> <p>ACTION BUDGET: \$216495.81</p>

<p>reading ability. This program has been effective in allowing students to reach grade level in reading. In 2011-2012 88% of students in the recovery program were returned to the classroom at grade level. In 2012-2013 84% of students were returned to the classroom on grade level. In 2013-2014 78% of students in the recovery program were returned to the classroom at grade level.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Title I Schoolwide</p>				
<p>8.E.1 The Sheridan Elementary School Parental Involvement Plan is consistent with Arkansas Legislative Act 307 of 2007 by the following: (A) Each child will receive information packets which includes items of information to improve students reading and math skills; (B) Parental Involvement Meetings, (C) Volunteer Resource Book including parent survey will be available for listing the interests and availability of volunteers for school purposes; (D) School's process for resolving parental concerns in handbook, (E) Not applicable to this campus, (F) Enable formation of PTA or PTO, (G) Parent Facilitator, and (H) Two parent/teacher conferences (I) provide instruction to a parent on how to incorporate developmentally appropriate learning activities in the home environment; (J) engage in other activities determined by the school to help a parent assist in his or her child's learning in compliance with Act 307 of 2007 and Act 397 of 2009.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Melissa Brown, Parental Involvement Facilitator; Debbie Jones, Principal</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.G.1 SES will continue to implement Star testing and the Accelerated Reading Program (operating funded) as a support to the Comprehensive Balanced Literacy Program. The assessment will be given to students that are developmentally ready. Accelerated Reader will improve reading comprehension scores. Participation in the Accelerated Reader program will be verified by reports that monitor student progress.</p> <p>8. G.2 Star testing and the AR program is designed to accommodate developmentally ready students. AR has a wide variety of high interest, multi-cultural reading choices. Star data will be collected for analysis.</p> <p>8. G.3 In 2011-2012 the combined grade equivalency for Kindergarten was 1.5, for first grade 1.9, and second grade 2.4. In 2012- 2013 3 kindergarten students participated in the AR. Program with a grade equivalency of 1.3. 174 first grade students participated with a grade equivalency of 1.8, 178 second grade students participated with a grade equivalency of 2.8. In 2013- 2014 1 kindergarten student participated in the AR. Program with a grade equivalency of 1.3. 39 first grade students participated with a grade equivalency of 2.3, 165 second grade students participated with a grade equivalency of 2.7.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Dottie Goode, Media Specialist; Computer Lab Paraprofessional</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff 	<p>ACTION BUDGET: \$</p>
<p>A K-2 Parent Involvement Newsletter and/or parents magazine will be sent to parents monthly. Additional newsletters and parent involvement materials will be sent periodically throughout the year. Homework</p>	<p>Debbie Jones, Principal; Melissa Brown, Parent</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff 	<p>Title I - Materials & Supplies: \$1914.51</p>

<p>kits, developed to assist parents to aid their children to learn both math and literacy curriculum may also be purchased. Action Type: Parental Engagement</p>	<p>Involvement Facilitator</p>			<p>ACTION BUDGET: \$1914.51</p>
<p>An instructional specialist will be implemented to support the classroom teachers in raising the academic achievement of all students, including those identified as special education (FTE .5 Title I Funded \$27742.58 Salary \$7061.05 Benefits Toni Walters). SES will also have and 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: (A.) Pay the salary of 1 FTE nurse {Shelly Davis} (\$50905.05 Salary; \$13115.84 Benefits): SSD employs a total of six (6) FTE School Nurses {Scientific Research supports the necessity of tending, treating, educating and caring for the whole child, both academically and physically. Our district realizes the importance of a child's of wellness in order for them to perform and achieve academically.} In order to meet accreditation standards, one (1)FTE nurse is paid from operating funds, the additional five (5) FTE nurses above standards are paid from NSLA funds. (B.)NSLA funds may be utilized to purchase technology devices (\$14,100) 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: Professional Development Action Type: Special Education Action Type: Title I Schoolwide</p>	<p>Debbie Jones, Principal; Beverly Long, Assistant Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Teachers 	<p>Title I - Employee Salaries: \$42772.42 Title I - Employee Benefits: \$10909.11 NSLA (State-281) - Materials & Supplies: \$14100.00 NSLA (State-281) - Employee Benefits: \$13115.84 NSLA (State-281) - Employee Salaries: \$50905.05 ACTION BUDGET: \$131802.42</p>
<p>All ALE staff will meet required professional development that will include training with SES campus faculty. ALE staff will also receive professional development in student social and behavioral needs. 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. Action Type: Collaboration Action Type: Professional Development Action Type: Special Education</p>	<p>Debbie Jones, Principal; Dee Creed, ALE Coordinator</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> District Staff Outside Consultants Performance Assessments Teachers 	<p>ACTION BUDGET: \$</p>
<p>8.E.2 SES has a parent compact in place. (A) Provides assistance to parents in understanding content on how to monitor a child's progress; standards, academic assessments, and (B) Provide materials and training to help parents work with their</p>	<p>Melissa Brown, Parent Facilitator, Debbie Jones Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Administrative Staff Community Leaders 	<p>ACTION BUDGET: \$</p>

<p>children to improve academic achievement; (C) Educate teachers, principals, and other staff in the importance of effective communication, value and utilize the contributions of parents; (D) Coordinate and integrate parent involvement programs and activities; (E) Ensure that information related to school and parent programs is sent to parents which are practical and in a language parents can understand; (F) Provide other reasonable support for parental involvement activities as parents may request. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide</p>			<ul style="list-style-type: none"> Teachers 	
<p>8.E.5 A Title I Meeting will be held annually. The school will provide to parents of students receiving Title I services information about the following componenets:a) Parents Right to Know, (b) Annual Report Card, (3) Individual Student Assessment Report, (4) Progress Review, Written State Complaint Procedures, (f) Parental Communication, (g) Disabled Parents to ensure meaningful participation in Title I Part A Programs. Action Type: Alignment Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Debbie Jones , Principal; Beverly Long, Assistant Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff 	ACTION BUDGET: \$
<p>FAST (Fun After School Tutoring) will be offered in the fall and spring for students that are determined to be at-risk in literacy. The program will incorporate 6 weeks of tutoring, 3 days per week, 1 hour per day, for approximately 75 students. Class size will be approximately 8 students per teacher. The board-approved \$30 per hour will be paid to teachers for non-contracted pay. Title I will fund approximately \$10,000 for the program, while NSLA will fund the remaining \$9,000. Action Type: Equity Action Type: Title I Schoolwide</p>	Beverly Long, Assistant Pincipal	Start: 07/01/2014 End: 06/30/2015		Title I - Employee Salaries: \$10000.00 Title I - Employee Benefits: \$2197.00 NSLA (State-281) - Employee Benefits: \$1983.20 NSLA (State-281) - Employee Salaries: \$9000.00 ACTION BUDGET: \$23180.2
<p>Reading Recovery teachers and the literacy coach may attend the fall Comprehensive Literacy Conference conducted by UALR to continue to implement strategies and assessments to support the reading recovery initiative. Action Type: Professional Development</p>	Debbie Jones, Principal; June Elliott, Curriculum	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Outside Consultants Title Teachers 	ACTION BUDGET: \$
<p>The Sheridan Alternative Learning Center will be supported with use of state alternative learning funds to pay one-half(.5) FTE certified staff {Wendy Todd} to raise the achievement of this group of students (\$24202.50 Salary; \$6409.30 Benefits). \$250 will be set aside for substitutes. 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 and other manipulatives for enhanced learning and classroom curriculum enhancements, (\$2,000). Operating funds are utilized to support an additional one-half (.5) FTE classified staff {Tracy Crowson}. 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</p>	Dee Creed, ALE Supervisor	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ALE (State-275) - Materials & Supplies: \$2000.00 ALE (State-275) - Employee Benefits: \$6409.30 ALE (State-275) - Employee Salaries: \$24202.50 ALE

<p>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>(State-275) - Purchased Services: \$250.00</p> <hr/> <p>ACTION BUDGET: \$32861.8</p>
<p>8.G.1 Each campus will have a designated ELL trained staff member to aid with student needs and coordinate the 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 mathematics strands including but not limited to dictionaries, math curriculum, student library books, visual aids, flashcards, books on CD and other curriculum materials (\$1893.36). 8.G.1 Data is compared to levels of proficiency and increases in proficiency within the district from year to year and will be used to determine progress of the LEP students and the success of 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 SIS Literacy Performance for ELL students is 66.67 for 2012-2013 and 61.5 for 2013-2014, a 5.17% decrease. Based upon this data, we believe the current program and expenditures for improvement of instruction will attribute to increased performance levels on benchmark as students move up in grade level through the ELL program. The program will continue to be monitored and evaluated. Action Type: Alignment Action Type: Collaboration</p>	<p>Debbie Jones, Principal; Angel Hollinger ESL Teacher</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: \$1893.36</p> <hr/> <p>ACTION BUDGET: \$1893.36</p>
<p>Title I funds will be used to provide for our parents the school-readiness parental involvement program, HIPPIY, via Arkansas River Educational Cooperative. This program is for our parents of three, four, and some five-year old children. Participation in this program will be to ensure that these children develop essential prerequisite learning skills prior to entering kindergarten. Estimated billing for the year is \$20153.81 for SES. 8.G.1 The district will integrate services provided to all preschool programs, including plans for the transition of participants to the local elementary school programs in order to increase</p>	<p>Debbie Jones, Principal; June Elliott, Curriculum</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff 	<p>Title I - Purchased Services: \$20153.81</p> <hr/> <p>ACTION BUDGET: \$20153.81</p>

<p>program effectiveness and reduce fragmentation of the instructional program. The district will ensure the equitable instruction of children with disabilities, migratory children, neglected or delinquent youth, Indian children, homeless children, and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. 8.E.2 The Arkansas River Education Service Cooperative administers and coordinates learning activities through the HIPPY program. Specific data related to learning within the program is not available to our district. Therefore, we have analyzed the effectiveness of the program by comparing the average knowledge of students enrolled in HIPPY to the average knowledge of students who did not attend HIPPY based on the observation survey of those children conducted immediately prior to the beginning of kindergarten. The data may not be an appropriate indicator of effectiveness because it does not take into consideration the knowledge level of the students prior to attending the HIPPY program, thus the learning within the program itself. 8.E.3. According to the current data collected, the effectiveness of the program cannot be decidedly determined without further data collection. Sheridan Elementary School enrolled 9 students in HIPPY. Based on analysis of the data, at the beginning of the 2013-2014 school year, ES students participating in HIPPY scored 5% lower on the math observation survey as students who did not participate in HIPPY. SES students participating in HIPPY scored 13% lower on the literacy observation survey than students who did not participate in HIPPY. Data will continue to be collected and monitored for the program. Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide</p>				
<p>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: Alignment Action Type: Collaboration</p>	<p>Debbie Jones, 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>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>Debbie Jones, 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>Observation team visits to colleagues may be utilized throughout the year to provide support in TESS, academic strategies, and classroom management. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Special Education</p>	<p>Debbie Jones Principal; Beverly Long, Assistant Principal; Toni Walters Instructional Facilitator</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>Total Budget:</p>				<p>\$522601.93</p>

Priority 2: Students will improve Math Skills K-2 in problem solving, number operations, and algebraic thinking.

1. In 2011-2012, 89.12% of all students were proficient or advanced on the ACTAAP in math. In 2011-2012, 89.1% of all students were proficient or advanced or showed growth on the ACTAAP in math. In 2012-2013, 85.2% of all students were proficient or advanced on the ACTAAP in math. In 2013-2014, 81.5% of all students were proficient or advanced on ACTAAP in math.
2. In 2011-2012, 93.6% of the combined students on the third grade Augmented Math Benchmark scored at or above proficient in math; 94.9% Caucasians scored at on above proficient; 42.9% students with disability scored at or above proficient; 90% Economically Disadvantaged students scored at or above proficient. The lowest identified areas are Data Analysis and Number and Operation for open response items. Gender 94.2% of the males and 94.2% of the females scored proficient or advanced on the third grade Augmented Math Benchmark. In 2012-2013, 86.4% of the combined students on the third grade Augmented math Benchmark scored at of above proficient in mathematics; 84.1% Caucasian scored at or above proficient; 42.8% Students with Disability scored at or above proficient; and 79.7% Economically Disadvantaged Students scored at or above proficient. The Lowest identified area for area for multiple choice items was measurement. The Lowest identified area Data Analysis and Probability for open response items. Gender 87.3% of the males and 80.1% if the females scored proficient or advanced on the third grade Augmented Math Benchmark. In 2013-2014, 84.8% of the combined students on the third grade Augmented Math Benchmark scored at or above proficient in mathematics; 85.2% Caucasian scored at or above proficient; 64.2% Students with Disabilities scored at or above proficient; and 64.2% Economically Disadvantaged Students scored at or above proficient. The LOWEST identified area for multiple choice items was Measurement. The LOWEST identified area was Geometry for open response items. Gender: 85.5% of the males and 83.75% of the females scored proficient or advanced on the third grade Augmented Math Benchmark.
3. In 2011-2012 on the ITBS the first grade combined population scored 60% above the 50th percentile. The Economically Disadvantaged population scored 54% scored above the 50th percentile. Second grade on the ITBS combined population scored 63% above the 50th percentile. The Economically Disadvantaged population scored 59% scored above the 50th percentile. In 2012-2013 the combined population for first grade score was 51% at or above the 50th percentile. The economically disadvantaged population score was 51% at or above the 50th percentile. The second grade combined population score was 64% at or above the 50th percentile. The economically disadvantaged population score was 55% at or above the 50th percentile. In 2013-2014 the combined population for first grade score was 51% at or above the 50th percentile. The economically disadvantaged population score was 31.4% at or above the 50th percentile. The second grade combined population score was 56% at or above the 50th percentile. The economically disadvantaged population score was 23.5 at or above the 50th percentile.
4. 3-Year Trend Analysis: 1) The three year trend analysis identifies the lowest scoring area for third and fourth grade as Measurement. The LOWEST area for open response for third grade was data analysis and probability. Geometry has been a low area for third grade for two of the last three years for open response.
5. Attendance Rate The 2011-2012 attendance average was 94.46%. The attendance rate for 2012-2013 was 94.75%. The attendance rate for 2013-2014 was 91.23%.
6. QELI: 2011-2012 indicates that of the 180 Kindergarten students taking the test that 4% of the students were not developed in math concepts, 54% were developing, and 29% were developed. 2012-2013 indicates that of the 182 Kindergarten students taking the test 3% were not developed in math concepts, 60% were developing and 50% were developed. 2013-2014 indicates that of the 186 kindergarten students taking the test that 2% were not developed in math concepts, 44% were developing, and 55% were developed.

Supporting Data:

Goal

To improve math skills with an emphasis on number and operations, base ten, algebraic thinking, measurement and math vocabulary.

Benchmark

To meet or exceed AMO standards developed by the Arkansas Department of Education, the all students population scored 57.02% which is below the 2013-2014 AMO target of 77.17%. Targeted Achievement Gap (TAGG) students are scoring below the target at 49.39.% with the 2013-2014 Annual Measurable Objective being 68.87%. Annually, the percentage of students scoring proficient/advanced will increase 1.09 on the Arkansas State Benchmark Exam. In 2014-2015, the annual Measurable Objective (AMO) target is 91.23%.

Intervention: Investigations is the adopted mathematics program along with Everyday Calendar Counts. These programs cover , numbers, base ten and algebra. The programs are aligned with the Common Core Standards for mathematics.				
Scientific Based Research: TERC (2008)Implementing Investigations in Kindergarten Mathematics Classroom. TERC (2008)Implementing Investigations in Grade 1. TERC, (2008) Implementing Investigations in Grade 2. Sherry, (2010) Number Talks. Math Solutions Publication,Parrish, Conkin, Melissa (2010) It Makes Sense! Using Ten Frames to Build Number Sense.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Support Materials including Every Day Counts-Calendar Math, Daily Routines, Story Mats, Rekenreks, CGI, Number Talks and Problem of the Day are utilized to reinforce math instruction. Action Type: Alignment Action Type: Equity	Debbie Jones, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Math pacing guides are aligned by skill, unit, Investigation, or section. The use of these materials is designed to increase proficiency in meeting district and Common Core Standards. District teachers meet together to develop pacing guides under the direction of the district Curriculum Director. The pacing guides are aligned with the Common Core Standards.	June Elliott, Curriculum; Leann Hall, Kindergarten Teacher; Sara Allen, First Grade Teacher; Van Reed, Second	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teaching Aids 	ACTION BUDGET: \$

Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide				
District wide meetings will involve teachers, math committee representatives, principals, parents, Math Focus Teacher and the Curriculum Assistant Superintendent to compile and present supporting materials. Training will be provided. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide	June Elliott, Assistant Superintendent of Curriculum, Debbie Jones Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers Teaching Aids 	ACTION BUDGET: \$
Support materials are grade specific and are designed to help meet the needs of all students including economically deprived. Special education students' lessons are taught in conjunction with regular classroom lessons. Action Type: Equity Action Type: Special Education Action Type: Title I Schoolwide	June Elliott, Curriculum; Ashley Walton Special Education Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers Teaching Aids 	ACTION BUDGET: \$
8.G.1 Interim assessments developed in conjunction with Instructional Facilitator, will be generated and implemented. Implementation will be verified through lesson plans, classroom walk-throughs, and observation. 8.G.2. Teachers meet in PLC after each assessment to analyze results and plan instruction. 8.G.3. This program has been effective based on the current data with first grade students scoring overall at 86% on the assessments and second grade students scoring 89% overall on the TLI math assessments. Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide	June Elliott, Curriculum, Debbie Jones Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Performance Assessments Teachers Teaching Aids 	ACTION BUDGET: \$
100% of the highly qualified teachers and paraprofessionals have met the educational requirements to provide instruction. Strategies to attract highly qualified teachers include recruitment from job fairs. Action Type: Alignment Action Type: Title I Schoolwide	Debbie Jones, Principal; Doug West, Assistant Superintendent	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office Computers Teachers 	ACTION BUDGET: \$
Transition from early childhood programs to SES is provided through HIPPY and Pre-K to ensure the student's emotional and academic ease into the elementary program. HIPPY is provided access to the SES building for students and parents. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Debbie Jones, Principal, Carrie Clay Speech Therapist	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Outside Consultants 	ACTION BUDGET: \$
Math Focus Teachers will model math intervention strategies during focus lessons observed by colleague visits. Mentoring of teachers will be provided by the Math Focus Teachers. AIPS will be updated appropriately. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Special Education	Debbie Jones, Principal; Tamara Davidson, Classroom Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Document cameras will be used by classroom teachers to reinforce math skills and math problem solving including the reinforcement of skills with students with disabilities. Action Type: Alignment Action Type: Special Education Action Type: Technology Inclusion	Angel Hollinger, Kindergarten Teacher, Sandra Johnson, First Grade Teacher, Chasidy Ratcliff, Second Grade Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers Teaching Aids 	ACTION BUDGET: \$
The response to intervention team will meet each nine weeks to review student data and develop appropriate strategies in math. Action Type: Collaboration Action Type: Equity	Debbie Jones Principal,	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Performance Assessments 	ACTION BUDGET: \$
FAST (Fun After School Tutoring) will be offered in the fall and spring for students that are basic or below basic in math. Action Type: Equity	Beverly Long, Assistant Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Central Office Teachers Teaching Aids 	ACTION BUDGET: \$

Action Type: Title I Schoolwide				
An administrator and a team of teachers may attend state, regional, and/or national math conferences to learn strategies and interventions to improve student learning. Information gained will be shared with fellow teachers during faculty meetings, PLC meetings, and/or professional development. Action Type: Alignment Action Type: Professional Development	Debbie Jones, Principal June Elliott Curriculum	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Outside Consultants 	ACTION BUDGET: \$
Teachers will attend professional development within the district to increase their understanding of math concepts and mathematical thinking in order to improve student learning. (Fact Fluency, Number and Base Ten/Problem Solving) Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	June Elliott, Assistant Superintendent of Curriculum, Debbie Jones Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Teachers • Teaching Aids 	ACTION BUDGET: \$
Academic Improvement Plans will be developed for students scoring below basic on the Iowa Test of Basic Skills. Opportunities will include teacher led small groups, after school tutoring, computer lab intervention. Conferences will be held with Parents/Guardians on the first parent teacher conference date to inform them about the plans for intervention. Action Type: AIP/IRI Action Type: Parental Engagement	Lou Arnold First Grade Teacher, Cindy Harp Second Grade Teacher	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Tinker-plots digital software will be used to collect, represent, and analyze student data each nine weeks by sub population including special education, economically disadvantaged, and English Language Learners. Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide	Bobbi Hall, Second Grade Teacher, Beverly Long, Assistant Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Continue Sheridan Elementary School Parental Involvement Plan and Parent Involvement Meetings				
Scientific Based Research: Henderson, Anne and Mapp, Karen. (SEDL, 2002) A New Wave of Evidence. The Impact of School, Family, and Community Connections of Student Achievement. Parents' Effort Key to Child's Educational Performance. Science Daily. November 5, 2010. Parental Involvement Strongly Impacts Student Achievement. Science Daily. May 28, 2008. Parental Involvement and Student Achievement: A Meta- Analysis. Family Involvement Research Digest. William H. Jeynes.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
8.E.1 The Sheridan Elementary School Parental Involvement Plan is consistent with Arkansas Legislative Act 307 of 2007 by the following: (A)Each child will receive information packets which includes items of information to improve students reading and math skills; (B) Parental Involvement Meetings, (C)Volunteer Resource Book including parent survey will be available for listing the interests and availability of volunteers for school purposes; (D)School's process for resolving parental concerns in handbook, (E)Not applicable to this campus, (F)Enable formation of PTA or PTO , (G)Parent Facilitator, and (H) Two parent/teacher conferences (I) provide instruction to a parent on how to incorporate developmentally appropriate learning activities in the home environment (j) engage in other activities determined by the school to help a parent assist in his or her child's learning in compliance with Act 307 of 2007 and Act 397 of 2009. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Debbie Jones, Principal; Melissa Brown, Parent Facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Teachers 	ACTION BUDGET: \$
The Parent-Teacher Volunteer room is available for parents to use in developing learning materials for students. Various equipment and supplies are provided for their use as funds are available. Homework Kits are available for student check-out. Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion Action Type: Title I Schoolwide	Beverly Long, Assistant Principal, Melissa Brown, Parent Facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Teaching Aids 	ACTION BUDGET: \$
The Parental Involvement Plan is available to all parents of Sheridan Elementary School students.	Melissa Brown,	Start: 07/01/2014	<ul style="list-style-type: none"> • Administrative 	

<p>Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	<p>Parental Involvement Coordinator</p>	<p>End: 06/30/2015</p>	<p>Staff • District Staff</p>	<p>ACTION BUDGET: \$</p>
<p>Professional Development may be provided by the District during district staff development. Action Type: Parental Engagement Action Type: Professional Development Action Type: Title I Schoolwide</p>	<p>Debbie Jones, Principal; Melissa Brown, Parental Involvement Facilitator</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<p>• Administrative Staff • Central Office • Community Leaders • Teachers • Title Teachers</p>	<p>ACTION BUDGET: \$</p>
<p>8.G.1. Parent Involvement Meetings will be implemented in conjunction with Open House. Parents will be informed of expectations for the upcoming year, testing procedures, and other information to begin the new year. All faculty members at SES will attend Parent/Teacher Conferences no less than two times each year, and parents attending will be recognized in the local paper at the end of the school year. Implementation will be verified through observation. 8.G.2. The effectiveness of this intervention will be evaluated based on the Parent Survey and the number of participants in Parent Teacher Conferences, and volunteer services. 8.G.3. The first year to implement the program was 2008-2009. Based on parent surveys, the program has been deemed effective with 97% of our parents indicating effectiveness and 3% having suggestions to improve. 2009-2010 survey results indicate from responses that 57 parents indicated that there was benefit and 2 parents indicated that they received no benefit. 2011-2012 survey results indicate from responses that 81 parents indicated that there was benefit and 2 parents indicated they received no benefit. There were 43 parents that did not respond to the question. 2012-2013 121 surveys were returned. Results indicate from 195 responses that the Memories with Mom and Fathers for Fitness day were most preferred. Fine Arts nights were also rated as like the most. Wellness night was utilized the least. 103 parents use the monthly calendar and 9 parents responded they had not used the calendar. Communication is most frequently used through notes, newsletter, family calendar, and email. question. 2013-2014 97 surveys were returned. Results indicate from 34 responses that the Memories with Mom was one of the most preferred. Fine Arts nights were also rated as like the most with 29 responses. Wellness night was utilized the least. 75 parents use the monthly calendar and 5 parents responded they had not used the monthly calendar. Communication is most frequently used through notes, newsletter, family calendar, and email Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education Action Type: Wellness</p>	<p>Debbie Jones, Principal; Beverly Long, Asst. Principal, Melissa Brown, Parent Facilitator</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<p>• Community Leaders • District Staff • School Library • Teachers</p>	<p>ACTION BUDGET: \$</p>
<p>Parents will be informed of family math nights and suggested math activities including those special needs students on the Sheridan Elementary School website. Title I funds will be used to purchase a monthly newsletter or homework kits to promote parental involvement. Action Type: Parental Engagement Action Type: Special Education Action Type: Technology Inclusion</p>	<p>Bobbi Hall, Second Grade Teacher, Ashley Walton Special Education Teacher</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>ACTION BUDGET: \$</p>
<p>8.E.3 & 8.E.4 Information for parents will be shared on the school based website listing opportunities for parents to be involved in their child's learning. In order to further enhance parental knowledge about Title I, A stand alone Title I meeting will be held annually. Action Type: Parental Engagement</p>	<p>Debbie Jones, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<p>• Administrative Staff • Computers</p>	<p>ACTION BUDGET: \$</p>
<p>Parents will be given copies of their child's AIP or IRI at the parent/teacher conference in October. Teachers will explain to parents the improvement plan to help their child make grade level achievement. Action Type: AIP/IRI Action Type: Parental Engagement</p>	<p>Beverly Long, Assistant Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<p>• Administrative Staff • Teachers</p>	<p>ACTION BUDGET: \$</p>

Total Budget:	\$0
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Priority 3: Sheridan Elementary School recognizes each child as a unique individual. Our goal is to help every child develop the skills to become healthier.

- 2011-2012 BMI results for SES males indicated 13.4% are overweight. This is an increase of 1.7% from 2010-2011. The 2011-2012 BMI results for SES females indicated 21.3% overweight. This is an increase of 8.4%. 2012-2013 BMI results for SES males indicated 15% are overweight. This is an increase of 2.4% from 2011-2012. The 2012-2013 BMI results for SES females indicated 15.8% overweight. This is a 5.5% decrease from 2011-2012. 2012-2013 BMI results for SES males indicated 15% are overweight. This is an increase of 2.4% from 2011-2012. The 2012-2013 BMI results for SES females indicated 15.8% overweight. This is a 5.5% decrease from 2011-2012. 2012-2013 BMI results for SES males indicated 15% are overweight. This is an increase of 2.4% from 2011-2012. The 2012-2013 BMI results for SES females indicated 15.8% overweight. This is a 5.5% decrease from 2011-2012. 2013-2014 BMI results for SES males indicated 13.8% are overweight. This is an decrease of 2.8% from 2012-2013. The 2012-2013 BMI results for SES females indicated 21.9% overweight. This is a 6.1% increase from 2011-2012.

Supporting Data:

- As related by the Arkansas Governor's Initiative Healthy Arkansas, 55.3% of Arkansans failed to meet recommendation for moderate or vigorous activity.
- The School Health Index for 2010-2011 reported a score of 88% for Module 1. The Module 2 score for Health Education was 88%. The Module 3 score for Physical Education and Other Physical Activity Programs was 95%. The Module 4 score for Nutrition Services was 82%. The Module 8 score for Family and Community Involvement was 94%. The School Health Index for 2011-2012 reported a score of 90% for Module 1. The Module 2 score for Health Education was 92.8%. The Module 3 score for Physical Activity Programs was 95%. The Module 4 score for Nutrition Services was 83%. The Module 8 score for Family and Community Involvement was 100%. The School Health Index for 2012-2013 reported a score of 88% for Module 1. The Module 2 score for Health Education was 93%. The Module 3 score for Physical Activity Programs was 88%. The Module 4 score for Food and Nutrition was 94%. The Module 8 score for Family and Community was 100%.
- Attendance Rate The 2011-2012 attendance average was 94.46%. The attendance rate for 2012-2013 was 94.75%. The attendance rate for 2013-2014 was 91.23%.

Goal Students participating in the BMI activity show a need to improve their nutrition and physical activity.

Benchmark Healthier BMI results will be evident by July 1, 2015. There will be a 1% difference in the 2014-2015 BMI results indicating a healthier lifestyles are being practiced.

Intervention: Sheridan Elementary School will encourage strategies and activities that encourage a non-sedentary 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. Health Affairs, D. Shenson, July 1, 2006. Francine Kaufman, MD. Kathryn Hirst, PHD. John Buse, MD,PHD.Effect of Secular Trends on a Primary Prevention Trial: The HEALTHY Study Experience. August 2011 Volume 7, Number 4 Childhood Obesity Journal.Patterns of Childhood Obesity Prevention Legislation inthe United States. Ross Brownson,PhD, Tegan Boehmer, PhD, MPH,Preventing Chronic Disease, Published Online 2007. "Guidelines for School Health Programs to Promote Lifelong Healthy Eating." CDC. MMWR Recommendations and Reports. June 14, 1996. 45(RR-9); 1-33 "Comprehensive School Physical Activity Programs." National Association for Sport and Physical Education. May 2008. Meredith, Marilu D. and Welk, Gregory J. (2013) "Fitness Gram and Activity Gram."Human Kinetics, Champaign, Illinois.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Encourage participation in extracurricular programs that are family oriented and community based and support physical activity, i.e. walking challenge, personal fitness class, aerobics, swimming, soccer, basketball, baseball, and softball including families of children with special needs. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education Action Type: Wellness	Mandi Stokes, Physical Education Instructor	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Promote reduction of time children spend engaged in sedentary activies such as watching television and playing video games by suggesting afterschool outside activities. Action Type: Parental Engagement Action Type: Wellness	Mandi Stokes, Physical Education Instructor; Melissa Brown, Parent Involvement Facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Community Leaders Teachers 	ACTION BUDGET: \$
Educate and encourage proper nutrition and eating habits in students and their parents. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Amy Lingo, Cafeteria Manager, Debbie Jones, Principal, Mandi Stokes, PE	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Community Leaders Teachers Teaching Aids 	ACTION BUDGET: \$

<p>The school nurse may provide staff development as needed to address student health issues. The school nurse will also offer asthma management classes to all students and their teachers. (FTE 1 - NSLA Funded) Action Type: Equity Action Type: Professional Development Action Type: Wellness</p>	<p>Shelley Davis, School Nurse</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>8.G.1 The Wellness committee will meet annually to evaluate the wellness plan based on observation and classroom walkthroughs. Identified weaknesses will be modified. 8.G.2. Wellness committee meeting minutes will be utilized as a tool for evaluation. 8.G.3. 8.E.3. Based on the school wellness report, this program has been effective with a slight drop in the percentage of students in the healthy or underweight category. For the 2011-12 school year 73.2% of males were healthy or underweight and 63.8% of females were healthy or underweight. 2012-2013 data indicates that 70.5% males are healthy or underweight and 76.9% females are healthy or underweight. In 2013-2014 72.4% males were healthy or underweight and 61.5% females were healthy or underweight. 8.E.4 The SES faculty will align instruction with ADE Health Education Frameworks. The student learning expectations for health education will be posted in the PE classroom. Implementation will be verified through lesson plans, classroom walk-throughs, and observations. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Wellness</p>	<p>Debbie Jones, Principal, Mandi Stokes, Physical Education Teacher, Shelley Davis Nurse</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Sheridan elementary will host a community health fair night that will include physical, mental and social wellness. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness</p>	<p>Mandi Stokes, PE Teacher, Shelley Davis, School Nurse</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Angel Hollinger	Kindergarten Teacher	Math
Classroom Teacher	Ashley Walton	Special Education	Math
Classroom Teacher	Billie Corley	Kindergarten	Math
Classroom Teacher	Bobbi Hall	Second Grade Teacher	Math
Classroom Teacher	Carrie Clay	Speech Therapist	Wellness
Classroom Teacher	Chasidy Lybrand	Second Grade Teacher	Math, Technology
Classroom Teacher	Cheryl Mote	First Grade Teacher	Math
Classroom Teacher	Christy Whitley	Second Grade Teacher	Literacy
Classroom Teacher	Cindy Harp	Second Grade Teacher	Math
Classroom Teacher	Cindy Whitaker	First Grade Teacher	Parent Involvement
Classroom Teacher	Davina Wallingsford	Literacy Interventionist	Literacy
Classroom Teacher	Debbie Blake	Literacy Interventionist	Literacy,
Classroom Teacher	Dee Ann Smith	Special Education Teacher	Math
Classroom Teacher	Dottie Goode	Media Specialist	Literacy/Technology
Classroom Teacher	Faith Smith	Kindergarten	Math
Classroom Teacher	Jeri Newberry	Art Teacher	Parent Involvement
Classroom Teacher	Joan Moltz	First Grade Teacher	Math
Classroom Teacher	Jordan Burnett	Pre-K Teacher	Literacy
Classroom Teacher	Karen Harrington	Kindergarten Teacher	Literacy
Classroom Teacher	Kristy Hall	Music Teacher	Parental Involvement
Classroom Teacher	Laura Patterson	Kindergarten Teacher	Literacy
Classroom Teacher	Leann Hall	Kindergarten Teacher	Math
Classroom Teacher	Lou Arnold	First Grade Teacher	Math/Technology

Classroom Teacher	Mallory Elledge	First Grade Teacher	Literacy
Classroom Teacher	Mandi Stokes	Physical Education Teacher	Wellness
Classroom Teacher	Marianne Glassco	Second Grade Teacher	Literacy,
Classroom Teacher	Meredith Williams	Kindergarten Teacher	Math
Classroom Teacher	Missy Overton	Kindergarten Teacher	Literacy
Classroom Teacher	Paula Pitre	Pre-K Teacher	Math
Classroom Teacher	Renee Liles	Literacy Interventionist	Literacy
Classroom Teacher	Sandra Johnson	First Grade Teacher	Math
Classroom Teacher	Sara Allen	First Grade Teacher	Parent Involvement
Classroom Teacher	Shelly Allen	Kindergarten Teacher	Literacy
Classroom Teacher	Tamara Davidson	Second Grade Teacher	Math
Classroom Teacher	Tammy Manning	Second Grade Teacher	Literacy
Classroom Teacher	Toni Walters	Literacy Coach	Literacy
Classroom Teacher	Van Reed	Second Grade Teacher	Math
Classroom Teacher	Wendy Todd	ALE Teacher	Math
Classroom Teacher	Whitney Moore	First Grade Teacher	Literacy
Community Representative	Millie McClain	Community	Literacy
District-Level Professional	Doug West	Assistant Superintendent	Federal Advisory Committee
District-Level Professional	Doug West	Assistant Superintendant	ACSIP
District-Level Professional	Dr. June Elliott	Assistant Superintendent Curriculum	Federal Advisory
District-Level Professional	Jerrod Williams	Superintendent	Federal Advisory
District-Level Professional	Kelli Cypert	Federal Program Director	Federal Advisory Committee
Non-Classroom Professional Staff	Amanda George	Paraprofessional	Wellness
Non-Classroom Professional Staff	Amy Lingo	Cafeteria Manager	Wellness
Non-Classroom Professional Staff	Debbie Barbre	Title 1 Paraprofessional	Literacy, Parental Involvement
Non-Classroom Professional Staff	Janie Cole	Paraprofessional	Parental Involvement
Non-Classroom Professional Staff	Jessica Woolley	Spccial Education Paraprofessional	Wellness
Non-Classroom Professional Staff	Jo Smith	Special Education Paraprofessional	Parent Involvement
Non-Classroom Professional Staff	Katie Bare	Counselor	Wellness
Non-Classroom Professional Staff	Kelly Falcone	Paraprofessional	Wellness
Non-Classroom Professional Staff	Kesha Broseus	Computer Lab Manager	Technology/Literacy
Non-Classroom Professional Staff	Kristy Armstrong	Paraprofessional	Literacy
Non-Classroom Professional Staff	Melissa Brown	Counselor	Parent Facilitator
Non-Classroom Professional Staff	Shelley Davis	SES School Nurse	Wellness
Non-Classroom Professional Staff	Vesta Harris	Title 1 Paraprofessional	Wellness
Parent	Amanda Woodmansee	Parent	Parental Involvement
Parent	Jennifer Arledge	Parent	Parent Involvement
Parent	Lisa Dorey	Parent	Literacy
Parent	Melissa Bickford	Nurse	Wellness
Parent	Michelle Friedman	Parent	Math
Principal	Beverly Long	Assistant Principal	ACSIP
Principal	Debbie Jones	Principial	ACSIP