

# School Plan

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## EASTSIDE ELEMENTARY SCHOOL

### Arkansas Comprehensive School Improvement Plan

2012-2013

Through partnerships with children, families, and the community, the Eastside family will provide a safe, nurturing and energetic environment where everyone is accepted. Our mission is to inspire a passion for lifelong learning in an ever-changing society.

Grade Span: K-4

Title I: Not Applicable

School Improvement: MS

#### Table of Contents

##### Priority 1: Literacy

**Goal:** Students will improve reading skills in practical passage and content passage areas as well as writing skills in the content domain.

##### Priority 2: Mathematics

**Goal:** Eastside Elementary will provide opportunities for all students to improve in measurement and data analysis as well as probability.

##### Priority 3: Wellness

**Goal:** The school will offer opportunities for students and their families to educate themselves on healthy lifestyle choices and successful parenting tips to increase education of families and the community in the area of total wellness as evidenced by parent sign-in sheets.

Priority 1:	Eastside Elementary School will increase the percentage of students scoring at the Proficient/Advanced level by 4 percentage points.
Supporting Data:	<ol style="list-style-type: none"><li>1. The Augmented Benchmark Exam (CRT) was administered in April 2012. 89% of all fourth grade students scored proficient or advanced in literacy. The most challenging areas were Writing for multiple choice and Reading- Practical Passage for open response. TAGG students were: 40% of IEP students and 82% of economically disadvantaged students were proficient or advanced. The Augmented Benchmark Exam (CRT) was administered in April 2011. 86% of fourth grade students scored proficient or advanced in literacy. The most challenging areas were Writing for multiple choice and Reading- Content for open response. Sub-populations were: 60% of IEP students and 68% of economically disadvantaged students were proficient or advanced. The Augmented Benchmark Exam (CRT) was administered in April 2010. 80% of fourth grade students were proficient or advanced in literacy. The most challenging areas were Reading- Content Passage for multiple choice and Reading- Practical Passage for open response. Sub-populations were: 46% of IEP student's, 68% of economically disadvantaged students were proficient or advanced.</li><li>2. The Iowa Test of Basic Skills (NRT) was administered in April 2012. In fourth grade, 63% of students in the combined population scored at or above the 50th percentile in Total Reading. The Iowa Test of Basic Skills (NRT) was administered in April 2011. In fourth grade, 63% of students in the combined population scored at or above the 50th percentile in Total Reading. The Stanford Achievement Test-10 (NRT) was administered in April 2010. In fourth grade, 72% of students in the combined population scored at or above the 50th percentile in Reading Comprehension.</li><li>3. DIBELS Assessments were given at the end of year 2011-2012. The fourth grade results were 13% at risk and 19% some risk on the Oral Reading Fluency. DIBELS Assessments were given at the end of year 2010-2011. The fourth grade results were 11% at risk and 8% some risk on the Oral Reading Fluency. DIBELS Assessments were given at the end of year 2009-2010. The fourth grade results were 19% at risk and 15% some risk on the Oral Reading Fluency.</li><li>4. The Augmented Benchmark Exam (CRT) was administered in April 2012. 95% of all third grade students scored proficient or advanced. The most challenging areas were Writing for multiple choice and Reading- Literary Passage for open response. TAGG students were: 70% of IEP students, 93% of economically disadvantage students were proficient or advanced in literacy. The Augmented Benchmark Exam (CRT) was administered in April 2011. 90% of the third grade combined population was proficient or advanced. The most challenging areas were Writing for multiple choice; Reading- Practical Passage for open response. Sub-populations were: 46% of IEP students, 85% of economically disadvantage students were proficient or advanced in literacy. The Augmented Benchmark Exam (CRT) was administered in April 2010. 82% of the third grade combined population was proficient or advanced. The most challenging areas were Reading- Practical Passage for multiple choice; Reading- Practical Passage for open response. Sub-populations were: 46% of IEP students, 52% of economically disadvantage</li></ol>

- students were proficient or advanced in literacy.
5. The Iowa Test of Basic Skills (NRT) was administered in April 2012. In third grade, 65% of all students scored at or above the 50th percentile in Total Reading. The Iowa Test of Basic Skills (NRT) was administered in April 2011. In third grade, 57% of the combined population scored at or above the 50th percentile in Total Reading. The Stanford Achievement Test-10 (NRT) was administered in April 2010. In third grade, 56% of the combined population scored at or above the 50th percentile in Reading Comprehension.
  6. DIBELS Assessments were given at the end of year 2011-2012. The third grade results were 9% at risk and 29% some risk on the Oral Reading Fluency. DIBELS Assessments were given at the end of year 2010-2011. The third grade results were 17% at risk and 32% some risk on the Oral Reading Fluency. DIBELS Assessments were given at the end of year 2009-2010. The third grade results were 7% at risk and 21% some risk on the Oral Reading Fluency.
  7. The Iowa Test of Basic Skills (NRT) was administered in April 2012. In second grade, 83% of all students scored at the proficiency level or above in Total Reading. The Iowa Test of Basic Skills (NRT) was administered in April 2011. In second grade, 81% scored at the proficiency level or above in Total Reading. The Stanford Achievement Test-10 (NRT) was administered in April 2010. In second grade, 43% scored at the 50th percentile or above in Reading Comprehension.
  8. DIBELS Assessments were given at the end of year 2011-2012. The second grade results were 6% at risk and 20% some risk on the Oral Reading Fluency. DIBELS Assessments were given at the end of year 2010-2011. The second grade results were 7% at risk and 15% some risk on the Oral Reading Fluency. DIBELS Assessments were given at the end of year 2009-2010. The second grade results were 7% at risk and 21% some risk on the Oral Reading Fluency.
  9. The Iowa Test of Basic Skills (NRT) was administered in April 2012. In first grade, 65% of all students scored above proficient in Total Reading. The Iowa Test of Basic Skills (NRT) was administered in April 2011. In first grade, 69% scored above proficient in Total Reading. The Stanford Achievement Test-10 (NRT) was administered in April 2010. In first grade, 53% scored at the 50th percentile or above in Reading Comprehension.
  10. DIBELS Assessments were given at the end of year 2011-2012. The first grade results were 20% at risk and 8% some risk on the Oral Reading Fluency. DIBELS Assessments were given at the end of year 2010-2011. The first grade results were 9% at risk and 9% some risk on the Oral Reading Fluency. DIBELS Assessments were given at the end of year 2009-2010. The first grade results were 3% at risk and 5% some risk on the Oral Reading Fluency.
  11. DIBELS Assessments were given at the end of year 2011-2012. The kindergarten results were 1% at some risk on the Phoneme Segmentation Fluency. DIBELS Assessments were given at the end of year 2010-2011. The kindergarten results were 2% at risk and 2% some risk on the Phoneme Segmentation Fluency. DIBELS Assessments were given at the end of year 2009-2010. The kindergarten results were 3% at risk and 7% some risk on the Phoneme Segmentation Fluency. The Metropolitan Achievement Test-8 (NRT) was administered in April 2010. In Kindergarten, 75% scored at the 50th percentile or above in Total Reading.
  12. Attendance data for the last three years is as follows: In the 2011-2012 school year the attendance rate was 95%. In the 2010-2011 school year the attendance rate was 94%. In the 2009-2010 school year the attendance rate was 94%.
  13. The 2008-2009 school year is the baseline year for data collection for Classroom Walk Through's (CWT).

Goal	Students will improve reading skills in practical passage and content passage areas as well as writing skills in the content domain.
Benchmark	In 2008-2009, the percentage of proficient or advanced students in the combined population increased to 77%. The percentage of proficient or advanced students in the economically-disadvantaged sub-population increased to 63%. In 2009-2010, the percentage of proficient or advanced students in the combined population increased to 84%. The percentage of proficient or advanced students in the economically-disadvantaged sub-population was 60%. In 2010-2011, the percentage of students proficient or advanced in the combined population increased to 88%. The percentage of proficient and advanced students in the economically disadvantaged sub-population was 60%. In order to reach 100% proficient or advanced by 2014 we will need an increase in AYP by 4% per year for the combined population and 13.3% for the economically disadvantaged population.

Intervention: Eastside Elementary will implement a comprehensive literacy program as evidenced by classroom walkthroughs, literacy protocols, grade level team meeting notes, DIBELS, and the Developmental Reading Assessment as well as ongoing literacy assessments.

Scientific Based Research: Beaver, Joetta. 2006. Developmental Reading Assessment. (K-3, 4-8). The Wright Group, Scott Foresman. Buckner, Amy. 2005. Notebook Know How. Portland, Maine: Stenhouse Publishers. Calkins, Lucy. Pathways to the Common Core. Portsmouth, New Hampshire: Heinemann. Dorn, Linda. 1998. Apprenticeship in Literacy, p.29. Portland, Maine: Stenhouse Publishers. Ganske, Kathy. 2000. Word Journeys. pp. 27-62 New York, New York: Guilford Publications, Inc. Johnson, Pat; Keier, Katie. 2010. Catching Readers Before They Fall. Portland, Maine: Stenhouse Publishers.

Actions	Person Responsible	Timeline	Resources	Source of Funds
The comprehensive literacy program will be implemented in all classrooms to promote reading comprehension as	Jill Fletcher, Bethany Hill, Amy Champlin, Brandi Sullivan, Elizabeth	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$

evidenced through classroom walk-throughs and literacy protocols. Instruction provided to all students will be aligned to Common Core state standards. Action Type: Alignment	King, Stephanie Bibey, Allan West		<ul style="list-style-type: none"> <li>Teaching Aids</li> </ul>	
All K-1 teachers who have not been trained in ELLA will receive ELLA professional development training during the summer and follow up during the year as evidenced by professional development documentation. Action Type: Professional Development	Kaye Smith	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Central Office</li> <li>District Staff</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
2nd-4th grade teachers who have not already received Effective Literacy training will receive Effective Literacy professional development during the summer with follow up days throughout the year as evidenced by professional development documentation. Action Type: Professional Development	Kaye Smith	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Central Office</li> <li>District Staff</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Materials and supplies will be purchased to support the comprehensive literacy program and Common Core state standards. Purchased materials will be available to all students. Action Type: Equity	Jill Fletcher, Pam Sowell, Teachers	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> <li>School Library</li> <li>Teaching Aids</li> </ul>	Local Revenue: \$13500.00  ACTION BUDGET: \$13500
Kindergarten teachers will administer the QUALLS to follow state requirements. Action Type: Alignment	Amy Champlin, Robin Cunningham	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The DRA (Developmental Reading Assessment) will be given to all 1-4 students at the beginning of the school year and mid year in Kindergarten as evidenced by the K-4 Literacy Assessment Documentation. Action Type: Alignment Action Type: Program Evaluation	Jill Fletcher, Bethany Hill, Amy Champlin, Brandi Sullivan, Elizabeth King, Stephanie Bibey, Allan West	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The DSA (Developmental Spelling Assessment) will be administered to students 1-4 at the beginning of the school year and to Kindergarten students mid year as evidenced by the K-4 Literacy Assessment Documentation. Action Type: Alignment	Jill Fletcher, Bethany Hill, Amy Champlin, Brandi Sullivan, Elizabeth King, Stephanie Bibey, Allan West	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Components of DIBELS (Dynamic Indicators of Basic Early Literacy Skills) will be administered to At Risk students every two weeks and Some Risk students once a month to monitor their progress as evidenced by electronic documentation. Action Type: Alignment Action Type: Program Evaluation	Jill Fletcher, Bethany Hill, Amy Champlin, Brandi Sullivan, Elizabeth King, Stephanie Bibey, Allan West	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$

Components of DIBELS (Dynamic Indicators of Basic Early Literacy Skills) will be administered to appropriate grade levels as required by district guidelines at the beginning of the year as evidenced by the K-4 Literacy Assessment Documentation. Action Type: Alignment Action Type: Program Evaluation	Jill Fletcher, Bethany Hill, Amy Champlin, Brandi Sullivan, Elizabeth King, Stephanie Bibey, Allan West	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Teachers will implement the 5 essential elements (Phonemic Awareness, Phonics, Fluency, Comprehension and Vocabulary) by using effective strategies learned in ELLA and Effective Literacy in daily instruction as evidenced by lesson plans, literacy protocols and Classroom Walk-Throughs. Action Type: Alignment	Jill Fletcher, Bethany Hill, Amy Champlin, Brandi Sullivan, Elizabeth King, Stephanie Bibey, Allan West	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teaching Aids</li> </ul>	Local Revenue: \$1365.00 <hr/> ACTION BUDGET: \$1365
1st-4th grade teachers will analyze test data and TLI module data to determine areas of strength and weakness in the curriculum and instruction. Intervention strategies will be determined using this data. This data analysis will drive future instruction as evidenced in team meeting notes and lesson plans. Action Type: Alignment	Jill Fletcher, Bethany Hill, Amy Champlin, Brandi Sullivan, Elizabeth King, Stephanie Bibey, Allan West	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Grade level teachers will meet weekly to collaborate and discuss effective teaching strategies to implement Common Core state standards. Minutes will be kept for documentation. Action Type: Collaboration Action Type: Program Evaluation	Jill Fletcher, Bethany Hill, Amy Champlin, Brandi Sullivan, Elizabeth King, Stephanie Bibey, Allan West	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Teachers will be given professional development opportunities to collaborate and to make peer observations and/or site visits to schools implementing effective literacy instruction as evidenced by professional development documentation. Action Type: Collaboration Action Type: Professional Development	Kaye Smith, Kathy Smith	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	Local Revenue: \$500.00 <hr/> ACTION BUDGET: \$500
An AIP/IRI will be developed, updated, and reviewed frequently for students not performing at a proficient level. Teachers will monitor progress every two weeks for students with an IRI and monthly for students with an AIP. Action Type: AIP/IRI	Jill Fletcher, Bethany Hill, Amy Champlin, Brandi Sullivan, Elizabeth King, Stephanie Bibey, Allan West	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Teachers will utilize high yield research based strategies in the classroom to increase student achievement and to ensure	Jill Fletcher	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teaching Aids</li> </ul>	Local Revenue: \$2000.00 <hr/>

participation of all students as evidenced by literacy protocols and Classroom Observations. Action Type: Alignment Action Type: Equity				ACTION BUDGET: \$2000
The professional development library will be updated with current materials. Action Type: Professional Development	Pam Sowell	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	Local Revenue: \$1500.00 <hr/> ACTION BUDGET: \$1500
Special education staff will collaborate with regular education teachers to support and modify curriculum as appropriate for designated students. Minutes for collaborative meetings will be kept. Action Type: Collaboration Action Type: Special Education	Scott Patterson, Jodi Strube, Laura Newman, Jennifer West	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Implementation guides and/or Cabot Links will be utilized to ensure that all Common Core state standards are included in the curriculum. Action Type: Alignment Action Type: Technology Inclusion	Jill Fletcher	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Teachers will provide daily small group instruction at the appropriate level for all students as evidenced through classroom walk throughs. Action Type: Alignment Action Type: Equity Action Type: Program Evaluation	Jill Fletcher	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: \$
Intervention time in addition to core instruction will be scheduled for students with AIP's/IRI's. Interventions will be documented on individual AIP's/IRI's and in lesson plans. Action Type: AIP/IRI Action Type: Equity	Jill Fletcher, Kim Griffin, Jodi Strube, Amanda Midkiff, Jennifer West	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
The Augmented Benchmark will be given in the Spring to all 3-4 students to evaluate the percentage of students at the proficient level. Action Type: Alignment Action Type: Program Evaluation	Robin Cunningham	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
The Iowa Test of Basic Skills (NRT) will be administered in the Spring to all 1-2 students to evaluate the percentage of students performing at the 50th percentile or above. Action Type: Alignment Action Type: Program Evaluation	Robin Cunningham	Start: 07/01/2012 End: 06/30/2013		<hr/> ACTION BUDGET: \$
DIBELS will be administered at the end of the year to evaluate all students to determine progress as evidenced by the K-4 Literacy Assessment Documentation.	Jill Fletcher, Bethany Hill, Amy Champlin, Brandi Sullivan, Elizabeth King, Stephanie Bibey, Allan West	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$

Action Type: Program Evaluation				
Teachers will participate in at least 60 hours of professional development. The 60 hours will include the following: 6 hours of Technology, 2 hours of Arkansas History, and 2 hours of Parental Involvement. (Administrators will have 3 hours of Parental Involvement.) Administrators will also have staff development on data disaggregation, instructional leadership, and fiscal management. The focus of staff development for teachers will be on increasing student achievement. This will be evidenced by professional development documentation. Action Type: Alignment Action Type: Professional Development	Jill Fletcher	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: \$14000.00 <hr/> ACTION BUDGET: \$14000
Students who are functioning below grade level and are not participating in their Academic Improvement Plan will be referred to a retention committee. The committee will make a decision based on what is best for the child. An agenda and minutes of retention meetings will be recorded. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration	Jill Fletcher	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Teachers will receive professional development in high yield, research based strategies as evidenced by professional development documentation. Action Type: Professional Development	Jill Fletcher	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• District Staff</li> </ul>	Local Revenue: \$3500.00 <hr/> ACTION BUDGET: \$3500
Teachers will have access to a student-response system, SMART Responders, to increase student engagement and allow teachers to have up to the minute data about student understanding. SMART Responder lessons will be documented in teacher's lesson plans. Action Type: Equity Action Type: Technology Inclusion	Jill Fletcher	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> ACTION BUDGET: \$
Hispanic students will be seen by an interventionist to assure reading strategies are used as evidenced by accuracy checks and observations.	Kim Griffin, Amanda Midkiff	Start: 07/01/2012 End: 06/30/2013		<hr/> ACTION BUDGET: \$
Total Budget:				\$36365
Intervention: Eastside Elementary will implement a Writing Block through Writer's Workshop approach as evidenced by The Learning Institute assessment scores as well as teacher made rubrics.				
Scientific Based Research: Calkins, Lucy. Pathways to the Common Core. Portsmouth, New Hampshire: Heinemann. Dorn, Linda. 1998. Apprenticeship in Literacy, p.56. Portland, Maine: Stenhouse Publishers. Dorn, Linda. 2001. Scaffolding Young Writers: A Writer's Workshop Approach. Portland, Maine: Stenhouse Publishers. Phoenix, Jo. 1990.				

Teaching Writing. Markha, Ontario: Pembroke Publishers, Ltd. Fountas & Pinnell. 2001, Guiding Readers and Writers.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
K-1 teachers who have not already attended ELLA training will attend ELLA professional development during the summer as well as the follow up days throughout the year as evidenced by professional development documentation. Action Type: Professional Development	Kaye Smith, Kathy Smith	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
2nd-4th grade teachers who have not already attended Effective Literacy will attend Effective Literacy professional development during the summer as well as the follow up days throughout the year as evidenced by professional development documentation. Action Type: Professional Development	Kaye Smith, Kathy Smith	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Materials and supplies will be purchased to support the comprehensive writing program. Action Type: Alignment Action Type: Equity	Jill Fletcher, Bethany Hill	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teaching Aids</li> </ul>	Local Revenue: \$2500.00  ACTION BUDGET: \$2500
Teachers will analyze test data to determine areas of strength and weakness in the curriculum. The data analysis will be used to plan instruction. Team meeting minutes will be kept. Action Type: Alignment Action Type: Wellness	Jill Fletcher, Bethany Hill	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Teachers will implement writing strategies learned in ELLA and Effective Literacy in daily instruction. Forty-five to sixty minutes daily writing will be included in the daily schedule. The writing block will include an explicit writing lesson, independent writing time and/or small group writing instruction, conferences with students, and share time as evidenced by class schedules and classroom observations. Action Type: Alignment Action Type: Program Evaluation	Jill Fletcher, Bethany Hill	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Grade level teachers will meet weekly to collaborate and discuss effective strategies to implement Common Core state standards. Minutes will be kept for documentation. Action Type: Alignment Action Type: Collaboration	Jill Fletcher, Bethany Hill, Amy Champlin, Brandi Sullivan, Elizabeth King, Stephanie Bibey, Allan West	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Special education teachers will collaborate with regular education teachers to support and modify curriculum as appropriate for designated students. Minutes will be kept for collaborative meetings. Action Type: Collaboration	Scott Patterson, Jodi Strube, Jennifer West	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Implementation guides and/or Cabot Links will be utilized to ensure that all Common Core state standards are included in the curriculum. Standards will be dated on implementation	Jill Fletcher	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$



guides when taught for documentation. Action Type: Alignment				
Teachers will provide daily small group instruction at the appropriate level for all students. Small group instruction will be documented in all teacher schedules and lesson plans. Action Type: Equity	Jill Fletcher	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Intervention time will be scheduled for students with AIP's. Specific interventions will be recorded on students AIP's. Action Type: AIP/IRI Action Type: Equity	Jill Fletcher, Kim Griffin, Amanda Midkiff, Jodi Strube, Jennifer West	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
The Augmented Benchmark will be given in the Spring to third and fourth graders to evaluate the percentage of students at the proficient level. Action Type: Program Evaluation	Robin Cunningham	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	ACTION BUDGET: \$
Teachers will use writing rubrics/scoring guides as evidenced by classroom observations. Action Type: Professional Development	Kathy Smith	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Classroom teachers(1st-4th grades) will introduce scoring guides to students and will use the guides for evaluation of student writing.	Kathy Smith	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
A Norm Referenced Test will be administered to 1st and 2nd graders in the Spring to evaluate the percentage of students performing at the 50th percentile or above. First and Second grades will take the Iowa Test of Basic Skills. Action Type: Program Evaluation	Robin Cunningham	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	ACTION BUDGET: \$
SMART technologies will be utilized to enhance instruction in the core literacy block as evidenced by teacher's lesson plans.	Jill Fletcher, Bethany Hill	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
SMART technology will be used to enhance the writing block as evidenced by teacher's lesson plans. Action Type: Technology Inclusion	Jill Fletcher, Bethany Hill, Amy Champlin, Brandi Sullivan, Elizabeth King, Stephanie Bibey, Allan West	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teaching Aids</li> </ul>	Local Revenue: \$4500.00 ACTION BUDGET: \$4500
Total Budget:				\$7000
Intervention: Eastside Elementary will continue implementing a parental involvement plan which addresses each component in ACT 307.				
Scientific Based Research: National PTA, 2000. Building Successful Partnerships: A Guide for Developing Parent and Family Involvement Programs. pp. 12-24. Bloomington, Illinois: National Educational Service. Payne, Ruby K. 1998. A Framework for Understanding Poverty. Highlands, Texas: Aha! Process, Inc.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
A parent sign-up sheet will be available at the beginning of the school year so parents can see the needs and areas where they can volunteer. Action Type: Parental Engagement	Kim Griffin, Lori DeLaPaz	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Parents will receive an information packet about the school and parent center which includes information about ACT 307. Action Type: Parental Engagement	Kim Griffin	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	Local Revenue: \$200.00



				ACTION BUDGET: \$200
A parent center will be maintained with resources on parenting topics. Action Type: Parental Engagement	Kim Griffin	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	Local Revenue: \$300.00 <hr/> ACTION BUDGET: \$300
Parents will receive and have access to an online newsletter to be sent home weekly or monthly from the principal. Action Type: Parental Engagement	Jill Fletcher, Adrienne Thomas	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> </ul>	Local Revenue: \$300.00 <hr/> ACTION BUDGET: \$300
Parents will be able to learn about the school and its programs by accessing the Eastside webpage. Action Type: Parental Engagement Action Type: Technology Inclusion	Adrienne Thomas	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	Local Revenue: \$250.00 <hr/> ACTION BUDGET: \$250
The school will provide key components of Act 307 to include the following: informational packets, Parent Teacher Organization meetings, volunteer resource packets, school's process for resolving parental concerns and handbook, enable formation of PTO, and a parent facilitator. Sign-in sheets will show evidence of participation. Volunteer hours will be logged as a measure of parental involvement. Action Type: Parental Engagement Action Type: Program Evaluation	Jill Fletcher	Start: 07/01/2012 End: 06/30/2013		Local Revenue: \$1300.00 <hr/> ACTION BUDGET: \$1300
Male role models will be invited to an information meeting about the Watch D.O.G.S. program and given the opportunity to volunteer for one or more days during the school year. Action Type: Parental Engagement	Kim Griffin, Clayton Grey	Start: 07/01/2012 End: 06/30/2013		<hr/> ACTION BUDGET: \$
Total Budget:				\$2350

Intervention: Eastside Elementary will implement a social skills program to increase student achievement.				
Scientific Based Research: Denton, Paula. (2000) First Six Weeks of School Denton, Paula. (2002). Morning Meeting				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Grade level and building level teams will work collaboratively to monitor student achievement. Meeting minutes will be kept as documentation. Action Type: Collaboration Action Type: Program Evaluation	Jill Fletcher	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Grade level teams will meet weekly to collaborate on the scheduled topic and record minutes for documentation. Action Type: Collaboration Action Type: Program Evaluation	Jill Fletcher	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Building level teams will meet to collaborate and monitor student progress. Minutes will be kept for documentation. Action Type: Collaboration	Jill Fletcher	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teaching Aids</li> </ul>	Local Revenue: \$400.00 <hr/> ACTION BUDGET: \$400
The STAR Committee will be a resource for and collaborate	Bethany Hill	Start: 07/01/2012	<ul style="list-style-type: none"> <li>District Staff</li> <li>Outside</li> </ul>	<hr/> ACTION BUDGET: \$

regarding interventions prior to referrals for special education or counseling. Minutes will be kept for documentation. Action Type: Collaboration Action Type: Program Evaluation		End: 06/30/2013	<ul style="list-style-type: none"> <li>Consultants</li> <li>Teachers</li> </ul>	
The counselor will collaborate with therapy providers to provide for all students who have been identified as needing professional support. Action Type: Collaboration Action Type: Equity	Robin Cunningham	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Pre-Kindergarten parents and students will be invited to the school for orientation and registration to help students transition to Kindergarten. Dates and times will be published in the local newspaper and placed on the school marquee. Eastside students will receive take home notes advertising the event. Action Type: Parental Engagement	Amy Champlin, Jill Fletcher	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: \$100.00  ACTION BUDGET: \$100
Fourth grade students will tour Cabot Middle School South or Cabot Middle School North and will receive an information packet. Fourth grade teachers and Cabot Middle School teachers will collaborate to ensure the success of the event. Action Type: Collaboration	Robin Cunningham and Mandy Coombe	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
All aspects of ACT 397 requiring training of volunteers will be implemented. Also, all teachers and administrators will receive two and three hours of parental involvement staff development. Action Type: Parental Engagement Action Type: Professional Development	Jill Fletcher	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
Total Budget:				\$500

Intervention: Eastside Elementary will implement the use of technology at all grade levels.

Scientific Based Research: Gary McDaniel 2002 Review of Scientific Based Research Behind Achievement Technologies Family of Products.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will receive training in using Smartboard Notebook software and products as needed.	Julie Mahoney	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Students will participate in Ed Tech to learn outcome based computer skills as evidenced by student work.	Julie Mahoney	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Extra time in the computer lab will be available for interventions.	Julie Mahoney	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Teachers can use information from United Streaming to plan for instruction as evidenced by lesson plans.	Julie Mahoney	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Technology implementation will be evidenced by lesson plans and student work.	Julie Mahoney	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Computers</li> </ul>	ACTION BUDGET: \$

Teachers will use information from CabotLinks to plan lessons and activities as evidenced by lesson plans.	Jill Fletcher, Bethany Hill	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Teachers will have available Knowledge Box to use as a teaching aid or intervention.	Julie Mahoney	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Teachers will utilize a sound enhancement system in classrooms to ensure all students equal access to audio information.	Julie Mahoney	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
Teachers will have available Tumble Books to use as a teaching aid or intervention.	Pam Sowell, Julie Mahoney	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Priority 2: Eastside Elementary School will increase the percentage of students scoring at the Proficient/Advanced level by 3 percentage points.

Supporting  
Data:

- The Augmented Benchmark Exam (CRT) was administered in April 2012. 91% of all fourth grade students were proficient or advanced in Math. The most challenging areas were Measurement for multiple choice and Measurement for open response. TAGG students were: 93% of economically disadvantaged students were proficient or advanced; 50% of students with IEP's were proficient or advanced. The Augmented Benchmark Exam (CRT) was administered in April 2011. 90% of fourth grade combined population students were proficient or advanced in Math. The most challenging areas were Data and Analysis for multiple choice and Numbers and Operations for open response. Sub-populations were: 79% of economically disadvantaged students were proficient or advanced; 80% of students with IEP's were proficient or advanced. The Augmented Benchmark Exam (CRT) was administered in April 2010. 86% of fourth grade combined population students were proficient or advanced in Math. The most challenging areas were Data and Probability for multiple choice and Data and Probability for open response. Sub-populations were: 86% of economically disadvantaged students were proficient or advanced; 61% of students with IEP's were proficient or advanced.
- The Iowa Test of Basic Skills (NRT) was administered in April 2012. In fourth grade, 74% scored at or above the 50th percentile in Total Math. The Iowa Test of Basic Skills (NRT) was administered in April 2011. In fourth grade, 73% scored at or above the 50th percentile in Total Math. The Stanford Achievement Test-10 (NRT) was administered in April 2010. In fourth grade, 76% scored at or above the 50th percentile in Mathematics Problem Solving.
- The Augmented Benchmark Exam (CRT) was administered in April 2012. 94% of all third grade students were proficient or advanced in Math. The weakest areas were Measurement for multiple choice and Data Analysis and Probability for open response. TAGG students were: 92% of economically disadvantaged students were proficient or advanced; 60% of students with IEP's were proficient or advanced. The Augmented Benchmark Exam (CRT) was administered in April 2011. 96% of third grade combined population students were proficient or advanced in Math. The weakest areas were Measurement for multiple choice and Data and Analysis for open response. Sub-populations were: 91% of economically disadvantaged students were proficient or advanced; 81% of students with IEP's were proficient or advanced. The Augmented Benchmark Exam (CRT) was administered in April 2010. 87% of third grade combined population students were proficient or advanced in Math. The weakest areas were Measurement for multiple choice and Geometry for open response. Sub-populations were: 64% of economically disadvantaged students were proficient or advanced; 69% of students with IEP's were proficient or advanced. .
- The Iowa Test of Basic Skills (NRT) was administered in April 2012. In third grade, 68% scored at or above the 50th percentile in Total Math. The Iowa Test of Basic Skills (NRT) was administered in April 2011. In third grade, 70% scored at or above the 50th percentile in Total Math. The Stanford Achievement Test-10 (NRT) was administered in April 2010. In third grade, 62% scored at or above the 50th percentile in Mathematics Problem Solving.
- The Iowa Test of Basic Skills (NRT) was administered in April 2012. In second grade, 81% scored at the proficiency level or above in Total Math. The Iowa Test of Basic Skills (NRT) was administered in April 2011. In second grade, 83% scored at the proficiency level or above in Total Math. The Stanford Achievement Test-10 (NRT) was administered in April 2010. In second grade, 69% scored at the 50th percentile or above in Math.
- The Iowa Test of Basic Skills (NRT) was administered in April 2012. In first grade, 80% scored at the proficiency level in Total Math. The Iowa Test of Basic Skills (NRT) was administered in April 2011. In first grade, 70% scored at the proficiency level in Total Math. The Stanford Achievement Test-10 (NRT) was administered in April 2010. In first grade, 61% scored at the 50th percentile or above in Math.
- The Stanford Achievement Test-10 (NRT) was administered in April 2010. The percentage of students scoring at the 50th percentile and above on Total Math in Kindergarten was 71%.
- Attendance data for the last three years is as follows: In the 2010-2011 school year the

attendance rate was 94%. In the 2009-2010 school year the attendance rate was 94%.

Goal	Eastside Elementary will provide opportunities for all students to improve in measurement and data analysis as well as probability.
Benchmark	In 2009-2010, the percentage of proficient or advanced students in the combined population was 87%. The percentage of proficient or advanced students in the economically-disadvantaged sub-population was 75%. In 2010-2011, the percentage of proficient or advanced students in the combined population increased to 90%. The percentage of proficient or advanced students in the economically-disadvantaged sub-population was 79%. In order to reach 100% proficient or advanced by 2014 we will need an increase in AYP by 3.3% per year for the combined population and 7% for the economically disadvantaged population.

Intervention: Eastside Elementary will continue to utilize standards based math instruction evidenced by classroom walkthroughs as well as The Learning Institute assessment data.				
Scientific Based Research: Bresser, Rusty; Holtzman, Caren. 2006. Minilessons for Math Practice (K-2)(3-5). Sausalito, California: Math Solutions. Calkins, Lucy. Pathways to the Common Core. Portsmouth, New Hampshire: Heinemann. Diller, Debbie. 2011. Math Work Stations. Markham, Ontario: Pembroke Publishers. McRel, 2000. ED Thoughts: What We Know about Mathematics Teaching and Learning. P.6, 12, 20, 44-45. Aurora, Colorado: Mid-continent Research for Education and Learning. O'Connell, Susan; SanGiovanni, John. 2011. Mastering the Basic Math Facts. Portsmouth, New Hampshire: Heinemann. Parrish, Sherry. 2010. Number Talks. Sausalito, California: Math Solutions.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will participate in at least 60 hours of professional development. The 60 hours will include the following: 6 hours of Technology, 2 hours of Arkansas History, and 2 hours of Parental Involvement as evidenced by professional development documentation. (Administrators will have 3 hours of Parental Involvement.) Administrators will also have staff development on data disaggregation, instructional leadership, and fiscal management. The focus of staff development for teachers will be on increasing student achievement. Action Type: Professional Development	Jill Fletcher	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: \$10300.00  ACTION BUDGET: \$10300
Teachers will collaborate with the instructional facilitator to implement Common Core state standards. Team meeting notes will be kept for documentation. Action Type: Alignment Action Type: Collaboration	Bethany Hill	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Teachers will meet weekly to collaborate and discuss teaching strategies and student progress. Minutes will be kept for documentation. Action Type: Alignment Action Type: Collaboration	Jill Fletcher, Bethany Hill	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Implementation guides and/or CabotLinks will be utilized to ensure that all Common Core state standards are included in the curriculum. Standards will be dated in implementation guides when taught. Action Type: Alignment Action Type: Technology Inclusion	Jill Fletcher, Bethany Hill	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
An AIP will be developed, reviewed and updated frequently for students not performing at a proficient level.	Jill Fletcher, Bethany Hill	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$

Action Type: AIP/IRI				
Documented intervention time in addition to core instruction will be scheduled for students with AIP's in Mathematics. Interventions will be documented on student AIP's. Action Type: AIP/IRI	Jill Fletcher, Bethany Hill	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: \$
The Augmented Benchmark will be given in the Spring to third and fourth graders to evaluate the percentage of students at the proficient level. Action Type: Program Evaluation	Robin Cunningham	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Special education staff will collaborate with general education teachers to support and modify curriculum as appropriate for designated students. Minutes will be kept as documentation. Action Type: Special Education	Jodi Strube, Scott Patterson, Laura Newman, Angie Joslin, Jennifer West	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Students will receive instruction on answering problem solving problems with real world scenarios weekly in grades 3-4 as evidenced through math protocols and Classroom Walk-Throughs. Action Type: Alignment	Stephanie Bibey, Allan West	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: \$
Students who are functioning below grade level, are not participating in their Academic Improvement Plan, and/or have not made adequate progress according to the intervention team will be referred to a retention committee. An agenda and minutes from the meetings will be kept for documentation. Action Type: AIP/IRI Action Type: Alignment	Jill Fletcher	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: \$
Students will receive a minimum of sixty minutes of math instruction daily including math talk, fluency, problem solving, math stations, and share time as evidenced by class schedules, math protocols and classroom walk-throughs. Action Type: Alignment	Jill Fletcher, Bethany Hill	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	None: \$5000.00 <hr/> ACTION BUDGET: \$5000
The Ladybug, projector, SMART board, SMART slate, and sound enhancement system will be utilized to enhance instruction on answering open response questions as evidenced through Classroom Walk-Throughs. Action Type: Alignment Action Type: Technology Inclusion	Jill Fletcher, Bethany Hill	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	Local Revenue: \$1200.00 <hr/> ACTION BUDGET: \$1200
SMART technology will be utilized as needed to enhance math intervention. Interventions will be documented on student AIP's. Action Type: Alignment Action Type: Technology Inclusion	Jill Fletcher, Bethany Hill	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
A Norm Referenced Test (NRT) will be given in the Spring to students in grades 1-2 to evaluate the percentage of students at the 50th percentile or above. First and Second graders will take the Iowa Test of Basic Skills.	Robin Cunningham	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	<hr/> ACTION BUDGET: \$

Action Type: Program Evaluation				
The Learning Institute (TLI) modules will be given and data used to implement appropriate math interventions as evidenced through teachers lesson plans.	Jill Fletcher, Bethany Hill	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
1-4 Teachers will analyze data from The Learning Institute modules to plan for intervention as evidenced by leasson plans. Action Type: Equity	Jill Fletcher, Bethany Hill, Brandi Sullivan, Elizabeth King, Stephanie Bibey, Allan West	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Caucasian students will participate in mathematics instruction focused on problem solving and number sense.	Jill Fletcher, Bethany Hill, Allan West, Stephanie Bibey, Elizabeth King, Brandi Sullivan, Amy Champlin	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$16500

Intervention: Eastside Elementary will continue implementing a parental involvement plan which addresses each component in Act 307 of 2007.

Scientific Based Research: National PTA, 2000. Building Successful Partnerships: A Guide for Developing Parent and Family Involvement Programs. pp. 12-24. Bloomingdale, Illinois: National Educational Service. Payne, Ruby K. 1998. A Framework for Understanding Poverty. Highlands, Texas: Aha! Process, Inc.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Parents will receive an information packet about the school and parent center which includes information about Act 307 of 2007. Action Type: Parental Engagement Action Type: Program Evaluation	Kim Griffin	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	Local Revenue: \$200.00  ACTION BUDGET: \$200
A parent center will be maintained with resources on parenting topics. Action Type: Parental Engagement	Kim Griffin, Pam Sowell	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	Local Revenue: \$300.00  ACTION BUDGET: \$300
The school will provide key components of Act 307 to include the following: informational packets, Parent Teacher Organization meetings, volunteer resource handouts, school's process for resolving parental concerns and handbook, enable formation of PTO, and a parent facilitator. Sign-in sheets will show evidence of participation. Action Type: Parental Engagement	Jill Fletcher	Start: 07/01/2012 End: 06/30/2013		Local Revenue: \$500.00  ACTION BUDGET: \$500
Male role models will be invited to volunteer for one or more days during the school year through the Watch D.O.G.S program by signing up at open house. A list serv and newsletter will be used for communication. Action Type: Parental Engagement	Kim Griffin, Clayton Grey	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
Total Budget:				\$1000

Intervention: Eastside Elementary will implement the use of technology in all grade levels.

Scientific Based Research: Gary McDaniel 2002 Review of Scientific Based Research Behind Achievement Technologies Family of Products.

Actions	Person Responsible	Timeline	Resources	Source of Funds
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Students will participate in Ed Tech to learn outcome based computer skills as evidenced by student work. Action Type: Technology Inclusion	Julie Mahoney	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Teachers will receive training in United Streaming, Knowledge Box, and Smartboard Notebook software and products as needed. Action Type: Technology Inclusion	Julie Mahoney	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Teachers will use Cabot Links to plan for lessons. Action Type: Technology Inclusion	Jill Fletcher, Bethany Hill	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Teachers can use information from United Streaming to plan for instruction. Action Type: Technology Inclusion	Julie Mahoney	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Extra time in the computer lab will be available for interventions. Action Type: AIP/IRI Action Type: Technology Inclusion	Julie Mahoney	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Priority 3: 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 networks.

Supporting Data:

1. School Health Index Scores: Module 8 "Family and Community Involvement" The Overall Score Card results indicate a weakness in Family and Community Involvement
2. Free & Reduced-Price Meals (Based on ABSCN Cycle II Report)09-10 34%, 10-11 34%, 11-12 34%.
3. In 2011-12,approximately 15.9% of all children measured at Eastside were in the overweight category and approximately 12.2% of all children measured were identified as obese. In 2010-11,approximately 15% of all children measured at Eastside were in the overweight category and approximately 12.1% of all children measured were identified as obese. In 2009-10,approximately 11.8% of all children measured at Eastside were in the at risk for overweight category and approximately 11.8% of all children measured were identified as overweight.

Goal The school will offer opportunities for students and their families to educate themselves on healthy lifestyle choices and successful parenting tips to increase education of families and the community in the area of total wellness as evidenced by parent sign-in sheets.

Benchmark By SY 2010-11, the average of School Health Index Module 8 scores will increase by 25%. The number of students classified as overweight will be 10%.

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' 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
The school will provide access to parents regarding information about local community-based programs for physical fitness facilities, food pyramid, CPR groups, and healthy eating through links on the Eastside Elementary webpage via the internet. Action Type: Parental Engagement Action Type: Wellness	Adrienne Thomas	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 will provide families with educational materials and/or newsletters sent home via the student about the benefits of physical activity and healthy eating information.	Jamie Oitker, Kim Griffin	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> </ul>	Local Revenue: \$200.00 ACTION BUDGET: \$200



Action Type: Parental Engagement Action Type: Wellness				
The school will provide students in grades 2-4 with daily exercise through use of a walking club with the goal of having students participate in the Spring Fling. Action Type: Wellness	Lynette Farnsworth, Stephanie Bibey, Jamie Oitker	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	Local Revenue: \$400.00 <hr/> ACTION BUDGET: \$400
Students in grades 2-4 will participate in Jump for Heart to support the American Heart Association. Action Type: Wellness	Jamie Oitker	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Informational handouts will be provided to parents twice a year at parent-teacher conferences (Partners in Nutrition, Nutrition Guidelines and Physical Activity) Action Type: Wellness	Kim Griffin	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teaching Aids</li> </ul>	Local Revenue: \$100.00 <hr/> ACTION BUDGET: \$100
The school will provide hearing, vision and BMI (Body Mass Index) screenings. Parents will be notified through school newsletters of screenings. Action Type: Parental Engagement Action Type: Wellness	Jamie Freeman	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Outside Consultants</li> </ul>	<hr/> ACTION BUDGET: \$
Students school wide will participate in twenty minutes of fitness time in addition to their regular physical education class as evidenced through class schedules. Action Type: Wellness	Jamie Oitker	Start: 07/01/2012 End: 06/30/2013		Local Revenue: \$1200.00 <hr/> ACTION BUDGET: \$1200
Puppet skits on a variety of wellness topics will be presented to students schoolwide during their counseling time. The skits will then be published to the school website for viewing by parents and students. Action Type: Wellness	Robin Cunningham	Start: 07/01/2012 End: 06/30/2013		Local Revenue: \$350.00 <hr/> ACTION BUDGET: \$350
Projects P.A.L.S. will participate in a Healthy Lifestyle Festival in the fall. Action Type: Wellness	Robin Cunningham	Start: 07/01/2012 End: 06/30/2013		<hr/> ACTION BUDGET: \$
The school nurse will offer training to teachers as needed about specific health concerns. Action Type: Wellness	Jamie Freeman	Start: 07/01/2012 End: 06/30/2013		<hr/> ACTION BUDGET: \$
The school will host a family literacy, math, science, and health night. A sign in sheet will be kept for documentation.	Jill Fletcher, Bethany Hill, Kim Griffin	Start: 07/01/2012 End: 06/30/2013		<hr/> ACTION BUDGET: \$
Total Budget:				\$2250

Intervention: The school will implement programs for staff and students to encourage healthy lifestyle choices.

Scientific Based Research:

Actions	Person Responsible	Timeline	Resources	Source of Funds
The school will participate in the district wellness committee and support an after school community health fair as evidenced by sign in sheets.	Ashley Gonyea	Start: 07/01/2012 End: 06/30/2013		<hr/> ACTION BUDGET: \$
Students will participate in 2 physical education classes for a total of 60 minutes per week as evidenced by classroom schedules.	Jill Fletcher	Start: 07/01/2012 End: 06/30/2013		<hr/> ACTION BUDGET: \$

The physical education teacher will promote and participate in the Inspiration Run to promote lifelong fitness and healthy eating as evidenced by the school newsletter.	Jill Fletcher, Jamie Oitker	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
Families will be provided opportunities to participate in physical activity during special events held after school.	Ashley Gonyea, Jamie Oitker	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
A fitness room will be provided for the staff with a treadmill, weights, abdominal equipment and videos. Action Type: Wellness	Jamie Oitker	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Staff members will be given the opportunity to participate in CabotFest's 5K and Spring Fling. Action Type: Wellness	Jamie Oitker	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
During the 2012-2013 school year, Eastside will implement a program to promote better health for students, staff, and parents. This will be evidenced through participation in running and fitness programs offered throughout the community, parent letters, and newsletters, fitness test report, and BMI school report for the 2012-2013 school year. Action Type: Parental Engagement Action Type: Wellness	Jamie Oitker	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Eastside will provide social and emotional support to students.

Scientific Based Research: Payne, Ruby. (2009). Researched Based Strategies. Denton, Paula. (2000). First Six Weeks of School. Denton, Paula. (2002). Morning Meeting.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will receive training on Responsive Classroom to meet the needs students socially and emotionally as evidenced by professional development documentation. Action Type: Equity Action Type: Professional Development	Jill Fletcher, Bethany Hill	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> <li>Outside Consultants</li> </ul>	ACTION BUDGET: \$
Teachers will implement strategies from district training on Ruby Payne to make personal connections with families. Action Type: Parental Engagement Action Type: Professional Development	Jill Fletcher, Bethany Hill	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
Teachers will receive training on Win Win Discipline to meet the needs students socially and emotionally as evidenced by professional development documentation. Action Type: Equity Action Type: Professional Development	Jill Fletcher, Bethany Hill	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> <li>Outside Consultants</li> </ul>	ACTION BUDGET: \$
Teachers will mentor targeted students through the Starfish program for added social and emotional support. Action Type: Wellness	Jill Fletcher, Bethany Hill	Start: 09/17/2012 End: 05/31/2013	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Adrienne Thomas	1st grade	Math
Classroom Teacher	Allan West	4th Grade	Steering
Classroom Teacher	Amy Champlin	Kindergarten	Steering
Classroom Teacher	Angie Joslin	Speech	Literacy
Classroom Teacher	Ashley Burns	1st Grade	Literacy
Classroom Teacher	Ashley Gonyea	2nd Grade	Literacy

Classroom Teacher	Brandi Sullivan	1st Grade	Steering
Classroom Teacher	Brittany Webb	2nd grade	Math
Classroom Teacher	Debbie Rochelle	2nd Grade	Math
Classroom Teacher	Donna Walker	Kindergarten	Literacy
Classroom Teacher	Elizabeth King	2nd grade	Steering
Classroom Teacher	Jaliea Brock	4th grade	Math
Classroom Teacher	Jamie Oitker	Physical Education	Wellness
Classroom Teacher	Jodie Strube	Resource	Math
Classroom Teacher	Julie Muse	Kindergarten	Literacy
Classroom Teacher	Karen Goodman	3rd grade	Steering
Classroom Teacher	Kathy Ragar	3rd grade	Literacy
Classroom Teacher	Kim Griffin	K-1 Interventionist	Wellness
Classroom Teacher	Laquita Lee	Kindergarten	Literacy
Classroom Teacher	Laura Newman	CBI Teacher	Literacy
Classroom Teacher	Laura Vaughn	Music	Math
Classroom Teacher	Lynette Farnsworth	4th Grade	Math
Classroom Teacher	Mandy Coombe	4th grade	Math
Classroom Teacher	Melisa Majors	3rd grade	Math
Classroom Teacher	Morgan Verkler	1st Grade	Math
Classroom Teacher	Pam Sowell	Media Specialist	Literacy
Classroom Teacher	Robin Cunningham	Counselor	Steering
Classroom Teacher	Scott Patterson	Gifted and Talented	Math
Classroom Teacher	Sharon Euler	Kindergarten	Math
Classroom Teacher	Stephanie Bibey	3rd Grade	Steering
Classroom Teacher	Tricia Oxford	Art	Literacy
Non-Classroom Professional Staff	Amanda Midkiff	2-4 Interventionist	Literacy
Non-Classroom Professional Staff	Denise Sharp	Secretary	Steering
Non-Classroom Professional Staff	Jackie Goforth	Cafeteria	Wellness
Non-Classroom Professional Staff	Jamie Freeman	Nurse	Wellness
Non-Classroom Professional Staff	Janell Stone	Science Paraprofessional	Math
Non-Classroom Professional Staff	Jennifer West	Resource	Wellness
Non-Classroom Professional Staff	Julie Mahoney	Computer Lab	Literacy
Non-Classroom Professional Staff	Kathy Parchman	Paraprofessional	Literacy
Non-Classroom Professional Staff	Pam Abbott	Cafeteria Manager	Wellness
Non-Classroom Professional Staff	Sara Lu Hooper	Paraprofessional	Math
Non-Classroom Professional Staff	Shawn Lang	Paraprofessional	Math
Non-Classroom Professional Staff	Sue Surdam	Secretary	Literacy
Non-Classroom Professional Staff	Tammie Scarborough	Paraprofessional	Literacy
Non-Classroom Professional Staff	Toby Cook	Paraprofessional	Literacy
Parent	Clayton Grey	Parent	Steering
Parent	Lori DeLaPaz	Parent	Steering
Principal	Bethany Hill	Assistant Principal	Steering
Principal	Jill Fletcher	Principal	Steering