

POCAHONTAS UPPER ELEM. SCHOOL
Arkansas Comprehensive School Improvement Plan
SUPERVISOR REVIEW COPY ONLY
2013-2014

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

DISTRICT MOTTO: Preparing today for tomorrow.

The mission of M. D. Williams Intermediate School is to provide a strong, progressive, and effective public school environment.

Our school will:

- Meet the needs of our students without regard to economic status, race, gender, or handicap
- Provide opportunities for professional growth for our staff members

-Encourage parent and guardian involvement in their children's growth and success

-Offer our resources in service to our community

The school will provide for the mental, physical, and social well-being of each child so that all students will achieve mastery of curriculum in every subject area and at every grade. Students will gain technological expertise necessary to be successful.

Our school will be an excellent example of effective teaching, successful learning, and school improvement.

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

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

Benchmark: At the end of the 2009-2010 school year, the combined population was 87.8% proficient or above. At the end of the 2010-2011 school year, 88.8% was proficient or above. Annually we will improve by 2.68%. At the end of the 2009-2010 school year the sub-population of IEP students had 65.5

Intervention Align mathematics curriculum and instruction to the Arkansas Mathematics Common Core State Standards by implementing a Standard-Based Curriculum that integrates problem-solving and computation skills through both traditional and performance-based activities through Total Instructional Alignment (TIA) and pacing guides. (Everyday Math) This is a three year plan for 2012-2015 school years.				
Scientific Based Research Empson, Susan B., and Levi, Linda. Extending Children's Mathematics: Fractions and Decimals-Innovations in Cognitively Guided Instruction, Heinemann, Portsmouth, NH, 2011.Lampert, Magdalene. Teaching Problems and the Problems of Teaching, Yale University Press, New Haven & London, 2001.Carpenter, Thomas P., Fennema, Elizabeth, Franke, Megan Loef, and Empson, Susan B. Children's Mathematics-Cognitively Guided Instruction, Heinemann, Portsmouth, NH, 1999.Tapper, John. Solving for Why-Understanding, Assessing, and Teaching Students Who Struggle with Math, Scholastic Inc., 2012.Implement High-Yield Instructional Strategies (Marzano, Pickering, Pollock, Classroom Instruction That Works, 2001)Isaacs, Andrew; Carrol, William; Bell, Max, andUsiskin, Z. "Everyday Mathematics Research Summary". 2/4/2005.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
(C3)Student achievement will be used to evaluate the use of federal and state funds, and Adequate Yearly Progress. (SCHOOL WIDE 10) The school mission statement and ACSIP plan will be revisited annually for reviews and updates. Action Type: Alignment Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide	Daryl Blaxton, Superintendent	Start: 07/01/2013 End: 06/30/2014	Central Office District Staff Performance Assessments Teachers	ACTION BUDGET:

Intervention Align mathematics curriculum and instruction to the Arkansas Mathematics Common Core State Standards by implementing a Standard-Based Curriculum that integrates problem-solving and computation skills through both traditional and performance-based activities through Total Instructional Alignment (TIA) and pacing guides. (Everyday Math) This is a three year plan for 2012-2015 school years.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>(C3)In grade level team meetings or faculty meetings, teachers will address expected mastery of each subject or content area within each quarter using pacing guides. Technology will be used to analyze data and determine student progress and mastery of the math alignment each quarter. (SCHOOL WIDE 2, 8, 9)The service that is being purchased is the FEE FOR TARGET/NWEA TESTING. The 2009-2010, 2010-2011, 2011-2012, and 2012-2013 data results showed 100% of the teachers were teaching to the standards. CRT results show that the majority of our students were proficient on tests. Math Academic Improvement Plans (AIP): 2012-2013 data review resulted in math AIPs being developed for 8% of 3rd grade students, 13% of 4th grade students, 24% of 5th grade students, and 10% of 6th grade students; 2011-12 data review resulted in math AIPs being developed for 9% of 3rd grade students, 20% of 4th grade students, 16% of 5th grade students, and 12% of 6th grade students. 2010-11 data review resulted in math AIPs being developed for 13% of 3rd grade students, 13% of 4th grade students, 12% of 5th grade students, and 9% of 6th grade students. 2009-10 data review resulted in math AIPs being developed for 9% of 3rd grade students, 10% of 4th grade students, 17% of 5th grade students, and 10% of 6th grade students.(EVALUATION)</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education Action Type: Title I Schoolwide</p>	Dr. RoseMary Weaver, Curriculum Coordinator Shannon Fish, Principal	Start: 07/01/2013 End: 06/30/2014	District Staff Teachers	ACTION BUDGET:

Intervention Align mathematics curriculum and instruction to the Arkansas Mathematics Common Core State Standards by implementing a Standard-Based Curriculum that integrates problem-solving and computation skills through both traditional and performance-based activities through Total Instructional Alignment (TIA) and pacing guides. (Everyday Math) This is a three year plan for 2012-2015 school years.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
(C3)Classroom teachers will incorporate 2013 Benchmark released items for 3rd, 4th, 5th, and 6th grades into instruction. The mathematics alignment will be reviewed and updated annually. Updates will be provided to all teachers and implemented. (SCHOOL WIDE 2, 8) Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide	Dr. RoseMary Weaver, Curriculum Coordinator	Start: 07/01/2013 End: 06/30/2014	District Staff Performance Assessments Teachers	ACTION BUDGET:
(C2)Third through Sixth grade teachers will attend relevant Math Common Core training to enhance the curriculum alignment (SCHOOL WIDE 4) Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Special Education Action Type: Title I Schoolwide	Shannon Fish, Principal	Start: 07/01/2013 End: 06/30/2014	District Staff Performance Assessments Teachers Teaching Aids	ACTION BUDGET:
(C1)Third through Sixth grade teachers will implement the Common Core State Standards to address the district math curriculum. Action Type: Alignment Action Type: Collaboration Action Type: Special Education Action Type: Technology Inclusion	Shannon Fish, Principal	Start: 07/01/2013 End: 06/30/2014	District Staff Performance Assessments Teachers Teaching Aids	ACTION BUDGET:
(C2)M. D. Williams will implement "grade level/content area learning communities" to meet and collaborate regularly using data-driven decision making about topic areas for discussion about improvement of instruction, assessment, and content. (SCHOOL WIDE 8) (C3)A day will be provided for third through sixth grade math teachers to evaluate testing procedures and climate; analyze/score student products; and collaborate for consistency of expectations.(SCHOOL WIDE 2, 8) A data wall will be developed to aid in progress monitoring. Action Type: Alignment Action Type: Collaboration Action Type: Special Education Action Type: Title I Schoolwide	RoseMary Weaver, Curriculum Specialist	Start: 07/01/2013 End: 06/30/2014	Administrative Staff Central Office District Staff Teachers	ACTION BUDGET:

Intervention Align mathematics curriculum and instruction to the Arkansas Mathematics Common Core State Standards by implementing a Standard-Based Curriculum that integrates problem-solving and computation skills through both traditional and performance-based activities through Total Instructional Alignment (TIA) and pacing guides. (Everyday Math) This is a three year plan for 2012-2015 school years.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
(C2)The district will provide staff development activities in compliance with rules and regs approved by the ADE related to aligning the math curriculum and improving student achievement in relation to the school's ACSIP plan. Staff development is linked to the deficit or weak areas identified through the supporting data. (SCHOOL WIDE 1, 4, 10) Action Type: Collaboration Action Type: Professional Development Action Type: Special Education Action Type: Title I Schoolwide	Daryl Blaxton, Superintendent	Start: 07/01/2013 End: 06/30/2014	Administrative Staff District Staff Outside Consultants Teachers Title Teachers	ACTION BUDGET:
			Total Budget	\$0.00

Intervention Provide Point-In-Time Remediation for students performing below grade level expectations during the 2012-2015 school years.				
Scientific Based Research Grant Wiggins and Jay McTighe. Understanding by Design. 1998. ASCD. (Lisa Carter, Educational Consultant, Instructional Alignment, The Power of Congruence in Standards Curricula Instructional Practice and Assessment" Learning 24/7, 2003)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
(B1)The district will provide the support necessary to hire an aide (.42 FTE) to conduct a remediation computer lab designed to serve as an intervention for students' weaknesses related to periodic assessments. General supplies will be purchased to support the day to day operation of the lab. Academic intervention providing remediation will be implemented depending on individual student needs using COMPASS Software. A substitute will be provided to cover the aide's duties in the event she is absent from the lab.(SCHOOL WIDE 9, 10) Action Type: Collaboration Action Type: Technology Inclusion Action Type: Title I Schoolwide	Daryl Blaxton, Superintendent	Start: 07/01/2013 End: 06/30/2014	Computers District Staff Performance Assessments Teachers Teaching Aids Title Teachers	Title I Employee Benefits: \$1,869.90 Title I Employee Salaries: \$8,344.82 Title I Purchased Services: \$2,000.00 <hr/> ACTION BUDGET: \$12,214.72
(B1)Students with Academic Improvement Plans will receive intervention from the teacher and/or instructional assistant in a small group or one-on-one setting. (SCHOOL WIDE 2, 8, 9) Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide	Shannon Fish, Principal	Start: 07/01/2013 End: 06/30/2014	Computers District Staff Teachers Teaching Aids Title Teachers	<hr/> ACTION BUDGET:

Intervention Provide Point-In-Time Remediation for students performing below grade level expectations during the 2012-2015 school years.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
(B1)An after/before school tutoring program will be provided to help students in need of remediation and /or tutorial assistance in the areas or weaknesses identified through COMPASS/NWEA assessments.(The hourly rate of pay for tutoring is \$8 for students, \$14 for non certified & \$26 for certified). Supplies for tutoring will also be provided. (SCHOOLWIDE 10)Tutoring supplies will be provided (SCHOOL WIDE 2, 9). Action Type: AIP/IRI Action Type: Collaboration Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide	Brent Miller, Asst. Principal	Start: 07/01/2013 End: 06/30/2014	Computers District Staff Performance Assessments Teachers Teaching Aids Title Teachers	Title I Employee Benefits: \$2,531.15 Title I Employee Salaries: \$11,500.00 <hr/> ACTION BUDGET: \$14,031.15
(B3)Teachers will continue to re-evaluate AIPs and RTI data maintain a computer file of student data as reported by COMPASS/NWEA. (SCHOOL WIDE 1) This program was implemented during the 2011-2012 school year. Every student will receive 60 minutes of computer instruction. 2011-2012 data was compiled through the use of COMPASS programs. (EVALUATION) During the 2011-2012 school year 50 students were identified to be served in math through Tier II and Tier III of RTI. These identified students receive additional instruction.(EVALUATION) 76 students were identified for services during the 2012-2013 school year. Action Type: AIP/IRI Action Type: Equity Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion	Shannon Fish, Principal	Start: 07/01/2013 End: 06/30/2014	Computers District Staff Teachers Teaching Aids Title Teachers	<hr/> ACTION BUDGET:
Co-Teaching will be implemented in the M. D. Williams Intermediate School. General and Special Education Teachers will plan and instruct for inclusion/differentiation of all students. IEPs will be strictly followed in the Co-Teaching classrooms (Academic & Behavioral goals) Action Type: AIP/IRI Action Type: Collaboration Action Type: Special Education	Shannon Fish, Principal	Start: 07/01/2013 End: 06/30/2014	Computers District Staff Performance Assessments Teachers Teaching Aids	NSLA (State-281) Employee Salaries: \$17,867.00 NSLA (State-281) Employee Benefits: \$4,878.53 <hr/> ACTION BUDGET: \$22,745.53

Intervention Provide Point-In-Time Remediation for students performing below grade level expectations during the 2012-2015 school years.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Response to Intervention (RTI) will be implemented at M. D. Williams Intermediate School. Effective identification of struggling learners with appropriate instruction to address the area(s) of need. (Academic and/or Behavioral) The district will support this process through the hiring of an Interventionist to assist in identifying and serving these students.</p> <p>Action Type: AIP/IRI</p> <p>Action Type: Alignment</p> <p>Action Type: Collaboration</p> <p>Action Type: Equity</p> <p>Action Type: Professional Development</p> <p>Action Type: Program Evaluation</p> <p>Action Type: Technology Inclusion</p>	Shannon Fish, Principal	Start: 07/01/2013 End: 06/30/2014	Computers District Staff Outside Consultants Performance Assessments Teachers	<p>NSLA (State-281)</p> <p>Materials & Supplies: \$250.00</p> <p>NSLA (State-281)</p> <p>Employee Benefits: \$5,395.46</p> <p>NSLA (State-281)</p> <p>Employee Salaries: \$24,286.50</p> <hr/> <p>ACTION BUDGET: \$29,931.96</p>
Students who are identified through Benchmark results as needing assistance will be administered the NWEA assessment in order to coordinate compass learning with Tier II interventions.	Tammy Hagood/Maria Bell	Start: 07/01/2013 End: 06/30/2014	District Staff Teachers	<p>Title I</p> <p>Purchased Services: \$2,266.00</p> <hr/> <p>ACTION BUDGET: \$2,266.00</p>
			Total Budget	\$81,189.36

Intervention Implement the Everyday Math Curriculum in grades 3-6 during the 2012-2015 school years.				
Scientific Based Research Rea, Patricia, J., McLaughlin, Virginia, & Thomas, Chris Walter. Outcomes for Students with learning disabilities in Inclusive and Pullout Programs. 2002. Council for Exceptional Children, Vol. 68, No. 2, pp. 203-223. (McTighe and Wiggins. Understanding by Design: Professional Development Workbook.) Grant Wiggins and Jay McTighe. Understanding by Design. 1998. ASCD Implement High-Yield Instructional Strategies (Marzano, Pickering, Pollock, Classroom Instruction That Works, 2001) Grant, J. "Differentiated Instruction". Fey, J. T., Fitzgerald, W. M., Friel, S. N., Lappan, G. T., & Phillips, E.D. (1991). "National Council of Teachers of Mathematics. Curriculum and Evaluation Standards for School Mathematics." Reston, VA: NCTM, 1989. Principles and Standards for School Mathematics. 200. Isaacs, Andrew; Carroll, William; and Bell, Max. "Research-Based Curriculum: The Research Basis of the UCSMP Everyday Mathematics Curriculum." 6/12/2001. Isaacs, Andrew; Carroll, William; Bell, Max, and Usiskin, Z. "Everyday Mathematics Research Summary". 2/4/2005.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
(A1) Classroom teachers will utilize calculators during instruction to familiarize students with the expected problem-solving approaches and strategies. Action Type: Special Education Action Type: Technology Inclusion	Math teachers	Start: 07/01/2013 End: 06/30/2014	Performance Assessments Teachers Teaching Aids	ACTION BUDGET:
(A1) 6th grade Teachers will implement the use of Response systems to engage all students in immediate feedback and to evaluate the effectiveness of instruction and understanding Action Type: Special Education Action Type: Technology Inclusion	Shawn O'Donnell, Technology Coordinator	Start: 07/01/2013 End: 06/30/2014	Central Office District Staff Performance Assessments Teachers	ACTION BUDGET:
(B1) Faculty will implement the use of COMPASS Software as a tutorial program to enhance learning and target areas of deficiency for students. Daily access will be provided for Tier II and III identified students. The district will support this program by paying for the annual licensing fee, as well as staff training. Action Type: Technology Inclusion Action Type: Title I Schoolwide	Shannon Fish, Principal	Start: 07/01/2013 End: 06/30/2014	Computers District Staff Teachers Title Teachers	Title VI State Purchased Services: \$1,950.00 ACTION BUDGET: \$1,950.00

Intervention Implement the Everyday Math Curriculum in grades 3-6 during the 2012-2015 school years.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
(A1)Strategies to attract highly qualified teacher consists of advertising extensively for qualified applicants, conducting rigorous interviews in which a team collaborates on the applicant’s strengths and compatibility. To retain highly qualified staff, administrative support is provided along with professional development to meet general and specific needs. Staff involvement is encouraged regarding policy and procedural issues and a fair and competitive compensation package is available. (SCHOOL WIDE 3, 5) Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide	Daryl Blaxton, Superintendent	Start: 07/01/2013 End: 06/30/2014	Administrative Staff Central Office District Staff	<div>ACTION BUDGET:</div>
(A1)An Alternative Learning Environment (Success) classroom will be available for students whose behavior inhibits their learning and performance in the regular classroom during the 2012-2015 school years. The district will provide support necessary to staff an ALE (Success) classroom in compliance with rules and regulations written by ADE regarding alternative learning. This class provides instruction through a certified teacher (.50 FTE) and an aide (.50 FTE) in a reduced class-size setting for students whose behavior inhibits their performance and learning in the regular classroom, as well as their ability to complete assessments along with the regular class. Supplies and professional development will be supplied to support this classroom. (SCHOOLWIDE 10) A maximum of 10 students (12 with a full time paraprofessional) will be placed in the ALE classroom. Students will receive academic instruction for all core subject areas with the ALE Classroom Instructor for a minimum of 21 days once they are placed. (A2)Staff development and advanced training at the state and/or national level will be provided to the ALE staff for training necessary to implement requirements as dictated by state regulations. 2011-2012 data indicated that 25 students were enrolled in ALE at some time during the school year. 13 students returned to the regular classroom successfully, 7 students moved away, 4 students moved to Special Education services, and 1 student was sent to a facility for services. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education	Brent Miller, Asst. Principal	Start: 07/01/2013 End: 06/30/2014	Central Office District Staff Performance Assessments Teachers	<div>ALE (State-275) Employee Salaries: \$31,321.50 ALE (State-275) Employee Benefits: \$7,889.87 ALE (State-275) Materials & Supplies: \$800.00 ALE (State-275) Purchased Services: \$2,500.00 ACTION BUDGET: \$42,511.37</div>

Intervention Implement the Everyday Math Curriculum in grades 3-6 during the 2012-2015 school years.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
(A2) Provide ongoing technology updates, integration, and support to all curricular areas to enhance teaching and learning opportunities. The effective use of technology will be evaluated on an ongoing basis through classroom walk-throughs, discussions during team meetings, analysis of lesson plans, and through formal teacher evaluations. The 2009-2010, 2010-2011, 2011-2012, and 2012-2013 data showed 100% of our teachers were teaching to the standards. CRT results showed that most of our students were proficient on tests and are exceeding state averages. (PROGRAM EVALUATION 3) Action Type: Collaboration Action Type: Technology Inclusion	Shannon Fish, Principal	Start: 07/01/2013 End: 06/30/2014	Administrative Staff District Staff	ACTION BUDGET:

Intervention Implement the Everyday Math Curriculum in grades 3-6 during the 2012-2015 school years.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>(A2)Provide high-quality, relevant professional development for faculty and staff for the 2012-2015 school years. Teachers will receive a minimum of 60 hours of professional development including 2 hours parental involvement in-service, 2 hours of suicide awareness (every 3 years), 2 hours Arkansas History in-service, and 6 hours of technology in-service. Administrators will receive a minimum of 63 hours of professional development. Professional development is available through the district, Educational Cooperative, and other agencies. (SCHOOL WIDE 4)(PARENTAL ENGAGEMENT 2C) Teachers will attend appropriate in-services related to their instructional content areas. Consultation with the principal through completion of Individual Growth Plans and documentation of Professional Development hours will be completed annually. These records will be approved and maintained by the principal to assure that in-services helps meet the needs addressed in the ACSIP plan. The 2009-2010, 2010-2011, 2011-2012, and 2012-2013 data results showed 100% of the staff completed required in-service with many exceeding the required minimum hours.</p> <p>(EVALUATION) (A2)Substitutes will be provided for teachers that are absent at a rate of \$55 for no degree, \$60 for a degree, and \$65 for a degree in the area of substitution.</p> <p>Action Type: Collaboration</p> <p>Action Type: Professional Development</p> <p>Action Type: Program Evaluation</p> <p>Action Type: Special Education</p> <p>Action Type: Technology Inclusion</p> <p>Action Type: Title I Schoolwide</p>	Shannon Fish, Principal	Start: 07/01/2013 End: 06/30/2014	Administrative Staff Community Leaders District Staff Teachers Teaching Aids	ACTION BUDGET:

Intervention Implement the Everyday Math Curriculum in grades 3-6 during the 2012-2015 school years.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
(A3)Everyday Math unit assessments will be administered. Study Guides will be developed using materials from the Assessment Assistant. The results of the assessments will be reviewed and analyzed to determine if any changes in student placement or differentiation of instruction is required. Data collected along with NWEA assessment data will be used to inform parents and tutors where skill weaknesses exist. Students will be grouped in tutoring as needed to receive specialized tutoring assistance for areas of weakness. Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide	Shannon Fish, Principal	Start: 07/01/2013 End: 06/30/2014	District Staff Performance Assessments Teachers Teaching Aids Title Teachers	ACTION BUDGET:
(A3)Benchmark released items will be used to determine the areas of greatest need to address during instruction. Action Type: Alignment Action Type: Collaboration Action Type: Special Education Action Type: Title I Schoolwide	Shannon Fish, Principal	Start: 07/01/2013 End: 06/30/2014	District Staff Performance Assessments Teachers	ACTION BUDGET:

Intervention Implement the Everyday Math Curriculum in grades 3-6 during the 2012-2015 school years.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>(A3)A committee consisting of the School Counselor, ALE Director or Principal, ALE (Success) Instructor, parent or legal guardian of the child, and all regular classroom teachers of that child will review criteria for placement for a student being referred to the ALE (Success) classroom. The BASC Teacher Rating Scale (completed by a regular classroom teacher as part of the referral process) and Post (completed by the classroom teacher after the student's return to the classroom) assessment will be completed to show improvement in the student's performance. Once a student meets exit criteria; and the parent, student, ALE teacher, and Principal agree that the student is ready to return to the regular classroom environment, the student will be released from the ALE classroom. Research has proven that students completing the ALE program stay in school thus reducing lost personal and state revenues. (p. 13) The 2008-2009 data results showed trends tend to be that students stay in the ALE classes longer than the initial 21 days, but only one student has had to return to the ALE classroom after being returned to the regular classroom.(EVALUATION) Students must meet at least two of the designated criteria on the referral form before being considered for placement in the ALE classroom. A student cannot be placed in the ALE classroom as a means of punishment!</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education</p>	Shannon Fish, Principal	Start: 07/01/2013 End: 06/30/2014	Central Office District Staff Performance Assessments Teachers Title Teachers	ACTION BUDGET:
<p>In order to align math and follow TIA, 3-6 grade students will fluently add and subtract multi-digit whole numbers. Multiplication facts will be used and reviewed beginning the first month of the school year. 3rd grade will use facts through nine (up to 9 X 12), and 4th grade will use facts through twelves (12 X 12), and 5th and 6th grades will continue use of all facts. Division will be taught using traditional long division beginning in the second semester of 3rd grade and continued through 6th grade.</p> <p>Action Type: Collaboration Action Type: Special Education</p>	Shannon Fish, Principal	Start: 07/01/2013 End: 06/30/2014	District Staff Performance Assessments Teachers Teaching Aids Title Teachers	ACTION BUDGET:

Intervention Implement the Everyday Math Curriculum in grades 3-6 during the 2012-2015 school years.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The district will provide funds for staff development, including substitute teachers, in order for classroom teachers to attend professional development activities designed to improve math instruction in the classroom.	Daryl Blaxton, Superintendent	Start: 07/01/2013 End: 06/30/2014		PD (State-223)
				Purchased Services: \$3,500.00
				ACTION BUDGET: \$3,500.00
			Total Budget	\$47,961.37

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

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

Benchmark: At the end of the 2009-2010 school year, 81.6% of our combined population was proficient or above. At the end of the 2010-2011 school year, 83.4% was proficient or above. Annually we will improve by 4.12%. At the end of the 2009-2010 school year, the sub-population of IEP students was 51.7% proficient or above, and in 2010-2011, 57.4% was proficient or above. Annually they will improve by 3.26%. At the end of the 2009-2010 school year, the sub-population of low SES students had 79% score proficient or above, and in 2010-2011 80.4% scored proficient or above. Annually they will improve by 6.4%. The combined population will show a 1.8% improvement. The IEP students will show a 4.8% improvement annually. The Low SES students will improve 2.1% annually. At the end of the 2011-2012 school year, 85.2% of the Combined Population was proficient or above. The goal will be to improve by 1.8% annually. The IEP students had 55.9% proficient or above and will seek to improve 4.8% annually. The Low SES students had 81.3% proficient or above and will seek to improve 2.1% annually. At the end of the 2012-2013 school year 83.49% of the Combined Population was proficient or above. The goal will be to achieve 86.19% proficient. The TAG population had 73.37% proficient or above and will continue to strive to meet the goal of 83.75%.

Intervention Align literacy curriculum and instruction to the Common Core State Standards by implementing a Standard-Based Curriculum that integrates best practices in literacy (reading & writing) instruction through both traditional and performance-based activities promoting reading and writing success using Total Instructional Alignment (TIA) and pacing guides for the 2012-2015 school years. (ELF)				
Scientific Based Research Fountas, I. and Pinnell, G. S. "Guiding Readers and Writers." Portsmouth, NH: Heinemann, 2001 Harvey, S. and Gouvis, A. "Strategies That Work." Portland, ME: Stenhouse Publishers, 2000. Fletcher, Ralph. "A Writer's Notebook." HarperCollins Publishers, New York, 1996. Harvey, Stephanie. "Nonfiction Matters: Reading, Writing, and Research in Grades 3-8." Stenhouse Publishers, Portland, Maine, 1998.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
(C3) Student achievement will be used to evaluate the use of federal and state funds and Adequate Yearly Progress. (SCHOOL WIDE 10) The school mission statement and ACSIP plan will be revisited annually for reviews and updates. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide	Daryl Blaxton, Superintendent	Start: 07/01/2013 End: 06/30/2014	Central Office District Staff Teachers	ACTION BUDGET:

Intervention Align literacy curriculum and instruction to the Common Core State Standards by implementing a Standard-Based Curriculum that integrates best practices in literacy (reading & writing) instruction through both traditional and performance-based activities promoting reading and writing success using Total Instructional Alignment (TIA) and pacing guides for the 2012-2015 school years. (ELF)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>(C3)In grade level team meetings or faculty meetings, teachers will address expected mastery of each subject or content area within each quarter. Technology will be used to analyze data and determine student progress and mastery of the literacy alignment each quarter. (SCHOOL WIDE 2, 8, 9)The service that is being purchased is the fee for target testing. (EVALUATION) The 2009-2010, 2010-2011, 2011-2012, and 2012-2013 data results showed 100% of the teachers were teaching to the standards. CRT results show that the majority of our students were proficient on NWEA and target tests. Literacy Academic Improvement Plans (AIP): 2012-13 data review resulted in literacy AIPs being developed for 16% of 3rd grade students, 17% of 4th grade students, 15% of 5th grade students, and 19% of 6th grade students; 2011-12 data review resulted in literacy AIPs being developed for 21% of 3rd grade students, 13% of 4th grade students, 1% of 5th grade students, and 15% of 6th grade students. 2010-11 data review resulted in literacy AIPs being developed for 17% of 3rd grade students, 10% of 4th grade students, 12% of 5th grade students, and 20% of 6th grade students. 2009-10 data review resulted in literacy AIPs being developed for 20% of 3rd grade students, 10% of 4th grade students, 21% of 5th grade students, and 22% of 6th grade students.(EVALUATION)</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>RoseMary Weaver, Curriculum Specialist Shannon Fish, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<p>Computers District Staff Performance Assessments Teachers</p>	<p>ACTION BUDGET:</p>

Intervention Align literacy curriculum and instruction to the Common Core State Standards by implementing a Standard-Based Curriculum that integrates best practices in literacy (reading & writing) instruction through both traditional and performance-based activities promoting reading and writing success using Total Instructional Alignment (TIA) and pacing guides for the 2012-2015 school years. (ELF)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
(C3)Teachers will meet in regularly scheduled grade level meetings to discuss instructional practices and strategies used, as well as student progress in literacy. (SCHOOL WIDE 8) A data wall will be developed to aid in progress monitoring. Action Type: AIP/IRI Action Type: Collaboration Action Type: Special Education Action Type: Title I Schoolwide	RoseMary Weaver, Curriculum Coordinator	Start: 07/01/2013 End: 06/30/2014	District Staff Teachers	ACTION BUDGET:
(C3)3rd through 6th grade literacy teachers will meet twice per year to discuss instructional practices and student progress in literacy and the strategies used. Teachers will collaborate for consistency of benchmark/Common Core expectations using data-driven decision making about improvement of instruction, assessment, and content. (SCHOOL WIDE 8) Action Type: Collaboration Action Type: Special Education Action Type: Title I Schoolwide	RoseMary Weaver, Curriculum Coordinator	Start: 07/01/2013 End: 06/30/2014	District Staff Teachers	ACTION BUDGET:
(C2)The district will provide staff development activities in compliance with rules and regs approved by the ADE related to aligning the literacy curriculum and improving student achievement in relation to the school's ACSIP plan. Staff development is linked to the deficit or weak areas identified through the supporting data. (SCHOOL WIDE 1, 4, 10) Action Type: Professional Development	Daryl Blaxton, Superintendent	Start: 07/01/2013 End: 06/30/2014	District Staff Outside Consultants Teachers	ACTION BUDGET:
(C1)Certified staff will implement Effective Literacy and/or Literacy Lab Classroom Model providing instruction promoting reading and writing success during the 2012-2015 school years. Action Type: Alignment Action Type: Special Education	Shannon Fish, Principal	Start: 07/01/2013 End: 06/30/2014	District Staff Teachers	ACTION BUDGET:
			Total Budget	\$0.00

Intervention Provide Point-In-Time Remediation for students performing below grade level expectations during the 2012-2015 school years.				
Scientific Based Research				
Wiggins, G. and McTighe, J. Understanding by Design. 1998. ASCD. Cohen, Peter A. Educational Outcomes of Tutoring: A Meta-analysis of Findings. American Educational Research Journal, Vol. 19, No. 2, 237-248 (1982). Bader, Lois A. Research on Effective Literacy Tutoring.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
(B1)The district will provide the support necessary to hire an aide (.41 FTE) to conduct a remediation computer lab designed to serve as an intervention for students' weaknesses related to periodic assessments. General supplies will be purchased to support the day to day operation of the lab. Academic intervention providing remediation will be implemented depending on individual student needs using COMPASS software. (SCHOOL WIDE 9, 10) Action Type: Collaboration Action Type: Technology Inclusion Action Type: Title I Schoolwide	Daryl Blaxton, Superintendent	Start: 07/01/2013 End: 06/30/2014	Computers Title Teachers	Title I Employee Benefits: \$1,869.89 Title I Employee Salaries: \$8,344.82 Title I Purchased Services: \$2,000.00 ACTION BUDGET: \$12,214.71
(B1)The staff will identify deficiencies within the literacy strands for all students scoring below proficiency and address these needs through the Response to Intervention process. (SCHOOL WIDE 1, 2, 8, 9) Action Type: AIP/IRI Action Type: Equity Action Type: Special Education Action Type: Title I Schoolwide	Shannon Fish, principal	Start: 07/01/2013 End: 06/30/2014	District Staff Performance Assessments Teachers	ACTION BUDGET:
(B3)Teachers will continue to re-evaluate AIPs and RTI data maintain a computer file of student data as reported by COMPASS/NWEA. (SCHOOL WIDE 1) This program was implemented during the 2011-2012 school year. Every student will receive 60 minutes of computer instruction. 2011-2012 data was compiled through the use of COMPASS programs. (EVALUATION) During the 2011-2012 school year 50 students were identified to be served in reading through Tier II and Tier III of RTI. These identified students receive additional instruction.(EVALUATION) 84 students were identified to be served during the 2012-2013 school year. Action Type: AIP/IRI Action Type: Equity Action Type: Program Evaluation Action Type: Special Education	Shannon Fish, principal	Start: 07/01/2013 End: 06/30/2014	Computers District Staff Teachers Teaching Aids Title Teachers	ACTION BUDGET:

Intervention Provide Point-In-Time Remediation for students performing below grade level expectations during the 2012-2015 school years.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
(B1)The district will provide tutoring to the building's ELL student(s) through a bilingual tutor. The tutor will provide additional instructional assistance that may be needed due to any language barrier that may exist.The hourly rate of pay for the tutor is \$14. Action Type: Equity	Shannon Fish, Principal	Start: 07/01/2013 End: 06/30/2014	Administrative Staff Central Office	ELL (State-276) Employee Salaries: \$1,000.00 ELL (State-276) Employee Benefits: \$330.15 ACTION BUDGET: \$1,330.15
(B1)Faculty will implement the use of COMPASS Software as a tutorial program to enhance learning and target areas of deficiency for students. Daily access will be provided for Tier II and III identified students. The district will support this program by paying for the annual licensing fee, as well as staff training. Action Type: Collaboration Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide	Shannon Fish, Principal	Start: 07/01/2013 End: 06/30/2014	Computers District Staff Performance Assessments Teachers Teaching Aids	Title VI State Purchased Services: \$1,950.00 ACTION BUDGET: \$1,950.00
(B1)An after/before school tutoring program will be provided to help students in need of remediation and /or tutorial assistance in the areas or weaknesses identified through COMPASS/NWEA assessments.(The hourly rate of pay for tutoring is \$8 for students, \$14 for non certified & \$26 for certified). Supplies for tutoring will also be provided. (SCHOOLWIDE 10)Tutoring supplies will be provided (SCHOOL WIDE 2, 9). Action Type: Collaboration Action Type: Special Education Action Type: Title I Schoolwide	Brent Miller, Asst. Principal	Start: 07/01/2013 End: 06/30/2014	District Staff Performance Assessments Teachers Title Teachers	Title I Employee Benefits: \$2,531.15 Title I Employee Salaries: \$11,500.00 ACTION BUDGET: \$14,031.15
(B3)Evaluation information such as SAT10, NWEA and the Benchmark will be used to determine the need for developing AIPs for students performing below grade level. Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education	Shannon Fish, Principal	Start: 07/01/2013 End: 06/30/2014	District Staff Performance Assessments Teachers	ACTION BUDGET:

Intervention Provide Point-In-Time Remediation for students performing below grade level expectations during the 2012-2015 school years.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
(B3)Students struggling in the classroom will be identified through universal screenings such as the Benchmark and their needs will be addressed through the school's RTI process by highly qualified staff. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education	Shannon Fish, Principal	Start: 07/01/2013 End: 06/30/2014	District Staff Outside Consultants Performance Assessments Teachers Teaching Aids Title Teachers	ACTION BUDGET: <hr/>
Employ 3.32 full time paraprofessionals to assist with the instructional delivery of reading interventions as well as providing additional POINT-IN-TIME REMEDIATION tutorial assistance related to students' needs, identified in the supporting data. (SCHOOLWIDE 9)The district will also provide maintenance of a copier to be used to provide remediation assistance as well as necessary instructional materials, training, and services.	Daryl Blaxton, Superintendent	Start: 07/01/2013 End: 06/30/2014		Title I Employee Benefits: \$20,565.94 Title I Employee Salaries: \$66,106.80 Title I Purchased Services: \$14,500.00 <hr/> ACTION BUDGET: \$101,172.74

Intervention Provide Point-In-Time Remediation for students performing below grade level expectations during the 2012-2015 school years.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Co-Teaching will be implemented in the M. D. Williams Intermediate School. General and Special Education Teachers will plan and instruct for inclusion/differentiation of all students. IEPs will be strictly followed in the Co-Teaching classrooms (Academic & Behavioral goals) (A3)Results of the Special education or at risk students will be reviewed annually by teachers involved in co-teaching. The results of the assessments will be reviewed and analyzed to determine if any changes in student placement or differentiation of instruction is required. In the 2008-2009 5th & 6th grade co-teaching classrooms, 14 of 17 students showed academic growth, 4 of 17 students ended the 2008-2009 school year at "no risk", 10 of 17 students stayed "at risk", but showed growth while expectations were being raised; and 3 of 17 students showed no growth and one of these students was placed in a more restrictive environment to receive additional assistance during the 2009-2010 school year. Individual data is added to the IEP student folders at Annual Review along with other classroom based assessment. (EVALUATION)</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Special Education Action Type: Technology Inclusion</p>	Shannon Fish, Principal	Start: 07/01/2013 End: 06/30/2014	Computers District Staff Performance Assessments Teachers	NSLA (State-281) Employee Benefits: \$4,878.52 NSLA (State-281) Employee Salaries: \$17,867.00 <hr/> ACTION BUDGET: \$22,745.52
<p>Response to Intervention (RTI) will be implemented at M. D. Williams Intermediate School. Effective identification of struggling learners with appropriate instruction to address the area(s) of need. (Academic and/or Behavioral) The district will support this process through the hiring of an Interventionist to assist in identifying and serving these students.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion</p>	Shannon Fish, Principal	Start: 07/01/2013 End: 06/30/2014	Computers District Staff Outside Consultants Performance Assessments Teachers Teaching Aids	NSLA (State-281) Employee Benefits: \$5,395.46 NSLA (State-281) Employee Salaries: \$24,286.50 NSLA (State-281) Materials & Supplies: \$250.00 <hr/> ACTION BUDGET: \$29,931.96

Intervention Provide Point-In-Time Remediation for students performing below grade level expectations during the 2012-2015 school years.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Students who are identified through Benchmark results as needing assistance will be administered the NWEA assessment in order to coordinate compass learning with Tier II interventions.	Tammy Hagood/Maria Bell	Start: 07/01/2013 End: 06/30/2014	District Staff Teachers	Title I Purchased Services: \$2,266.00 ACTION BUDGET: \$2,266.00
			Total Budget	\$185,642.23

Intervention Implement a Standard-Based Curriculum that integrates best practices in literacy instruction through both traditional and performance-based activities promoting reading and writing success during the 2012-2015 school years.				
Scientific Based Research Fountas, I. and Pinnell, G. S. "Guiding Readers and Writers." Portsmouth, NH: Heinemann, 2001. Harvey, S. and Gouvis, A. "Strategies That Work." Portland, ME: Stenhouse Publishers, 2000. Quellmalz, E. S. "Needed: Better Methods for Testing Higher-Order Skills." Educational Leadership 43, 2(October 1985): 29-35. Fletcher, Ralph. "A Writer's Notebook." HarperCollins Publishers, New York, 1996. Gletcher, Ralph. "Live Writing." Avon Books, Inc., New York, 1999. Fletcher, R. and Portalupi, JoAnn. "Writing Workshop." Heinemann, Portsmouth, New Hampshire, 2001. Harvey, Stephanie. "Nonfiction Matter: Reading, Writing, and Research in Grades 3-8." Stenhouse Publishers, Portland, Maine, 1998.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
(A1)Continue building Literacy Lab classroom libraries and Reading & Writing Workshop environments in literacy classes. These environments will be used to enhance access and performance in literacy. Action Type: Collaboration Action Type: Special Education	Shannon Fish, Principal	Start: 07/01/2013 End: 06/30/2014	Central Office School Library Teachers	<hr/> ACTION BUDGET:
(A1)Teachers will instruct students on the management of writing workshop, the conventions of writing and writer's craft through mini-lessons and guided writing lessons. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Special Education	Shannon Fish, Principal	Start: 07/01/2013 End: 06/30/2014	District Staff Performance Assessments Teachers Teaching Aids	<hr/> ACTION BUDGET:
(A1)Teachers will instruct and engage students in the writing process. Students will: pre-write, write a rough draft, revise their work, edit and publish their writing. Teachers will conference with students concerning their progress in utilizing the writing process. (SCHOOL WIDE 2, 9) Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide	Shannon Fish, Principal	Start: 07/01/2013 End: 06/30/2014	District Staff Performance Assessments Teachers Teaching Aids	<hr/> ACTION BUDGET:

Intervention Implement a Standard-Based Curriculum that integrates best practices in literacy instruction through both traditional and performance-based activities promoting reading and writing success during the 2012-2015 school years.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
(A1)Literacy teachers will provide mini-lessons to help students learn effective reading strategies (making connections, questioning, predicting/infering, analyzing, synthesizing, evaluation, & fix-up strategies) and skills. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Special Education Action Type: Technology Inclusion	Shannon Fish, Principal	Start: 07/01/2013 End: 06/30/2014	Computers District Staff Performance Assessments Teachers Teaching Aids	ACTION BUDGET:
(A1)Third, Fourth, Fifth, and Sixth grade teachers will use the Literacy Lab Model to monitor individual student reading goals. Action Type: AIP/IRI Action Type: Collaboration	Shannon Fish, Principal	Start: 07/01/2013 End: 06/30/2014	District Staff Performance Assessments Teachers	ACTION BUDGET:
(A1)Teachers will set high expectations for independent reading and writing. Teachers and Support Staff will guide students in appropriate book selection that will expand their reading power. Books will be purchased to provide for a wide range of student interests and reading levels appropriate to the needs of all students.(SCHOOL WIDE 9) Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education Action Type: Title I Schoolwide	Shannon Fish, Principal	Start: 07/01/2013 End: 06/30/2014	District Staff School Library Teachers Title Teachers	ACTION BUDGET:
(A1)Teachers at each grade level will develop a body of fiction and information reading and writing prompts for the use of simulating and preparing students for Common Core State Standard expectations. Action Type: Alignment Action Type: Collaboration Action Type: Special Education	Shannon Fish, Principal	Start: 07/01/2013 End: 06/30/2014	Performance Assessments Teachers	ACTION BUDGET:

Intervention Implement a Standard-Based Curriculum that integrates best practices in literacy instruction through both traditional and performance-based activities promoting reading and writing success during the 2012-2015 school years.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
(A1)Classroom and Special Education Teachers will continue to implement the appropriate grade level thinking strategies, analyze, compare, infer, and evaluate in all content areas. (SCHOOL WIDE 2) Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Title I Schoolwide	Shannon Fish, Principal	Start: 07/01/2013 End: 06/30/2014	District Staff Performance Assessments Teachers Teaching Aids	ACTION BUDGET:
(A3)Student achievement will be used to evaluate the use of federal and state funds and Adequate Yearly Progress. (SCHOOL WIDE 10) Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education Action Type: Title I Schoolwide	Daryl Blaxton, Superintendent	Start: 07/01/2013 End: 06/30/2014	Central Office District Staff Teachers	ACTION BUDGET:
(A1)EAROBICS strategies are available to be used for students significantly below grade level to help them practice skills they are struggling with, particularly phonemic awareness and phonological skills. Action Type: Collaboration Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide	Shannon Fish, Principal	Start: 07/01/2013 End: 06/30/2014	Computers District Staff Performance Assessments Teachers Teaching Aids	ACTION BUDGET:
(A1)A Response-To-Intervention/Instruction (RTI) model will be used to meet the instructional needs of students. "Take Flight" classes will be held with selected students. These students will receive one hour of instruction four days per week with a trained "Take Flight" instructor. Action Type: Collaboration Action Type: Special Education	Shannon Fish, Principal	Start: 07/01/2013 End: 06/30/2014	Performance Assessments Teachers Teaching Aids	ACTION BUDGET:

Intervention Implement a Standard-Based Curriculum that integrates best practices in literacy instruction through both traditional and performance-based activities promoting reading and writing success during the 2012-2015 school years.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
(A1)Strategies to attract highly qualified teachers consist of advertising extensively for qualified applicants, conducting rigorous interviews in which a team collaborates on the applicant’s strengths and compatibility. To retain highly qualified staff, administrative support is provided along with professional development to meet general and specific needs. Staff involvement is encouraged regarding policy and procedural issues and a fair and competitive compensation package is available. (SCHOOL WIDE 3, 5) Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide	Daryl Blaxton, Superintendent	Start: 07/01/2013 End: 06/30/2014	Administrative Staff District Staff Teachers	<hr/> ACTION BUDGET:
(A1)An Alternative Learning Environment (Success) classroom will be available for students whose behavior inhibits their learning and performance in the regular classroom during the 2012-2015 school years. The district will provide support necessary to staff an ALE (Success) classroom in compliance with rules and regulations written by ADE regarding alternative learning. This class provides instruction through a certified teacher (.50 FTE) and an aide (.50 FTE) in a reduced class-size setting for students whose behavior inhibits their performance and learning in the regular classroom, as well as their ability to complete assessments along with the regular class. Supplies and professional development will be supplied to support this classroom. (SCHOOLWIDE 10) A maximum of 10 students (12 with a full time paraprofessional) will be placed in the ALE classroom. Students will receive academic instruction for all core subject areas with the ALE Classroom Instructor for a minimum of 21 days once they are placed. (A2)Staff development and advanced training at the state and/or national level will be provided to the ALE staff for training necessary to implement requirements as dictated by state regulations. 2011-2012 data indicated that 25 students were enrolled in ALE at some time during the school year. 13 students returned to the regular classroom successfully, 7 students moved away, 4 students moved to Special Education services, and 1 student was sent to a facility for services. Action Type: Collaboration Action Type: Title I Schoolwide	Brent Miller, Asst. Principal	Start: 07/01/2013 End: 06/30/2014	District Staff Performance Assessments Teachers Title Teachers	ALE (State-275) Employee Salaries: \$31,321.50 ALE (State-275) Employee Benefits: \$7,889.87 ALE (State-275) Materials & Supplies: \$800.00 ALE (State-275) Purchased Services: \$2,500.00 <hr/> ACTION BUDGET: \$42,511.37

Intervention Implement a Standard-Based Curriculum that integrates best practices in literacy instruction through both traditional and performance-based activities promoting reading and writing success during the 2012-2015 school years.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
(A2)3rd grade teachers will participate in Effective Literacy training at the Northeast Arkansas Co-op. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Special Education	Shannon Fish, Principal	Start: 07/01/2013 End: 06/30/2014	District Staff Outside Consultants Teachers Teaching Aids	ACTION BUDGET:
(A2)Continue to provide high-quality, relevant professional development for faculty and staff during the 2012-2015 school years. Teachers will receive a minimum of 60 hours of professional development including 2 hours parental involvement in-service, 2 hours Suicide Awareness (once every three years), 2 hours Arkansas History in-service, and 6 hours of technology in-service. Administrators will receive a minimum of 63 hours of professional development. Professional development is available through the district, Educational Cooperative, and other agencies. (SCHOOL WIDE 4)(PARENTAL ENGAGEMENT 2C) Action Type: Collaboration Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide	Daryl Blaxton, Superintendent	Start: 07/01/2013 End: 06/30/2014	Administrative Staff Computers District Staff Outside Consultants Teachers Teaching Aids	ACTION BUDGET:
(A2)G/T teachers will attend the AGATE (Arkansas for Gifted & Talented Education) Conference at the Little Rock Convention Center in February. Action Type: Professional Development	Shannon Fish, Principal	Start: 07/01/2013 End: 06/30/2014	District Staff Outside Consultants Teachers	ACTION BUDGET:
(A3)A writing portfolio will be maintained for students according to Common Core State Standards that can move with the students through grades 3-6. Action Type: Collaboration Action Type: Special Education Action Type: Title I Schoolwide	Shannon Fish, Principal	Start: 07/01/2013 End: 06/30/2014	District Staff Performance Assessments Teachers	ACTION BUDGET:

Intervention Implement a Standard-Based Curriculum that integrates best practices in literacy instruction through both traditional and performance-based activities promoting reading and writing success during the 2012-2015 school years.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
(A3) Provide ongoing technology updates, integration, and support to all curricular areas to enhance teaching and learning opportunities. The effective use of technology will be evaluated on an ongoing basis through classroom walk throughs, discussions during team meetings, analysis of lesson plans, and through formal teacher evaluations. The 2009-2010, 2010-2011, 2011-2012, and 2012-2013 data showed 100% of our teachers were teaching to the standards. CRT results showed that most of our students were proficient on tests and are exceeding state averages Action Type: Collaboration Action Type: Special Education Action Type: Technology Inclusion	Shannon Fish, Principal	Start: 07/01/2013 End: 06/30/2014	District Staff Teachers	ACTION BUDGET:
(A3)(6) Sixth Grade Teachers will implement the use of response systems to engage all students in immediate feedback and to evaluate the effectiveness of instruction and understanding. Action Type: Special Education Action Type: Technology Inclusion	Shannon Fish, Principal	Start: 07/01/2013 End: 06/30/2014	Administrative Staff District Staff Teachers	ACTION BUDGET:

Intervention Implement a Standard-Based Curriculum that integrates best practices in literacy instruction through both traditional and performance-based activities promoting reading and writing success during the 2012-2015 school years.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>(A3)A committee consisting of the School Counselor, ALE Director or Principal, ALE (Success) Instructor, parent or legal guardian of the child, and all regular classroom teachers of that child will review criteria for placement for a student being referred to the ALE (Success) classroom. The BASC Teacher Rating Scale (completed by a regular classroom teacher as part of the referral process) and Post (completed by the classroom teacher after the student's return to the classroom) assessment will be completed to show improvement in the student's performance. Once a student meets exit criteria; and the parent, student, ALE teacher, and Principal agree that the student is ready to return to the regular classroom environment, the student will be released from the ALE classroom. Research has proven that students completing the ALE program stay in school thus reducing lost personal and state revenues. (p. 13) The 2008-2009 data results showed trends tend to be that students stay in the ALE classes longer than the initial 21 days, but only one student has had to return to the ALE classroom after being returned to the regular classroom.(EVALUATION) Students must meet at least two of the designated criteria on the referral form before being considered for placement in the ALE classroom. A student cannot be placed in the ALE classroom as a means of punishment!</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education Action Type: Title I Schoolwide</p>	Shannon Fish, Principal	Start: 07/01/2013 End: 06/30/2014	District Staff Outside Consultants Performance Assessments Teachers Title Teachers	ACTION BUDGET:

Intervention Implement a Standard-Based Curriculum that integrates best practices in literacy instruction through both traditional and performance-based activities promoting reading and writing success during the 2012-2015 school years.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>The district will provide funds for staff development, including substitute teachers, in order for classroom teachers to attend professional development activities designed to improve literacy instruction in the classroom.</p> <p>(A2)Substitutes will be provided for teachers that are absent at a rate of \$55 for no degree, \$60 for a degree, and \$65 for a degree in the area of substitution. (A2)Teachers will attend appropriate in-services related to their instructional content areas. Consultation with the principal through completion of Individual Growth Plans and documentation of Professional Development hours will be completed annually. These records will be approved and maintained by the principal to assure that in-services help meet the needs addressed in the ACSIP plan. The 2008-2009, 2009-2010, 2010-2011, and 2011-2012 data results showed 100% of the staff completed required in-service with many exceeding minimum requirements.(EVALUATION)</p>	Shannon Fish, Principal	Start: 07/01/2013 End: 06/30/2014		PD (State-223) Purchased Services: \$3,500.00 <hr/> ACTION BUDGET: \$3,500.00
<p>The district will purchase Chromebooks, as well as carts to hold the Chromebooks, for students and teachers in grades 3-6. The Chromebooks will be utilized to improve students 21st Century literacy skills, including practical writing, as well as allow students the capability of accessing their individualized learning paths through Compass tutorial software from within the classroom. Labs of 14 devices will be shared between two-(2) classrooms.</p> <p>Action Type: Technology Inclusion</p>	Daryl Blaxton, Superintendent	Start: 07/01/2013 End: 06/30/2014		Title I Materials & Supplies: \$100,001.01 <hr/> ACTION BUDGET: \$100,001.01
			Total Budget	\$146,012.38

3 **Priority 3:** To improve student achievement in science for all students across the curriculum

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

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

Intervention Implement a Standard-Based Curriculum that integrates best practices in science instruction for all students across the curriculum during the 2012-2015 school years.				
Scientific Based Research Donavan, M. Suzanne, and John D. Bransford, editors. How Students Learn: Science in the Classroom. Committee on How People Learn: A Targeted Report for Teachers, National Research Council, 2005. Marzano, Robert J., Debra J. Pickering, & Jane E. Pollack. Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. Association for Supervision and Curriculum Development, Alexandria, VA, 2001. National Research Council (2012). National Science Education Standards. Washington DC, National Academy Press.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
(A1) A room has been designated and equipped as a Science Lab and students will be allowed to participate in conducting lab work at least once weekly. Action Type: Collaboration Action Type: Special Education	Chris Lindner, 5th grade Science Teacher	Start: 07/01/2013 End: 06/30/2014	District Staff Teachers	ACTION BUDGET:
(A1) 6th grade Teachers will implement the use of Response systems to engage all students in immediate feedback and to evaluate the effectiveness of instruction and understanding. Action Type: Technology Inclusion	Shannon Fish, Principal	Start: 07/01/2013 End: 06/30/2014	District Staff Performance Assessments Teachers Teaching Aids	ACTION BUDGET:

Intervention Implement a Standard-Based Curriculum that integrates best practices in science instruction for all students across the curriculum during the 2012-2015 school years.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
(A1) Strategies to attract highly qualified teacher consists of advertising extensively for qualified applicants, conducting rigorous interviews in which a team collaborates on the applicant's strengths and compatibility. To retain highly qualified staff, administrative support is provided along with professional development to meet general and specific needs. Staff involvement is encouraged regarding policy and procedural issues and a fair and competitive compensation package is available. (SCHOOL WIDE 3, 5) Action Type: Collaboration Action Type: Professional Development Action Type: Special Education Action Type: Title I Schoolwide	Daryl Blaxton, Superintendent	Start: 07/01/2013 End: 06/30/2014	Administrative Staff District Staff Performance Assessments Teachers	ACTION BUDGET:
(A2) If funds are available selected teachers will be asked to attend the National Science Teachers Association meeting. They will accumulate information to disseminate to other staff during a faculty meeting after their return. Action Type: Collaboration Action Type: Professional Development Action Type: Special Education	Shannon Fish, Principal	Start: 07/01/2013 End: 06/30/2014	District Staff Outside Consultants Teachers	ACTION BUDGET:

Intervention Implement a Standard-Based Curriculum that integrates best practices in science instruction for all students across the curriculum during the 2012-2015 school years.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>(A2)Teachers will receive a minimum of 60 hours of professional development including 2 hours parental involvement in-service, 2 hours of Suicide Awareness (every 3 years), 2 hours Arkansas History in-service, and 6 hours of technology in-service. Administrators will receive a minimum of 63 hours of professional development. Professional development is available through the district, Educational Cooperative, and other agencies. (SCHOOL WIDE 4) (PARENTAL ENGAGEMENT 2C) Teachers will attend appropriate in-services related to their instructional content areas. Consultation with the principal through completion of Individual Growth Plans and documentation of Professional Development hours will be completed annually. These records will be approved and maintained by the principal to assure that in-services helps meet the needs addressed in the ACSIP plan. The 2008-2009, 2009-2010, 2010-2011, 2011-2012, and 2012-2013 data results showed 100% of the staff completed required in-service with many exceeding minimum requirements.(EVALUATION)</p> <p>(A2)Substitutes will be provided for teachers that are absent at a rate of \$55 for no degree, \$60 for a degree, and \$65 for a degree in the area of substitution.</p> <p>Action Type: Alignment</p> <p>Action Type: Collaboration</p> <p>Action Type: Professional Development</p> <p>Action Type: Special Education</p> <p>Action Type: Technology Inclusion</p> <p>Action Type: Title I Schoolwide</p>	Shannon Fish, Principal	Start: 07/01/2013 End: 06/30/2014	Administrative Staff Computers District Staff Outside Consultants Teachers Title Teachers	ACTION BUDGET:

Intervention Implement a Standard-Based Curriculum that integrates best practices in science instruction for all students across the curriculum during the 2012-2015 school years.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
(A3)Provide ongoing technology updates, integration, and support to all curricular areas to enhance teaching and learning opportunities. The effective use of technology will be evaluated on an ongoing basis through classroom walk-throughs, discussions during team meetings, analysis of lesson plans, and through formal teacher evaluations. The 2009-2010, 2010-2011, 2011-2012, and 2012-2013 data showed 100% of our teachers were teaching to the standards. CRT results showed that most of our students were proficient on tests and are exceeding state averages. Action Type: Collaboration Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion	Shannon Fish, Principal	Start: 07/01/2013 End: 06/30/2014	District Staff Performance Assessments Teachers	ACTION BUDGET:
(A3)Open response questions will be developed using non-fiction reading sources, released Benchmark items, math related materials, Arkansas Benchmark Test Prep, and the science textbook. Action Type: Program Evaluation Action Type: Special Education	Shannon Fish, Principal	Start: 07/01/2013 End: 06/30/2014	District Staff Teachers	ACTION BUDGET:
The district will purchase academic software designed to supplement classroom instruction in science. The focus of the software will be to improve reading comprehension across all curricular areas. Action Type: Alignment Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion	Daryl Blaxton, Superintendent	Start: 07/01/2013 End: 06/30/2014	Outside Consultants Teachers Teaching Aids	ACTION BUDGET:
			Total Budget	\$0.00

Intervention Align science curriculum and instruction to the Arkansas Science Frameworks by implementing best practices in science using Total Instructional Alignment (TIA) and pacing guides during the 2012-2014 school years.				
Scientific Based Research (McTighe and Wiggins. Understanding by Design: Professional Development Workbook.) Donovan, M. Suzanne, and John D. Bransford, editors. How Students Learn: Science in the Classroom. Committee on How People Learn: A Targeted Report for Teachers, National Research Council, 2005. Marzano, Robert J., Debra J. Pickering, & Jane E. Pollack. Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. Association for Supervision and Curriculum Development, Alexandria, VA, 2001. National Research Council (1996). National Science Education Standards. Washington DC, National Academy Press.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
(A1)Teachers will continue to collaborate to establish vertical and horizontal alignment within the science curriculum using TIA. Action Type: Alignment Action Type: Collaboration Action Type: Special Education	Shannon Fish, Principal	Start: 07/01/2013 End: 06/30/2014	District Staff Teachers	ACTION BUDGET:
(A2)If funds are available the district will provide staff development activities in compliance with rules and regs approved by the ADE related to aligning the science curriculum and improving student achievement in relation to the school's ACSIP plan. Staff development is linked to the deficit or weak areas identified through the supporting data. Action Type: Alignment Action Type: Professional Development Action Type: Special Education	Daryl Blaxton, Superintendent	Start: 07/01/2013 End: 06/30/2014	District Staff Outside Consultants Teachers	ACTION BUDGET:
(A3)In grade level team meetings or faculty meetings, teachers will address expected mastery of each subject or content area within each quarter. Technology will be used to analyze data and determine student progress and mastery of the science alignment each quarter. (EVALUATION) SCIENCE AIPS: In 2012-2013 49% of 5th grade students required AIPs, in 2011-2012 36% of 5th grade students required AIPs, in 2010-2011 33% of 5th grade students, and in 2009-2010 42% of 5th grade students required AIPs due to Augmented Benchmark results. Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion	Shannon Fish, Principal	Start: 07/01/2013 End: 06/30/2014	Computers District Staff Outside Consultants Teachers	ACTION BUDGET:
			Total Budget	\$0.00

4 **Priority 4:** Elevate student motivation and parent & community involvement

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

Benchmark: M D Williams will work to increase parent & community participation.

Intervention Provide support and opportunities for parents to be involved in their child's education and to participate in events within the school environment				
Scientific Based Research U. S. Department of Education, No Child Left Behind, A Parent's Guide. 2003 www.nclb.gov; Act 603 of 2003, An Act to Require Public Schools to Create a Parental Involvement Plan. Payne, R. K., "A Framework for Understanding Poverty". Revised Edition, aha! Process, Inc., 1998.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
(A1)The district will provide support in the form of supplies to its parent facilitators. (PARENTAL ENGAGEMENT 1G) (SCHOOLWIDE 10) Action Type: Collaboration Action Type: Parental Engagement	Daryl Blaxton, Superintendent	Start: 07/01/2013 End: 06/30/2014	District Staff Teachers	NSLA (State-281) Materials & Supplies: \$650.00 ACTION BUDGET: \$650.00
(A1)A "Calendar of Events" will be made available online at the school website to inform students and their parents of monthly activities. (PARENTAL ENGAGEMENT 2D, 2E) Action Type: Collaboration Action Type: Parental Engagement	Shannon Fish, Principal	Start: 07/01/2013 End: 06/30/2014	Computers District Staff Teachers	ACTION BUDGET:
(A1)A "Parent Involvement Night" will be held to give students and their parents at each grade level an opportunity to meet and be introduced to the school faculty and staff, hear updates to school policy, and gain other necessary school related information. Students and their parents will also have the chance to meet their classroom teacher(s) personally. Parents receive a family kit of information and expectations for their students. (PARENTAL ENGAGEMENT 1A, 1B) (SCHOOLWIDE 6) Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education Action Type: Title I Schoolwide	Shannon Fish, Principal	Start: 07/01/2013 End: 06/30/2014	District Staff Teachers	ACTION BUDGET:

Intervention Provide support and opportunities for parents to be involved in their child's education and to participate in events within the school environment				
Actions	Person Responsible	Timeline	Resources	Source of Funds
(A1) Teachers will have daily conference times available for parents who wish to schedule a private conference with that teacher concerning their child. (SCHOOL WIDE 6)(PARENTAL ENGAGEMENT 1J, 2B) Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education Action Type: Title I Schoolwide	Shannon Fish, Principal	Start: 07/01/2013 End: 06/30/2014	Administrative Staff District Staff Teachers	ACTION BUDGET:
(A1) A Parent Center will be made available for parents who would like to come to the school during school hours and volunteer their time in preparation of school materials. A Parent Resource Guide will be compiled to address parental opportunities to be involved in the school. (PARENTAL ENGAGEMENT 1B, 1C, 2B) Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Pat Carter, Parent Center Facilitator	Start: 07/01/2013 End: 06/30/2014	District Staff Teaching Aids	ACTION BUDGET:
(A1) A weekly "hotline" sheet will be compiled and made available online and in paper form to inform students and their parents of major assignments and tests that are expected during the next week of school. (SCHOOL WIDE 6), (PARENTAL ENGAGEMENT 2D, 2E) Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education Action Type: Technology Inclusion	Shannon Fish, Principal	Start: 07/01/2013 End: 06/30/2014	Computers District Staff Teachers	ACTION BUDGET:
(A1) Weekly newsletters will be published and sent home with each student to share information concerning the upcoming week's activities, recognizing leaders of the week, students celebrating birthdays, spotlight faculty members, offer health and nutrition tips, and any other relevant information that needs to be communicated between the school and home. (PARENTAL ENGAGEMENT 1J) Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education Action Type: Technology Inclusion	Shannon Fish, Principal	Start: 07/01/2013 End: 06/30/2014	Computers District Staff Teachers	ACTION BUDGET:

Intervention Provide support and opportunities for parents to be involved in their child's education and to participate in events within the school environment				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>(A1)"Parent Involvement Meetings" will be scheduled to meet several times during the school year to promote relationships between the home and school. Parents will also be informed of ways they can help in efforts to improve the school and focus on student performance and parental education. (PARENTAL ENGAGEMENT 1B, 2D) (SCHOOLWIDE 6) Parent Involvement Nights will be held in conjunction with district, building and grade level programs. Programs will include but not be limited to: District--"Bullying/Cyberbullying" (fall) Will provide information on the types of bullying, give a chance to ask questions and help prevent bullying in the school district. "Technology and the Learning Environment" will provide parents with information on how to control the student's use of technology at home and in the classroom setting. M. D. Williams Building Level--"Parent Involvement Night" Parents will be introduced to staff and provided information about classrooms and procedures. PTO will provide parents with a voice in the school setting. Representatives will be sent to a successful Math and Literacy night for the purpose of initiating a similar program in the M. D. Williams school. GRADE LEVEL--Parent involvement opportunities will be provided in the form of; Musicals (3rd and 5th grades). Each musical will have brochures to provide information about educational opportunities to assist their children; Grandparents Day (5th grade); Band Concerts (6th grade).</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education Action Type: Title I Schoolwide</p>	Karen Johnson & Teresa Baltz Parent Facilitators	Start: 07/01/2013 End: 06/30/2014	District Staff Teachers	ACTION BUDGET:

Intervention Provide support and opportunities for parents to be involved in their child's education and to participate in events within the school environment				
Actions	Person Responsible	Timeline	Resources	Source of Funds
(A1)Parent/Teacher Conferences will be held twice during the school year to provide parents an opportunity to conference with their child's teacher(s) to discuss their progress. Benchmark test results are distributed and discussed with parents, as well as actions that can be taken by all participants involved in the student's education process. (SCHOOL WIDE 6)(PARENTAL ENGAGEMENT 1H) Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education Action Type: Title I Schoolwide	Shannon Fish, Principal	Start: 07/01/2013 End: 06/30/2014	District Staff Teachers	ACTION BUDGET:
(A1)Title I "Parent Compact" forms will be signed by the school, parent and student. The signed contract will state the responsibilities of all stakeholders regarding the student's education. These will be discussed at the first parent/teacher conference. (PARENTAL ENGAGEMENT 1B, 1J, 2A, 2D) (SCHOOLWIDE 6) Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education Action Type: Title I Schoolwide	Shannon Fish, Principal	Start: 07/01/2013 End: 06/30/2014	Administrative Staff District Staff Teachers	ACTION BUDGET:
(A1)Employ a Parent Center Coordinator (FTE.40) to assist and encourage volunteerism in the parent center. The district will also provide support as needed to the coordinator for training as well as supplies for the parent center. (Parental Engagement 1H, 2F) Action Type: Collaboration Action Type: Parental Engagement	Daryl Blaxton, Superintendent	Start: 07/01/2013 End: 06/30/2014	Central Office District Staff Title Teachers	Title I Purchased Services: \$1,060.00 Title I Employee Salaries: \$9,370.80 Title I Employee Benefits: \$2,787.31 ACTION BUDGET: \$13,218.11

Intervention Provide support and opportunities for parents to be involved in their child's education and to participate in events within the school environment				
Actions	Person Responsible	Timeline	Resources	Source of Funds
(A1) Each year a survey will be distributed to parents, teachers, and students to obtain feedback about the activities that they deem as most helpful in increasing student motivation and/or parental involvement within the school. Responses from the surveys will be used to evaluate and make changes to these actions. A 2010-2011 survey provided information on parent willingness to volunteer for a variety of school activities. Most parents surveyed were willing to volunteer their time at least occasionally. The 2008-2009 data results showed that parents enjoy activities where they can come watch their students perform and then they are allowed to participate in the activities as well. (EVALUATION)(PARENTAL ENGAGEMENT 1J, Action Type: Collaboration 2F) Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education	Karen Johnson & Teresa Balt Parent Involvement Facilitator	Start: 07/01/2013 End: 06/30/2014	District Staff Performance Assessments Teachers	ACTION BUDGET:
(A1) The district will provide the support for grade book software. This will allow for greater parental involvement by providing an avenue for parents to access their child's grades and assignments online. (PARENTAL ENGAGEMENT 2A) Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion	Daryl Blaxton, Superintendent	Start: 07/01/2013 End: 06/30/2014	Administrative Staff Computers District Staff Teachers	ACTION BUDGET:
(A1) The school's process for resolving parental concerns are addressed in the District Handbook. (PARENTAL ENGAGEMENT 1D) (SCHOOLWIDE 6) Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education	Daryl Blaxton, Superintendent	Start: 07/01/2013 End: 06/30/2014	Administrative Staff District Staff Teachers	ACTION BUDGET:
(A1) Notification will be sent to parents to inform them of their rights to know the highly qualified teaching status of teachers and para-professionals. (SCHOOLWIDE 3, 5) Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development	Shannon Fish, Principal	Start: 07/01/2013 End: 06/30/2014	Administrative Staff Central Office District Staff Teachers	ACTION BUDGET:

Intervention Provide support and opportunities for parents to be involved in their child's education and to participate in events within the school environment				
Actions	Person Responsible	Timeline	Resources	Source of Funds
(A1)M. D. Williams will conduct an electronic PTO program. Contact will be made through e-mails and Parent Involvement nights including activities to allow parents and teachers to meet together, discuss needs of the students and the school, and promote ideas for the betterment of our school and community.(PARENTAL ENGAGEMENT 1F, 2F)(SCHOOLWIDE 6) Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education	Brent Miller, Asst. Principal	Start: 07/01/2013 End: 06/30/2014	District Staff Outside Consultants Teachers	ACTION BUDGET:
(A1)The parent facilitator will maintain possession of the Volunteer Resource Book. (PARENTAL ENGAGEMENT 1C, 1G)(SCHOOLWIDE 6) Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education	Karen Johnson & Teresa Baltz Parent Facilitators	Start: 07/01/2013 End: 06/30/2014	Community Leaders District Staff Outside Consultants Teachers Title Teachers	ACTION BUDGET:
MD Williams students will incorporate the use of the MD Williams Leader Notebook as a personal tool. Students will be able to record classroom assignments and other school activities within the planner. It is also designed to be used for the students to set goals and track their personal data that will be shared with their teachers, and then discussed with parents at Parent/Teacher/Student-led Conferences. (PARENTAL ENGAGEMENT 1J, 2A) Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education	Brent Miller, Asst. Principal	Start: 07/01/2013 End: 06/30/2014	District Staff Teachers Teaching Aids Title Teachers	ACTION BUDGET:

Intervention Provide support and opportunities for parents to be involved in their child's education and to participate in events within the school environment				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>1% set aside for parental involvement. To improve communication between school and parents, the district will provide for the SchoolReach notification system. This system will allow the district to notify parents & staff of important information via telephone or text. The system can make 2000 phone calls in approximately two minutes. By using this method, parents can receive current school and district information related to their child's educational program. Parents can feel confident that they are connected to the school and any important information they need to know concerning their child's education.</p> <p>Action Type: Parental Engagement Action Type: Technology Inclusion</p>	Daryl Blaxton, Superintendent	<p>Start: 07/01/2013 End: 06/30/2014</p>	<p>Central Office Computers</p>	<p>Title I Purchased Services: \$2,000.00</p> <hr/> <p>ACTION BUDGET: \$2,000.00</p>
			Total Budget	\$15,868.11

Intervention Provide support and opportunities for community members to participate in and support events occurring within the school environment and to show the schools support of community activities				
Scientific Based Research U. S. Department of Education, No Child Left Behind, A Parent's Guide. 2003 www.nclb.gov; Act 603 of 2003, An Act to Require Public Schools to Create a Parental Involvement Plan. Payne, R. K., "A Framework for Understanding Poverty". Revised Edition, aha! Process, Inc., 1998.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
ABBIT (A's and B's Because I Try) Assemblies will be held at the end of each quarter to recognize students who have achieved A's and B's in their academic subjects and conduct. Prizes and rewards, contributed by local businesses, will be presented to each student accomplishing this goal. Academic Awards will be presented to the top students in each grade level and subject area during the final ABBIT Assembly of the school year. Currently more than 50% of the student body is motivated to work to make honor roll. (PARENTAL ENGAGEMENT 2D) Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education	Karen Burris, School Counselor	Start: 07/01/2013 End: 06/30/2014	Community Leaders District Staff Outside Consultants Teachers	ACTION BUDGET:
Various programs and assemblies will be scheduled during the year to increase student awareness of community opportunities and how to make themselves a better person. Bec-o the magician, the local animal control officer, postal workers, and others from the state and community will be contacted as motivational speakers for character development. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education	Shannon Fish, Principal	Start: 07/01/2013 End: 06/30/2014	Administrative Staff Community Leaders District Staff Outside Consultants Teachers	ACTION BUDGET:
Parent and community leaders will be invited to give book talks and/or read orally to individual classrooms. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education	Shannon Fish, Principal	Start: 07/01/2013 End: 06/30/2014	Community Leaders District Staff Outside Consultants Public Library School Library Teachers	ACTION BUDGET:
High school Spanish Club students will be available to come and read to students. Action Type: Collaboration Action Type: Special Education	Melanie Inman, Spanish Teacher	Start: 07/01/2013 End: 06/30/2014	District Staff Teachers	ACTION BUDGET:

Intervention Provide support and opportunities for community members to participate in and support events occurring within the school environment and to show the schools support of community activities				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Students will be given the opportunity to participate in Odyssey of the Mind competition. This is a team competition led by adult volunteers to promote creativity in thinking and performance among the students. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education	Michelle Kercheval, GT Teacher	Start: 07/01/2013 End: 06/30/2014	Community Leaders District Staff Outside Consultants Teachers	ACTION BUDGET:
Local Veteran's will present a program on flag etiquette to the 5th grade annually. Action Type: Collaboration Action Type: Parental Engagement	Shannon Fish, Principal	Start: 07/01/2013 End: 06/30/2014	Community Leaders District Staff Outside Consultants Teachers	ACTION BUDGET:
The Parent Center will sponsor a food drive to give students the opportunity to help provide for the needy in the area. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education	Pat Carter, Parent Center Facilitator	Start: 07/01/2013 End: 06/30/2014	Community Leaders District Staff Teachers	ACTION BUDGET:
M. D. Williams' Student Leadership Team will sponsor a Veteran's Day Assembly to honor local Veterans. Veterans, parents, grandparents, community leaders, PHS Band, administration, and the entire student body attend and participate in the activities. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education	Brent Miller, Asst. Principal Susan Meier, Leader in Me Coordinator	Start: 07/01/2013 End: 06/30/2014	Community Leaders District Staff Teachers	ACTION BUDGET:
M. D. Williams teachers will conduct mini-lessons on the U. S. Constitution commemorating Constitution Day. Action Type: Collaboration Action Type: Special Education	Shannon Fish, Principal	Start: 07/01/2013 End: 06/30/2014	District Staff Teachers	ACTION BUDGET:
			Total Budget	\$0.00

Intervention Provide opportunities for students to be involved in extracurricular activities that will increase their interest in learning and academic challenge.				
Scientific Based Research U. S. Department of Education, No Child Left Behind, A Parent's Guide. 2003 www.nclb.gov; Act 603 of 2003, An Act to Require Public Schools to Create a Parental Involvement Plan. Payne, R. K., "A Framework for Understanding Poverty". Revised Edition, aha! Process, Inc., 1998.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Students with perfect attendance (no tardies or absences) during a nine weeks period will be recognized at the ABBIT Assembly, and will receive a certificate of attendance. The class at each grade level with the best attendance record will be rewarded with a lunch party. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education	Karen Burris, School Counselor	Start: 07/01/2013 End: 06/30/2014	Computers District Staff Teachers	ACTION BUDGET:
Every student will be recognized as the "Leader of the Week" for their class at some time during the school year. Through this they will have an opportunity to share some information about themselves with others from the school and how they think they are a leader. A group picture will be published in the local paper weekly Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education Action Type: Technology Inclusion	Karen Burris, School Counselor	Start: 07/01/2013 End: 06/30/2014	Computers District Staff Teachers	ACTION BUDGET:
The school will recognize and reward students scoring proficient and/or advanced and those students showing significant individual growth (50 points or more) on the Primary and Intermediate Benchmark Exams. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education	Shannon Fish, Principal	Start: 07/01/2013 End: 06/30/2014	Administrative Staff Central Office District Staff Performance Assessments Teachers	ACTION BUDGET:

Intervention Provide opportunities for students to be involved in extracurricular activities that will increase their interest in learning and academic challenge.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Sixth grade students will participate in a Transition Day with the Jr. High Principal to review class options and receive information about seventh grade schedules and expectations. Students will take schedules home to review with their parents. Students who return their paperwork in a timely manner will receive a free tardy pass. (SCHOOL WIDE 7)(PARENTAL ENGAGEMENT Action Type: Collaboration 1J) Action Type: Parental Engagement Action Type: Special Education	Shannon Fish, Principal	Start: 07/01/2013 End: 06/30/2014	Administrative Staff District Staff Teachers	ACTION BUDGET:
2nd grade students will be given the opportunity to come to M. D. Williams and meet the 3rd grade teachers and receive a tour of our building and related areas. (SCHOOL WIDE 7) Action Type: Collaboration Action Type: Special Education	Shannon Fish, Principal	Start: 07/01/2013 End: 06/30/2014	Administrative Staff District Staff Teachers	ACTION BUDGET:
Special Education students will have the opportunity to participate in the Special Olympics Bowling Tournament and Special Olympics Track & Field Competition. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education	Shannon Barr, Spec. Ed. Teacher	Start: 07/01/2013 End: 06/30/2014	Administrative Staff District Staff Outside Consultants Teachers	ACTION BUDGET:
Students will have an opportunity to participate in the Chess Team, Quiz Bowl, and Geography Bee held in cooperation with the Educational Cooperative and other schools. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education	Michelle Kercheval, GT Teacher	Start: 07/01/2013 End: 06/30/2014	District Staff Teachers	ACTION BUDGET:
Students will have the opportunity to compete in Spelling Bees. Trophies will be awarded to the winning speller and the 1st runner-up at each grade level spelling bee. 5th & 6th grade winners will be eligible to participate in the Randolph Co. Spelling Bee. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education	Shannon Fish, Principal	Start: 07/01/2013 End: 06/30/2014	District Staff Outside Consultants Public Library School Library Teachers	ACTION BUDGET:

Intervention Provide opportunities for students to be involved in extracurricular activities that will increase their interest in learning and academic challenge.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
5th & 6th grade students will be given the opportunity to take a musical test and attend an assembly presented by PHS band members & directors to decide if they want to participate in the school band program. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education	Brady Massey, Director of Bands	Start: 07/01/2013 End: 06/30/2014	District Staff Teachers	ACTION BUDGET:
The LEADER IN ME curriculum is in its second year of implementation at M. D. Williams Intermediate School. Teachers implement one or more positive student recognition strategies. LEADER IN ME assemblies will address the Seven Habits of Highly Effective People throughout the year. LEADER IN ME materials will be used during Life Skills Activity classes. Each student maintains a Data Notebook as a guide for academic/social success. School wide behavior is based on "The Essential 10". A Clip Up Chart is being used with every class of students as a visual aid to behavior consequences. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Special Education	Shannon Fish, principal Brent Miller, Asst. Principal	Start: 07/01/2013 End: 06/30/2014	Community Leaders District Staff Outside Consultants Performance Assessments Teachers Teaching Aids Title Teachers	ACTION BUDGET:
			Total Budget	\$0.00

5 **Priority 5:** Improve student and parent awareness of current health & wellness needs

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

Benchmark: Wellness activities will address nutrition education and physical fitness activities for the development of lifelong health habits and promotion of a healthy lifestyle.

Intervention Implement a comprehensive school health program.				
Scientific Based Research State Board of Education approves the Rules Governing Eye and Vision Screening Procedures and Test Standards in Arkansas Public Schools for students in grades Pre-K, Kindergarten, 1st, 2nd, 4th, 6th, and 8th, Act 1438 of 2005. Act 41 of 1987 and Act 95 of 1989 requires screenings for girls in grades 5, 6, 7, 8, 9, and 10 and boys in grades 6, 8, and 10. "Eleven components of effective drug abuse prevention curricula". The Journal of School Health, 65 (10), 420. Retrieved December 23,2003 from Research Brief, "Characteristics of Effective Substance Abuse Prevention Programs", Volume 1 Number 26. http://www.asce.org/publications/researchbrief/volume1/v1n26.html .ASCD Journal of the American Dietetic Association, 103(7): 887-93. 2003. NAL Call Number 389.8 Am34 Position of the American Dietetic Association: Child and adolescent food and nutrition programs. J. Stang, C. T. Bayerl. Food and Nutrition Information Center's (FNIC) web site at http://www.nal.usda.gov/fnic/pubs/db.html . Clinical Pediatrics, 40(2): 63-70. 2001. NAL Call Number: RJ1-C55, Behavioral and cognitive status in school-aged children with a history of failure to thrive during early childhood. R. A. Dykman, et al. Guidelines for School Health Programs to Promote Lifelong Healthy Eating (June 14, 1996/Vol. 45/No. RR-9); Guidelines for School Health Programs to Promote Lifelong Physical Activity (March 7, 1997/Vol. 46/No. RR-6).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Administer regular vision & hearing screenings during the 2010-2012 school years. Fourth and sixth grade students, as well as other students as required, will receive vision and hearing screenings. Each year the staff will review the intervention to determine effectiveness and levels of revision needed. The school nurse will maintain records on the number of students who pass or fail screenings and what results occurred as a result of recommendations for follow-up by a doctor. 2011-12: 166 4th graders were screened, no hearing referrals were made, 12 vision referrals were made and 5 of those had doctor documentation, 163 6th graders were screened, no hearing referrals, 9 vision referrals and 5 of those saw the doctor. 2010-11: 118 4th graders were screened, no hearing referrals were made, 14 vision referrals were made and 3 of those had doctor documentation, 140 6th graders were screened, no hearing referrals, 14 vision referrals and 4 of those saw the doctor. 2009-10: 114 4th graders were screened, 2 hearing referrals were made and 1 saw the doctor, 8 vision referrals were made and 4 of those had doctor documentation, 119 6th graders were screened, 5 hearing referrals were made and 3 saw the doctor, 9 vision referrals and 1 of those saw the doctor. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education Action Type: Wellness	Robin Brown, School Nurse	Start: 07/01/2013 End: 06/30/2014	District Staff Outside Consultants Teachers	NSLA (State-281) Employee Salaries: \$39,607.00 NSLA (State-281) Employee Benefits: \$10,529.50 <hr/> ACTION BUDGET: \$50,136.50

Intervention Implement a comprehensive school health program.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
6th grade girls will be screened for signs of scoliosis annually. The 2009-10, 2010-11, and 2011-12 results showed all screenings were completed as required. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education Action Type: Wellness	Robin Brown, School Nurse	Start: 07/01/2013 End: 06/30/2014	District Staff	ACTION BUDGET:
Students will be educated in the importance of staying drug & alcohol free and keeping their bodies healthy during the 2012-2015 school years. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education Action Type: Wellness	Karen Burris, School Counselor	Start: 07/01/2013 End: 06/30/2014	Community Leaders District Staff Outside Consultants Teachers Title Teachers	ACTION BUDGET:
5th grade students will participate in the DARE program in a cooperative effort with the local police department. This program is designed to help motivate students to stay drug and alcohol free, as well as, being the best person they can be. Action Type: Collaboration Action Type: Special Education Action Type: Wellness	Karen Johnson & Teresa Parent Facilitators	Start: 07/01/2013 End: 06/30/2014	Community Leaders District Staff Outside Consultants Teachers Title Teachers	ACTION BUDGET:
MD Williams Intermediate students will participate in the Great American Smoke-Out and Red Ribbon Week in cooperation with the Jr. High & Sr. High LINK teams and other community leaders. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education Action Type: Wellness	Karen Burris, School Counselor	Start: 07/01/2013 End: 06/30/2014	Community Leaders District Staff Outside Consultants Teachers Title Teachers	ACTION BUDGET:

Intervention Implement a comprehensive school health program.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>"Growing-up" talks will be given to 4-6th grade students. Community leaders including local doctors and/or nurses will be invited to present the talks to groups of boys and girls separately.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education Action Type: Wellness</p>	Karen Burris, School Counselor	Start: 07/01/2013 End: 06/30/2014	Community Leaders District Staff Outside Consultants Teachers	ACTION BUDGET:
<p>APNA Drug surveys will be administered annually to 6th grade students and results will be maintained by the school counselor. Each year the staff will review the intervention to determine effectiveness and levels of revision needed. The 2011-2012 results indicated that more students feel safe at school than before. Protective factors included improved social skills among peers; peer rewards for pro-social activity involvement; increased interaction with pro-social peers and strong belief in a moral order. Risk factors for the students included the potential for academic failure; an interest in seeking; and frequent family transitions and mobility. Alcohol and tobacco use were on the decline, but still used in the home with parental or family member approval. Alcohol and tobacco were consumed in other areas, such as a park or an empty building. Students are receiving daily instruction on leadership, which included the Seven Habits of Highly Effective Teenagers and Students. Students also receive weekly instruction on healthy lifestyles and drug and alcohol avoidance through the DARE program. 2008-2009 data results indicated that many students are at risk due to access to drugs, alcohol, and tobacco. There were a significant number of students that indicated that they feel unsafe or that they don't belong. Students did attend programs on drug awareness. More detailed information on survey results may be obtained from the district's ACSIP plan.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education Action Type: Wellness</p>	Karen Burris, School Counselor	Start: 07/01/2013 End: 06/30/2014	District Staff Performance Assessments Teachers	ACTION BUDGET:

Intervention Implement a comprehensive school health program.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
MD Williams Intermediate School has adopted wellness policies in collaboration with the district Nutrition and Physical Activity Committee and approval of the district school board. Policies include the five (5) guidelines, Guidelines for reimbursable school meals, a Plan for measuring implementation of the local wellness policy, and Community involvement. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Annie Vance, Cafeteria Supervisor	Start: 07/01/2013 End: 06/30/2014	Administrative Staff Central Office Community Leaders District Staff Outside Consultants	ACTION BUDGET:
With support from the school district, MD Williams Intermediate School will (1) ensure successful implementation of the Wellness policies; (2) provide resources and professional development to staff to improve the overall school nutrition environment; and (3) will promote the health and physical activity curriculum and student health. Action Type: Collaboration Action Type: Professional Development Action Type: Wellness	Robin Brown, School Nurse	Start: 07/01/2013 End: 06/30/2014	Administrative Staff Central Office Community Leaders District Staff Teachers	ACTION BUDGET:
MD Williams Intermediate School with the help of the district will provide a pleasant environment and monitor schedules and other factors which may interfere with students' access to health information, resources, and a healthy environment. The School Health Index (SHI) Modules will be used to evaluate school effectiveness. The 2009-10, 2010-11, and 2011-12 data results showed wellness policies were observed. Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness	Robin Brown, School Nurse	Start: 07/01/2013 End: 06/30/2014	Administrative Staff Central Office Community Leaders District Staff Teachers	ACTION BUDGET:

Intervention Implement a comprehensive school health program.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>MD Williams Intermediate School will align and implement the current Arkansas Nutrition and Physical Education and Physical Activity Standards and Arkansas Curriculum Frameworks in cooperation with the school district. Resources, professional development opportunities and training will be provided to increase knowledge and advance skills for successful implementation.</p> <p>Action Type: Alignment</p> <p>Action Type: Collaboration</p> <p>Action Type: Professional Development</p> <p>Action Type: Wellness</p>	Robin Brown, School Nurse	Start: 07/01/2013 End: 06/30/2014	<p>Administrative Staff</p> <p>Central Office</p> <p>Community Leaders</p> <p>District Staff</p> <p>Outside Consultants</p> <p>Teachers</p> <p>Teaching Aids</p> <p>Title Teachers</p>	ACTION BUDGET:
<p>The Nutrition and Physical Activity Committee as part of the ACSIP Committee will frequently monitor goals and will evaluate the effectiveness of Interventions by reviewing data results, and other assessments related to Wellness (School Health Index Modules, Wellness Policy Checklist, etc.). ACSIP will be modified as needed.</p> <p>Action Type: Collaboration</p> <p>Action Type: Parental Engagement</p> <p>Action Type: Program Evaluation</p> <p>Action Type: Special Education</p> <p>Action Type: Wellness</p>	Robin Brown, School Nurse	Start: 07/01/2013 End: 06/30/2014	<p>Administrative Staff</p> <p>Central Office</p> <p>Community Leaders</p> <p>District Staff</p> <p>Outside Consultants</p> <p>Teachers</p> <p>Teaching Aids</p> <p>Title Teachers</p>	ACTION BUDGET:
<p>The district will provide the support necessary to hire a nurse (1.0 FTE). The employment of the nurse is above the state requirement for one nurse per district. The nurse will be responsible for providing services to better address academic deficits related to health issues, and to oversee administration of vision, hearing, BMI, and scoliosis screenings. (SCHOOLWIDE 10)</p> <p>Action Type: Collaboration</p> <p>Action Type: Parental Engagement</p> <p>Action Type: Special Education</p> <p>Action Type: Wellness</p>	Daryl Blaxton, Superintendent	Start: 07/01/2013 End: 06/30/2014	<p>Administrative Staff</p> <p>District Staff</p>	ACTION BUDGET:

Intervention Implement a comprehensive school health program.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Schools will implement practices to provide opportunities for students to practice healthy behaviors at school and encourage them to make healthy food and physical activity choices resulting in increased academic performance during the 2012-2015 school years. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Robin Brown, School Nurse	Start: 07/01/2013 End: 06/30/2014	Administrative Staff Community Leaders District Staff Teachers Title Teachers	ACTION BUDGET:
MD Williams Intermediate School in cooperation with the district will make physical activity and healthy foods widely available in all areas of the school campus and encourage students to make healthy behavior choices outside the school. Action Type: Collaboration Action Type: Wellness	Robin Brown, School Nurse	Start: 07/01/2013 End: 06/30/2014	Administrative Staff Community Leaders District Staff Teachers	ACTION BUDGET:
Students will be offered choices of: two (2) entrees offered daily at lunch; two (2) choices of fruit or 100% fruit juice offered daily at lunch; two (2) choices of vegetables offered daily at lunch; and five (5) foods containing whole grain offered weekly. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Annie Vance, Cafeteria Supervisor	Start: 07/01/2013 End: 06/30/2014	Administrative Staff Community Leaders District Staff Teachers Title Teachers	ACTION BUDGET:
MD Williams Intermediate School will involve parents in physical activity and nutrition education through homework, national school lunch program menus, "Parents Make the Difference" nights, and professional development activities. Professional development will focus on physical activity and nutrition education, and health risk indicators that compromise students ability to perform academically, etc. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Special Education Action Type: Wellness	Shannon Fish, Principal	Start: 07/01/2013 End: 06/30/2014	Administrative Staff Community Leaders District Staff Outside Consultants Teachers Teaching Aids Title Teachers	ACTION BUDGET:

Intervention Implement a comprehensive school health program.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Weekly newsletters will be published and sent home with each student to share information concerning the upcoming week's menu, offer health and nutrition tips, and any other relevant information that needs to be communicated between the school and home. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education Action Type: Wellness	Shannon Fish, Principal	Start: 07/01/2013 End: 06/30/2014	Computers District Staff	ACTION BUDGET:
Copies of the BMI screening results will be sent to parents. Information about lunch menus and other health tips will be maintained by the school counselor in copies of the school newsletters. Each year the staff will review the intervention to determine effectiveness and levels of revision needed. The 2009-10, 2010-11, and 2011-12 data results showed BMI information was sent to the parents and that health tips & lunch menu information was shared regularly in the weekly school newsletter. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education Action Type: Wellness	Robin Brown, School Nurse	Start: 07/01/2013 End: 06/30/2014	District Staff Performance Assessments Teachers	ACTION BUDGET:
MD Williams Intermediate School will implement grade appropriate nutrition education through a comprehensive education program. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Special Education Action Type: Wellness	Annie Vance, Cafeteria Supervisor	Start: 07/01/2013 End: 06/30/2014	Administrative Staff Community Leaders District Staff Teachers Title Teachers	ACTION BUDGET:
			Total Budget	\$50,136.50

Intervention Provide opportunities for students, parents and the community to be involved in activities promoting health on the school campus				
Scientific Based Research "Eleven components of effective drug abuse prevention curricula". The Journal of School Health, 65 (10), 420. Retrieved December 23,2003 from Research Brief, "Characteristics of Effective Substance Abuse Prevention Programs", Volume 1 Number 26. http://www.asce.org/publications/researchbrief/volume1/v1n26.html .ASCD Journal of the American Dietetic Association, 103(7): 887-93. 2003. NAL Call Number 389.8 Am34 Position of the American Dietetic Association: Child and adolescent food and nutrition programs. J. Stang, C. T. Bayerl. Food and Nutrition Information Center's (FNIC) web site at http://www.nal.usda.gov/fnic/pubs and db.html . Clinical Pediatrics, 40(2): 63-70. 2001. NAL Call Number: RJ1-C55, Behavioral and cognitive status in school-aged children with a history of failure to thrive during early childhood. R. A. Dykman, et al. Guidelines for School Health Programs to Promote Lifelong Healthy Eating (June 14, 1996/Vol. 45/No. RR-9); Guidelines for School Health Programs to Promote Lifelong Physical Activity (March 7, 1997/Vol. 46/No. RR-6).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Community members are welcome to use the school track to walk Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education Action Type: Wellness	Daryl Blaxton, Superintendent	Start: 07/01/2013 End: 06/30/2014	Administrative Staff Community Leaders District Staff Teachers	ACTION BUDGET:
Game nights will be incorporated to promote mental health and social activity Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education Action Type: Wellness	Karen Johnson & Teresa Parent Facilitators	Start: 07/01/2013 End: 06/30/2014	Administrative Staff Community Leaders District Staff Teachers	ACTION BUDGET:
			Total Budget	\$0.00

A School Improvement Planning Team

SCHOOL IMPROVEMENT PLANNING TEAM MEMBERS			
Classification	Name	Position	Committee
Classroom Teacher	Amy Privett	Spec. Ed. Teacher	Math/Literacy Inclusion
Classroom Teacher	Amy Story	3rd/4th grade teacher	Literacy ELF
Classroom Teacher	Anthony Hausman	Spec. Ed. Teacher	Math/Literacy Inclusion
Classroom Teacher	Beth Futrell	3rd grade teacher	Literacy ELF
Classroom Teacher	Carol Kick	3rd grade teacher	Science Alignment
Classroom Teacher	Cheryl Matlock	4th grade teacher/Parent	Literacy Lit Lab
Classroom Teacher	Chris Lewis	4th grade teacher	Math Alignment
Classroom Teacher	Chris Lindner	5th Grade Teacher	Science/Steering Committee
Classroom Teacher	Cyndi Coates	4th grade teacher	AIP/Tutoring
Classroom Teacher	Debbie Flagg	3rd grade teacher	Math Alignment
Classroom Teacher	Debbie Summers	ALE Instructor	RTI
Classroom Teacher	Holly Toney	5th Grade Teacher	Literacy Lit Lab
Classroom Teacher	Jillian Hogan	5th grade teacher	Literacy Lit Lab
Classroom Teacher	Julie Campbell	6th grade teacher	Math/Literacy Inclusion
Classroom Teacher	Karen Johnson	Media Specialist/Librarian	Student Motivation & Parent Involvement
Classroom Teacher	Kathleen Fleming	3rd grade teacher	Math/Literacy Inclusion
Classroom Teacher	Mary Zitzelberger	6th Grade Teacher	Literacy Lit Lab
Classroom Teacher	Michelle Higginbotham	3rd grade Teacher	Math/Literacy Inclusion
Classroom Teacher	Michelle Kercheval	G/T Instructor	Professional Development/Steering Committee
Classroom Teacher	Monica Brewington	5th grade teacher	Math Alignment/Steering Committee
Classroom Teacher	Nova White	6th grade teacher	Professional Development
Classroom Teacher	Robin Stayton	6th grade teacher	Math Alignment
Classroom Teacher	Sally Prevett Orrell	6th grade teacher	Point In Time Remediation/Steering Committee
Classroom Teacher	Sandra Lowtharp	3rd grade teacher	Math Alignment
Classroom Teacher	Shannon Barr	Spec. Ed. Teacher	Literacy Alignment
Classroom Teacher	Shelly Tanner	5th grade teacher	Point In Time Remediation
Classroom Teacher	Tabitha Phelps	Special Education Teacher	Math/Literacy Inclusion
Classroom Teacher	Tammy Hendrickson	5th grade teacher	Math Alignment

Classification	Name	Position	Committee
Classroom Teacher	Tonya Hutsell	6th grade Teacher	Science
Classroom Teacher	Tonya Throesch	3rd/4th grade teacher	Math/Literacy Inclusion
Classroom Teacher	Willa Jenkins	4th Grade Teacher	Science Alignment
Community Representative	Mike Andrews	County Agent/Parent	Literacy
District-Level Professional	Daryl Blaxton	Superintendent/Federal Programs Coordinator	Steering Committee
District-Level Professional	RoseMary Weaver	Curriculum Coordinator	Steering Committee
Non-Classroom Professional Staff	Angela Marburger	ALE Aide	RTI
Non-Classroom Professional Staff	Angie Meigs	Aide	Math/Literacy Inclusion
Non-Classroom Professional Staff	Annie Vance	Cafeteria Supervisor	Parent Involvement & Wellness
Non-Classroom Professional Staff	Cindy Difani	SLP	Literacy
Non-Classroom Professional Staff	Crystal Gardner	Receptionist	Parent Involvement & Wellness
Non-Classroom Professional Staff	Julie Duff	Secretary	Parent Involvement & Wellness
Non-Classroom Professional Staff	Karen Burris	Counselor	Parent Involvement & Wellness/Steering Committee
Non-Classroom Professional Staff	Kim Dunlap	Computer Lab Instructor	Point In Time Remediation
Non-Classroom Professional Staff	Linda Prater	Title 1 Aide	Student Motivation & Parent Involvement
Non-Classroom Professional Staff	Loretta Freeman	Aide	Math/Literacy Inclusion
Non-Classroom Professional Staff	Maria Bell	RTI Instructor/Take Flight	RTI
Non-Classroom Professional Staff	Nanci Young	SLP/ACSIP Chairperson	Steering Committee/Technology
Non-Classroom Professional Staff	Rita Rowe	Title 1 Aide	Math Alignment
Non-Classroom Professional Staff	Robin Ford Brown	School Nurse	Parent Involvement & Wellness
Non-Classroom Professional Staff	Robin Vaughn	Spec. Ed. Aide	Literacy Alignment
Non-Classroom Professional Staff	Sara Martin	Special Educ. Supervisor	RTI
Non-Classroom Professional Staff	Sarah Davis	Music Teacher	Student Motivation & Parent Involvement
Non-Classroom Professional Staff	Sheila Ingram	Spec. Ed. Aide	Math/Literacy Inclusion
Non-Classroom Professional Staff	Stella Steimel	Aide	RTI
Non-Classroom Professional Staff	Susan Meier	Leader In Me/Life Skills	Math/Literacy Inclusion
Non-Classroom Professional Staff	Tammy Hagood	Psychological Examiner	RTI
Non-Classroom Professional Staff	Tanya Tribble	Special Educ. Aide	RTI
Non-Classroom Professional Staff	Teresa Baltz	ISS Supervisor/Parent Facilitator	Parent Involvement/Wellness
Parent	Kristin Jiles	Parent Representative/Counselor	Literacy
Parent	Rhonda Crabtree	Parent Representative	Literacy

Classification	Name	Position	Committee
Parent	Sara Frazier	Parent Representative	Math
Principal	Brent Miller	Assistant Principal	Steering Committee
Principal	Shannon Fish	Principal/Parent	Steering Committee