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[View ACSIP](#) | [Actions Report](#) | [Program Application for Title Funding](#) | [Source of Funds Report](#)

School Plan

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SHERIDAN INTERMEDIATE SCHOOL
708 Ridge Drive, Sheridan, AR 72150

Arkansas Comprehensive School Improvement Plan

2014-2015

We believe students at Sheridan Intermediate School will be provided a safe, positive learning environment, guiding them toward becoming creative, independent thinkers with a respect for our nation's cultural heritage.

Grade Span: 3-5

Title I: Title I Schoolwide

School Improvement: MS

Table of Contents

Priority 1: Literacy

Goal: All students will improve literacy skills in the areas of reading comprehension and written/performance tasks with an emphasis on informational text.

Priority 2: Math

Goal: All students will improve in mathematical skills, especially in the areas of performance tasks(Open Response), vocabulary development, and measurement.

Priority 3: Wellness

Goal: Students will show improvement in cardiovascular, muscle strength/endurance, and flexibility.

Priority 1: All students will improve literacy skills in the areas of reading comprehension and open response with an emphasis on practical and content reading passages.

1. In 2013-2014, 79.9% of all students were proficient or advanced on ACTAAP in literacy.
2. 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. In 2013-2014, 77.7% of the combined students on the fourth grade Augmented Benchmark scored at or above proficient in total literacy; 78.6% Caucasian scored at or above proficient; 16.6% Students with Disability scored at or above proficient; and 71.9% Economically Disadvantaged Students scored at or above proficient. The LOWEST identified areas for the Augmented Benchmark are Writing passages for multiple choice and Reading Literary Passages for open response. The LOWEST area in writing includes content domain and style domain. Gender: 78% of the males 82.35% of the females scored proficient or advanced on the fourth grade Literacy Augmented Benchmark Exam.
4. In 2013-2014, 84% of the combined students on the fifth grade Augmented Benchmark scored at or above proficient in total literacy; 85.6% Caucasian scored at or above proficient; 12.5% Students with Disability scored at or above proficient; and 81% Economically Disadvantaged Students scored at or above proficient. The LOWEST identified areas are Writing for multiple choice and Reading Literary Passages for open response. The LOWEST area in writing includes content domain and style domain. Gender: 77.5% of the males and 90.1 % of the females scored

- proficient or advanced on the fifth grade Literacy Augmented Benchmark.
5. In 2012-2013, 86.4% of all students were proficient or advanced on ACTAAP in literacy.
 6. 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.
 7. In 2012-2013, 92.4% of the combined students on the fourth grade Augmented Benchmark scored at or above proficient in total literacy; 92.8% Caucasian scored at or above proficient; 28.5% Students with Disability scored at or above proficient; and 92.1% Economically Disadvantaged Students scored at or above proficient. The LOWEST identified areas for the Augmented Benchmark are Writing passages for multiple choice and Reading Practical Passages for open response. The LOWEST area in writing includes content domain and style domain. Gender: 85.3% of the males 97.6% of the females scored proficient or advanced on the fourth grade Literacy Augmented Benchmark Exam.
 8. In 2012-2013, 85% of the combined students on the fifth grade Augmented Benchmark scored at or above proficient in total literacy; 84.8% Caucasian scored at or above proficient; 7.6% Students with Disability scored at or above proficient; and 76.1% Economically Disadvantaged Students scored at or above proficient. The LOWEST identified areas are Writing for multiple choice and Reading Practical Passages for open response. The LOWEST area in writing includes content domain and style domain. Gender: 77.5% of the males and 91% of the females scored proficient or advanced on the fifth grade Literacy Augmented Benchmark.
 9. In 2011-2012, 87.5% of all students were proficient or advanced on ACTAAP in literacy.
 10. In 2011-2012, 88.5% of the combined students on the third grade Augmented Benchmark scored at or above proficient in total literacy; 88.7% Caucasian scored at or above proficient; 14.2% Students with Disability scored at or above proficient; and 82.5% Economically Disadvantaged Students scored at or above proficient. The LOWEST identified areas for the Augmented Benchmark are Writing for multiple choice and Reading Practical Passages for open response. The LOWEST area in writing includes content domain and style domain. Gender: 85.7% of the males and 90.6% of the females scored proficient or advanced on the third grade Literacy Augmented Benchmark.
 11. In 2011-2012, 86.5% of the combined students on the fourth grade Augmented Benchmark scored at or above proficient in total literacy; 87.4% Caucasian scored at or above proficient; 36.4% Students with Disability scored at or above proficient; and 78.4% Economically Disadvantaged Students scored at or above proficient. The LOWEST identified areas for the Augmented Benchmark are Writing passages for multiple choice and Reading Practical Passages for open response. The LOWEST area in writing includes content domain and style domain. Gender: 82.9% of the males and 90.1% of the females scored proficient or advanced on the fourth grade Literacy Augmented Benchmark Exam.
 12. In 2011-2012, 87.9% of the combined students on the fifth grade Augmented Benchmark scored at or above proficient in total literacy; 86.5% Caucasian scored at or above proficient; 30.1% Students with Disability scored at or above proficient; and 87.5% Economically Disadvantaged Students scored at or above proficient. The LOWEST identified areas are Writing for multiple choice and Reading Literary Passages for open response. The LOWEST area in writing includes content domain and style domain. Gender: 79.2% of the males and 95.8% of the females scored proficient or advanced on the fifth grade Literacy Augmented Benchmark.
 13. Attendance Rate: In 2013-2014 the overall attendance rate was 94.91%. In 2012-2013 the overall attendance rate for the school was 95.76%. In 2011-2012 the overall attendance rate for the school was 99% which was above the school 91.13% attendance goal.
 14. 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 and fifth grade during the 2012 school year. Fourth grades lowest area was Reading Practical Passages. 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.

Supporting Data:

Goal All students will improve literacy skills in the areas of reading comprehension and written/performance tasks with an emphasis on informational text.

Benchmark To meet or exceed Annual Measurable Objective (AMO) standards developed by the Arkansas Department of Education, the student population scored 79.9% which is below the 2013-2014 Annual Measurable Objective (AMO) target of 88.68%. Targeted Achievement Gap Group (TAGG) students are scoring below the target at 71.16% with the Annual Measurable Objective (AMO) being 83.88%. Annually, the percentage of students scoring proficient/advanced will increase 1.26 on the PARCC Exam. In 2014-2015, the Annual Measurable Objective (AMO) target is 89.94%.

Intervention: Sheridan Intermediate School teachers will continue the use of District K-5 Comprehensive Balanced Literacy Approach to develop and increase student achievement in READING COMPREHENSION.				
Scientific Based Research: Harvey, Stephanie and Goudvis, Anne (2007). Strategies That Work, 2nd Edition. Stenhouse Publishers, Portland, Maine. Fountas, Irene C. and Pinnell, Gay Su (2001). Guiding Readers and Writers Grades 3-6, Teaching Comprehension, Genre, and Content Literacy. Heinemann, Portsmouth, NH. Dorn, Linda and Soffos, Carla (2005) Teaching for Deep Comprehension: A Reading Workshop Approach. Stenhouse Publishers, Portland, Maine. Hoyt, Linda (2009). Revisit, Reflect, Retell. Heinemann Publishers. Portsmouth, New Hampshire. Blauman, Leslie (2011). The Inside Guide to the Reading-Writing Classroom. Heinemann Portsmouth, New Hampshire.				
Actions	Person Responsible	Timeline	Resources	Source of Funds

<p>The District Literacy Pacing Guide will be revisited and revised to ensure alignment with the Arkansas Department of Education Common Core State Standards, as well as to identify benchmarks to be given throughout the year. Salaries & benefits have been set aside for substitutes for teachers working outside the classroom toward the goal of a literacy pacing guide. (No FTE is stated since utilization of the substitutes will be dependent upon need.) Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide</p>	<p>June Elliott, Asst. Superintendent of Curriculum</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>8. G.1. Sheridan Intermediate School will use iReady software to raise the achievement level of students with emphasis on literacy. Software will also be used for point-in-time remediation and AIPs for all students with special emphasis on the economically disadvantaged students and Students with Disabilities who are attending after-school tutoring. 8.E.2 Implementation will be verified through lesson plans, focus walks, and observation. 8.E.3 2014-2015 will be a baseline data year with iReady software. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion</p>	<p>Annette Neely, Principal; Kristen Weigand, Computer Lab Manager</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Computers • Teachers • Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>8. E.2 (D, F) 8. E.1.B, I & J There will be an organized school wide Parental Involvement night with the focus on Literacy involving parents, students, and staff. (January 20, 2015) SIS will provide instruction to parents on how to incorporate developmentally appropriate learning activities in the home environment. Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Crystal Bethea, Literacy Instructional Facilitator; Amy Casey, Media Specialist</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Paraprofessionals will assist students reading below grade level. Teachers will work in small groups and one-on-one in the classroom and supervised by a certified teacher to assist in improving student literacy. Two (2) FTE Paraprofessionals (Suni Suttle and Donna Buck combined salary \$42,237.30 combined benefits \$9279.53)funded by Title I funding and one (1)FTE paraprofessional (Kristen Weigand Salary Budget \$14571.90 Benefits budget \$5385.45)funded by NSLA 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. Title I has \$550 set aside for substitute pay. NSLA has \$200 set aside for substitute pay. Action Type: Collaboration Action Type: Equity</p>	<p>Annette Neely, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Teaching Aids 	<p>Title I - Purchased Services: \$550.00 Title I - Employee Salaries: \$42237.30 Title I - Employee Benefits: \$9279.53 NSLA (State-281) - Purchased Services: \$200.00 NSLA (State-281) - Employee Benefits: \$5385.45 NSLA (State-281) - Employee Salaries: \$14571.90 ACTION</p>

				BUDGET: \$72224.18
<p>Social studies and science units will continue to be developed and integrated with literacy instruction in grades three through five. Crystal Bethea, Literacy Instructional Facilitator, will assist teachers using mentor texts.</p> <p>Action Type: Alignment Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Annette Neely, Principal; Teresa Knight Assistant Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • School Library • Teachers • Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>Teachers will continue to read text aloud using appropriate rhythm, pace, phrasing, punctuation, intonation, and modeling fluency daily.</p> <p>Action Type: Alignment</p>	<p>Classroom Teachers</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.2 All students will be required to read in small groups, large groups, with a partner, and at home with parents. Reading logs will be used to record minutes spent reading per week at home and to encourage parental involvement. (Third grade students will read a minimum of 75 minutes per week at home. Fourth and fifth grade students will read a minimum of 100 minutes per week at home.)</p> <p>Action Type: Alignment Action Type: Equity Action Type: Parental Engagement</p>	<p>Annette Neely, Principal; Classroom Teachers</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Teachers 	<p>ACTION BUDGET: \$</p>
<p>8 G.1. Sheridan Intermediate School will utilize the Accelerated Reader program (operating funded) in all third through fifth grade classrooms to improve reading comprehension for all students. The reading requirements will be individualized for all students and modified as needed. Implementation will be verified through lesson plans, focus walks, and observations. 8. G.2. Pre/post STAR Reading Assessment Data will be collected for analysis. 8. G.3. According to the 2013-2014 school wide summary report, 3rd grade students read on an average of a 4.0 book level with an accuracy of 82.1%; fourth grade students read on an average of a 4.4 book level with an accuracy of 83.6%; and fifth grade students read on an average of a 4.6 book level with an accuracy of 82.9%. . SIS students read on an average of a 4.3 book level with an accuracy of 82.8%. We will continue to monitor this program for progress and adjust as needed 8.G.4. SIS will emphasize data and recognize words read by individual students and by class at awards ceremonies each nine weeks. Trophies and certificates will be awarded at the end of the year awards assembly.</p> <p>Action Type: Equity Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Annette Neely, Principal; Classroom Teachers</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • School Library • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Sheridan Intermediate School will use the Developmental Reading Assessment (DRA-2) as a tool to guide instruction and develop interventions for students. Implementation will be verified through lesson plans and observations during focus walks. DRA-2 Class Profile assessment data will be collected for analysis per classroom. The effectiveness of this assessment tool is based on teacher observations, feedback, and student reading level growth from the beginning of the year to the end of the year assessment. Weaknesses with the DRA-2 is the amount of time it takes to give this assessment and the level of subjectivity in scoring. An additional concern is the misalignment between the level of comprehension assessed by the DRA-2 and Common Core State Standards. We will continue to monitor this assessment tool for usefulness and efficiency.</p> <p>Action Type: Alignment Action Type: Collaboration</p>	<p>Annette Neely, Principal; Crystal Bethea, Literacy Instructional Facilitator</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Title Teachers 	<p>ACTION BUDGET: \$</p>
<p>Teachers will be grouped vertically and horizontally across grade levels two through five to discuss possible reasons for low scores and instructional needs and plans for future success. The economically disadvantaged and English Language Learners will</p>	<p>Annette Neely, Principal</p>	<p>Start: 07/01/2014 End:</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>

<p>continue to be the focus this school year. Supplemental curriculum, aligned with the professional development, will be purchased to increase reading achievement. Grade level teachers will collaborate during bi-monthly during Professional Learning Communities (PLC). VERTICAL TEAMING: Third, fourth and fifth grade teachers will meet on a regular basis to share curriculum and instructional strategies to increase student achievement. Teachers will meet mid-year for vertical teaming.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>		06/30/2015		
<p>8. G.1. Progress in grades 3-5 will be monitored periodically through Literacy and Performance Based Tasks assessments. 8. G.2. Following each assessment, teachers will meet in professional learning communities (PLC) to discuss the results. Areas of strength will be celebrated and weaknesses will be reviewed and discussed for ways to spiral back into future lesson plans. 8. G.3. Year two of data collection will begin during the 2014-2015 school year for Performance Based Tasks.</p> <p>Action Type: Program Evaluation</p>	Annette Neely, Principal; Assistant Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
<p>The Literacy Instructional Facilitator was trained in Guided Reading Plus. Guided Reading Plus groups will be put into practice at third grade classrooms and 4th grade co-taught classroom during the 2014-2015 school year. Materials needed for eight (8) classrooms have been purchased: magnetic white boards, magnetic lower case letters, and storage bins for letters. Professional development will also be provided using Interventions That Work by Dorn and Soffos.</p> <p>Action Type: Professional Development</p>	Crystal Bethea, Literacy Focus Teacher; Third Grade Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
<p>An on-site curriculum resource room has been set up by the literacy instructional facilitator. The area provides access to curriculum resources for all teachers. Storage bins and shelving will continue to be purchased by the district to house materials. Additional reading material and guided readers for students will continue to be purchased.</p> <p>Action Type: Equity</p>	June Elliott, Asst. Superintendent of Curriculum; Crystal Bethea, Literacy Instructional Facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
<p>The Literacy Instructional Facilitator will assist and guide teachers as they develop an understanding of how to use Tinker Plots to monitor students' reading and writing progress throughout the school year. The cumulative data will be used to update Tinker Plots and this data will be used to develop remediation and enrichment plans. Data will also be reflected in student AIPS.</p> <p>Action Type: AIP/IRI Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion</p>	Crystal Bethea, Literacy Instructional Facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
<p>The Response to Intervention team will use a problem solving approach during RtI (Response to Intervention) meetings to assist teachers with AIP (Academic Improvement Plan) development. RtI meetings will be held as needed. Professional development will be provided as needed on how to progress monitor those students with a remediation plan.</p> <p>Action Type: AIP/IRI Action Type: Collaboration Action Type: Professional Development</p>	Annette Neely, Principal; Teresa Knight, Assistant Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
<p>SIS will continue to add Chrome Books. Laptops will be distributed for teacher use. One Chrome Book Lab will be disbursed into third grade classrooms. Mobile labs will be available for grades 3-5. They will be checked out through the library media specialist and used for classroom presentations, the Accelerated Reader Program, research, etc.</p> <p>Action Type: Equity Action Type: Technology Inclusion</p>	Amy Casey, Library Media Specialist	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
<p>Sheridan School District will provide support to Sheridan Intermediate School in terms</p>	Annette Neely,	Start:	<ul style="list-style-type: none"> Administrative 	

<p>of resources, professional development and/or professional literature to support the socioeconomic subgroups of students. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development</p>	Principal	07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Staff • Teachers 	ACTION BUDGET: \$
<p>Reading instruction is aligned with Common Core State Standards. Literacy pacing guides will be utilized to show correlation of reading skills with Common Core State Standards, as well as horizontal and vertical alignment with the district or building. Action Type: Alignment Action Type: Collaboration</p>	Annette Neely, Principal; Crystal Bethea, Literacy Instructional Facilitator	Start: 07/01/2014 End: 06/30/2014		ACTION BUDGET: \$
<p>Trade books and guided readers will be purchased as needed to teach the core curriculum. Technology integration: Laptops, document cameras, and projectors have been installed in order to access research tools in additional classrooms. Ebooks, Gizmos, and Encyclopedia Britannica are available in the classroom. Professional development will be provided as needed for technology implementation. Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	Annette Neely, Principal; Crystal Bethea, Literacy Instructional Facilitator	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
<p>Diane Sweeney, author of Student-Centered Coaching: A Guide for K-8 Coaches and Principals, provided professional development during the 2013-2014 school year for administrators and specialists. Diane Sweeney's book is data driven and a model for designing and implementing student-centered coaching. Principals and specialists will disseminate information through Professional Learning Communities (PLC's) during the 2014-2015 school year. Action Type: Professional Development</p>	June Elliott, Asst. Superintendent of Curriculum, Annette Neely, Principal; Teresa Knight, Assistant Principal; Crystal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
<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 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>	Annette Neely, Principal; June Elliott, Asst Superintendent of Curriculum	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	PD (State-223) - \$13920.00 Purchased Services: PD (State-223) - \$200.00 Materials & Supplies: <hr/> ACTION BUDGET: \$14120
<p>An instructional specialist will be implemented to support the classroom teachers in raising the academic achievement of all students (FTE 1 Title I Funded \$47189.10</p>	Annette Neely, Principal	Start: 07/01/2014	<ul style="list-style-type: none"> • Teachers 	Title I - Employee \$62218.94

<p>Salary \$10367.44 Benefits Crystal Bethea). SIS will also have and Instructional Technology Specialist {Brandi Williams} to assist teachers and students with technology integration (Title I Funded.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</p>	<p>End: 06/30/2015</p>	<p>Salaries: Title I - Employee \$14215.50 Benefits: NSLA (State-281) - Materials & Supplies: \$19100.00 <hr/> ACTION BUDGET: \$95534.44</p>
<p>Total Budget:</p>		<p>\$181878.62</p>

Intervention: Sheridan Intermediate School will continue the use of District K-5 Comprehensive Balanced Literacy Approach to develop and increase student achievement in WRITING SKILLS.

Scientific Based Research: Hoyt, Linda and Boswell, Kelly (2012)Crafting Nonfiction Intermediate: Lessons on Writing Process, Traits, and Craft (grades 3-5). Heinemann. Portsmouth, New Hampshire. Fletcher, Ralph and Portalupi, JoAnn (2007). Craft Lessons: Teaching Writing K-8, 2nd Ed. Stenhouse Publishing. Fountas, Irene C. and Pinnell, Gay Su (2001). Guiding Readers and Writers Grades 3-6, Teaching Comprehension, Genre, and Content Literacy. Heinemann, Portsmouth, NH. Fletcher, Ralph and Portalupi, JoAnn (2001). Writing Workshop: The Essential Guide. Heinemann, Portsmouth, NH. Hoyt, Linda and Therriault, Teresa (2008). Mastering the Mechanics: Ready to Use Lessons for Modeled, Guided, and Independent Editing. Scholastic. Stead, Tony and Hoyt, Linda (2012). Explorations in Nonfiction Writing (Grades 3,4, and 5). Heinemann, Portsmouth, New Hampshire.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Instruction and support in the Comprehensive Balanced Literacy Approach will be provided through ongoing staff development. Continued staff development will be provided on interpretation and use of the assessment data to drive instruction. The Literacy Instructional Facilitator (1 FTE Crystal Bethea - Title I Funded) will assist teachers with additional literacy support throughout the school year. Funding is allocated in another action. Action Type: Professional Development Action Type: Title I Schoolwide</p>	<p>Annette Neely, Principal; Crystal Bethea, Literacy Instructional Facilitator</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants 	<p>ACTION BUDGET: \$</p>
<p>Writing instruction is aligned with the Common Core standards. The district has provided a Literacy skills and testing schedule to identify localized benchmarks throughout the year. Literacy Pacing Guides will be utilized to show correlation of writing skills with the Common Core Standards, as well as horizontal and vertical alignment within the district. 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 District Staff Outside Consultants Teachers 	<p>ACTION BUDGET: \$</p>
<p>All students will participate in writing instruction. This includes teacher explanation and modeling of all writing skills, followed by guided practice and independent practice. During Writer's Workshop, teachers will conference with students one-to-one with an emphasis on students with special educational needs. Students will prepare several polished pieces of writing throughout the year to publish/share according to purpose and audience (letters, stories, poems, reports, etc.) and to be included in a writing portfolio. Teachers will display</p>	<p>Annette Neely, Principal; Teresa Knight, Assistant 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>student work and rubrics throughout the building and in the classroom. Action Type: Alignment Action Type: Collaboration Action Type: Special Education</p>				
<p>8.G.1 Progress in grades 3-5 will be monitored through summative performance based tasks and assessments developed within the district. Rubrics will be developed based on Common Core State Standards. 8. G.2. Following each assessment, teachers meet in professional learning communities to discuss the results. Areas of strength are celebrated and weaknesses are reviewed and discussed for ways to spiral back into future lesson plans. 8. G.3. According to 2013-2014 ACTAAP and Performance tasks Results development of elaboration continues to be an area of weakness in all grades. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Technology Inclusion</p>	<p>Annette Neely, Principal; Teresa Knight, Assistant 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>During the first semester of third grade, teachers will teach cursive handwriting. Second semester of third grade, cursive handwriting will be implemented by the third grade teachers. Fourth and fifth grade teachers will reinforce cursive handwriting taught in third grade. Handwriting practice packets will be developed for all students in grades 3, 4, and 5 to encourage parental support and involvement. Action Type: Alignment</p>	<p>Annette Neely, Principal; Teresa Knight, Assistant 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>8. E.2.C All students in grades 3-5 will have an option to complete an individual science fair project following the scientific method. Third grade will participate in class projects and fourth and fifth grade will participate in group projects. Graphs should be used to explain the results and students are encouraged to type all other information. Action Type: Alignment Action Type: Equity Action Type: Parental Engagement Action Type: Technology Inclusion</p>	<p>Annette Neely, Principal; Teresa Knight, Assistant Principal, Classroom Teachers</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Administrative Staff Computers Performance Assessments Teachers 	<p>ACTION BUDGET: \$</p>
<p>Grade level teachers will collaborate bimonthly during Professional Learning Communities (PLC's). VERTICAL TEAMING: Second, Third, fourth, and fifth grade teachers will meet to share curriculum and instructional strategies to increase student achievement. Teachers will meet midyear for vertical teaming. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	<p>Annette Neely, Principal; Crystal Bethea, Literacy Instructional Facilitator , Teresa Knight, Assistant 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>8.J.2 At grade level meetings following each performance based task, teachers will identify anchor papers focusing on the rubric for scoring consistency on writing assessments. Teachers will then analyze results to guide instruction. Teachers will bring two copies of their classroom results to grade level meetings (1 for self, 1 for specialist) and keep analyzed results in a three-ring binder along with DSA, DRA-2, iReady, RTI, and STAR assessment data. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide</p>	<p>Annette Neely, Principal; Crystal Bethea, Literacy 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>Writer's Workshop: Students will keep a writer's notebook and teachers will use mini lessons to focus on key skills. Teachers will focus on revising and editing to help improve student writing in the area of content. Professional development will be provided as needed. Action Type: Alignment Action Type: Professional Development Action Type: Title I Schoolwide</p>	<p>Crystal Bethea, Literacy 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>8.J.3 Instruction in the core academic areas will be provided for our students by highly qualified teachers (including special education teachers and paraprofessionals) by meeting the NCLB definition of "highly qualified". Documentation is maintained and available on</p>	<p>Doug West, Asst. Superintendent</p>	<p>Start: 07/01/2014 End:</p>	<ul style="list-style-type: none"> Central Office Teachers 	<p>ACTION BUDGET: \$</p>

demand. Any teacher who has not met the highly qualified status 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: Alignment Action Type: Title I Schoolwide		06/30/2015		
Total Budget:				\$0
Intervention: Sheridan Intermediate School will use the District K-5 Comprehensive Balanced Literacy Approach to improve VOCABULARY SKILLS, WORD STUDY, and SPELLING.				
Scientific Based Research: Scientific Based Research: Ganske, Kathy. (2000) Word Journeys, New Edition. Guilford Press. New York. Bear, Donald, Invernizzi, Marcia, Templeton, Shane, and Johnston, Francine. (2007) Words Their Way, 4th Edition. Prentice Hall. New Jersey. Marzano, Robert and Pickering, Debra. (2005). Building Academic Vocabulary. ASCD. Virginia. Mastering the Mechanics: Ready to Use Lessons for Modeled, Guided, and Independent Editing. Scholastic. Stead, Tony and Hoyt, Linda (2012). Explorations in Nonfiction Writing (Grades 3,4, and 5). Heinemann, Portsmouth, New Hampshire.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Professional development will be provided as needed to improve vocabulary, word study, and spelling instruction. Professional text will be provided as needed. Action Type: Alignment Action Type: Professional Development Action Type: Title I Schoolwide	Crystal Bethea, Literacy Instructional Facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Each teacher in grades 3, 4, and 5 will integrate vocabulary study each day in literacy and core curriculum classes to encourage growth in all students. Co-constructed anchor charts will be used as a reference tool in the classroom. The principals will monitor the level of implementation in classrooms according to the observation protocol and/or focus walks. The principals will confer with the teacher to discuss the level of implementation. Vocabulary progress will be monitored through assessments in grades 3, 4, and 5. Continued professional development will be provided for all teachers as needed. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Title I Schoolwide	Annette Neely, Principal; Teresa Knight, Assistant Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
All students will participate in explicit and systematic word study. This includes teacher explanation and modeling of all word study followed by guided practice by all students with an emphasis on students with AIP's, Economically Disadvantaged students, and Special Education students. Students will keep a notebook that includes word study and spelling instruction. SIS will pilot word study whole group instruction with an emphasis on how to differentiate instruction based on student needs. High Frequency words have been developed for grades 3-5 and will be implemented during the 2014-2015 school year. Action Type: AIP/IRI Action Type: Alignment Action Type: Special Education Action Type: Title I Schoolwide	Annette Neely, Principal; Classroom Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
8.G.1. SIS will use the Developmental Spelling Analysis (DSA) as a tool used to target skills and guide instruction. 8.G.2 Pre/post assessment data will be analyzed by the teacher and shared with the parents to encourage parental involvement. A copy of the DSA Class Record will be turned in to the office and to the literacy facilitator. 8.G.3. The use of this assessment tool has proven to be effective based on an increase in students stage scores for the 2013-2014 school year. We will continue to monitor this assessment tool for effectiveness. Action Type: Alignment Action Type: Parental Engagement Action Type: Program Evaluation	Annette Neely, Principal; Crystal Bethea, Literacy Instructional Facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Sheridan Intermediate School will continue to involve PARENTS of students at grade levels 3, 4, and 5 in a variety of roles to support literacy.				
Scientific Based Research: Scientific Based Research: Lipson, Eden Ross. (2000) Parent's Guide to the Best Books for Children. Three Rivers Press, New York. Radenrich, Marguerite C. and Schumm, Jeanne Shay. (Revised and updated edition, 1996). How to Help Your Child With Homework. Free Spirit Publishing. Minneapolis, MN. Helping Your Child Succeed in School. (2005) U.S. Department of Education. Washington, D.C. Opalewski, David. (2008) Understanding And Addressing Children's Grief Issues. National Center for Youth Issues. Chattanooga, Tennessee. Mastering the Mechanics: Ready to Use Lessons for Modeled, Guided, and Independent Editing. Scholastic. Stead, Tony and Hoyt, Linda (2012). Explorations in Nonfiction Writing (Grades 3,4, and 5). Heinemann, Portsmouth, New Hampshire.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
8. E.1A/8.E.2B Responsible parenting will be supported by purchasing parenting books, magazines, and other informative materials. Parents may check out the materials for review from the Parent Center. A list of books available will be sent home with the informational kits. The Parent Center will remain open during school hours. Materials will be continually updated with the latest in research, books, videos, and magazines. Free materials are available. Title I funds will be utilized to purchase a monthly parenting magazine or homework kits to promote parental engagement. Parent Involvement Committee will work to create a list of online resources to be on the district website and will be distributed to parents. Action Type: Parental Engagement Action Type: Title I Schoolwide	Annette Neely, Principal; Katie Bare, Parental Inv. Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	Title I - Materials & Supplies: \$1753.34 ACTION BUDGET: \$1753.34
8.E.2A An Alumni Advisory Committee will assist the parent facilitator in encouraging parent involvement at Sheridan Intermediate School. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Katie Bare, Parent Involvement Facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Community Leaders 	ACTION BUDGET: \$
Sheridan Intermediate School attests to the school district's commitment to parental involvement by distributing parenting statements to students through SIS counseling center. Counselors encourage responsible parenting by sending monthly newsletters home with character building suggestions for the family. Character vocabulary words are used in the classroom on a daily basis to reinforce positive behavior. Action Type: Parental Engagement Action Type: Title I Schoolwide	Barbie Hornaday, Counselor; Katie Bare, Counselor	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
8.E.2C A copy of the school improvement plan will be made available to parents within the district. Action Type: Parental Engagement Action Type: Title I Schoolwide	Annette Neely, Principal; Teresa Knight, Assistant Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
8.E.1D An Alumni Advisory Committee along with Parent Facilitator, principals, counselors, and teachers will devise and implement a protocol for resolving parental concerns. The procedures will be placed in the Parent Handbook. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Annette Neely, Principal; Teresa Knight, Assistant Principal; Katie Bare, Parent Involvement Facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Community Leaders Teachers 	ACTION BUDGET: \$
8. E.1H SIS has two parent/teacher conferences each year. The first one will be held Thursday, October 23, 2014 and the second one will be held Thursday, February 19, 2015. For each nine week grading period, interim reports will be issued for all students. During each parent/teacher conference, parents will review the Academic Improvement Plan for their child. In addition, any parent with a child with special needs is invited to attend an annual Individual Education Plan review conference. Action Type: AIP/IRI Action Type: Parental Engagement Action Type: Special Education	Annette, Principal; Teresa Knight, Assistant Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$

Action Type: Title I Schoolwide				
<p>8.E.2C At the end of the school year, Sheridan Intermediate School will honor the parents attending parent/teacher conferences with a thank you published in The Sheridan Headlight, the local newspaper and on the website.</p> <p>Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Doug West, Assistant Superintendent	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	<p>ACTION BUDGET: \$</p>
<p>8.E.2.D, 8.E.2.E & 8.E.2.F SIS hosts Parent Involvement Meetings/Open House Night in August of each year. A School Improvement Status report will be given. Parents will also receive an overview of student learning expectations, how they will be assessed, and how parents can assist and make a difference. Fourth and Fifth grade parents will receive a code to access Home Access Center (HAC) to monitor their child's progress in the classroom. A parent brochure will be provided with an overview of the Common Core Standards to help parents work with their child to improve academic achievement.</p> <p>Action Type: Alignment Action Type: Equity Action Type: Parental Engagement Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	Annette Neely, Principal; Teresa Knight, Assistant Principal; Classroom Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	<p>ACTION BUDGET: \$</p>
<p>8.E.1D To encourage parents to participate as full partners in the decisions that affect their children and family, SIS will publish the school's process for resolving parental concerns, including how to define the problem, whom to approach first, and how to develop solutions.</p> <p>Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Annette Neely, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	<p>ACTION BUDGET: \$</p>
<p>8.E.1.I & G A parent facilitator will assist with the organization of the Parent Involvement Meeting/Goals Night, Literacy Night, Math Night, Title 1 and Science Fair Night</p> <p>Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Katie Bare, Parent Involvement Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	<p>ACTION BUDGET: \$</p>
<p>8. G.1. Success of parental involvement activities will be evidenced by evaluating the attendance through the parent sign-in sheet at each event and through short parental surveys. 8. G.2. Response to surveys will be collected for analysis. 8. G.3. Based on sign-in sheets, approximately 88% of all parents come to parent/teacher conferences in October and 68% came to Parent Teacher Conferences in February during the 2013-2014 school year. Approximately 77% of all parents came to Open House/Meet Your Teacher Night for the 2014-2015 school year. We will continue to provide parents with opportunities to give SIS feedback through the use of surveys as well as other means of communication.</p> <p>Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	Annette Neely, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	<p>ACTION BUDGET: \$</p>
<p>8.E.1C To encourage parental involvement, Sheridan Intermediate School provides (A)information packets which include items of information to improve students' reading and math skills;(B) Parental Involvement Meetings, (C)A Volunteer Resource Book including a parent survey will be available for listing the interests and availability of volunteers for school purposes;(D)The school's process for resolving parental concerns in handbook, (E)Not applicable to this campus, (F)Opportunities to enable the formation of PTA or PTO , (G)A Parent Facilitator, and (H) two parent/teacher conferences (I)Instruction to a parent on how to incorporate developmentally appropriate learning activities in the home environment (J) Additional 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: Parental Engagement Action Type: Title I Schoolwide</p>	Annette Neely, Principal; Katie Bare, Parental Inv Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	<p>ACTION BUDGET: \$</p>
<p>8.J.7 The counselors will work with second and fifth grade students and parents preparing them for the transition from Sheridan Elementary School or to the Sheridan</p>	Annette Neely, Principal;	Start: 07/01/2014	<ul style="list-style-type: none"> District Staff Teachers 	<p>ACTION</p>

Middle School campus. Activities include a field trip to SMS, letters to parents, and counseling classes. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Barbie Hornaday, 4th-5th Counselor; Katie Bare, 2nd-3rd Counselor	End: 06/30/2015		BUDGET: \$
SIS has a Parent Compact in place. Parents will be notified verbally at a Parent Involvement Meeting called Open House {August 11(3rd), August 12 (4th) and August 14 (5th)} about the school's identification. Action Type: Parental Engagement	Annette Neely, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
8.J.4 SIS teachers will attend two hours of professional development related to parental involvement. Action Type: Parental Engagement Action Type: Professional Development	Annette Neely, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Community Leaders Outside Consultants Teachers 	ACTION BUDGET: \$
8. E. 3 Sheridan Intermediate School's Parent Involvement plan is posted on the Sheridan Schools Website. Action Type: Parental Engagement	Cynthia Winston, Webmaster; Annette Neely, Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
8. E. 4 Sheridan Intermediate school will host a stand-alone Title One meeting that is not held in conjunction with any other meeting. Action Type: Parental Engagement Action Type: Title I Schoolwide	Annette Neely, Principal; Teresa Knight, Assistant Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
8.E.5 SIS will provide parents of students receiving Title I services for the following components: (A) Parents Right to Know, (B) Annual Report Card, (C) Individualized Student Assessment report, (D) Progress Review, (E) Written State Complaints Procedures, (F) Parental Communication, (G) Disabled Parents to ensure meaningful participation in Title I, Part A programs. Action Type: Parental Engagement Action Type: Title I Schoolwide	Annette Neely, Principal; Teresa Knight, Assistant Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$1753.34

Intervention: SIS will utilize the practice of intervention, remediation, and reinforcement to increase student achievement in literacy.

Scientific Based Research: Portalupi, JoAnn (2007). Craft Lessons: Teaching Writing K-8 2nd Edition. Stenhouse Publishers. Fountas, Irene C. and Pinnell, Gay Su (2001). Harvey, Stephanie and Goudvis, Anne (2007) Strategies that Work, 2nd Edition. Stenhouse Publishers. Dorn, Linda, and Soffos, Carla (2009). Beaver, Joetta and Carter, Mark (2006). Developmental Reading Assessment (DRA). Pearson. Fountas, Irene and Pinnell, Gay (2011). Benchmark Assessment System. Heinemann, Portsmouth, New Hampshire.

Actions	Person Responsible	Timeline	Resources	Source of Funds
During Parent Teacher Conference held during the first nine week grading period, parents will review the Academic Improvement Plan, and after-school tutoring will be offered to at risk students who need additional support based on district and state assessments. After School Tutoring will be conducted for two days a week for one hour each day. After School Tutoring will be a year long program at SIS. After School Tutoring will be provided in two sessions during the school year. Session one will begin in October and end in November. Session two will begin in January and end in February. The number of teachers may vary according to availability. Implementation will be verified through lesson plans and observations during classroom walkthroughs. 8. G.2. The state benchmark assessment data will be analyzed by teachers. 8. G.3. The analysis of the literacy data shows that 20 of the 44 students attending After School Tutoring, approximately 45.5% of the students that participated in the Fall	Annette Neely, Principal; Teresa Knight, Assistant Principal, Classroom Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Computers Teachers 	Title I - Employee Salaries: \$8020.00 Title I - Employee Benefits: \$1761.99 NSLA (State-281) - Employee Benefits: \$219.70

<p>and/or Spring after school tutoring program scored proficient or advanced in literacy on the 2013-2014 state benchmark test. The groups will be in a teacher/student ratio of 1:6. Teachers will be paid the board approved \$30 per hour for non-contracted work. After school tutoring will be funded by both Title I and NSLA funding (Title I Salary \$8020 Title I Benefits \$1761.99; NSLA Salary \$1000 NSLA Benefits \$219.70). Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Title I Schoolwide</p>				<p>NSLA (State-281) - \$1000.00 Employee Salaries: <hr/> ACTION BUDGET: \$11001.69</p>
<p>Students scoring basic or below basic on local and state benchmarks will use software in the computer lab during after-school tutoring or during in-time remediation to increase literacy achievement. 8. G.2 iReady assessment data will be collected for analysis as well as teacher feedback for effectiveness. 8. G.3. The educational software, iReady, has been purchased and will be implemented during the 2014-2015 school year. Action Type: Equity Action Type: Program Evaluation Action Type: Technology Inclusion</p>	<p>Annette Neely, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Teachers will have access to the Marie Carbo Repeated Reading Program with any student experiencing difficulty with oral reading fluency. Paraprofessionals will assist teachers with progress monitoring in these classrooms. (Paraprofessionals: 2 in grades 3-5; 3 in Special Education classroom; 1 in computer lab). Teachers will also use reader's theater, choral reading, and other strategies to increase fluency. Action Type: Collaboration</p>	<p>Annette Neely, Principal; Crystal Bethea, Literacy Instructional Facilitator</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers • Teaching Aids • Title Teachers 	<p>ACTION BUDGET: \$</p>
<p>Teachers will develop lesson plans using a variety of curriculum resources, including released items, for reading and writing in the after school tutoring program. Professional development will be provided as needed. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	<p>Annette Neely, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Teachers will use the DRA-2 (Developmental Reading Assessment-2) to assess students who scored basic or below basic on the state benchmark or below grade level on the SAT-10 at the beginning of the school year. The DRA-2 will continue to be used as a post assessment tool for all students at the end of the 2014-2015 school year. Teacher will use Fountas and Pinnell benchmark assessment system to monitor AIP's and bubble students. Progress monitoring testing windows have been set for the 2014-2015. Dates will be announced. Professional Development will be provided on Fountas and Pinnell assessment system. Fountas and Pinnell kits have been ordered for use throughout the building. Action Type: Collaboration</p>	<p>Annette Neely, Principal; Crystal Bethea, Literacy 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>Professional development will continue for the self-contained special education classroom teachers as portfolios are developed each year. Easter Seals Disability Services will continue as a resource for portfolio development. Action Type: Collaboration Action Type: Professional Development Action Type: Special Education</p>	<p>Annette Neely, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Outside Consultants 	<p>ACTION BUDGET: \$</p>
<p>The Alternative Learning Environment (ALE) elementary classes utilize computer assisted instruction from a variety of software sources to supplement teacher instruction. Each ALE student, parent, and teacher will sign an ALE Contract which outlines the student, parent, and teacher responsibilities. Each student will be instructed according to the district's curriculum and the state standards. ALE teachers and Sheridan Intermediate School teachers will work together on transitioning of students to reduce stress of return to regular classroom. Implementation will be verified through lesson plans, focus walks, and observation. Based on the 2013-2014</p>	<p>Shane Dunn, Director of Special Education</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>ACTAAP results, 2 out of 10 students scored proficient or advanced in literacy. Action Type: Collaboration Action Type: Technology Inclusion</p>				
<p>The Response to Intervention Team will use a problem solving approach during RtI (Response to Intervention) meetings to assist teachers with AIP (Academic Improvement Plan) development. RtI meetings will be held monthly or as needed. Professional development will be provided as needed on how to progress monitor those students with a remediation plan. Documentation includes but not limited to IReady, classroom anecdotal notes, rubrics, classroom assessments, student sample work, one to one conference notes, DRA/DSA data, Pre/Post assessments, Benchmark data, etc. Action Type: AIP/IRI Action Type: Collaboration Action Type: Professional Development</p>	<p>Annette Neely, Principal; Teresa Knight, Asst. Principal; Crystal Bethea, Literacy 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>Third and fourth grade will have a co-taught classroom. The general education and the resource teacher will share the responsibilities of the classroom. They will plan and use high- involvement instructional strategies to engage all students in ways that are not possible when only one teacher is present. Pull out resource teachers will be available to inform and support student achievement. Action Type: Collaboration Action Type: Special Education</p>	<p>Shane Dunn, Special Education Director; Annette Neely, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers • Title Teachers 	<p>ACTION BUDGET: \$</p>
<p>Paraprofessionals will provide one-to-one and small group tutoring for eligible students under direct supervision of a classroom teacher. Action Type: Collaboration Action Type: Equity</p>	<p>Annette Neely, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Teachers • Title Teachers 	<p>ACTION BUDGET: \$</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; Teaching the Gifted Child, James J. Gallagher, Allyn and Bacon. Action Type: Professional Development Action Type: Special Education</p>	<p>Sherri DeSoto, Building GT Coordinator, Roy Wilson, District GT Coordinator</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Computers • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Destination Imagination will continue to promote and provide opportunities to extend critical thinking skills for selected students. Additional teachers and parent volunteers will be needed.] Action Type: Equity</p>	<p>Annette Neely, Principal; Sherri DeSoto, Gt Coordinator</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>ACTION BUDGET: \$</p>
<p>Chrome Books were purchased for the English Language Learning classrooms at SIS during the 2013-2014 school year. Further digital devices will be purchased as needed. Action Type: Equity Action Type: Technology Inclusion</p>	<p>Annette Neely, Principal; Teresa Knight, Assistant Principal/ELL building coordinator,</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>ACTION BUDGET: \$</p>

	Shane Dunn, Special Services Dir			
<p>The Sheridan Alternative Learning Center will be supported with use of state alternative learning funds to pay .5 FTE certified staff {Daniel Smith Salary \$22145.55 Benefits \$5957.38} to raise the achievement of this group of students. \$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 for teachers and students, software and other manipulatives for enhanced learning, (\$2,000). Operating funds are utilized to support an additional .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, homelessness, 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.</p> <p>Action Type: Alignment Action Type: Collaboration</p>	Dee Creed, ALE Supervisor	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	<p>ALE (State-275) - \$5957.38 Employee Benefits:</p> <p>ALE (State-275) - \$22145.55 Employee Salaries:</p> <p>ALE (State-275) - \$2000.00 Materials & Supplies:</p> <p>ALE (State-275) - \$250.00 Purchased Services:</p> <hr/> <p>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 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 may 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 standards including but not limited to dictionaries, math curriculum, student library books, visual aids, flashcards, books on CD and other curriculum materials (\$1,893.37). 8.G.1 DATA FROM SCHOOL EACH YEAR COMPARED TO STATE LEVELS OF PROFICIENCY AND INCREASES IN PROFICIENCY WITHIN THE DISTRICT FROM YEAR TO YEAR WILL BE USED TO DETERMINE PROGRESS OF LEP STUDENTS AND THE PROGRAMS 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 shows that 8 of 13 (61.5%) students scored proficient or advanced on the 2013-2014 ACTAAP. Based upon this data, we believe the current program and expenditures for improvement of instruction will attribute to increased performance levels on assessments as students move up in grade level through the ELL program. The program will continue to be monitored and evaluated.</p> <p>Action Type: Alignment Action Type: Collaboration</p>	Annette Neely, Principal; Teresa Knight, Assistant Principal/ELL Building Coordinator; Shane Dunn, Special Services Direc	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	<p>ELL (State-276) - Materials & Supplies: \$1893.37</p> <hr/> <p>ACTION BUDGET: \$1893.37</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</p>	Annette Neely, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff 	<hr/> <p>ACTION BUDGET: \$</p>

review was conducted by building-level principals. (EEE/SES, SIS/EEI, SMS/SHS) Action Type: Alignment Action Type: Collaboration				
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	Annette Neely, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Literacy instructional facilitator will conduct student centered coaching cycles throughout the 2014-2015 school year focusing on student and teacher needs. Action Type: Collaboration Action Type: Equity	Annette Neely, Principal; Crystal Bethea, Literacy Instructional Facilitator	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Keyboarding will be taught the first nine weeks in computer lab. Teachers will continue to incorporate typing in the classroom. Action Type: Alignment Action Type: Technology Inclusion	Kristen Weigand, Computer Lab Facilitator; Annette Neely, Principal; Classroom teachers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Principal and Assistant Principal will attend Leadership Professional development to include AEA, ASCD, and/or ARESC Leadership Institute. Assistant Principal will attend Arkansas Assistant Principal Leadership Academy during the 2014-2015 school year. Action Type: Collaboration Action Type: Professional Development	Annette Neely, Principal; Teresa Knight, Assistant Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Fifth grade will departmentalize beginning during the 2014-2015 school year. Future plans are for fourth grade to possibly departmentalize during the 2015-2016 school year. Action Type: Alignment Action Type: Collaboration	Annette Neely, Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
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	Jerrold Williams, Superintendent	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$

<p>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>Total Budget:</p>				<p>\$43247.99</p>

Priority 2: Math

1. In 2013-2014, 81.5% of all students were proficient or advanced on ACTAAP in math.
2. 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 2013-2014, 79.6% of the combined students on the fourth grade Augmented Math Benchmark scored at or above proficient in mathematics; 81% Caucasian scored at or above proficient; 38.8% Students with Disabilities scored at or above proficient; and 71.9% Economically Disadvantaged Students scored at or above proficient. The LOWEST identified areas were Measurement and Data and Probability on multiple choice. The LOWEST identified areas Geometry and Numbers and Operations for open response items. Gender: 84% of the males and 75.2% of the females scored proficient or advanced on the fourth grade Math Augmented Benchmark.
4. In 2013-2014, 81.5% of the combined students on the fifth grade Augmented Math Benchmark scored at or above proficient in total mathematics; 81% Caucasian scored at or above proficient; 50% Students with Disabilities scored at or above proficient; and 77.9% Economically Disadvantaged Students scored at or above proficient. The LOWEST identified area was Data Analysis and Probability on multiple choice items and Geometry for open response items. Gender: 84% of the males and 75.2% of the females scored proficient or advanced on the fifth grade Math Augmented Benchmark.
5. In 2012-2013, 85.2% of all students were proficient or advanced on ACTAAP in math.
6. In 2012-2013, 86.4% of the combined students on the third grade Augmented Math Benchmark scored at or 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 multiple choice items was Measurement. The LOWEST identified area is Data Analysis and Probability for open response items. Gender: 87.3% of the males and 80.1% of the females scored proficient or advanced on the third grade Augmented Math Benchmark.
7. In 2012-2013, 89.3% of the combined students on the fourth grade Augmented Math Benchmark scored at or above proficient in mathematics; 90.2% Caucasian scored at or above proficient; 57.1% Students with Disabilities scored at or above proficient; and 85.5% Economically Disadvantaged Students scored at or above proficient. The LOWEST identified areas are Measurement and Data and Probability on Multiple Choice. The LOWEST identified area is Measurement and Data Analysis and Probability for open response items. Gender: 89 % of the males and 89.2% of the females scored proficient or advanced on the fourth grade Math Augmented Benchmark.
8. In 2012-2013, 81% of the combined students on the fifth grade Augmented Math Benchmark scored at or above proficient in total mathematics; 80.1% Caucasian scored at or above proficient; 7.6% Students with Disability scored at or above proficient; and 69.5% Economically Disadvantaged Students scored at or above proficient. The LOWEST identified area was Data and Analysis Probability on multiple-choice items, and Geometry for open response items. Gender: 78.5% of the males and 81.1% of the females scored proficient or advanced on the fifth grade Math Augmented Benchmark.
9. In 2011-2012, 89.1% of all students were proficient or advanced on ACTAAP in math
10. In 2011-2012, 93.6% of the combined students on the third grade Augmented Math Benchmark scored at or above proficient in mathematics; 94.9% Caucasian scored at or above proficient; 42.9% Students with Disability scored at or above proficient; and 90% Economically Disadvantaged Students scored at or above proficient. The LOWEST identified areas Measurement and Geometry for multiple choice items. The LOWEST identified areas are Data Analysis and Number and Operations 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.
11. In 2011-2012, 88.5% of the combined students on the fourth grade Augmented Math Benchmark scored at or above proficient in mathematics; 89.5% Caucasian scored at or above proficient; 54.5% Students with Disabilities scored at or above proficient; and 81.1% Economically Disadvantaged Students scored at or above proficient. The LOWEST identified areas are Measurement and Data and Probability on Multiple Choice. The LOWEST identified area is Numbers and Operation and Geometry on open response items. Gender: 85.7% of the males and 91.7% of the females scored proficient or advanced on the fourth grade Math Augmented Benchmark.

Supporting Data:

12. In 2011-2012, 85.8% of the combined students on the fifth grade Augmented Math Benchmark scored at or above proficient in total mathematics; 85.5% Caucasian scored at or above proficient; 46.2% Students with Disability scored at or above proficient; and 81.4% Economically Disadvantaged Students scored at or above proficient. The LOWEST identified area was Data and Analysis Probability on multiple-choice items, and Geometry and Numbers and Operations for open response items. Gender: 82.1% of the males and 89.7% of the females scored proficient or advanced on the fifth grade Math Augmented Benchmark.
13. In 2013-2014 the overall attendance rate for the school was 94.91%. In 2012-2013 the overall attendance rate for the school was 95.76%. In 2011-2012 the overall attendance rate for the school was 99% which was above the school goal of 91.13 %.
14. Three Year Trend Analysis: The three year trend analysis identifies the lowest scoring area for third and fourth grade as Measurement. Data Analysis has been the lowest area for fifth grade the last three years. The LOWEST area for open response for third grade was data analysis and probability. Fourth and fifth grades lowest area is Geometry. Geometry has been a low area for third grade for two of the last three years for open response. Geometry has been the lowest area for fourth and fifth grade for three years.

Goal All students will improve in mathematical skills, especially in the areas of performance tasks(Open Response), vocabulary development, and measurement.

Benchmark To meet or exceed Annual Measurable Objectives (AMO) standards developed by the Arkansas Department of Education, combined student population scored 81.5% which is below the 2013-2014 Annual Measurable Objective (AMO) target of 89.03%. Targeted Achievement Gap Group (TAGG) students are scoring below the target at 74.91% with the 2013-2014 Annual Measurable Objective being 84.9%. Annually, the percentage of students scoring proficient/advanced will increase 1.18 on the PARCC Exam. In 2014-2015, the Annual Measurable Objective (AMO) target is 90.13%.

Intervention: Sheridan Intermediate School will continue the use of the Investigations Math Series as well as supplemental material to increase student achievement in mathematics.				
Scientific Based Research: Parrish, Sherry (2010). Number Talks-Helping Children Build Mental Math and Computation Strategies. Math Solutions, Sausalito, CA. Carpenter, Thomas, Fennema, Elizabeth, Franke, Megan, Levi, Linda and Empson, Susan (1999). Children's Mathematics-Cognitively Guided Instruction. Heinemann, Portsmouth, NH. Levi, Linda and Empson, Susan (2011). Extending Children's Mathematics Fractions and Decimals. Heinemann, Portsmouth, NH. Investigations in Number, Data, and Space (2008). Pearson-Scott Foresman. Glenview, Illinois.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
8.G.1 Investigations math will be verified through lesson plans, focus walks, and observation. 8. G.2. Local and state assessment data will be collected for analysis. Professional development will be provided as needed. 8. G.2. According to the 2013-2014 ACTAAP data, students have sustained mathematic achievement, 85% of all third, 80% of all fourth grade students, and 80% of all fifth grade students scored proficient or advanced on the state test. Action Type: Alignment Action Type: Equity Action Type: Program Evaluation Action Type: Title I Schoolwide	June Elliott, Asst. Superintendant of Curriculum; Annette Neely, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Teaching Aids 	ACTION BUDGET: \$
Student sample work will be displayed throughout the building and in the classroom. Action Type: Equity Action Type: Title I Schoolwide	Annette Neely, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Over the next three years, all current third grade staff will have completed years one, two, and three of Cognitively Guided Instruction (CGI). Over the next two years, all fourth and fifth grade teachers specializing in math will complete years one and two of Extending Children's Mathematics (ECM). Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Title I Schoolwide	June Elliott, Asst. Superintendant of Curriculum; Annette Neely, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$
8. E.2.B The Investigation Parent Handbook will be available to parents after student orientation to the handbook. The handbook is designed to assist parents in understanding problem solving strategies that are taught in the classroom. SIS did not purchase handbooks for the 2014-2015 school year because no additional books were needed. Action Type: Parental Engagement Action Type: Title I Schoolwide	Annette Neely, Principal; Teresa Knight, Asst. Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Teaching Aids 	ACTION BUDGET: \$

<p>8.J.5. Grade level teachers will continue to collaborate during Professional Learning Communities (PLC's) to analyze data and share best teaching practices, etc. Highly qualified teachers will provide assistance to each other through observations, team teaching, modeling lessons, sharing strategies, lesson plans, and other shared materials. Professional development will be provided as needed for all teachers as needed throughout the school year during grade level meetings to support district curriculum. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Annette Neely, 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>T1-15 calculators are available for student use when teacher deems appropriate. Action Type: Professional Development Action Type: Technology Inclusion</p>	<p>Annette Neely, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Teachers 	<p>ACTION BUDGET: \$</p>
<p>The Response to Intervention team will use a problem solving approach during RtI (Response to Intervention) meetings to assist teachers with AIP (Academic Improvement Plan) development. RtI meetings will be held during Professional Learning Communities (PLC's) or as needed. Professional development will be provided on how to progress monitor those students with a remediation plan. Documentation includes but not limited to Reflex math report, iReady, classroom anecdotal notes, rubrics, classroom assessments, student sample work, one to one conference notes, Pre/Post iReady assessments, Benchmark data, etc. Action Type: AIP/IRI Action Type: Collaboration Action Type: Professional Development</p>	<p>Annette Neely, 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>Performance tasks will be introduced to familiarize students with the skills necessary to improve their mathematical problem solving skills. Math rubrics will be used in the scoring process of these items. Teachers will be receiving training in how to scores performance tasks so that results will be reliable and valid. Professional development will be provided during PLC. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide</p>	<p>Annette Neely, 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>Sheridan Intermediate School will utilize district created assessments to allow for immediate data collection on test results to improve instruction. Improved instruction should result from mentoring, modeling, teacher input, and shared strategies during teacher collaboration. Implementation will be verified through lesson plans, focus walks, and observation. Following each assessment, teachers meet in professional learning communities to discuss the results. Areas of strength are celebrated and weaknesses are reviewed and discussed for ways to spiral back into future lesson plans. According to 2013-2014 ACTAAP data, students have sustained mathematic achievement, 85% of all third, 80% of all fourth grade students, and 80% of all fifth grade students scored proficient or advanced on the state test. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion</p>	<p>Annette Neely, 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>Total Budget:</p>				<p>\$0</p>
<p>Intervention: SIS will utilize the practice of intervention, remediation, and reinforcement to increase student achievement in math.</p>				
<p>Scientific Based Research: Parrish, Sherry (2010). Number Talks-Helping Children Build Mental Math and Computation Strategies. Math Solutions, Sausalito, CA. Carpenter, Thomas, Fennema, Elizabeth, Franke, Megan, Levi, Linda and Empson, Susan (1999). Children's Mathematics-Cognitively Guided Instruction. Heinemann, Portsmouth, NH. Levi, Linda and Empson, Susan (2011). Extending Children's Mathematics Fractions and Decimals. Heinemann, Portsmouth, NH. Investigations in Number, Data, and Space (2008). Pearson-Scott Foresman. Glenview, Illinois.</p>				
<p>Person</p>				<p>Source of</p>

Actions	Responsible	Timeline	Resources	Funds
<p>Based upon district and state assessments, math remediation will be offered to students according to district and state assessment results. Students scoring basic or below basic will have the opportunity for in-time remediation and/or small group instruction. AIPs will be updated with results from assessment and remediation programs.</p> <p>Action Type: AIP/IRI Action Type: Title I Schoolwide</p>	<p>Annette Neely, Principal; Teresa Knight, Asst. Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers • Teaching Aids 	<p>————— ACTION BUDGET: \$</p>
<p>8. G.1. During Parent Teacher Conferences held during the first nine week grading period, parents will review the academic improvement plan. Based on teacher availability, after-school tutoring will be offered to any student with an Academic Improvement Plan (AIP) first who needs additional support based on district and state assessments. Tutoring will be conducted for two days a week for one hour each day. After School Tutoring will be provided in two sessions during the school year. Session one will begin in October and end in November. Session two will begin in January and end in February. The number of teachers may vary according to availability. Implementation will be verified through lesson plans and observations during focus walks. 8. G.2. The state benchmark assessment data will be analyzed by teachers. 8. G.3. The analysis of the math data shows that 26 of the 57 students attending After School Tutoring in the Spring and/or Fall, approximately 46% of the students scored proficient or advanced in math on the 2013-2014 state benchmark test.</p> <p>Action Type: AIP/IRI Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>Annette Neely, 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>Professional development will be provided for teachers as needed, but with an emphasis on new staff members, to insure best practice in differentiated instruction for struggling learners in grades 3-5.</p> <p>Action Type: Professional Development Action Type: Title I Schoolwide</p>	<p>Annette Neely, Principal; Teresa Knight, Asst. Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Teachers 	<p>————— ACTION BUDGET: \$</p>
<p>The Alternative Learning Environment (ALE) elementary classes utilize computer assisted instruction from a variety of software sources to supplement teacher instruction. Each ALE student, parent and teacher will sign an ALE Compact which outlines the student, parent, and teacher responsibilities. Each student will be instructed according to the district's curriculum and the state frameworks. ALE teachers and Sheridan Intermediate School teachers will work together on transitioning of students to reduce stress of return to regular classroom. Implementation will be verified through lesson plans, focus walks, and observation. Based on the 2013-2014 ACTAAP results, 3 out of 10 students scored proficient or advanced in math.</p> <p>Action Type: Alignment Action Type: Special Education Action Type: Technology Inclusion</p>	<p>Shane Dunn, Director of Special Education</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Computers • District Staff • Teachers 	<p>————— ACTION BUDGET: \$</p>
<p>Third and fourth grade will have a co-taught classroom. The general education and the resource teacher will share the responsibilities of the classroom. They will plan and use high involvement instructional strategies to engage all students in ways that are not possible when only one teacher is present. Pull out resource teachers will be available to inform and support student achievement.</p> <p>Action Type: Collaboration Action Type: Special Education</p>	<p>Shane Dunn, Director of Special Education; Annette Neely, 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. 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. 8.G.2. 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. 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</p>	<p>Roy Wilson, District GT Coordinator; Sherri DeSoto, GT building coordinator</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Computers • Teachers 	<p>————— ACTION BUDGET: \$</p>

<p>of additional efforts of staff in all grades across the district. 8.G.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; Teaching the Gifted Child, James J. Gallagher, Allyn and Bacon. Action Type: Professional Development Action Type: Program Evaluation</p>				
<p>Measurement labs will be developed and set up in the science lab to provide opportunities for students to have hands on experience with Measurement. Action Type: Professional Development</p>	Annette Neely, Principal; Classroom Teachers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
<p>To continue to build in support for the Common Core State Standards, we will provide teachers with an additional grade level bi-monthly. Professional Learning Community (PLC's) will focus on data analysis, curriculum development, etc. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	Annette Neely, Principal; Teresa Knight, Assistant Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
<p>Reflex Math, online games, and assessment tools will be purchased to asses and instruct students in math fact fluency. Action Type: AIP/IRI Action Type: Equity Action Type: Technology Inclusion</p>	Annette Neely, Principal; Teresa Knight, Assistant Principal; Kristen Weigand, Computer Lab Facilitator	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
<p>Gizmos and Reflex math will be repurchased to enhance our math and science curriculum. Action Type: Equity</p>	Annette Neely, Principal; Teresa Knight, Assistant Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
<p>Destination Imagination will continue to promote and provide after school enrichment opportunities to extend critical thinking skills for selected students. Additional teachers and parent volunteers will be needed. Action Type: Equity Action Type: Parental Engagement</p>	Annette Neely, Principal; Sherri DeSoto, GT building coordinator	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
<p>Professional development for mathematics for the 2014-2015 school year will focus on continued support of the Common Core State Standards and Mathematical practices. Over the next three years, a special education teacher and all current third grade staff will have completed years one, two, and three of Cognitively Guided Instruction (CGI). Over the next two years, a special education teacher and all fourth and fifth grade teachers specializing in math will complete years one and two of Extending Children's Mathematics (ECM). In addition, professional development led by the district curriculum coordinator and district mathematics specialists will be provided. 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's, and/or professional development. Action Type: Professional Development</p>	Annette Neely, Principal; Teresa Knight, Assistant Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
<p>Diane Sweeney, author of Student-Centered Coaching: A Guide for K-8 specialists and Principals provided professional development for administrators and specialists. Diane's book is data driven and a model for designing and implementing student-centered coaching. Principals and specialists will disseminate information through Professional Learning Communities (PLC's). Action Type: Collaboration</p>	June Elliott, Asst. Superintendant of Curriculum; Annette Neely,	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$

Action Type: Professional Development Action Type: Title I Schoolwide	Principal, Teresa Knight, Assistant Principal			
Principal and Assistant Principal will attend Leadership Professional Development to include AEA, ASCD, and/or ARES Leadership Institute. Assistant Principal will attend the Arkansas Assistant Principal Leadership Academy during the 2014-2015 school year. Action Type: Collaboration Action Type: Professional Development	Annette Neely, Principal; Teresa Knight, Asst. Principal	Start: 06/30/2014 End: 07/01/2015		ACTION BUDGET: \$
Fifth grade will departmentalize beginning during the 2014-2015 school year. Future plans are for fourth grade to possibly departmentalize during the 2015-2016 school year. Action Type: Alignment Action Type: Collaboration	Annette Neely, Principal; Teresa Knight, Asst. Principal	Start: 06/30/2014 End: 07/01/2015		ACTION BUDGET: \$
Total Budget:				\$0

Priority 3: Sheridan Intermediate will educate students and families about making healthier food choices and encourage more physical activity for all.

Supporting
Data:

1. In 2013-2014, BMI results for SIS fourth grade males indicated that 38.7% are overweight or obese. This is an increase of 3.5% indicated from the 2012-2013 BMI screening. Third and fifth grade male data N/A. In 2013-2014, BMI results for SIS fourth grade females indicated that 48.5% are overweight or obese. This is an increase 13% as indicated from the 2012-2013 BMI screening. Third and fifth grade female data N/A.
2. In 2012-2013, BMI results for SIS fourth grade males indicated that 35.2% are overweight or obese. This is not an increase or decrease as indicated from the 2012-2013 BMI screening. Third and fifth grade male data N/A. In 2012-2013, BMI results for SIS fourth grade females indicated that 35.5% are overweight or obese. This is a decrease of 4.9% as indicated from the 2012-2013 BMI screening. Third and fifth grade female data N/A.
3. 1. In 2011-2012, BMI results for SIS fourth grade males indicated that 35.29% are overweight or obese. This is an decrease of 10.0% as indicated from the 2010-2011 BMI screening data. Third and fifth grade male data N/A. In 2011-2012, BMI results for fourth grade females indicated that 40.4% are overweight or obese. This is a increase of 4.8% as indicated from the 2010-2011 BMI screening data. Third and fifth grade female data N/A.
4. 4. As related by the Arkansas Governor's Initiative Healthy Arkansas, 55.3% of Arkansans failed to meet recommendations for moderate or vigorous activity. (<http://www.arkansas.gov/ha/physical>)
5. Attendance Rate: In 2013-2014 the overall attendance rate was 94.91%. In 2012-2013 the overall attendance rate for the school was 95.76%. In 2011-2012 the overall attendance rate for the school was 99% which was above the school 91.13% attendance goal.
6. In 2013-2014, School Health Index Module 1, School Health and Safety Policies: Module score of 89% indicates a well above average implementation of health and safety policies on the SIS campus. In 2012-2013, School Health Index Module 1, School Health and Safety Policies: Module score of 89% indicates a well above average implementation of health and safety policies on the SIS campus. In 2011-2012, School Health Index Module 1, School Health and Safety Policies: Module score of 90% indicates a well above average implementation of health and safety policies on the SIS campus.
7. In 2012-2013 School Health Index Module 2, Health Education: Module score of 45% indicates there is a medium average sequential health education curriculum in place via teachers, school nurse, counselors, and physical education coach. (GET 13-14) In 2011-2012 School Health Index Module 2, Health Education: Module score of 78% indicates there is a sequential health education curriculum in place via teachers, school nurse, counselors, and physical education coach. In 2011-2012 School Health Index Module 2, Health Education: Module score of 98% indicates there is a sequential health education curriculum in place via teachers, school nurse, counselors, and physical education coach.
8. In In 2013-2014 School Health Index Module 3, Physical Education: Physical Activity Programs: Module score of 71% indicates average implementation of this module. 2012-2013 School Health Index Module 3, Physical Education: Physical Activity Programs: Module score of 72% indicates average implementation of this module. In 2011-2012 School Health Index Module 3, Physical Education: Physical Activity Programs: Module score of 85% indicates above average implementation of this module.
9. In 2013-2014 School Health Index Module 4, Nutrition: score of 76% indicates there is well above average implementation for this module. In 2012-2013 School Health Index Module 4, Nutrition: score of 73% indicates there is well above average implementation for this module. In 2011-2012 School Health Index Module 4, Nutrition: score of 72% indicates there is well above average implementation for this module.
10. In 2013-2014 School Health Index Module 8, Family and Community Involvement: Module score of 80% indicates average implementation, well above average community involvement. In 2012-2013 School Health Index Module 8, Family and Community Involvement: Module score of 100% indicates average implementation, well above average community involvement. In 2011-2012 School Health Index Module 8, Family and Community Involvement: Module score of 72% indicates average implementation, well above average community involvement.
- 11.

Goal Students will show improvement in cardiovascular, muscle strength/endurance, and flexibility.
Participation in the BMI activity shows a need to improve their cardiovascular, muscular strength/endurance, and flexibility activity. Healthier BMI

Benchmark results will be evident by June 30, 2015 There will be a 1% difference in the 2013-2014 BMI results indicating healthier lifestyles are being practiced.

Intervention: Sheridan Intermediate School will develop strategies and activities that encourage an active and 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. . "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
<p>The school nurse (FTE 1 - NSLA Funded {Kristi Gibbs} Salary \$33275.55 Benefits \$9494.42) will provide staff development on asthma awareness and management, diabetes, and other student health issues. A list of health issues will be compiled and then distributed to teachers and staff. Instruction on the importance of safety equipment and how to administer first aid will also be provided for the faculty.</p> <p>Action Type: Professional Development Action Type: Wellness</p>	Kristy Gibbs, School Nurse	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	<p>NSLA (State-281) - \$9494.42 Employee Benefits:</p> <p>NSLA (State-281) - \$33274.55 Employee Salaries:</p> <hr/> <p>ACTION BUDGET: \$42768.97</p>
<p>SIS will continue to investigate a sequential health education curriculum that is consistent with state standards for health education. The faculty will first align the current instruction with the 2011 ADE Health Education Frameworks. Implementation will be verified through lesson plans, classroom walk-throughs, and observation.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Wellness</p>	Annette Neely, Principal; Rhonda Bell, P.E. Coach	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Community Leaders Teachers Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
<p>8.E.2B & 8.E.1.I SIS will provide information to students and families about community-based health and safety programs. The counselors will provide sessions and printed materials that inform parents about the social and emotional needs of all children. During the 2013-2014 school year, forty seven (47) students and families received support services from School Based Mental Health: seventeen (17) third graders, fourteen (14) fourth graders, and sixteen (16) fifth graders. Two students received services from the McKinney Vento Homeless Education Program: one (1) third grader and one (1) fourth grader. All Students have access to the district LCSW, Ryane Sorey, if needed. SIS will host a Health/Wellness night to inform the community on how to live a healthier lifestyle.</p> <p>Action Type: Parental Engagement Action Type: Wellness</p>	Katie Bare, Counselor; Barbie Hornaday, Counselor; Ryane Sorey, School Based Mental Health; Kristi Gibbs, School Nurse;	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Community Leaders 	<hr/> <p>ACTION BUDGET: \$</p>
<p>8.E.2B & 8.E.1.I SIS cafeteria manager will continue to provide parents and students with information about surveys concerning meal choices for students at school. Healthy food and beverage choices will be promoted through the display of nutritional information about healthy foods.</p> <p>Action Type: Parental Engagement Action Type: Technology Inclusion Action Type: Wellness</p>	Karen Talbert, District Cafeteria Manager; Sarah Stoecker, Cafeteria Manager	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Computers Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>

<p>The counselors will continue to compose a parent newsletter, Parent Gram, containing effective parenting strategies that will be issued three times per year. The school nurse will compose a parent newsletter containing information on relative medical issues (asthma, diabetes) that will be issued quarterly. The librarian will also compose a quarterly news letter.</p> <p>Action Type: Collaboration Action Type: Wellness</p>	<p>Katie Bare, Counselor; Barbie Hornaday, Counselor; Kristi Gibbs, School Nurse; Amy Casey, Media Specialist</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>The cafeteria staff and the classroom teachers will collaborate together to reinforce nutrition education taught in the classroom through cafeteria tours and lessons brought to the classrooms.</p> <p>Action Type: Alignment Action Type: Wellness</p>	<p>Annette Neely, Principal; Sarah Stoecker, Cafeteria Manager; 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>8.E.2.E.SIS will continue to strengthen communication and involvement with the community and parents by providing information about school events. Teachers will provide weekly updates on classroom news, assignments, long-term projects, and upcoming events. We will continue to take pictures and publicize those on the school web site.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness</p>	<p>Classroom Teachers; Amy Casey, Media Specialist, Katie Bare, Parent Involvement Coordinator</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>Sheridan Intermediate School will continue the fourth year of Smart Nutrition-Active People Education (SNAP-ED) for third grade students. The program will continue year two for fourth grade during the 2014-2015 year. The program will be implemented for fifth grade during the 2014-2015 year. The Family and Consumer Science agent will teach Snap-ED nutrition lessons from October to March to all students focusing on food choices and active lifestyles. The Arkansas Farm to You program will be provided through the Snap-ED grant for no cost due to SIS participating in this program.</p> <p>Action Type: Collaboration Action Type: Equity</p>	<p>Rhonda Bell, SIS PE Coach; Susan Britton and Ramona Jackson, University of Arkansas Cooperative Extension Office</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Community Leaders 	<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.E.3. Based on the school wellness report, this program has been somewhat effective with a slight decrease in the percentage of students in the healthy or underweight category. The data analysis indicates that our males scored 61.3% healthy or underweight and our females scored 51.4% healthy or underweight for the 2013-2014 school year. Data indicates for 2012-2013, 64.8% of males were healthy or underweight and 59.5% of females were healthy or underweight. For the 2011-2012 school year 60.1% of males were healthy or underweight and 65.3% of females were healthy or underweight. 8.E.4 The SIS faculty will align instruction with ADE Health Education Frameworks. The student learning expectations for health education will posted in the PE classroom. Implementation will be verified through lesson plans, focus walks, and observations. 8.E.5 Annually, Fitness Gram data will be collected for analysis. 2014-2015 data will be the baseline.</p> <p>Action Type: Alignment Action Type: Collaboration</p>	<p>Annette Neely, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Computers • Teachers 	<p>ACTION BUDGET: \$</p>

Action Type: Equity				
Action Type: Program Evaluation				
Total Budget:				\$42768.97

- Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Bell, Rhonda	Physical Education Teacher	Wellness
Classroom Teacher	Benfield, Gwynne	5th Grade Teacher	Math
Classroom Teacher	Bennett, Jessica	3rd Grade Teacher	Literacy
Classroom Teacher	Best, Jennifer	3rd Grade teacher	Math
Classroom Teacher	Bethea Crystal	Literacy Focus Teacher	Literacy/ACSIP
Classroom Teacher	Bodiford, Carrie	5th Grade	Math/Technology
Classroom Teacher	Bradshaw, Mary	4th Grade Teacher	Math
Classroom Teacher	Casey, Amy	Library Media Specialist	Literacy/Technology/Parental Involvement
Classroom Teacher	DeSoto, Sherri	K-5 Gifted and Talented	Math
Classroom Teacher	Deveney, Joan	Special Education	Literacy
Classroom Teacher	Duck, Billi	3rd Grade Teacher	Literacy
Classroom Teacher	Glaze, Donna	4th Grade Teacher	Literacy
Classroom Teacher	Herron Michelle	5th Grade Teacher	Math/Science
Classroom Teacher	Keisler, Jessica	4th Grade Teacher	Literacy
Classroom Teacher	Key, Angie	3rd Grade Teacher	Math/Technology
Classroom Teacher	Kindy, Jayme	4th Grade Teacher	Literacy
Classroom Teacher	Lane, Cassandra	5th Grade Teacher	Math
Classroom Teacher	Mosley, Bobbie	3rd Grade Teacher	Math
Classroom Teacher	Mosley, Phyllis	Music Teacher	Math
Classroom Teacher	Newcomb, Anna	3rd Grade Teacher	Literacy
Classroom Teacher	Newcomb, Gayle	4th Grade Teacher	Math/Science/ACSIP
Classroom Teacher	Penn, Kristen	4th Grade Teacher	Literacy
Classroom Teacher	Perkins, Nelodie	5th Grade Teacher	Math/ACSIP
Classroom Teacher	Pugh, Stephanie	5th Grade Teacher	Literacy/ACSIP
Classroom Teacher	Roark, Mary	4th Grade Teacher	Math
Classroom Teacher	Rogers, Lyndsey	3rd Grade Teacher	Math
Classroom Teacher	Turner, Ashley	Art Teacher	Literacy
Classroom Teacher	Walters, Angie	5th Grade Teacher	Literacy
Classroom Teacher	Weilacher, Lisa	Special Education Teacher	Math/ACSIP
Classroom Teacher	Williams, Vicki	3rd Grade Teacher	Literacy/Science
Classroom Teacher	Wilson, Freda	Special Education Teacher	Literacy
District-Level Professional	Doug West	Assistant Superintendent	Federal Advisory Committee
District-Level Professional	Elliott, June	Director of Curriculum	Federal Advisory Committee
District-Level Professional	Kelli Cypert	Director of Federal Programs	Federal Advisory Committee
District-Level Professional	West, Doug	Assistant Superintendent Special Programs	Federal Advisory
District-Level Professional	Williams, Jerrod	Superintendent	Federal Advisory Committee

Non-Classroom Professional Staff	Bare, Katie	Counselor 3rd Grade	Wellness/Parental Involvement
Non-Classroom Professional Staff	Buck, Donna	Paraprofessional	Literacy
Non-Classroom Professional Staff	Harris, Sherry	Paraprofessional	Math
Non-Classroom Professional Staff	Hornaday, Barbie	4th/5th Counselor	Literacy
Non-Classroom Professional Staff	Stoecker, Sarah	Cafeteria Manager	Wellness
Non-Classroom Professional Staff	Stumbaugh, Sharon	Paraprofessional	Literacy
Non-Classroom Professional Staff	Suttle, Suni	Paraprofessional	Math
Non-Classroom Professional Staff	Tubbs, Donita	Speech Teacher	Literacy
Non-Classroom Professional Staff	Weigand, Kristen	Computer Lab Manager	Technology
Parent	Autrey, Angie	Parent, PTO President	Parental Involvement
Parent	Bryant, Laura	Parent	Parental Involvement
Parent	Crosswhite, Misty	Parent	Parental Involvement
Parent	Harrison, Melanie	Parent	Parental Involvement
Parent	Holiman, Angie	Parent	Parental Involvement
Principal	Knight, Teresa	Asst. Principal	Building Administrator/ACSIP
Principal	Neely, Annette	Principal	Building Administrator