

# School Plan

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## CENTRAL ELEMENTARY SCHOOL

### Arkansas Comprehensive School Improvement Plan

2012-2013

Central Elementary's mission is to include families in educating all students to higher levels of academic performance while developing positive growth in social/emotional behaviors and attitudes. Central Elementary's staff accepts the responsibility to teach all students so that they can develop pride in self, school, work, the community, and create responsible citizens who can function in a rapidly changing society.

Grade Span: K-4

Title I: Title I Schoolwide

School Improvement: MS

#### Table of Contents

##### Priority 1: Math

**Goal:** All third and fourth grade students will exhibit proficiency on the 2012-2013 Augmented Benchmark Exam in responding to open response items for the Combined, Caucasian, and Economically Disadvantaged Populations. Also, third and fourth grade students will exhibit improvement in the area of Measurement, Algebra, Data Analysis and Probability, and Geometry.

##### Priority 3: Literacy

**Goal:** All third and fourth grade students will exhibit proficiency on the 2012-2013 Augmented Benchmark Exam by improving Reading skills in the areas of Literary passage, Practical passage, and Content passage, multiple choice and open response.

##### Priority 4: Wellness

**Goal:** The school will offer opportunities for students and their families to educate themselves on healthy lifestyle choices to promote family participation and community awareness in the area of total wellness.

##### Priority 5: Schoolwide

**Goal:** To implement a schoolwide program that upgrades the entire educational program in the school in order to raise academic achievement for all students

Priority 1:	To improve mathematic skills by targeting the focus areas. The following data are results from students of Central Elementary K-4 content area of mathematics.
Supporting Data:	<ol style="list-style-type: none"><li>1. COMBINED POPULATION 3RD GRADE In 2012, the NRT data revealed a weakness in Measurement OR. In 2011, the CRT data revealed a weakness in Measurement, MC and in Geometry, Open Response. In 2010, the CRT data revealed a weakness in the areas of Measurement and Data Analysis and Probability, Multiple Choice and in Geometry, Open Response. Trend Analysis Findings:The weakest area for the Combined Population Measurement was Open Response.</li><li>2. COMBINED POPULATION 4th GRADE: In 2012, the NRT data revealed a weakness in Numbers and Operations, Algebra, Measurement, and Data Analysis and Probability, MC and Measurement OR. 2012, 2011, and 2010 data revealed a weakness in Measurement, Data Analysis and Probability, Multiple Choice. Open Response format revealed a weakness in Numbers and Operations. In 2010, the CRT data showed a weakness in the areas of Geometry and Data Analysis and Probability- Open Response. TREND ANALYSIS FINDINGS: Measurement, MC and OR.</li><li>3. COMBINED POPULATION KINDERGARTEN: In 2012 Kindergarten did not participate in testing. In 2011, the combined population for the NPR average was 78%. In 2010, the combined population in Math scored 97% at/above the 50th percentile rank. TREND ANALYSIS FINDINGS : 2011 baseline year.</li><li>4. COMBINED POPULATION 1st GRADE: In 2012,a weakness was shown in Concepts. In 2011, weaknesses showed in data interpretation and Relationships and Trends. In 2010,data reported that 64% scored at/above the 50th percentile rank in math problem solving. TREND ANALYSIS:All three areas should be the trend analysis, concepts, Data interpretation, and math problem solving.</li><li>5. COMBINED POPULATION 2nd GRADE: In 2012, weakness shown in area of Math Concepts. In 2011, data revealed weak areas in Numbers, Properties and Operations along with Measurement. In 2010, 58% scored at/above the 50th percentile rank in math. TREND ANALYSIS: The weakest areas over the last three years are math concepts.</li><li>6. Attendance: The 2012 school attendance rate was 95% which meets state standards. The 2011 school attendance rate was 93.6% which meets state standards.The 2010 school attendance rate was 93% which meets the state standards.</li></ol>

Goal	All third and fourth grade students will exhibit proficiency on the 2012-2013 Augmented Benchmark Exam in responding to open response items for the Combined, Caucasian, and Economically Disadvantaged Populations. Also, third and fourth grade students will exhibit improvement in the area of Measurement, Algebra, Data Analysis and Probability, and Geometry.
Benchmark	In 2010-2011, 93% of the combined population scored proficient or advanced in Math. 4th grade showed weaknesses in the areas of MC in Number and Operations, Algebra, Measurement, and Data Analysis and Probability. In 2011-2012, the all students population scored 89% in proficient or advanced. 4th grade also scored low in O R items in Measurement. Third grade showed a weakness in geometry Open response. 2012-2013, the percentage of students' proficient and/or advanced will increase to 92%.

Intervention: Development of common core standards lessons for math-				
Scientific Based Research: 1. Reading and Math Ability Grouping In Elementary Schools, Hollifield, John, 1987;EPSL Education Policy Studies Laboratory-ERIC Identifier:ED290542 2. Research Link/Grouping Students for Increased Achievement; Educational Leadership, Holloway, John, November 2001 (ASCD) 3. Bringing Special Education Students Into the Classroom; Fulton, Kay, Education Week,January 1999 4. Marching to Different Drummers; Pat Guild and Stephen Garger, 1998 (ASCD)5. Differentiated Classroom: Responding to the Needs of All Learners; Increasing Student Achievement; Marzano, Pickering, Pollock 2001 (ASCD)6. Every Day Counts-Calendar Math, Great Source 7. (MathLinks)Teaching Student-Centered Mathematics Grades 3-5, Pearson Publishing,Boston, MA. CGI; Cognitively Guided Instruction. Developing Number Concepts, Counting, Comparing and Patterns by Kathy Richardson, published by Dale Seymour Publishing. Math Studies Weekly by American Legacy Publishing.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Attend math related professional development (i.e. Making Math Meaningful), with emphasis on geometry and measurement skills. Action Type: Professional Development	Classroom teachers	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Outside Consultants</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Teachers will align by grade level common core standards open-ended problem solving lessons as evidenced by weekly lesson plans. Action Type: Alignment	Sherri Jennings, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
MacBooks,Smart boards, document cameras, LCD projectors, calculators, Ipods, Ipads, computers, and Turning Point systems will be available for teachers to use as instructional tools to enhance delivery of math instruction. MacBooks will be used to aid during instruction and assist teachers in developing podcasts for use with Ipods and instructional use. Action Type: Technology Inclusion	Sherri Jennings, Principal, Classroom Teachers	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Computers</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	Local Revenue: \$600.00 ACTION BUDGET: \$600
Cabot High School PALS program participants will include math games in their planned activities through collaboration with the school counselor. Action Type: Collaboration	Jacque Howard, Counselor	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Students with an IEP in math will be served through an inclusive delivery model in the regular classroom, when appropriate. The classroom teacher and resource teacher or paraprofessional will work collaboratively in the delivery of instruction. Action Type: Collaboration Action Type: Special Education	Classroom Teachers, Samantha Carter, Resource	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Fourth grade teachers will collaborate with instructors at the 4-H center to provide hands on math/science skills practice for 4th	Sharon Boyd 4th; Shawna Wise 4th, Shekanah	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> </ul>	ACTION BUDGET: \$

grade students during the 4-H Center field trip. Action Type: Collaboration	Palmer 4th.		<ul style="list-style-type: none"> <li>Teachers</li> </ul>	
Family nights-Central has 4 nights this year, to provide students and parents with a hands-on experience to learning. Other parental involvement activities will be implemented after a needs assessment is completed. Action Type: Parental Engagement	Andy Sullivan, Assistant Principal; Sally Tarvin, parent coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	Local Revenue: \$300.00 <hr/> ACTION BUDGET: \$300
An extended learning opportunities after school program will be provided for students who have an AIP in math. Action Type: AIP/IRI Action Type: Title I Schoolwide	Sherri Jennings, Andy Sullivan	Start: 07/01/2012 End: 06/30/2013		<hr/> ACTION BUDGET: \$
All teachers at Central Elementary including Pre-K will have an instructional budget to purchase additional supplies and materials for classroom use. Action Type: Equity	Sherri Jennings, Principal, Andy Sullivan, Assistant Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teaching Aids</li> </ul>	Local Revenue: \$15500.00 <hr/> ACTION BUDGET: \$15500
Evaluation will be determined through a comparison of students' scores for a two year period on the NRT data and Augmented Benchmark assessments, teacher lesson plans, and CWTs by the principal will be used to document development of common core standards-based lessons for math and literacy. The 10-11 school year is used as a baseline year for the Iowa Test of Basic Skills. According to the Benchmark data for 2011-2012 third grade dropped in math by 1% and Fourth grade dropped in math by 4%. Action Type: Equity Action Type: Program Evaluation	Sherri Jennings, principal, Andy Sullivan, Assistant Principal, classroom teachers	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Math intervention materials have been purchased for every grade level. Each grade level will be able to pull from the math intervention cart and use appropriate materials to assist in a skill area of math. These materials will be available for classroom teachers, interventionists and volunteers. Action Type: Parental Engagement Action Type: Title I Schoolwide	Classroom teachers	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teaching Aids</li> </ul>	<hr/> ACTION BUDGET: \$
Math interventions will be provided for the all students group as well as the white subgroup to increase their performance in math. Action Type: Alignment	Sherri Jennings	Start: 08/20/2012 End: 05/31/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Total Budget:				\$16400
Intervention: Instructional math strategies and behavioral management strategies will be developed to accommodate/address learning styles, abilities, and needs of all students.				
Scientific Based Research: Scientific Based Research: 1. Teaching Writing;Gail Tompkins 2000 2. Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement; Marzano, Pollock, Pickering 2001 (ASCD) 3. The Differentiated Classroom; Responding to the Needs of All Learners; Tomlinson 2000 (ASCD) 4. Tools for Teaching; Jones 2000 5. Scaffolding Young Writers; Dorn & Soffos 2001 6. Guiding Readers and Writers; Research Building BLocks for Teaching Children to Read; Armbruster, Lehr & Osborn-Center for the Improvement of Early Reading Achievement (CIERA)(2001) 9. Classroom Walk-Through with Reflective Feedback; Learning 24/7 (2000)10. Analyzing Classroom Instruction: Curriculum Calibration; Hollingsworth & Ybarra, Data Works Educational Research (2000)10. Integrating Differentiated Instruction + Understanding by Design;Tomlinson, Carol Ann & McTighe, Jay (ASCD 2006). 11. The Power				

of Our Words; Denton EdD, Paula.(2007)Northeast Foundation for Children.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Rewards and incentive programs such as Character Celebrations and Central Bucks will be implemented to recognize students for academic and behavioral successes during each grading period and at the conclusion of the school year. Action Type: ADE Scholastic Audit Action Type: Equity	Jacque Howard, Counselor, Sherri Jennings, Principal, Shanna Garriga, Parent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>Teachers</li> </ul>	Local Revenue: \$300.00 <hr/> ACTION BUDGET: \$300
M&M Kids (manners matters) program will be used building-wide to promote good character. Parents, faculty and community representatives will collaborate to promote and support this effort. Action Type: Collaboration Action Type: Equity	Jacque Howard, Counselor	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Teachers will utilize smart boards and technology in classrooms with interactive Web Sites in providing alternative to pencil and paper tasks. The sites will provide for learning through the use of games, stories, simulations, and virtual labs as evidenced by classroom walkthroughs. Cabot Wiki is district wide and a resource for all teachers of math. Action Type: Technology Inclusion	Patricia Burns, Media Specialist, Theresa Rye, GT Teacher, Classroom Teachers	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Computers</li> <li>District Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Technology/Visuals will be used for interventions of students with an established AIP (academic improvement plan). Action Type: AIP/IRI Action Type: Technology Inclusion	Connie Payne, Computer Lab	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Computers</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Classroom Walk-Through (CWT) strategy will be used as an effective structure to guide classroom visits and follow-up reflection. CWT will allow for coaching, reflection and collaborative opportunities between the teachers and principal. The 08-09 school year is the baseline year for data collection for this action. In 08-09 approximately 43 CWT's were administered. In 09-10, 78 CWTs were administered through out grade levels K-4. In 10-11, 192 CWTs were administered through out grade levels K-4. 11-12, data not available. Action Type: Collaboration	Sherri Jennings, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> </ul>	<hr/> ACTION BUDGET: \$
Building-wide program (Ronald McDonald program) to address issues to develop a Bully-Free environment. No Bullying signs are placed in the building. K-2 will use Scholastic No Bully Series and 3-4 will have guest speakers come and present to 3-4. The resource officer in the district will lead the presentations. The school counselor will address No bullying	Sherri Jennings, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	<hr/> ACTION BUDGET: \$

in her classroom lessons. Action Type: Equity				
Teachers will collaborate in weekly grade level meetings to discuss ways to differentiate instruction. Action Type: Collaboration Action Type: Special Education	All Classroom Teachers, Interventionist, GT Teacher	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Central Office</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Parent Surveys, Student Discipline Data, CWT, Classroom Observations, and AIP's will be used as formative and summative evaluations. The 08-09 school year is the baseline year for data collection for this action. Parent Surveys administered in 09-10 returned positive results, with the average score of very satisfied at 109, and very dissatisfied at 6. In 10-11 The average number of parents marking very satisfied was 122 and marking dissatisfied was 3.6. Discipline data for 08-09 revealed 12 In school suspensions, 3 out of school Suspensions and 10 Corporal Punishment administered. The 09-10 discipline data showed 2 In School Suspensions, 3 Out of School Suspensions and 6 Corporal Punishments. 10-11 Discipline data showed 0 In School suspensions, 5 Out of School Suspensions, and 11 Corporal Punishments. 11-12 data not available Action Type: AIP/IRI Action Type: Parental Engagement Action Type: Program Evaluation	Sherri Jennings, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>Performance Assessments</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Classroom Teachers and Special Education teachers in grades 3 and 4 will complete professional development for the continuing use of CGI(Cognitively Guided Instruction/Making Math Meaningful)which will continue to be implemented in grades K-4. Action Type: Professional Development Action Type: Special Education	Samantha Carter, Special Education Teacher	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
In 2011-2012, all faculty members participated in a book study on the Responsive Classroom Approach: The First Six Weeks of School Additional books will be purchased about the Responsive Classroom Approach to be placed in the Professional Library. All faculty members participated in a book study, Morning Meeting, to successfully implement the Responsive Classroom Approach school wide. Morning Meeting will continue to be implemented. The faculty participated in another book study, Teaching Children to Care. Teachers use the teaching strategy with interactive modeling to teach procedures from	Sherri Jennings, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	Local Revenue: \$700.00 General Revenue: \$0.00 <hr/> ACTION BUDGET: \$700

Teaching Children to Care. In 12-13, the teachers are studying the next component in Responsive Classroom, positive teacher language, through a book study, Power of Our Words. Action Type: Professional Development				
Central Elementary's Principal will purchase materials and supplies necessary to enhance the learning for all students as well as attend Professional Conferences to further develop strategies for instruction. Action Type: Equity Action Type: Professional Development	Sherri Jennings, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	Local Revenue: \$8000.00 <hr/> ACTION BUDGET: \$8000
Total Budget:				\$9000

Intervention: Implement Math performance assessments				
Scientific Based Research: 1. Accountability For Learning; Doug Reeves, ASCD (2004) 2. Transforming Schools-Creating A Culture of Continous Improvement; Zmuda, Kuklis, and Kline, ASCD (2004) 3. What Works In Schools-Translating Research INTO Action; Marzano, ASCD (2003) 4. Everybody's House-The Schoolhouse-Best Techniques for Connecting Home, School, and Community; Warner, Corwin Press (1997)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Interim Assessments in accordance to district guidelines will be administered at each grade level. Student results will be maintained and charted in the students' AIP/IRI data portfolios. Test data will be used in aligning interventions and guiding instruction. Action Type: AIP/IRI Action Type: Alignment	Andy Sullivan, Assistant Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Central Office</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Teachers will review benchmark, ITBS and Interim Assessments data in aligning instructional needs as evidence by students' AIP/IRIs. Action Type: AIP/IRI Action Type: Alignment	Debbie Robberts, Interventionist, Stacy Sales, Teacher, Brenda Edwards, teacher, Mary Callaway, teacher.	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Central Office</li> <li>Computers</li> <li>District Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Testing Review materials will be distributed during Parent teacher conferences for 3rd and 4th grade parents to communicate expectations and share format of criterion and norm reference testing. Information will also be posted on the school web site prior to testing. Such items will include released items for parents to review. Action Type: Parental Engagement	Shawna Wise, teacher ; Alisa Ford, teacher. Trish Burns, school webmaster.	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Third and Fourth grade Family Night will be held to inform parents of assessment format and instructional strategies. Action Type: Alignment Action Type: Parental Engagement	Stacy Sales, teacher, Brenda Edwards, teacher, Sally Tarvin, teacher.	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Formative/Summative Evaluations: CWT, Parent-Teacher Conference Data, Student Portfolio Assessment Data, Teacher Observation, and	Sherri Jennings, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> </ul>	<hr/> ACTION BUDGET: \$

Interim Assessment Data will be used as evaluation tools. Action Type: Program Evaluation			<ul style="list-style-type: none"> <li>Teachers</li> </ul>	
All components of ACT 307 will be implemented, including informational packets, materials in the library for responsible parenting, a parent center, parent activities to promote responsible parenting. Parent involvement meetings, a volunteer resource book, information about the school's process for resolving parental concerns in the student handbook, enable the formation of a Parent Teacher Organization and a parent facilitator. Action Type: Parental Engagement Action Type: Title I Schoolwide	Sally Tarvin, Teacher Sherri Jennings, Principal	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
Title I Parent/Teacher/Student Compact will be sent home to parents. The compact will outline responsibilities of all parties and will be signed by all involved. A Title I information meeting will be held. At this time, we will review the rights of parents to be involved in planning, review and improvement of parent programs, a description and explanation of the curriculum and assessments used in the school, proficiency levels, school wide Title I actions with transitions between pre-k and kindergarten, and fourth grade to fifth grade to create a seamless program will be discussed. Parental involvement activities will be planned throughout the year. Action Type: Parental Engagement Action Type: Title I Schoolwide	Sherri Jennings, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Professional development will be focused on comprehensive math priorities to improve instructional strategies and enhance student achievement. Central Elementary staff will complete the required 60 hours of staff development. Included in these hours will be 6 hours of technology, 2 hours of Arkansas History when applicable, and 2 hours of parental involvement. The administrator will complete an additional 1 hour of parental involvement and 4 hours of data disaggregation and leadership.

Scientific Based Research: 1. National Council of Teachers of Mathematics (NCTM)(2003) 2. Marilyn Burns-Math Solutions: About Teaching Mathematics 2nd Addition 2000 3. Every Day Counts-Calendar Math, Great Source (2003)4. Integrating Differentiated Instruction + Understanding by Design; Tomlinson, Carol Ann & McTighe, Jay (ASCD 2006). 5. Children's Mathematics; Carpenter, Thomas; Fennema, Elizabeth; Franke, Megan; Levi, Linda; Empson, Susan (NCTM) (1999).

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will continue to receive training in Making Math Meaningful to be implemented in classrooms during math instruction. Action Type: Professional Development	Classroom Teachers	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
District teachers attended CTAT 104 in 12-13. This is mandatory district wide. Teachers attended CTAT 103 Training in 11-12. Teachers attended district technology training CTAT 102, Smartboard and Slate Trainings in 10-11. All District employees received training in 09-10 for CTAT 101. Action Type: Technology Inclusion	Classroom Teachers	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Computers</li> <li>District Staff</li> </ul>	ACTION BUDGET: \$



Total Budget:	\$0
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- Priority 3: To improve reading skills by targeting the focus areas. The following are data results from students of Central Elementary content area Reading.
1. COMBINED POPULATION 3RD GRADE: In 2012, the CRT data revealed Weakness in Writing MC, Reading-Practical Passage OR and writing Content and Style. In 2011, The CRT data revealed a weakness in the following literacy domains: Writing MC, Practical passage MC, Content and Practical Passage,OR. In 2010, the CRT data revealed a weakness in the following literacy domains:multiple choice practical passages, open response content and practical passages and writing content and style. The NRT data revealed a weakness in reading comprehension. TREND ANALYSIS:Combined Population: In writing, 3rd grade needs improvement in the domains of Content and Style. In reading, Practical Passage open response.
  2. COMBINED POPULATION 4TH GRADE: In 2011, data revealed weaknesses in Writing MC. In 2010, The CRT data revealed a weakness in the following literacy domains; Literary and Content Passages Multiple choice, Writing Multiple choice and Practical Passage Open response,and in the areas of Content and Style in writing. In 2009, the CRT data revealed a weakness in the following literacy domains:reading multiple choice practical passages, open response literary passages and writing content and style. The NRT data revealed a weakness in reading comprehension. TREND ANALYSIS: Combined Population: Practical Passage-open response and in the writing domains, content and style and multiple choice.
  3. COMBINED POPULATION KINDERGARTEN: In 2010, the NRT data showed that 89% of the Kindergarten combined population was at/or above the 50th percentile rank. In 2009, the NRT data revealed a weakness in sounds and print. 83% scored at or above the 50th percentile. TREND ANALYSIS: 2011 is a baseline year.
  4. COMBINED POPULATION FIRST GRADE: In 2011, data revealed a weakness in Story Comprehension. Highly Mobile students showed areas of concern in all areas. In 2010, the NRT data showed weakness in reading comprehension. 40% were at or above the 50th percentile ranking. In 2009, the NRT data revealed a weakness in reading comprehension. 32% scored at or above the 50th percentile. TREND ANALYSIS FINDINGS: All groups need to improve in reading comprehension.
  5. COMBINED POPULATION SECOND GRADE: In 2011, weakest areas are vocabulary and language. In 2010, the NRT data showed that 35% were at/above the 50th percentile rank in reading comprehension. In 2009, the NRT data revealed a weakness in reading comprehension. 45% scored at or above the 50th percentile. TREND ANALYSIS FINDINGS: All groups need to improve in reading comprehension, vocabulary and language.
  6. Attendance:2012 school attendance rate was 95% which meets state standards. 2011 school attendance was 93.6% which meets state standards. The 2010 school attendance rate was 93% which meets state standards.

Supporting Data:

Goal All third and fourth grade students will exhibit proficiency on the 2012-2013 Augmented Benchmark Exam by improving Reading skills in the areas of Literary passage, Practical passage, and Content passage, multiple choice and open response.

Benchmark In 2010-2011, 90% of the all student groups were proficient in literacy. In 2011-2012, 85% of the all students groups were proficient in literacy. The TAGG scored 78% proficient or advanced in literacy. In 2012-2013, the all students population of third and fourth grades will increase the percentage of students scoring proficient or advanced to 89% in the all students group and 81% for the TAGG group.

Intervention: Implement strategies to enhance reading skill development.				
Scientific Based Research: 1. National Reading Panel Report (2000); Put Reading First (2001) 2. Guiding Readers and Writers; Fountas & Pinnell (2001) 3. Differentiated Classroom; Responding to the Needs of All Learners; Carol Ann Tomlinson, ASCD (2001) 4. Apprenticeship in Literacy-Transitions Across Reading And Writing; Dorn, French, Jones-Stenhouse Publishing (1998) 5. Guided Reading; Fountas, Pinnell-Heinemann (1996)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Central Elementary K teachers will collaborate to effectively utilize and implement an identified phonemic awareness program for phonological and phonemic awareness instruction as evidenced by classroom walkthroughs and lesson plans. Phonemic Awareness Screener for Interventions will be utilized in K-1. Action Type: Collaboration	Kindergarten teachers	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>District Staff</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Flexible grouping will be used to accelerate the development of reading skills for students with an AIP (academic	Deb Robberts, Interventionist; Susan Cain, Interventionist;	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$



improvement plan). Action Type: AIP/IRI	and Core Teachers		<ul style="list-style-type: none"> <li>Title Teachers</li> </ul>	
Students (K - 4th) being served with an IEP will be provided services through, consultation inclusion, and/or resource model, as appropriate. The Special Education teacher and paraprofessional will work in cooperation with the classroom teacher in addressing student's academic needs. Action Type: Equity Action Type: Special Education	Samantha Carter, Resource	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
A reading motivation program, Rocking Readers, will be utilized in First through Fourth Grades to promote the practice of reading comprehension skills on a regular basis. Action Type: Technology Inclusion	Sally Tarvin, teacher; Susan Cain, Interventionist; Patricia Burns, Media Specialist; Renee Tarrant, teacher; Charlott	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Computers</li> <li>School Library</li> <li>Teachers</li> </ul>	Local Revenue: \$300.00 <hr/> ACTION BUDGET: \$300
Reading partners will be established for students at risk, for purposes of practicing reading skills (PALS, parent volunteers, community volunteers, support staff, etc...) Action Type: AIP/IRI Action Type: Parental Engagement Action Type: Special Education	Sally Tarvin, Parent Involvement Coordinator; Debbie Robberts, Interventionist; Sherri Jennings, Principal; Jacque Howa	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
All students K-1 will participate in explicit and systematic phonemic awareness, and/or phonics instruction. The instruction will be aligned to Common Core State Standards. This includes teacher explanation and modeling of all phonemic awareness skills, and/or phonics skills, followed by guided practice and independent practice and assessed using DIBELS PSF Task. Action Type: Alignment Action Type: Program Evaluation	K-1 teachers, Debbie Robberts, Interventionist, Sherri Jennings, Principal, Susan Cain, K-1 Interventionist	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	<hr/> ACTION BUDGET: \$
All students (2-4) will participate in explicit and systematic word study/spelling instruction which will be aligned to Common Core State Standards. This includes teacher explanation and modeling of all word study/spelling skills, followed by guided practice and independent practice and assessed using the DSA. The DSA is used to group students in word study. Action Type: Alignment Action Type: Program Evaluation	Susan Cain, Interventionist, Classroom Teachers 2-4	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
All students will participate in comprehension strategy	Sherri Jennings, Principal; Deb	Start: 07/01/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	<hr/>

instruction aligned to Common Core State Standards. This includes teacher explanation and modeling of all comprehension strategies, followed by guided practice, independent practice and assessments. Action Type: Alignment	Robberts, K-1 Interventionist, Susan Cain, 2-4 Interventionist	End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
All students will participate in explicit vocabulary instruction aligned to Common Core State Standards. This includes teacher explanation and modeling of all vocabulary skills, followed by guided practice and independent practice. Action Type: Collaboration	Classroom Teachers; Debbie Robberts, Susan Cain, Interventionists	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
All students (1-4) will participate in fluency instruction aligned to Common Core State Standards. This includes teacher explanation and modeling of all fluency skills, followed by guided practice and independent practice and assessed using DIBELS/ORF, Guided reading lessons, and accuracy checks. Action Type: Alignment	Deb Robberts, K-1 Reading Interventionist; Susan Cain 2-4 Interventionist, Classroom Teachers	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
K-1 Reading Intervention teacher (1.0 FTE- Susan Cain) will work in collaboration with classroom teachers to meet the needs of students who are not performing on grade level and those who need extra interventions in order to be successful. Materials and supplies will be purchased to enhance instruction. Action Type: Collaboration Action Type: Equity	Sherri Jennings, Principal; Debbie Robberts, K-1 Reading Interventionist, Susan Cain 2-4 Reading Interventionist	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	Title I - Materials & Supplies: \$1700.00 Title I - Employee Salaries: \$57140.00 Title I - Employee Benefits: \$12770.81 <hr/> ACTION BUDGET: \$71610.81
Materials and supplies will be purchased in order to implement a comprehensive literacy program. All students will have access to this comprehensive program. Action Type: Equity Action Type: Title I Schoolwide	Sherri Jennings, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	Local Revenue: \$8000.00 <hr/> ACTION BUDGET: \$8000
All teachers will attend professional development activities that are research based best practices related to reading. Action Type: Professional Development Action Type: Title I Schoolwide	Sherri Jennings, Principal	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
Continue to implement a 5 stage academic intervention process. Stage One: Identify those students whose academic performance is below expected levels of achievement as established by identified benchmarks. Stage Two:	Sherri Jennings, Principal; Debbie Robberts, K-1 Reading Interventionist, Susan Cain 2-4 Reading Interventionist	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$

Determine specific needs of students in relation to expected achievements through AIPS/IRIS. Stage Three: Provide a comprehensive program of intervention that will enable all students to meet grade level achievement standards. Tier I, quality Classroom Instruction (Differentiated). Tier II- Extended Learning Opportunities, and pull out sessions. Tier III-Intensive Intervention. Stage Four: Systematically track student performance to adjust the level or type of academic intervention being applied. Stage Five: Analyze student out-come data to determine the success of the academic intervention. Action Type: AIP/IRI				
National Geographic Readers will be provided in all 3rd grade classrooms to expose students to additional nonfiction text and enhance strategies for nonfiction comprehension. Action Type: Alignment	Sherri Jennings, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teaching Aids</li> </ul>	<hr/> ACTION BUDGET: \$
Technological repairs will be maintained as necessary for faculty of Central Elementary for faculty use and delivery of services. Action Type: Technology Inclusion	Connie Payne, Computer Lab manager	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Outside Consultants</li> </ul>	Local Revenue: \$8100.00 <hr/> ACTION BUDGET: \$8100
Instructional supplies will be purchased as necessary for the differentiation of instruction for all students learning. Action Type: Equity	Sherri Jennings, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teaching Aids</li> </ul>	<hr/> ACTION BUDGET: \$
An extended learning opportunities program will be held Tuesdays and Thursdays after school. This program will target any 1-4 grader who has an AIP/IRI in literacy or math or students identified within the TAGG group, all students group, or white subpopulation. Certified teachers will be employed. Action Type: AIP/IRI Action Type: Equity Action Type: Technology Inclusion Action Type: Title I Schoolwide	Sherri Jennings, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Computers</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	Title I - Employee Salaries: \$11000.00 Title I - Employee Benefits: \$2300.37 <hr/> ACTION BUDGET: \$13300.37
Additional reading materials will be purchased for shared reading and guided reading. Action Type: Alignment	Curriculum Director	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Central Office</li> </ul>	<hr/> ACTION BUDGET: \$
Central Elementary opens its library during the summer break for students and parents to have access to children's books and parent center and computer lab. Action Type: Parental	Sherri Jennings, Principal, Trish Burns, Media Specialist.	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Computers</li> <li>School Library</li> </ul>	<hr/> ACTION BUDGET: \$

Engagement Action Type: Technology Inclusion				
Literacy interventions will be provided for the all students, TAGG, and white subgroup to increase their performance in literacy. Action Type: Equity	Sherri Jennings	Start: 08/20/2012 End: 05/31/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$101311.18
Intervention: Certified staff of Central Elementary will complete the required 60 hours of staff development. Included in these hours will be 6 hours of technology, 2 hours of Arkansas History when applicable, and 2 hours of parental involvement. The administrator will complete an additional 1 hour of parental involvement and 4 hours of data disaggregation and leadership. Implement strategies to enhance reading and writing skill development.				
Scientific Based Research: 1. National Reading Panel Report (2000); Put Reading First (2001) 2. Guiding Readers and Writers; Fountas & Pinnell (2001) 3. Differentiated Classroom; Responding to the Needs of All Learners; Carol Ann Tomlinson, ASCD (2001) 4. Apprenticeship in Literacy-Transitions Across Reading And Writing; Dorn, French, Jones-Stenhouse Publishing (1998) 5. Guided Reading; Fountas, Pinnell-Heinemann (1996) [Modify] [Delete]				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers (K-1st) will utilize strategies from the ELLA Literacy model (guided reading, readers workshop, interactive writing, story circles, etc...). Teachers will be enrolled in professional development for ELLA training. Action Type: Professional Development	Sherri Jennings, Principal, Stacy Sales, teacher, Renee Tarrant, First Grade Teacher	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>District Staff</li> </ul>	ACTION BUDGET: \$
Teachers (2nd-4th) will utilize strategies from the Effective Literacy model in the delivery of reading instruction as evidenced by observation, classroom walkthroughs and lesson plans. Teachers will be provided the necessary professional development for the implementation of this model. Action Type: Professional Development	Sherri Jennings, Principal, Mary Callaway, Alisa Ford, and Shawna Wise, teachers	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
All faculty members will participate in a book study on Power of Our Words, which is a component of the Responsive Classroom approach, positive teacher language, to enhance professional development and receive required embedded hours. Action Type: Professional Development	Sherri Jennings, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teaching Aids</li> </ul>	Local Revenue: \$700.00  ACTION BUDGET: \$700
K-4 grade Family Nights will be held to share instructional strategies with parents and community. Action Type: Parental Engagement	Stacy Sales, Sally Tarvin,	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
All teachers, K-4, will participate in forming and updating a data wall for the purpose of tracking students, checking progress, and differentiating instruction based on the DIBELS testing.	Sherri Jennings, Principal, Core teachers, Interventionists	Start: 07/31/2012 End: 06/30/2013		ACTION BUDGET: \$

Action Type: Program Evaluation				
Total Budget:				\$700
Intervention: Implement ELLA/ELF				
Scientific Based Research: Scientific Based Research: 1. Bringing Special Education Students Into the Classroom; Education Week, January (1999) 2. Differentiated Classroom; Responding to the Needs of All Learners; Carol Ann Tomlinson, ASCD (2001) 3. Classroom Instruction That Works; Research-Based Strategies for Increasing Student Achievement; Marzano, Pickering, Pollock, ASCD (2001) 4. Guiding Readers and Writers; Fountas & Pinnell (2001) 5. Scaffolding Young Writers; Dorn & Scoffos (2001)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will use grade appropriate rubrics to improve and evaluate writing content and style as evidenced by lesson plans and classroom walkthroughs. Action Type: Alignment	Alisa Ford, teacher; Charlotte Eastham, teacher	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Teachers will model the revision process and engage students in its practice to improve the areas of content and style. Students will be evaluated through a 4 point rubric. Action Type: Alignment	Shawna Wise, teacher; Debbie Robberts, Interventionist, Susan Cain, Interventionist	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Formative/Summative Evaluations: Students Portfolio Data, Interim Assessments, CWT, and Teacher Observations will be used to align and guide instruction. The 08-09 school year is the baseline year for data collection for this action. Action Type: Alignment Action Type: Program Evaluation	Sherri Jennings, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Collaboration between regular ed and special ed teachers will continue to be a focus for Central Elementary in order to achieve the greatest gains for students with IEPs. Action Type: Collaboration Action Type: Special Education	Andy Sullivan, Assistant Principal	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Central Elementary uses the Comprehensive Literacy Approach to writing instruction to include writing-to-learn, writing-to-demonstrate learning and authentic writing.				
Scientific Based Research: 1. Grouping Students for Instruction; EPSL Education Policy Studies Laboratory (1987) 2. Bringing Special Education Students Into The Classroom; Education Week, January (1999) 3. Differentiated Instruction That Works: Research-Based Strategies for Increasing Student Achievement; Marzano, Pickering, Pollock, ASCD (2001) 4. Guiding Readers and Writers; Fountas & Pinnell (2001) 5. Scaffolding Young Writers: Dorn & Scoffos (2001) 6. SREB Literacy Across the Curriculum (Southern Regional Education Board, High Schools That Work); Writing Workshop (2001)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Writing instruction is aligned with the ELLA and ELF Standards. Action Type: Alignment	Sherri Jennings, Principal, Debbie Robberts, Interventionist.	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Each teacher in grade level K-4 will meets to collaborate and ensure the utilization of explicit teaching procedures for writing instruction. Action Type: Collaboration	Grade Level Chairs K-4, Andy Sullivan, Assistant Principal	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
The instructional leader will	Andy Sullivan,	Start:	<ul style="list-style-type: none"> <li>Administrative</li> </ul>	

monitor the level of implementation in classrooms according to the observation protocol and/or Classroom Walk-Through. The instructional leader will collaborate and reflect with teachers to ensure an effective level of implementation. Action Type: Collaboration	Assistant Principal	07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Staff Teachers</li> </ul>	ACTION BUDGET: \$
All students will participate in writing instruction that has been aligned with Common Core State Standards as evidenced by work samples in the students' writing portfolios. This includes teacher explanation and modeling of all writing skills, followed by guided practice and independent practice. Additional practice may be integrated in literacy centers or as homework. Action Type: Alignment	Grade Level Chairs, K-4, Sherri Jennings, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Teachers will participate in Comprehensive Literacy Professional Development such as ELLA, Effective Literacy, Literacy Lab or Strategies for Content Areas to learn about effective reading and writing instruction. Action Type: Professional Development	Sherri Jennings, Principal; Kaye Smith, District Literacy Specialist	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Students identified as not meeting the expectation for success (AIP/IRI) will receive additional instruction in small groups. Progress will be monitored until the expectation is met. Action Type: AIP/IRI	Sherri Jennings, Principal; Debbie Robberts, Susan Cain, Interventionists.	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	Local Revenue: \$500.00 <hr/> ACTION BUDGET: \$500
Special Education records will be reviewed to ensure that due process is followed and writing strategies are included on IEP's of identified special education students with deficiencies in the area of written expression. Action Type: Special Education	Sherri Jennings, Principal; Becky Foster, Special Ed. Designee.	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
An Extended Learning Opportunities after school program will be provided for students who have been identified as needing extra help in order to improve academic achievement in literacy and math. This program will include embedded instructional technology. Action Type: Collaboration Action Type: Title I Schoolwide	Sherri Jennings, Principal; Andy Sullivan, Assistant Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
K-4 Cumulative writing portfolios will be kept to demonstrate student progress. In 2010-2011, 100% of students had a writing portfolio. In 2009-2010, 100% of students had a writing portfolio. In 08-09, 100% of the students had a writing portfolio. The 08-09 school year was the baseline year for data	Core Teachers, Sherri Jennings, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$

collection for this action. Action Type: Program Evaluation				
Total Budget:				\$500

Priority 4: The purpose of the wellness priority is to improve the health and academic performance of students. Wellness activities will address nutrition education and physical fitness activities for the development of lifelong health habits and promotion of a healthy lifestyle for students, school staff members, parents and community.

1. For Free & Reduced-Price Meals (based on annual APSCN Cycle II Report): SY for 2011-2012, was 56%. SY for 2010-2011 was 45%. SY for 2009-2010 was 51%.
2. Body Mass Index: In 2011-2012, of the 193 students assessed for BMI, 21.2% were at some risk and 15% were in the overweight category. In 2010-2011, of the 169 students assessed for BMI, males and females, 11.8% were in the some risk overweight category. 15.4% of students tested were identified as overweight. In 2009-2010, of the 96 students tested for BMI, males and females in the at risk overweight category was 17%. Of the 96 students tested, 21% were identified as overweight. 2008-2009 Approximately 16% of students were at risk for overweight category, and 16% of all children were identified as overweight.
3. School Health Index Scores Module 1: School Health and Safety Policies and Environment 2012 results deemed a need to improve our school health committee and its outcomes. The percentage for module 1 for 2011-2012 was 83%. 2011 results showed a weakness in restricted efforts for supportive healthy eating. 2010 indicated a weakness in educating families.
4. Module 2 Health Education: 2012 school survey indicated a need for culturally appropriate examples and activities. Percentage rate for module 2 was 86%. In 2011 results indicate a need for professional development in health education. 2010 results indicated a weakness in asthma awareness. The focus area is to provide professional development in asthma awareness.
5. Module 3 Physical Education and Other Physical Activity Programs: In 2012, the need was for a credentialed physical education instructor. Percentage rate for module 3 was 79%. In 2011, results indicate a need to promote community physical activities. 2010 results indicated a weakness in promoting community physical activities. The focus area is for the staff to promote community physical activities.
6. Module 4 Nutrition Services. 2012, results showed a need for collaboration between food service staff and teachers. Percentage rate for Module 4 was 69%. In 2011 results indicate a need for collaboration between food service staff and teachers. 2010 results indicated a weakness in collaboration between food service staff and teachers. The focus area indicates a need for collaboration between food service staff and teachers.
7. School Health Index Scores: Module 8 "Family and Community Involvement" 2012 results indicate an area of need in student and family involvement in planning meals. Module 8 percentage rate was 33%. In 2011, module 8 indicates a need for educating families. 2010 results indicated a weakness in educating families. The focus area indicates a need for educating families.

Supporting Data:

Goal The school will offer opportunities for students and their families to educate themselves on healthy lifestyle choices to promote family participation and community awareness in the area of total wellness.

Benchmark SY 2011-2012, the average School Health Index Module 8 was 33%. In 2010-2011, the average School Health Index Module 8 was 64%. By SY 12-13, average School Health Index will increase by 5%.

Intervention: The school will implement practices to encourage students to make healthy lifestyle choices.				
Scientific Based Research: Arkansas Center for Health Improvement Healthy Arkansas. Let's Get Physical - Promotion and Education Strategies by Dr. Hal Wechsler <a href="http://www.fns.usda.gov/oane/menu/NNEC/files/2003/LetsGetPhysical.pdf">http://www.fns.usda.gov/oane/menu/NNEC/files/2003/LetsGetPhysical.pdf</a> .				
Actions	Person Responsible	Timeline	Resources	Source of Funds
School will provide access to information for parents about local community-based programs for physical activity and healthy eating through the Cabot Public Schools homepage via the internet. Action Type: Parental Engagement Action Type: Wellness	Sherri Jennings, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	ACTION BUDGET: \$
The school will provide families with educational materials sent home via the student about the benefits of physical activity and healthy eating information. Action Type: Wellness	Sherri Jennings, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> </ul>	ACTION BUDGET: \$



The school health committee will meet 3 times a year to review the school's health and safety procedures. Action Type: Wellness	Sherri Jennings, Principal, Tammy Shillcutt, PE instructor	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Professional Development in General Health Education, asthma, and food allergies for elementary age students will be provided for the faculty at Central Elementary. Action Type: Professional Development Action Type: Wellness	Amanda Kincade, Nurse	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	<hr/> ACTION BUDGET: \$
The cafeteria will display educational and informational materials that will reinforce classroom lessons. Action Type: Wellness	Cafeteria Manager	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teaching Aids</li> </ul>	<hr/> ACTION BUDGET: \$
The School Nurse and/or Physical Education teacher will provide students at Central Elementary with proper instruction on hand-washing protocol to promote better health among students at Central Elementary, Grades Pre-K through 4th. Action Type: Wellness	Amanda Kincade, Nurse, Tammy Shillcutt, PE instructor	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Outside Consultants</li> </ul>	<hr/> ACTION BUDGET: \$
Central Elementary will use two-way radios for communication between duty teachers and office staff for student safety. Action Type: Wellness	Sherri Jennings, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>None</li> </ul>	<hr/> ACTION BUDGET: \$
Students will participate in a drug awareness program during Red Ribbon Week in order to learn how to make healthy choices. Action Type: Wellness	Jacque Howard, Counselor	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teaching Aids</li> </ul>	<hr/> ACTION BUDGET: \$
Operation Lifesaver on railroad safety will be held every other year to apprise students on the safety issues involved around railroad tracks and crossings. Action Type: Wellness	Jacque Howard, Counselor	Start: 07/01/2012 End: 06/30/2013		<hr/> ACTION BUDGET: \$
Central Elementary along with the Arkansas Rice Depot provides food for students to take home once a month. Action Type: Collaboration Action Type: Wellness	Amanda Kincade, Nurse; Jacque Howard, counselor	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> </ul>	<hr/> ACTION BUDGET: \$
Students receive fresh fruits or vegetables daily through the Fresh Fruit and Vegetable Grant. This is prepared by the cafeteria daily and served in the classroom. Action Type: Equity Action Type: Program Evaluation	Cafeteria manager	Start: 08/30/2012 End: 05/30/2013		<hr/> ACTION BUDGET: \$
Central Elementary will hold quarterly wellness committee meetings to discuss programs to support healthy eating and educating families. Action Type: Parental Engagement Action Type: Program Evaluation	Sherri Jennings, Principal	Start: 07/31/2012 End: 06/30/2013		<hr/> ACTION BUDGET: \$
Increasing student engagement and time spent in moderate to vigorous physical activity through the use of SPARK curriculum	Tammy Shillcutt, PE teacher, Kelly Spencer: admin to Physical	Start: 07/31/2012 End: 06/30/2013		<hr/> ACTION BUDGET: \$

provided by a credentialed physical education teacher. Action Type: Alignment Action Type: Program Evaluation	Education teachers.			
Total Budget:				\$0

Priority 5: To implement a school-wide program in order to raise academic achievement for all students.

- Supporting Data:
1. Three Year Analysis Literary Passage Performance by MC vs OR Item Format Percentage of Points Earned for Combined Population. 2012 Grade 3 Literacy Passage MC 78%, OR 45%, Content Passage MC 77%, OR 49%, Practical Passage MC 71%, OR 51%. 2011 Grade 3 Literacy Passage MC 72%, OR 51%; Content Passage MC 67%, OR 66%; Practical Passage MC 71%, OR 40%. 2010 Grade 3 Literacy Passage MC 88%, OR 60%; Content Passage MC 71%, OR 58%; Practical Passage MC 63%, OR 56%. BENCHMARK DATA IDENTIFIES THE FOLLOWING FOCUS AREAS: Content Passage OR.
  2. Three Year Analysis Literary Passage Performance by MC vs OR Item Format Percentage of Points Earned for Combined Population. 2012 Grade 4 Literacy Passage MC 69%, OR 49%; Content Passage MC 74%, OR 44%; Practical Passage MC 69%, OR 24%. 2011 Grade 4 Literacy Passage MC 92%, OR 74%; Content Passage MC 68%, OR 61%; Practical Passage MC 63%, OR 60%. 2010 Grade 4 Literacy Passage MC 63%, OR 49%; Content Passage MC 62%, OR 48%; Practical Passage MC 72%, OR 41%. BENCHMARK DATA IDENTIFIES THE FOLLOWING FOCUS AREAS: Literary and Practical Passages and Writing MC. Literary, Content, Practical Passages OR
  3. Reading K-2: Kindergarten 2011-2012 did not participate in the ITBS testing. 2010 MAT8 Sounds and Print 89% at or above the 50th NPR. 1st Grade 2012 ITBS Reading Total 54%, language Total 57%. 2011 ITBS Reading Total 52%, Language Total 55%. SAT 10 2010 Grade 1: Reading Comprehension 40% at or above the 50th NPR. 2009 Grade 1: Reading Comprehension 32% at or above the 50th percentile rank. Second Grade 2012 ITBS Reading Total 63% , Language Total 47%. 2011 ITBS Reading Total 61%, Language Total 54%. 2011-2012 grade 2: Reading Comprehension 69% at or above the 50th percentile. 2010 Grade 2: Reading Comprehension 35% at or above the 50th NPR.
  4. Reading 3 & 4: Grade 3 2012 ITBS NPR reading 60%. 2011 ITBS NPR Reading 57%. SAT-10 2010 Grade 3 Reading Comprehension 61% at or above the 50th NPR. Grade 4 2012 ITBS NPR in Reading 56%. 2011 ITBS NPR in Reading 68%. 2010 Grade 4 Reading Comprehension 67% at or above the 50th NPR
  5. Attendance: SY 2012: the attendance rate for the year was 95%, which meets state standards. The 2011 attendance rate was 93.6% which meets state standards. The 2010 school attendance rate was 93%, which meets state standards. The 2009 school attendance rate was 91.13%, which meets the state standards.
  - 6.

Goal To implement a schoolwide program that upgrades the entire educational program in the school in order to raise academic achievement for all students

Benchmark To meet our AMO target in math and literacy as outlined in the Math and Literacy Benchmark statements of the ACSIP plan following common core state standards guide.

Intervention: Implement the ten (10) components of a schoolwide program.				
Scientific Based Research:				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Needs Assessment: Data from formative assessments, Benchmark exam, ITBS, attendance information and surveys will be analyzed to determine the needs of the combined population as well as the needs of all subpopulations in order to make data driven decision when planning instruction. The 11-12 school year information will be used as the baseline data. Action Type: Program Evaluation Action Type: Title I Schoolwide	Sherri Jennings, Principal	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
Schoolwide Reform Strategies: Scientifically-based strategies will be used by all teachers and paraprofessionals. Professional development throughout the year will emphasize these strategies. Curriculum and instruction will be aligned with the Common Core State standards. Pacing guides are utilized to ensure that students across grade are receiving the same curriculum in the same time span.	Sherri Jennings, Principal	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$

Bell to bell instruction will be utilized in order to increase time on task. Classroom walkthroughs will be utilized to monitor the quality of learning time. All students will receive research-based, best practices/instruction from Highly Qualified Teachers to eliminate the achievement gap between various groups of students. Action Type: Title I Schoolwide				
Instruction by highly qualified teachers: All teachers are certified in the fields in which they are teaching. Action Type: Title I Schoolwide	Sherri Jennings, Principal	Start: 07/01/2012 End: 06/30/2013		<hr/> ACTION BUDGET: \$
Professional Development: Professional Development for all instructional personnel is developed after the needs of students are determined. Professional development activities are job-embedded and on-going throughout the year in both math and literacy. Action Type: Title I Schoolwide	Sherri Jennings, Principal	Start: 07/01/2012 End: 06/30/2013		Title I - Purchased Services: \$1800.00 <hr/> ACTION BUDGET: \$1800
Strategies to attract highly qualified teachers: Highly qualified teachers are recruited by advertising on the web, networking activities and job fairs. Only highly qualified teachers are hired. Action Type: Title I Schoolwide	Sherri Jennings, Principal	Start: 07/01/2012 End: 06/30/2013		<hr/> ACTION BUDGET: \$
Parent Involvement: Parent involvement activities will be implemented throughout the year. These activities include but are not limited to the following; family nights, parent/teacher conferences, donuts for parents, Grandparents' Day, etc. Parents are involved in the development of the school improvement plan including parent policy, evaluation of the parent programs and the Title 1 Learning Compacts. Action Type: Parental Engagement Action Type: Title I Schoolwide	Sherri Jennings, Principal, Sally Tarvin, Parent Coordinator	Start: 07/01/2012 End: 06/30/2013		Title I - Materials & Supplies: \$2035.00 <hr/> ACTION BUDGET: \$2035
Transition Pre-School students are involved in transition activities. Four-year old students who attend Pre-K are involved in all aspects of school: cafeteria, gross-motor outdoor activities, library, music, art, etc. Activities are conducted prior to the beginning of school to transition students. Fourth grade students attend activities to familiarize them with Middle School. Action Type: Title I Schoolwide	Sherri Jennings, Principal	Start: 07/01/2012 End: 06/30/2013		<hr/> ACTION BUDGET: \$
Measures to Include Teachers in Decisions: Teachers are included in aligning the curriculum, analyzing data and designing academic program in order to improve student achievement. Teachers are involved in designing the school improvement plan. Action Type: Title I Schoolwide	Sherri Jennings, Principal	Start: 07/01/2012 End: 06/30/2013		<hr/> ACTION BUDGET: \$
Point-in-Time Interventions: Formative assessments will be administered to students frequently in order to determine levels of achievement. Interventions will be implemented in a timely manner in order to provide additional assistance to improve student achievement. Action Type: Title I Schoolwide	Sherri Jennings, Principal	Start: 07/01/2012 End: 06/30/2013		<hr/> ACTION BUDGET: \$
Coordination and Integration of Programs Federal Funds will be utilized to supplement instructional programs.	Sherri Jennings, Principal	Start: 07/01/2012 End:		<hr/> ACTION BUDGET: \$

Central is a Schoolwide Title I School. Action Type: Title I Schoolwide		06/30/2013		
Central Elementary's counselor will purchase materials for new student orientation as well as classroom guidance and small group guidance. Action Type: Equity Action Type: Professional Development	Jacque Howard, Counselor	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
All teachers,including Pre-K teachers, will be allotted an instructional fund to purchase needed classroom instructional supplies and materials. Action Type: Equity	Sherri Jennings, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
All aspects of Act 397 involving the training of volunteers will be implemented. All teachers and administrators will receive two and three hours respectively of parental involvement inservice. Action Type: Parental Engagement	Sherri Jennings, Principal	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
Total Budget:				\$3835

Intervention: Develop Transitional activities for students entering and leaving Central Elementary.				
Scientific Based Research:				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Pre-Kindergarten Program will be housed at Central Elementary. Pre-K teachers and K-4 teachers will collaborate to help Pre-K students to become familiar with the elementary setting. Action Type: Program Evaluation	Andy Sullivan, AP-IF, Pre K Coordinator	Start: 07/31/2012 End: 06/30/2013		ACTION BUDGET: \$
Elementary and Middle School counselors will collaborate to plan fourth grade students to visit both Middle School South and Middle School North at the end of the academic school year to familiarize them with this new setting. Action Type: Collaboration Action Type: Program Evaluation	Jacque Howard, Counselor, Sherri Jennings, Principal	Start: 07/31/2012 End: 06/30/2013		ACTION BUDGET: \$
Title 1 goals will be written using Common Core State Standards. Action Type: Program Evaluation	Sherri Jennings, Principal	Start: 07/31/2012 End: 06/30/2013		ACTION BUDGET: \$
All 10 school wide components will be implemented: Needs assessments, school wide reform strategies, instruction by highly qualified teachers, professional development, strategies to attract highly qualified teachers, parent involvement, transition activities, measures to include teachers in decisions, point in time interventions, coordination and integration of programs. Action Type: Program Evaluation	Sherri Jennings, Principal	Start: 07/31/2012 End: 06/30/2013		ACTION BUDGET: \$
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Alisa Ford	Third Grade	Literacy, Leadership
Classroom Teacher	Amanda Shumate	Special Class K-1	Literacy
Classroom Teacher	Amy Spaulding	Pre K Teacher	Math
Classroom Teacher	Brenda Edwards	First Grade	Literacy
Classroom Teacher	Brianna Peterson	Art Teacher	Math
Classroom Teacher	Carla Miranda	Speech Teacher	Literacy
Classroom Teacher	Carrie Coburn	Pre K Teacher	Literacy
Classroom Teacher	Charlotte Eastham	Third Grade Teacher	Literacy
Classroom Teacher	Connie Payne	Computer Lab	Math
Classroom Teacher	Cynthia Pugh	Paraprofessional	Math

Classroom Teacher	Jacqueline Ferguson	Classroom Teacher 1-15	Math
Classroom Teacher	Juliette Reed	Paraprofessional	Literacy
Classroom Teacher	Kandace Hardcastle	Pre K Teacher	Math, Guidance
Classroom Teacher	Laura Helms	CBI Teacher	Literacy, Leadership
Classroom Teacher	LeeAnn Boyd	Third Grade	Math, Guidance
Classroom Teacher	Lindsey Gentry	kindergarten Teacher	Math
Classroom Teacher	Lisa Hardage	Kindergarten Teacher	Math
Classroom Teacher	Liz Savage	First Grade Teacher	Literacy
Classroom Teacher	Marcie Collins	Pre K Teacher	Literacy
Classroom Teacher	Mary Callaway	Second Grade Teacher	Leadership, Literacy, Guidance
Classroom Teacher	Monica Matthews	Second Grade	Math
Classroom Teacher	Renee Tarrant	First Grade Teacher	Math, Leadership, Guidance
Classroom Teacher	Sally Tarvin	Second Grade Teacher	Leadership, Math, Parental Involvement
Classroom Teacher	Samantha Carter	Special Education	Math
Classroom Teacher	Sharon Boyd	Fourth Grade Teacher	Literacy
Classroom Teacher	Shawna Wise	Fourth Grade Teacher	Math, Guidance, Leadership
Classroom Teacher	Shekannah Palmer	Fourth Grade Teacher	Math
Classroom Teacher	Stacy Sales	Kindergarten Teacher	Literacy, Leadership, Guidance
Classroom Teacher	Stephanie Mendenhall	Music Teacher	Literacy
Classroom Teacher	Susan Cain	Interventionist	Literacy, Guidance
Classroom Teacher	Tammy Shillcutt	PE Teacher	Wellness
Classroom Teacher	Theresa Rye	GT Specialist	Literacy
Classroom Teacher	Vanessa Falcinelli	Speech Therapist	Literacy
Classroom Teacher	Wendi Hake	Paraprofessional	Math
Non-Classroom Professional Staff	Amanda Kincade	Nurse	Wellness
Non-Classroom Professional Staff	Amy Ringgold	OT Therapist	Literacy
Non-Classroom Professional Staff	Arlene Wilson	Custodial Staff	Wellness
Non-Classroom Professional Staff	Becky Foster	Due Process Designee	Wellness
Non-Classroom Professional Staff	Cindy Stinnett	Administrative Secretary	Wellness
Non-Classroom Professional Staff	Dana Wessel	Paraprofessional	Math
Non-Classroom Professional Staff	Deb Robberts	Reading Interventionist	Leadership, Guidance, Pre-Referral, Literacy, ACSIP Chair
Non-Classroom Professional Staff	Jacque Howard	Guidance Counselor	Guidance, Leadership, Pre- Referral
Non-Classroom Professional Staff	Joyce Biggs	Para	Math
Non-Classroom Professional Staff	Lisa Brady	Office Aide	Guidance
Non-Classroom Professional Staff	Nell Earles	Food Service Director	Wellness
Non-Classroom Professional Staff	Patricia Burns	Media Specialist	Literacy, Leadership
Parent	Lindi Wells	Parent	Math
Parent	Shanna Garriga	Volunteer	Guidance
Parent	Stephanie Coleman	Volunteer	Wellness, Leadership
Principal	Andy Sullivan	Assistant Principal	Leadership, Literacy, Pre-Referral, Guidance
Principal	Sherri Jennings	Principal	Leadership, Math, Literacy, Guidance, Pre-Referral