

School Plan

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WARD CENTRAL ELEMENTARY

Arkansas Comprehensive School Improvement Plan

2012-2013

The mission of Ward Central Elementary is to provide a safe learning environment that encourages progress in literacy and mathematic skills and social-emotional behaviors in order for students to become life-long learners and responsible, productive citizens.

Grade Span: K-4

Title I: Title I Schoolwide

School Improvement: MS

Table of Contents

Priority 1: Math

Goal: To improve math skills in the areas of computation and math open response questions

Priority 2: Literacy

Goal: To improve writing open response to a reading passage, writing content and style and reading comprehension.

Priority 3: Wellness

Goal: The school will offer opportunities for students and their families to educate themselves on healthy lifestyle choices and to increase education of families and the community in the area of total wellness.

Priority 4: 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 math skills in the areas of computation and math open response questions.
	<ol style="list-style-type: none">4th GRADE MATH BENCHMARK: 1. In 2009-2010 76% of the combined population, 13% of the IEP population, 73% of the economically disadvantage, and 75% of the Caucasian population scored at or above the proficiency level on the benchmark exam. According to data, the weakest areas in combined population fell in open response DAP and NO. In multiple choice M and DAP. 2. In 2011, 85% of the combined population, 60% of the IEP population, 88% of the economically disadvantage, and 85% of the Caucasian population scored at or above the proficiency level on the benchmark exam. According to data, the combined population's weakest areas on multiple choice were measurement and data analysis and probability. According to data, the combined population's weakest area on open response was number and operations. 3. In 2012, 91% of the All Students population, 80% of the TAGG population scored at or above the proficiency level on the benchmark exam. According to data, the All Students population's weakest area on multiple choice was measurement. According to data, the All Students population's weakest areas on open response were Geometry and measurement.3rd GRADE MATH BENCHMARK: 1. In 2009-2010 86% of the combined population, 73% of the IEP population, 86% of the economically disadvantage, and 86% of the Caucasian population scored at or above the proficiency level on the benchmark exam. According to data, the weakest areas in combined population fell in open response making sure all objectives are taught for NO, G. In multiple choice M and DAP. 2. In 2011, 94% of the combined population, 63% of the IEP population, 93% of the economically disadvantage, and 94% of the Caucasian population scored at or above the proficiency level on the benchmark exam. According to data, the combined population's weakest area on multiple choice was measurement. According to data, the combined population's weakest areas on open response were algebra and data analysis and probability. 3. In 2012, 89% of the All Students population, 84% of the TAGG population scored at or above the proficiency level on the benchmark exam. According to data, the All Students population's weakest areas on multiple choice were Algebra and measurement. According to data, the All Students population's weakest areas on open response were numberSECOND GRADE MATH Norm Reference (ITBS and SAT10): 1. In 2009-2010 no sub pop analysis is available for SAT 10, only school results for combined population. Second grade combined population scored 71%. 2. In 2011, the average student percentile rank was 59% for the combined population, 35% for the IEP population, 59% for the economically disadvantage, and 57% for the Caucasian population. 3. In 2012, the average student percentile rank was 63% for the combined population, 61% for the economically disadvantaged population.FIRST GRADE MATH Norm Reference (ITBS and SAT10): 1. In 2009-2010 no sub pop analysis is available for SAT 10, only school results for combined population. First grade combined population scored 60%. 2. In 2011, the average student percentile rank was 62% for the combined population, 25% for the IEP population, 53% for the economically disadvantage, and 64% for the Caucasian population. 3. In 2012, the average student percentile rank was 60% for the combined population, 62% for the economically disadvantaged population.
Supporting Data:	

5. QUALLS: 1. In 2008-2009 eight out of 116 Ward Central students qualified for an IRI based on QUALLS. Five of the 116 qualified on math concepts. 2. In 2009-2010 six Ward Central students qualified for an IRI based on QUALLS. Six of the 136 qualified based on math concepts. 3. In the 2010-2011 school year, 63% of students were considered "developed" in the area of Math Concepts, 37% were considered "developing" in the area of Math Concepts, and 0% were considered "not developed" in the area of Math Concepts on the QUALLS.
6. ATTENDANCE: 1. Average daily attendance for 2009-2010 was 92%. 2. Average daily attendance for 2010-2011 was 91.13%. 3. Average daily attendance for 2011-2012 was 94.19%.
- 7.

Goal To improve math skills in the areas of computation and math open response questions

Benchmark In 2012-2013 90.20% proficient and advanced is required for the All Student population and 88.09% for the TAGG population.

Intervention: Align the math curriculum with the Common Core State Standards.				
Scientific Based Research: Carpenter, T. P., M. L. Franke, and L. Levi. 2003. Thinking Mathematically National Research Council. 2001. Adding It Up: Helping Children Learn Mathematics. J. Kilpatrick, J. Swafford, and B. Findell (Eds.) Mathematics Learning Study Committee, Center for Education, Division of Behavioral and Social Sciences and Education Carpenter, T. P., Fennema, E., Franke, M. L., Levi, L., Empson, S. B. 1999. Children's Mathematics, Cognitively Guided Instruction Empson, S. B., Levi, L. 2011, Extending Children's Mathematics, Fractions and Decimals				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will have a 40 minute block planning time, with one day per week designated for team meetings, to analyze assessment data for learning, identify children needing remediation and enrichment in math and science, develop and review Academic Improvement Plans (AIPs) and Individualized Education Plans (IEPs), plan flexible groups (equity), collaborate with special teachers, discuss the mathematics and science curriculum, and collaborate on strategies for success in math and science as evidence by lesson plans. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education	Dawn Verkler	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Performance Assessments Teachers Teaching Aids 	ACTION BUDGET: \$
From the district level alignment, each teacher will have grade level Common Core State Standards or kid friendly objectives displayed in his/her classroom. Action Type: Alignment	Grade Level Team Members	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Central Office Performance Assessments Teachers Teaching Aids 	ACTION BUDGET: \$
District alignment includes pacing guides and state frameworks/common core which will be accessible for all teachers to use when planning for instruction. Action Type: Alignment	Kellie Kostrubala	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Computers District Staff Teaching Aids 	ACTION BUDGET: \$
Classroom walkthroughs will be conducted to evaluate that standards, objectives, and alignment are being utilized in organizing for learning. Classroom teachers will also be afforded the opportunity to conduct class observations and CWT's during activity time. Action Type: Alignment Action Type: Program Evaluation	Dawn Verkler	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Provide professional development in the area of math to improve teaching strategies and enhance student achievement.				

Scientific Based Research: National Research Council (1989). Everybody Counts: A Report to the Nation on the Future of Mathematics Education, p.p. 63-66. Dufour, R. (2002). Getting Started: Reculturing Schools to Become Professional Learning Communities. Payne, R. (1996) A Framework for Understanding Poverty. Understanding Learning: the how, the why, the what, Ruby K. Payne, Ph.D. (2002). Under-Resourced Learners 8 strategies to boost achievement, Ruby K. Payne, Ph.D. Working with Parents, Building Relationships for Student Success, Ruby K. Payne, Ph. D.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Professional development will be offered for grade level and special education teachers on measurement, algebra, geometry, and data analysis and in the area of open response. Professional development will include use of manipulatives in math instruction. Action Type: Professional Development Action Type: Special Education	Dawn Verkler	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Outside Consultants Teachers Teaching Aids 	ACTION BUDGET: \$
Professional Development in Making Math Meaningful will be provided. All certified teachers will utilize information from the training to improve math instruction. Grade level and special education teachers will utilize information from the training to improve math instruction as evidenced by improvement in TLI and benchmark assessments. Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education	Dawn Verkler and Sharon White	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Teachers Title Teachers 	ACTION BUDGET: \$
Certified teachers can receive grade level math professional development from elementary instructional facilitator and district math specialist Beverly Thompson when needed to address plan goals. Action Type: Professional Development Action Type: Special Education	Grade Level Team Leaders	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
Classroom and SPED teachers may attend professional development on research based math programs, such as Singapore Math. Information from these workshops may be used to address plan goals as evidenced by TLI and benchmark assessment. Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education	Dawn Verkler	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
In order to address SES students certified teachers will participate professional development, such as Ruby Payne's Strategies as found in books such as 9 Systemic Processes to Raise Achievement and Research Based Strategies to improve student math open response performance as evidenced by TLI and benchmark assessments. Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation	Dawn Verkler and Team Leaders	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff Teaching Aids 	ACTION BUDGET: \$
Teachers will receive technology professional development on Knowledge Box, Smartboard, and IXL website, district-wide computer tools that aid in planning instruction and intervention tools for at risk students. Action Type: Professional Development Action Type: Technology Inclusion	LeeAnn Hickman	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Computers 	ACTION BUDGET: \$
Evaluation surveys will be given to individual teachers within the school for needed training in math programs every	Kellie Kostrubala	Start: 07/01/2012 End:	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION \$

year, and survey grade levels on what professional development components they are implementing in the classroom. This information will be used to plan future workshops. Action Type: Program Evaluation		06/30/2013		BUDGET:
All classroom and SPED teachers are required by the state to have 60 hours of professional development, including 6 hours of technology, 2 hours of parental involvement for teachers, 3 hours of parental involvement for administrators, and 2 hours of Arkansas History K-4 which aligns with the Cabot School Professional Development plan including teacher evaluation and goal setting. Administrators must have 4 hours of professional development devoted to data disaggregation, instructional leadership, and fiscal management as evidence by district professional development forms. Action Type: Professional Development Action Type: Program Evaluation	Dawn Verkler	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff District Staff 	ACTION BUDGET: \$
In the schoolwide Title I program, an instructional facilitator at .50 FTE is available to teachers as support for all students success. Also, 1.0 FTE K-1 interventionist and 1.0 2-4 interventionist will be employed to assist with students determined to be at risk. Action Type: Professional Development Action Type: Title I Schoolwide	Kellie Kostrubala, Kathryn Brooks	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Teachers will have Harcourt Math as a resource as their adopted math materials. Classrooms are furnished all resource guides and a class set of manipulatives. Action Type: Equity	Dawn Verkler	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
In order to address equity of our low socio- economic, caucasian, Title I and special needs sub pops, classroom teachers will receive professional development on intervention strategies and differentiation techniques. Team planning time will be used for discussions and training for identified AIP children as part of the Ward Central Pyramid of Interventions and 12 hours of professional development. This, in turn, will directly aid those children struggling in our identified subpopulations as evidenced by TLI and benchmark assessments. Action Type: AIP/IRI Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation	Dawn Verkler	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers Title Teachers 	ACTION BUDGET: \$
Teachers will implement Ruby Payne strategies provided by district trainer. As evidenced by, CWT, lesson plans, TLI. Action Type: Professional Development Action Type: Program Evaluation	Dawn Verkler	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff District Staff Performance Assessments 	ACTION BUDGET: \$
Certified teachers will participate in a book study over Number Talks. Action Type: Professional Development	Dawn Verkler	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Implement open-response and problem solving strategies in the classroom.				

Scientific Based Research: Mokros, J.; Russell, S.; and Economopoulos, K. (1995). Beyond Arithmetic: Changing Mathematics in the Elementary Classroom, p.p. 52-56. Van De Walle, J. (2005). Elementary and Middle School Mathematics: Teaching Developmentally.

Actions	Person Responsible	Timeline	Resources	Source of Funds
One to 1.5 hours of daily aligned math instruction will be provided in all kindergarten through fourth grade classrooms. This will include calendar times, collecting data and graphing, calculators, direct instruction, circle time, strategies learned through Making Math Meaningful and daily math practice as evidenced by classroom observation, daily schedules and walk throughs. Action Type: Alignment Action Type: Program Evaluation	Dawn Verkler	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Performance Assessments Teachers Teaching Aids 	ACTION BUDGET: \$
Pre-Kindergarten through fourth grade teachers will provide an "problem of the day" or 4 square problems to maintain previously learned math skills. Making Math Meaningful strategies will be used to reinforce computation and problem solving skills in grades one through four as stated in the district framework alignment. Action Type: Alignment	Grade Level Team Leaders	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
Third and fourth grade teachers will integrate the format of released items from their grade level Benchmark Exam into the math curriculum alignment throughout the school year. Released items will address open response (G, M, NO, and DAP) and multiple choice. Focus on open response practice will be on HOTS (Higher Order Thinking Skills). Action Type: Alignment	Third and Fourth Grade Math Team Leaders	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Performance Assessments Teachers Teaching Aids 	ACTION BUDGET: \$
Collaboration of First through Fourth grade level teams will design and implement a plan for using calculator fluency. First and second grades will focus on addition and subtraction using TI10's. Third and fourth grades will focus on multiplication and division using TI15's. First through fourth grade teachers will have access to calculators. Success will be measured on TLI. Action Type: Collaboration Action Type: Program Evaluation Action Type: Technology Inclusion	Grade Level Teams	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
Math manipulatives will be purchased for individual classrooms as needed. These math manipulatives will be utilized with the math basal, Math Investigations series, Math Solutions, Singapore Math, Everyday Math program, Math Links or MMM, as requested through teacher collaboration. Student growth will be evidenced by TLI and open response assessments. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	Dawn Verkler	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Teaching Aids 	General Revenue: \$1500.00 ACTION BUDGET: \$1500
Using collaboration, teachers will analyze math evaluations (ITBS, Benchmark, and district common assessments) each year to determine if math programs and instruction related to computation and open-response are	Amanda Cross, Kellie Kostrubala and grade level teams	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Performance Assessments 	ACTION BUDGET: \$

successful. Action Type: Collaboration Action Type: Program Evaluation				
Children have access to the computers to reinforce math skills using Harcourt Math and Knowledge Box. Action Type: Equity	LeeAnn Hickman and classroom teachers	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
DELL computers will be housed in the computer lab and in each classroom. Every classroom will have a television, Smartboard, VCR/DVD, flex cam and a computer, iPad, smart slates and ceiling mounted projectors. As needed, PC links will be utilized as well to connect the computer to the large screen television to promote technology in mathematics activities. Action Type: Technology Inclusion	LeeAnn Hickman	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Central Office Computers District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
In technology, all classroom teachers will have access to internet and Smart Boards as well as Cabot Links (wiki) for math instruction. Action Type: Technology Inclusion	LeeAnn Hickman	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Computers Teaching Aids 	ACTION BUDGET: \$
Digital and video cameras, various technology software programs, internet sights and powerpoint presentations will be utilized in the classroom to enrich math skills. Action Type: Technology Inclusion	LeeAnn Hickman	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Computers Teachers Teaching Aids 	ACTION BUDGET: \$
Each classroom will have use of sound systems. Action Type: Technology Inclusion	Dawn Verkler	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
Total Budget:				\$1500

Intervention: Develop a math intervention and enrichment program.

Scientific Based Research: Grant, J. (1998). Developmental Education in an Era of High Standards, p. 74.

Actions	Person Responsible	Timeline	Resources	Source of Funds
E.L.O., extended learning opportunities equity program, will be held two days a week after school. This program will target first through fourth grade students in the areas of math and literacy. AIP students will be extended an invitation to participate. Data from TLI will be used to determine the success of the program. Action Type: AIP/IRI Action Type: Equity Action Type: Program Evaluation	Harold Jeffcoat, Dawn Verkler	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teachers Teaching Aids 	Title I - Employee Salaries: \$15300.00 Title I - Employee Benefits: \$3399.50 <hr/> ACTION BUDGET: \$18699.5
District teachers will use assessments for learning developed with the district and Common Core State Standards generated by The Learning Institute to write AIPs. Success will be measured by progress monitoring of students. Action Type: AIP/IRI	Classroom Teachers	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
Ward Central's pyramid of intervention plan includes: small group instruction within the classroom, individualized instruction within the classroom, identifying children with specific needs in academic areas and documenting the needs and the progress with an Academic Improvement Plan (AIP), recommending children with an AIP for	Dawn Verkler	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Computers District Staff Outside Consultants Performance Assessments Teachers 	ACTION BUDGET: \$

the afterschool program, use of technology practice for students with AIP needs, documentation of evaluation with assessments and data in an assessment folder, and flexible grouping within grade levels to meet the needs of AIP using collaboration with classroom teachers and other school staff. Action Type: Collaboration Action Type: Program Evaluation			<ul style="list-style-type: none"> Teaching Aids Title Teachers 	
AIPs will be written in collaboration with parents at Parent-Teacher Conferences. Special education students with Individualized Education Plans (IEPs) may have an AIP written in an area not served by the IEP. Action Type: AIP/IRI Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education	Becky Foster, Kellie Kostrubala and Renee Rich	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Central Office Performance Assessments Teachers Teaching Aids Title Teachers 	ACTION BUDGET: \$
Teachers will work with students on an individual or small group basis on specific math skills which were not mastered in a whole group setting. This equity intervention will help our struggling low socioeconomic, special education, and Caucasian subgroups. Action Type: Equity Action Type: Special Education	Dawn Verkler	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
Digital and video cameras, various technology software programs, internet sites and power point presentations will be utilized in the classroom to enrich math skills. This will be evidenced by student performance on TLI assessments. Action Type: Technology Inclusion	LeeAnn Hickman	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Computers Teachers Teaching Aids 	ACTION BUDGET: \$
Our school-wide Title I will provide: Title I Resources for student achievement, extensive planning for student population, research based methods and strategies, highly qualified teacher instruction, professional development paid out of Title I funds, parental involvement and integration of federal, state, and local programs. Success will be shown on SBRC/TLI/state benchmark assessments. Action Type: Title I Schoolwide	Dawn Verkler and Cindy Leonard	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff District Staff Title Teachers 	ACTION BUDGET: \$
Total Budget:				\$18699.5
Intervention: Increase parental awareness and involvement regarding math curriculum.				
Scientific Based Research: National Association of Elementary School Principals (2001). Standards for What Principals Should Know and Be Able to Do, p.p. 72-73.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Grandparents will be honored with a luncheon celebrating Grandparent's Day sponsored by PTO and school counselor. Action Type: Parental Engagement	Amanda Cross	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Community Leaders 	ACTION BUDGET: \$
Recognition assemblies will be held each semester to honor student achievement. Perfect attendance will be awarded each semester. Parents are encouraged to attend.	Amanda Cross	Start: 07/01/2012 End:	<ul style="list-style-type: none"> Teaching Aids 	General Revenue: \$300.00

Action Type: Parental Engagement		06/30/2013		ACTION BUDGET: \$300
Collaboration of teachers to create and implement a grade level homework policy with an emphasis in math on parental engagement which parents must sign and return. Action Type: Collaboration Action Type: Parental Engagement	Grade Level Team leader	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teaching Aids 	ACTION BUDGET: \$
Parent-teacher conferences will be held twice a year for the parents and teacher to collaborate and discuss student progress in math. Action Type: Collaboration Action Type: Parental Engagement	Dawn Verkler	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Performance Assessments 	ACTION BUDGET: \$
Teachers will collaborate to plan and conduct a grade level parent engagement math night. A school wide science night will also be conducted during the year. Parents and children will actively engage in math/science activities during this time. Information on math/science assessments and open response math problems will be given out at this time. Action Type: Collaboration Action Type: Parental Engagement	Classroom and Science Lab Teacher	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teachers Teaching Aids 	General Revenue: \$300.00 ACTION BUDGET: \$300
The Ward Central website will be available for all parents(http://cabot.wmsc.k12.ar.us/cabotwc/). This page will have a list of links for interactive technological math games for children and parents. Action Type: Parental Engagement Action Type: Technology Inclusion	LeeAnn Hickman	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
An area is set aside for a parental engagement center which houses parenting brochures, books, games, and videos for parents to check out. The library also houses parent information as well. Action Type: Parental Engagement	Amanda Cross	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teaching Aids 	ACTION BUDGET: \$
A parental engagement luncheon will be provided yearly by the school for all VICS (Volunteers in Cabot Schools) workers. Action Type: Parental Engagement	Dawn Verkler	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Community Leaders Teachers 	ACTION BUDGET: \$
A newsletter for parents to read will be created to outline school events. This newsletter will be sent out once a month to all parents. Action Type: Parental Engagement	Dawn Verkler	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Community Leaders 	ACTION BUDGET: \$
Ward Central dad volunteers comprise our school's Watch D.O.G. Dads (Dad's of Great Students) program. This parental engagement program allows dads to visit classrooms, provide tutorials, monitor behavior in and around the school, eat lunch with students, and develop rapport with the student body. Action Type: Parental Engagement	Amanda Cross	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Community Leaders 	ACTION BUDGET: \$
An advisory board made up of parents, teachers, and community workers is established to collaborate on ways of improving our school. This board meets at least two times yearly. Action Type: Collaboration Action Type: Parental Engagement	Dawn Verkler	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Community Leaders Teachers 	ACTION BUDGET: \$
Teachers will document parental involvement using sign-in sheets at all parent-teacher events.	Anna Weaver	Start: 07/01/2012	<ul style="list-style-type: none"> Teaching Aids 	ACTION BUDGET: \$

Action Type: Program Evaluation		End: 06/30/2013		BUDGET:
Ward Central will hold a Back to School Fair, a parental engagement activity, with information about community projects, school activities, and school open house before school begins. Action Type: Parental Engagement	Amanda Cross	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Outside Consultants • Public Library • Teachers 	ACTION BUDGET: \$
Ward Central will have a parental engagement plan that includes active involvement of parents, addressing the needs of our school, implementation of a volunteer plan, planned activities and events, availability of resources, and recognition of parents in the newspaper (No Ward newspaper available.). Action Type: Parental Engagement	Dawn Verkler	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	ACTION BUDGET: \$
Informational packs will be dispersed to all parents at the beginning of the school year. Parent packs will include a calendar, letters, brochures, and books which help promote literacy and math. A Title I Parent/Teacher/Student Compact will go home in this pack. It will outline responsibilities of all parties, and it will be signed by all involved. Signatures will provide evidence of dispersal. Action Type: Parental Engagement Action Type: Program Evaluation	Amanda Cross	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	ACTION BUDGET: \$
Ward Central hosts an annual public meeting and Title I informational meeting at the beginning of each school year. At this time, rights of parents to be involved in planning, review, and improvement of parent programs; a description and explanation of the curriculum and evaluations used in our school; proficiency levels; school wide Title I actions with transition between pre-k and kindergarten, and fourth grade to fifth grade, to create a seamless program are all discussed. Parental Engagement activities will be planned throughout the year. Action Type: Parental Engagement Action Type: Program Evaluation	Dawn Verkler	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff 	ACTION BUDGET: \$
The School Advisory Committee will collaborate to develop a nutritional wellness plan for our school that includes the following: a physical activity period before school; participation in the National School Breakfast and Lunch Program; thirty minutes of activity during the day; professional development for teachers in transitional activities, stretching activities, and fine motor development to be used during the school day; a forty minute physical education period weekly with a PE paraprofessional; an additional twenty minute physical education period weekly. Action Type: Collaboration Action Type: Professional Development Action Type: Wellness	Yvonne Arnold and Shelly Coats	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Outside Consultants • Teachers • Teaching Aids 	ACTION BUDGET: \$

A volunteer resource book for parental engagement will be made available for teachers in order to enrich the curriculum. Action Type: Parental Engagement	Bettye Sherraden	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Outside Consultants 	ACTION BUDGET: \$
Every parent will receive and sign a Cabot Public School's handbook. The district process for resolving parental concerns is outlined in this book. Action Type: Parental Engagement Action Type: Program Evaluation	Dawn Verkler	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
All components of ACT 307 will be implemented including: Informational packets, parent involvement meeting, volunteer resource books, enable a formation of PTO, and parent facilitator. A process for resolving parental concerns is stated in the handbook. Action Type: Parental Engagement	Kristi Johnston	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
Total Budget:				\$600
Intervention: Implement a Title I schoolwide program in order to raise academic achievement for all students.				
Scientific Based Research: What We Know About Mathematics and Learning. McReal. Edited by John Sutton and Krueger, Aurora, CO., (2002) Emerging issues in School, Family, and Community Connections: Annual Synthesis 2001, Austin, TX: Southwest Educational Development Laboratory Bridging the Gap Between Standards and Achievement: The Imperative for Professional Development in Education, R. F. Elmore (2002), The Albert Shanker Institute.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
In the Title I schoolwide program, needs Assessment -Parent surveys, teacher satisfaction surveys, data collection and disaggregation will be utilized to determine needs of students. Data will be analyzed on combined and all subgroups. Instruction will be designed to increase student achievement while closing the achievement gaps between subpopulations. Action Type: Title I Schoolwide	Dawn Verkler and Amanda Cross	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 2: To improve literacy skills

Supporting Data:

- 4th GRADE LITERACY BENCHMARK: 1. In 2009-2010 78% of the combined population, 74% of the IEP population, 25% of the economically disadvantage, and 81% of the Caucasian population scored at or above the proficiency level on the benchmark exam. According to data, the weakest area in multiple-choice fell in reading literacy passage and reading content passage. The weakest area in open response fell in reading literacy passage and writing content and style. 2. In 2011, 77% of the combined population, 27% of the IEP population, 75% of the economically disadvantage, and 78% of the Caucasian population scored at or above the proficiency level on the benchmark exam. According to data, the combined population's weakest area on multiple choice were reading – practical passage and writing- multiple choice. The combined population's weakest areas on open response were reading – content passage and writing- content and style domains. 3. In 2012, 95% of the All Students population, 89% of the TAGG population scored at or above the proficiency level on the benchmark exam. According to data, the All Students population's weakest area on multiple choice was the literary passage for reading. According to data, the All Students population's weakest areas on open response were the practical passage for reading and the content and style domains for writing.
- 3rd GRADE LITERACY BENCHMARK: 1. In 2009-2010 65% of the combined population, 10% of the IEP population, 56% of the economically disadvantage, and 63% of the Caucasian population scored at or above the proficiency level on the benchmark exam. According to data, the weakest area in multiple-choice fell in reading practical and writing. The weakest area in open response fell in reading content and writing content and style. 2. In 2011, 82% of the combined population, 27% of the IEP population, 56% of the economically disadvantage, and 85% of the Caucasian population scored at or above the proficiency level on the benchmark exam. According to data, the combined population's weakest area on multiple choice were reading – literary passage and writing- multiple choice. The combined population's weakest areas on open response were reading – literary passage and writing- content and style domains. 3. In 2012, 84% of the All Students population, 73% of the TAGG population scored at or above the proficiency level on the benchmark exam. According to data, the All Students population's weakest area on multiple choice was the practical passage for reading. According to data, the All Students population's weakest areas on

- open response were the literary passage for reading and the content and style domains for writing.
- 3.
 4. SECOND GRADE LITERACY Norm Reference (ITBS and SAT10): 1. In 2009-2010 no sub pop analysis is available for SAT 10, only school results for combined population. Combined pop scored 42% . 2. In 2011, the average student percentile rank for reading was 53% for the combined population, 33% for the IEP population, 59% for the economically disadvantage, and 53% for the Caucasian population..In 2011, the average student percentile rank for language was 36% for the combined population, 23% for the IEP population, 59% for the economically disadvantage, and 34% for the Caucasian population.3. In 2012, the average student percentile rank for reading was 57% for the combined population, 52% for the economically disadvantaged population. In 2012, the average student percentile rank for language was 49% for the combined population, 42% for the economically disadvantaged population.
 5. FIRST GRADE LITERACY Norm Reference (ITBS and SAT10): 1. In 2009-2010 no sub pop analysis is available SAT 10, only school results for combined population. Combined pop scored 39% at or above grade level proficiency. 2. In 2011, the average student percentile rank for reading was 53% for the combined population, 15% for the IEP population, 59% for the economically disadvantage, and 54% for the Caucasian population. In 2011, the average student percentile rank for language was 63% for the combined population, 29% for the IEP population, 59% for the economically disadvantage, and 65% for the Caucasian population. 3. In 2012, the average student percentile rank for reading was 57% for the combined population, 57% for the economically disadvantaged population. In 2012, the average student percentile rank for language was 61% for the combined population, 61% for the economically disadvantaged population.
 6. QUALLS: 1. In 2008-2009 eight Ward Central student qualified for an IRI based on QUALLS. One of the 116 students qualified based on oral communication. 2. In 2009-2010 5 Ward Central students qualified for an IRI based on QUALLS. Five of the 136 qualified based on oral communication. 3.In the 2010-2011 school year, 67% of students were considered "developed" in the area of Oral Communication, 30% were considered "developing" in the area of Oral Communication, and 3% were considered "not developed" in the area of Oral Communication on the QUALLS. 45% of students were considered "developed" in the area of Written Language, 54% were considered "developing" in the area of Written Language, and 2% were considered "not developed" in the area of Written Language on the QUALLS.
 7. ATTENDANCE: 1. Average daily attendance for 2009-2010 was 92%. 2. Average daily attendance for 2010-2011 school year was 91.13%. 3. Average daily attendance for 2011-2012 was 94.19%.
 - 8.

Goal	To improve writing open response to a reading passage, writing content and style and reading comprehension.
Benchmark	In 2012-2013 82.43% proficient and advanced is required for the All Student population and 74.5% for the TAGG population.

Intervention: Align the languages arts curriculum with the state mandated common core curriculum for quality instruction.				
Scientific Based Research: Jacobs, H. H. (1997) Mapping the Big Picture: Integrating Curriculum with Assessment K-12, p.12. Marzano, R. (2003) What Works in Schools: translating research into action pp 23-34.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will have a 40 minute of daily common planning time, with one day weekly designated for team meetings to analyze data for all students, identify children needing remediation and enrichment in literacy, develop and review Academic Improvement Plans (AIPs) and Individualized Education Plans (IEPSs), discuss common core state standards, and collaborate on strategies for success with assessments as evidenced by lesson plans. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education	Dawn Verkler	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teaching Aids 	ACTION BUDGET: \$
Each teacher will have Common Core State Standards or kid friendly objectives displayed in his/her room. Action Type: Alignment	Grade Level Team Leaders	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teachers Title Teachers 	ACTION BUDGET: \$
Aligned district pacing guides and mandated Common Core Curriculum will be assessable for all teachers to use when planning instruction. Action Type: Alignment	Dawn Verkler	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Central Office Teachers 	ACTION BUDGET: \$

Classroom walkthroughs will be conducted to evaluate that standards are aligned, objectives, and alignment are being utilized in organizing for learning. Classroom teachers will also be afforded the opportunity to conduct CWT's during activity time. Action Type: Alignment Action Type: Program Evaluation	Dawn Verkler	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Provide professional development in the area of literacy to improve teaching strategies and enhance student achievement.

Scientific Based Research: Carbo, Marie (1997). What Every Principal Should Know About Teaching: How to Raise Test Scores and Nurture a Love of Reading, p.p. 2-3. Dufour, R. (2002). Getting Started: Reculturing Schools to Become Professional Learning Communities. Understanding Learning: The How, The Why, The What, Ruby K. Payne, Ph.D. (2002). Under-Resourced Learners: 8 Strategies to Boost Achievement, Ruby K. Payne, Ph.D. Working with Parents, Building Relationships for Student Success, Ruby K. Payne, Ph. D. Research Based Strategies: Narrowing the Achievement Gap for Under-Resourced Students, Ruby K. Payne, Ph.D

Actions	Person Responsible	Timeline	Resources	Source of Funds
All teachers will receive technology professional development in district-wide computer programs that aid in assessment, planning or instruction such as: Pinnacle, TLI, Triand, CTAT 101-103, IRI Google Docs and Smartboard. This training will also aid teachers in reading reports on student progress in literacy and on student AIPs. Action Type: Professional Development Action Type: Technology Inclusion	Kellie Kostrubala, LeeAnn Hickman	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Computers District Staff 	<hr/> ACTION BUDGET: \$
Pre-K and kindergarten teachers will attend the Early Childhood Conference (Arkansas Kindergarten Conference) for professional development. Action Type: Professional Development	Dawn Verkler	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Outside Consultants 	<hr/> ACTION BUDGET: \$
Classroom teachers will attend professional development that incorporates Marzano's High Yield Strategies and Bloom's Taxonomy. Action Type: Professional Development	Dawn Verkler	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Outside Consultants 	<hr/> ACTION BUDGET: \$
New teachers will receive professional development on administering DIBELS, the DRA reading assessment and the DSA spelling assessment to help guide instruction in the kindergarten through fourth grade classrooms. Action Type: Professional Development	Kellie Kostrubala	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teaching Aids 	<hr/> ACTION BUDGET: \$
Survey individual teachers within the school to evaluate needed training for language arts programs every year, and survey grade levels on what professional development components they are implementing in the classroom. Action Type: Program Evaluation	Dawn Verkler	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teaching Aids 	<hr/> ACTION BUDGET: \$
All certified staff are required by the state to have 60 hours of professional development, including six hours of technology, two hours of parental involvement for teachers, three hours of parental involvement for administrators, and two hours of Arkansas History K-4 which aligns with Cabot School Professional Development plan, including teacher evaluation and goal setting. Administrators must have four hours of professional development devoted to data disaggregation, instructional leadership,	Dawn Verkler	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff District Staff 	<hr/> Title I - Purchased Services: \$1800.00 <hr/> ACTION BUDGET: \$1800

and fiscal management. All staff will keep documentation of the required hours as evidenced by the Cabot Public School Professional Development Documentation Form. Action Type: Professional Development Action Type: Program Evaluation				
All teachers will attend professional developments on the components of a comprehensive reading program (phonics, fluency, comprehension, vocabulary, phonemic awareness, and writing) in ELLA for K-1 and ELF for 2-4 teachers. Sight Based Visits for teachers will be planned to view a comprehensive reading program in action(shared reading, word study and vocabulary, guided reading, read aloud, and writing workshop) at a Reading First School or at a lab classroom within the Cabot district. Action Type: Professional Development	Dawn Verkler	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
In order to address the needs of all students, our low socioeconomic caucasian and special needs sub pops, classroom teachers will participate in PLC (Peer Learning Communities)studies on intervention strategies and differentiation techniques. Team planning time will be used for discussions and training for AIP, IRI, and Title I children as part of the Ward Central Pryamid of Interventions and 12 hours of professional development. Student progress monitored on reading comprehension open response, writing benchmarks assessments and teacher observation. Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Title I Schoolwide	Dawn Verkler, Kellie Kostrubala and team leaders	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers • Teaching Aids • Title Teachers 	ACTION BUDGET: \$
Literacy teachers are encouraged to join Three Rivers Reading Council (TRRC), the local council of the Arkansas Reading Association (ARA). Teachers are encouraged to attend TRRC meetings and many are sent to the state conference for professional development. Impact is measured on student progress on TLI, progress monitoring, and SBRC. Action Type: Professional Development	Dawn Verkler	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Teachers • Title Teachers 	ACTION BUDGET: \$
Teachers are encouraged to collaborate in writing proposals using research based information, including materials and supplies, implementation timeline and expected outcomes for approval. Action Type: Collaboration	Team Leaders	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
Teachers will implement Ruby Payne strategies provided by district trainer. As evidenced by, CWT, lesson plans, TLI,and DIBELS Benchmarks. Action Type: Professional Development	Dawn Verkler, Mary Jane Brockington	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	ACTION BUDGET: \$
Teachers will attend Professional Development on Writing in the Content Area and for assessment based on the Six Traits philosophy. Action Type: Professional Development	Dawn Verkler	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants 	ACTION BUDGET: \$
Total Budget:				\$1800

Intervention: Implement comprehensive literacy program in the classroom.				
Scientific Based Research: Adams, M.J.; Foorman, B.R.; Lundberg, I.; and Beeler, T. (1998), p. 2. Fowler, D. (1998). Balanced Reading Instruction in Practice. Educational Leadership, 55 (6) 11-12 (EJ 560 963).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will collaborate on literacy centers, word study, and thematic units. Implementation of ELLA/Effective Literacy instruction, the five essential elements of reading, and assessment at team meetings and 40 minute planning block. Action Type: Alignment Action Type: Collaboration	Dawn Verkler	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff Teachers Teaching Aids 	ACTION BUDGET: \$
Third and fourth grade teachers will integrate released items from their grade level Benchmark exam into the literacy aligned curriculum. Released items will address open response, writing prompts, and multiple choice practice in problem areas. Action Type: Alignment	Grade Level Teams and Dawn Verkler	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
Provide a minimum of two child accessible computer in each regular classroom for the use of Knowledge Box, internet, and other technology programs. Update computers annually to run current software. Action Type: Technology Inclusion	LeeAnn Hickman	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Computers Teaching Aids 	ACTION BUDGET: \$
Sound enhancement systems will be utilized in all classrooms. This technology piece will aid in phonemic awareness and instruction for ADD/ADHD children. Progress measured on SBRC and TLI Action Type: Technology Inclusion	Dawn Verkler	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Teaching Aids 	ACTION BUDGET: \$
Teachers can implement Photo Story, Audacity, and other software/websites for students in the computer lab or in the classroom. Action Type: Technology Inclusion	LeeAnn Hickman	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Computers Teaching Aids 	ACTION BUDGET: \$
Teachers will collaborate to analyze language arts evaluation scores on 1-2 ITBS literacy assessments, 3rd and 4th Benchmark Exam, TRIAND, and district common assessments (TLI) each year to determine if language arts programs and instruction are successful. Action Type: Collaboration Action Type: Program Evaluation	Amanda Cross and Kellie Kostrubala	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Performance Assessments 	ACTION BUDGET: \$
Review literacy instructional materials and modify as needed based on real world relevance to all Ward Central students. Action Type: Equity	Amanda Cross and Kellie Kostrubala	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
Children will visit the computer lab once weekly for a minimum of 40 minutes for technology training. DELL computers are housed in the computer lab and in each classroom. Progress measured for grades 1-4 on TLI assessments. Action Type: Technology Inclusion	LeeAnn Hickman	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Central Office Computers District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
Materials and supplies will be purchased to enhance a comprehensive literacy program for classroom and SPED	Dawn Verkler	Start: 07/01/2012 End:	<ul style="list-style-type: none"> Administrative Staff Central Office 	ACTION BUDGET: \$

<p>teachers as prescribed by district aligned curriculum for all students. Professional development is provided for district adopted materials through ELLA and ELF.</p> <p>Action Type: Alignment Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Title I Schoolwide</p>		06/30/2013	<ul style="list-style-type: none"> Teachers Teaching Aids 	
<p>All classroom teachers and children have access to classroom technology (Smartboard, smart slates, laser remote, Redcat sound and microphones, turning point student clickers, flex cams, digital cameras, flip videos, TV links, computers, printers, flash drives, speakers, smart boards, iPads, CD Players, projectors, etc.), technology lab (IMAC, IPODS, Turning Point, Scanners) and computer lab (mikes and headphones, palms) to enrich literacy through technology. Kindergarten classrooms will have wireless reading centers. Progress measured by SBRC and TLI.</p> <p>Action Type: Alignment Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	LeeAnn Hickman	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> Central Office Community Leaders District Staff Outside Consultants Teachers Teaching Aids Title Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>K-4 Literacy Matrix may be used in spec. ed classrooms for literacy, science, and math instruction.</p> <p>Action Type: Equity Action Type: Special Education Action Type: Title I Schoolwide</p>	Special Ed Teachers	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> Administrative Staff Computers District Staff Teachers Teaching Aids Title Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Using district aligned frameworks, teachers will implement read aloud time, fluency instruction, and word study daily in their literacy block emphasizing comprehension, phonics, fluency and vocabulary development with all students.</p> <p>Action Type: Alignment Action Type: Equity Action Type: Title I Schoolwide</p>	Dawn Verkler	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> Teachers Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Utilize Title I 0.5 FTE instructional facilitator(Kellie Kostrubala), one 1.0 FTE K-1 interventionist (Kathryn Brooks) and 1.0 FTE Reading Teacher (Cindy Leonard) for instructional support with core curriculum. Title I funds will be expended to purchase materials and supplies to support these intervention/instructional programs.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide</p>	Dawn Verkler	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> Teachers 	<p>Title I - Materials & Supplies: \$2300.00</p> <p>Title I - Employee Salaries: \$134092.00</p> <p>Title I - Employee Benefits: \$31602.91</p> <hr/> <p>ACTION BUDGET: \$167994.91</p>
<p>Classroom libraries will be expanded to increase reading comprehension through read alouds and teaching reading strategies. As evidenced by use in lesson plans.</p>	Teresa Noblin	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> Administrative Staff School Library Teachers Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>

One special education designee 1.0 FTE will be utilized in IEP development and assessment of special needs students. Action Type: Special Education	Becky Foster	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Central Office 	ACTION BUDGET: \$
Total Budget:				\$167994.91

Intervention: Increase parental awareness and involvement regarding literacy curriculum.

Scientific Based Research: National Association of Elementary School Principals (2001) Standards for What Principals Should Know and Be Able To Do, p. 72-73.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Parent-teacher conferences will be held twice a year to collaborate and discuss student progress along the aligned literacy curriculum. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Dawn Verkler	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
Teachers will plan and conduct a grade level family literacy night. Parents and children will actively engage in literacy activities at this time. Information on literacy assessments and writing will be given out at this time, as evidenced by sign in sheets. Materials and supplies will be purchased for the parent center and other parental activities. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation	Tereasa Noblin, Dawn Verkler	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teachers Teaching Aids 	Title I - Materials & Supplies: \$3235.00 ACTION BUDGET: \$3235
Teachers will collaborate to create and implement a grade level homework policy with an emphasis in language arts. Parents must sign and return the policy. Action Type: Collaboration Action Type: Parental Engagement	JoAnne Wilbanks, Sheila Bray	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teaching Aids 	ACTION BUDGET: \$
Ward Central website: (http://www.cabotschools.org/schools/ward-central-elementary). This page will showcase literacy activities, pictures, word lists, and links for interactive literacy games for parents and children. Some sites available at this time are: Tumblebooks, Sylvan Dell Publishing and RAZ-Kids. Action Type: Parental Engagement Action Type: Technology Inclusion	LeeAnn Hickman	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Computers Teachers Teaching Aids 	ACTION BUDGET: \$
Parent study groups will be organized to provide assistance on parenting issues. This is a seven week program offered both semesters. Information on promoting literacy at home will be provided. Action Type: Parental Engagement	Amanda Cross	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teaching Aids 	ACTION BUDGET: \$
Authors chair function will be provided for parents. Children's writing growth will be shared with parents. Action Type: Parental Engagement	Dawn Verkler and classroom teachers	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
Recognition assemblies will be held each semester to honor student achievement. Parents are encouraged to attend. Perfect attendance will be awarded each nine weeks. Further, a perfect attendance celebration will be hosted for students each nine weeks. Action Type: Parental Engagement	Amanda Cross	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teaching Aids 	ACTION BUDGET: \$
Ward Central dad volunteers comprise our school's Watchdog program. This parental	Amanda Cross	Start: 07/01/2012	<ul style="list-style-type: none"> Community Leaders 	

engagement program allows dads to visit classrooms, provide tutorials, monitor behavior in and around the school, eat lunch with students, and develop rapport with the student body Action Type: Parental Engagement		End: 06/30/2013	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Ward Central will hold a Back to School Fair, a parent/student activity, with information about community projects, school activities, and school open hours before school begins. Action Type: Parental Engagement	Amanda Cross	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Community Leaders Outside Consultants Public Library Teachers 	ACTION BUDGET: \$
Ward Central has a parent involvement plan developed by the staff and directed by the parent involvement coordinator. The plan includes active involvement of parents, addressing the needs of our school, implementation of a volunteer plan, planned activities and events, availability of resources, and recognition of parents in the newspaper (No Ward newspaper available). Action Type: Parental Engagement	Amanda Cross	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Community Leaders Teachers 	ACTION BUDGET: \$
Parent information packs will be dispersed to all students at the beginning of the school year. Parent packs will include a calendar, letters, brochures, and books which help promote literacy and math. A Title I Parent/Teacher/Student Compact will go home in this pack. It will outline the responsibilities of each party, and it will be signed by all involved. Action Type: Parental Engagement Action Type: Title I Schoolwide	Amanda Cross	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Community Leaders Teachers 	ACTION BUDGET: \$
Ward Central holds an annual public meeting for parents and school patrons and Title I informational meeting at the beginning of each school year. At this time rights of parents to be involved in planning, review, and improvement programs; a description and explanation of the curriculum and assessments used in our school; proficiency levels; school-wide Title I actions with transitions between Pre-K and Kindergarten, between fourth grade and fifth grade to create a seamless program are all discussed. Action Type: Parental Engagement Action Type: Title I Schoolwide	Dawn Verkler	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
A volunteer resource book for parental engagement will be made available for teachers in order to enrich the curriculum. Action Type: Parental Engagement	Bettye Sherraden	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Outside Consultants 	ACTION BUDGET: \$
Every parent will receive and sign a Cabot Public Schools handbook. The district process for resolving parental concerns is outlined in this book. Action Type: Parental Engagement	Dawn Verkler	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Our school wide Title I program will have the following components: Title I resources will help student achievement, extensive planning for student population, research based methods and strategies, highly qualified teacher instruction, professional	Dawn Verkler	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff District Staff 	ACTION BUDGET: \$

development paid out of Title I funds, parental involvement, and integration of federal, state, and local programs. Action Type: Title I Schoolwide			<ul style="list-style-type: none"> Title Teachers 	
Ward Central sponsors a Parent Teacher Organization that meets monthly to collaborate and report to Parents at activities throughout the year. Action Type: Collaboration	PTO President	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Community Leaders Teachers 	ACTION BUDGET: \$
Parents and teachers will have access through the school library to Reaching all Readers/We Both Read: a take home phonics in levels K-4 for students to practice reading with a parent/buddy. Action Type: Parental Engagement	Teresa Noblin and Dawn Verkler	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> School Library 	ACTION BUDGET: \$
Total Budget:				\$3235

Intervention: Assess students in the area of literacy to determine growth and needs.

Scientific Based Research: Ganske, K. (2000) Word Journeys, p.27. Marzano, R. (2001) A Handbook for Classroom Instruction that Works, Johnson, P. and Keier K. (2010) Catching Readers Before They Fall. Harvey, S. and Goudvis, A. (2007) Strategies that Work. Fontas, I. and Pinnell, G. Guiding Readers and Writers.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Evaluations: A Developmental Reading Assessment (DRA), DIBELS, and district chunk tests will be administered to all students at the beginning and throughout the year. This information will be used for small group and individualized instruction in the classroom in the aligned district curriculum. Action Type: Alignment Action Type: Program Evaluation	Kellie Kostrubala and Kathy Smith	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Analyze evaluations ITBS, QUALLS and Arkansas Benchmarks yearly to determine growth, placement, remedial programs, and program success. Action Type: Program Evaluation	Amanda Cross	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Performance Assessments 	ACTION BUDGET: \$
DSA will be administered to determine students word study (spelling) placement. Teachers will use Ganske's books and district word study notebooks for instruction and assessment. Action Type: Alignment Action Type: Equity	Classroom Teachers	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Develop a literacy interventions program.

Scientific Based Research: Grant,J.(1998) Developmental Education in an Era of High Standards,p.74.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Participate in a literacy based summer program for grades K-4 utilizing Academic Improvement Plans for children needing remediation. Afternoon programming (ELO) will expand the units to include a variety of enrichment programs. Progress based on formative assessments. Action Type: AIP/IRI Action Type: Equity Action Type: Special Education	Dawn Verkler	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Computers Performance Assessments School Library Teachers Teaching Aids 	ACTION BUDGET: \$
Participate in enrichment program and remediation program during and beyond school for all children. This enrichment and remediation program will address	Dawn Verkler	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Community Leaders Computers Performance 	ACTION BUDGET: \$

needed literacy skills. These programs will be listed as specific interventions on the students' AIP. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity			<ul style="list-style-type: none"> Assessments Teachers Teaching Aids 	
Implement a school-wide Title I program. The Title I reading teacher will support first grade in literacy district aligned instruction. Title I money will be expended to purchase materials and supplies for support of instruction. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide	Cindy Leonard, Dawn Verkler and Kellie Kostrubala	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Central Office Performance Assessments Teachers Teaching Aids Title Teachers 	ACTION BUDGET: \$
ELO, an extended learning opportunities program, will be held Tuesdays and Thursdays after school from 3:40 to 5:00. Enrichment, tutorials, and homework help will be provided each day. This program will target all first through fourth grade students in the areas of math and literacy. Progress monitoring will occur monthly to check student achievement and Program effectiveness. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	Dawn Verkler	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
Evaluate data throughout the year using TLI chunk tests for success rates on classroom instruction, interventions and remedial programs. Action Type: Program Evaluation	Dawn Verkler	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET: \$
Ward Central's staff developed an intervention pyramid with three tiers using a railroad track model with both academic and social-emotional interventions. These include small group instruction within the classroom, individualized instruction within the classroom, documenting needs and progress of children with an academic improvement plan (AIP) with progress monitoring, documentation of assessments and data on an individual district continuum in a student assessment folder, and flexible grouping within grade levels. Action Type: AIP/IRI Action Type: Collaboration Action Type: Program Evaluation	Dawn Verkler and Kellie Kostrubala	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Computers District Staff Performance Assessments Teachers Teaching Aids Title Teachers 	ACTION BUDGET: \$
Grade level teachers will have common benchmarks for literacy standards. All students not meeting the criteria for the benchmark will have an Academic Improvement Plan (AIP) generated by TLI. These AIP'S will be signed and discussed with parents at Parent Teacher Conferences. Students with IEP's (Individualized Education Plan) may have an AIP written in an area not served by the IEP. Action Type: AIP/IRI Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education	Dawn Verkler	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Central Office Performance Assessments Teachers Teaching Aids Title Teachers 	ACTION BUDGET: \$

Teachers will work with all students on an individual or small group basis on specific literacy skills that were not mastered in a whole group or guided reading group setting. This intervention will help our struggling students in low socioeconomic, special needs, and Caucasian subgroups. Action Type: Equity Action Type: Special Education	Dawn Verkler	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
Teachers will use the resource books such as; One Child at a Time, Struggling Reader, and Ruby Payne's Under Resourced Learners as resources at team intervention meetings. Students that scored at risk/some risk on the DIBELS testing will have interventions for district aligned frameworks listed on the students' AIPs. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity	Dawn Verkler and Kellie Kostrubala	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teachers Teaching Aids Title Teachers 	ACTION BUDGET: \$
Three certified special education teachers will be provided in order to support students with IEP's and students transitioning from pre-K into regular school program. Action Type: Collaboration Action Type: Special Education	Dawn Verkler	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Central Office Teachers 	ACTION BUDGET: \$
Ward Central offers K-4 enrichment activities (technology and parental engagement) and a 2nd-4th identified gifted and talented program with the aligned district curriculum to all students. Action Type: Alignment Action Type: Equity Action Type: Parental Engagement Action Type: Technology Inclusion	Judy Hopper	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Computers District Staff Performance Assessments Teachers Teaching Aids 	ACTION BUDGET: \$
Implement a Student Services Committee (RTI) Tier 3 of pyramid of intervention for student success. Action Type: Collaboration	Dawn Verkler and Kellie Kostrubala	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers Title Teachers 	ACTION BUDGET: \$
A intervention teacher and Title I Reading Teacher will provide support to classroom teachers by working on a regular basis with individual or groups of students who have need of intervention as identified by classroom teacher referrals. Evaluation will be determined by progress monitoring data. Action Type: Program Evaluation Action Type: Title I Schoolwide	Dawn Verkler and Kellie Kostrubala	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff District Staff Performance Assessments Title Teachers 	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: The 2011-2012 School Health Index shows scores of 86.4% for Module 1: School Health and Safety Policies and Environment, 92.8% for Module 2: Health Education, 92.3% for Physical Education and Other Physical Activity Programs, 84.6% for Module 4: Nutrition Services, 93.75% for Module 5: School Health Services, 100% for Module 6: School Counseling, Psychological, and Social Services, 88.8% for Module 7: Health Promotion with Staff, and 83.3% for Module 8: Family and Community Involvement.
 2. According to 2011-2012 BMI data 14.8% of males were overweight and 12.3% were obese. 16.4% of females were overweight and 15.7% were obese. 2010-2011BMI data 16.3% of all children are

- overweight and 14.3% of all children are obese According to 2009-2010 BMI data 16.3% of all children are overweight and 14.3% of all children are obese.
3. Student participation in Free and Reduced lunch program: 2011-2012 61%, 2010-2011 63.8%, 2009-2010 62%.
 4. ATTENDANCE: 1. Average daily attendance for 2009-2010 was 92%. 2. Average daily attendance for 2010-2011 school -year was 91.13%. 3. Average daily attendance for 2011-2012 was 94.19%.

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

Benchmark By SY 2012-13, district average of School Health Index Module 8 scores will increase by 5%.

Benchmark School Health Index Scores: Module 8 "Family and Community Involvement" The Overall Score Card results indicate a weakness in Family and Community Involvement.

Intervention: The school will implement practices to encourage students to make healthy lifestyle choices.				
Scientific Based Research: Healthy Arkansas, Arkansas Center for Health Improvement. Let' Get Physical - Promotion and Education Strategies by Dr. Hal Wechsler http://www.fns.usda.gov/oane/menu/NNEC/files/2003/LetsGetPhysical.pdf .				
Actions	Person Responsible	Timeline	Resources	Source of Funds
School district will provide parents with access to information 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	Dawn Verkler	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Community Leaders 	ACTION BUDGET: \$
The school will provide parents with educational materials sent home via the student about the benefits of physical activity and healthy eating information. Action Type: Parental Engagement Action Type: Wellness	Dawn Verkler and Shelly Coats	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
The Child Nutrition Department will offer educational classes hosted by the school parent teacher organizations. Action Type: Parental Engagement Action Type: Wellness	Erin Wilkes and Shelly Coats	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Community Leaders 	ACTION BUDGET: \$
Physical activity will be a component in the before/after school programs. Each grade level will participate in an annual field day. Action Type: Wellness	Yvonne Arnold	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Teachers Teaching Aids 	ACTION BUDGET: \$
A Math, Science and Health night will be held during our school year in which parents and children are encouraged to attend. Students will take parents to booths and demonstrate what they have learned in class. Local vendors and health providers will set up booths to discuss ways to improve health and wellness. Action Type: Program Evaluation Action Type: Wellness	Amanda Cross, Dawn Verkler, Yvonne Arnold, and Science Lab Teacher	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Community Leaders Outside Consultants 	ACTION BUDGET: \$
Teachers will receive training on Bullyproofing, Win Win Discipline, and Responsive Classroom, all of which are part of classroom management pieces suitable for all children in a Responsive Classroom. Success is measured on behavior reports from Discipline Tracker. Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide Action Type: Wellness	Amanda Cross	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Teachers 	General Revenue: \$2100.00 ACTION BUDGET: \$2100
The Ward Central Pyramid of intervention includes individual and	Amanda Cross	Start: 07/01/2012	<ul style="list-style-type: none"> Administrative Staff 	

small group counseling with the school counselor, school wide character education for all students, parent support and assistance to at risk students, outside agency counseling for children through parents and student mentors through the PALS programs. Success is measured through discipline tracker. Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Title I Schoolwide Action Type: Wellness		End: 06/30/2013	<ul style="list-style-type: none"> Central Office Outside Consultants Teachers 	ACTION BUDGET: \$
Good Character is recogized by staff and rewarded by allowing students to become Star Student Bike Riders. Students ride bikes and scooters around the school to celebrate their good character choices. Students names are displayed on Star Student Wall. Success is measured by discipline tracker. Action Type: Program Evaluation Action Type: Wellness	Yvonne Arnold, Amanda Cross, and classroom teachers	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
The School Advisory Committee made up of parents and school patrons will collaborate and develop a wellness and nutritional plan for our school that includes the following: a physical activity period before school; participation in the National School Breakfast and Lunch programs; professional development for teachers in transitional activities, Fresh Fruit and Vegetable Grant provides daily healthy snack, stretching activities, and fine motor development to be used during the school day; Allied Therapy OTs trained paras in fine motor activities, Brain Gym training and implementation, forty minute physical education period weekly with a PE paraprofessional overseen by a certified PE teacher; an additional 20 minute physical education period; parent informational meetings on healthy school snacks and treats; Action Type: Wellness	Yvonne Arnold, Cara Loe, Vicki Thompson	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
A P.E. Program emphasizing fitness and heart rates will be implemented by the P.E. teacher. Professional development will be provided. Specific materials and supplies will also be provided. Action Type: Professional Development Action Type: Wellness	Yvonne Arnold and Dawn Verkler	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
Total Budget:				\$2100

Priority 4: To implement a schoolwide program in order to raise academic achievement for all students.

1. MATH BENCHMARK. 4th GRADE MATH BENCHMARK: 1. In 2009-2010 76% of the combined population, 13% of the IEP population, 73% of the economically disadvantage, and 75% of the Caucasian population scored at or above the proficiency level on the benchmark exam. According to data, the weakest areas in combined population fell in open response DAP and NO. In multiple choice M and DAP. 2. In 2011, 85% of the combined population, 60% of the IEP population, 88% of the economically disadvantage, and 85% of the Caucasian population scored at or above the proficiency level on the benchmark exam. According to data, the combined population's weakest areas on multiple choice were measurement and data analysis and probability. According to data, the combined population's weakest area on open response was number and operations. 3. In 2012, 91% of the All Students population, 80% of the TAGG population scored at or above the proficiency level on the benchmark exam. According to data, the All Students population's weakest area on multiple choice was measurement. According to data, the All Students population's weakest areas on open response were Geometry and measurement. 3rd GRADE MATH BENCHMARK: 1. In 2009-2010 86% of the combined population, 73% of the IEP population, 86% of the economically

Supporting
Data:

disadvantage, and 86% of the Caucasian population scored at or above the proficiency level on the benchmark exam. According to data, the weakest areas in combined population fell in open response making sure all objectives are taught for NO, G. In multiple choice M and DAP. 2. In 2011, 94% of the combined population, 63% of the IEP population, 93% of the economically disadvantaged, and 94% of the Caucasian population scored at or above the proficiency level on the benchmark exam. According to data, the combined population's weakest area on multiple choice was measurement. According to data, the combined population's weakest areas on open response were algebra and data analysis and probability. 3. In 2012, 89% of the All Students population, 84% of the TAGG population scored at or above the proficiency level on the benchmark exam. According to data, the All Students population's weakest areas on multiple choice were Algebra and measurement. According to data, the All Students population's weakest areas on open response were number.

2. MATH NORM REFERENCE. SECOND GRADE MATH Norm Reference (ITBS and SAT10): 1. In 2009-2010 no sub pop analysis is available for SAT 10, only school results for combined population. Second grade combined population scored 71%. 2. In 2011, the average student percentile rank was 59% for the combined population, 35% for the IEP population, 59% for the economically disadvantaged, and 57% for the Caucasian population. 3. In 2012, the average student percentile rank was 63% for the combined population, 61% for the economically disadvantaged population. FIRST GRADE MATH Norm Reference (ITBS and SAT10): 1. In 2009-2010 no sub pop analysis is available for SAT 10, only school results for combined population. First grade combined population scored 60%. 2. In 2011, the average student percentile rank was 62% for the combined population, 25% for the IEP population, 53% for the economically disadvantaged, and 64% for the Caucasian population. 3. In 2012, the average student percentile rank was 60% for the combined population, 62% for the economically disadvantaged population.
3. LITERACY BENCHMARK. 4th GRADE LITERACY BENCHMARK: 1. In 2009-2010 78% of the combined population, 74% of the IEP population, 25% of the economically disadvantaged, and 81% of the Caucasian population scored at or above the proficiency level on the benchmark exam. According to data, the weakest area in multiple-choice fell in reading literacy passage and reading content passage. The weakest area in open response fell in reading literacy passage and writing content and style. 2. In 2011, 77% of the combined population, 27% of the IEP population, 75% of the economically disadvantaged, and 78% of the Caucasian population scored at or above the proficiency level on the benchmark exam. According to data, the combined population's weakest area on multiple choice were reading – practical passage and writing- multiple choice. The combined population's weakest areas on open response were reading – content passage and writing- content and style domains. 3. In 2012, 95% of the All Students population, 89% of the TAGG population scored at or above the proficiency level on the benchmark exam. According to data, the All Students population's weakest area on multiple choice was the literary passage for reading. According to data, the All Students population's weakest areas on open response were the practical passage for reading and the content and style domains for writing. 3rd GRADE LITERACY BENCHMARK: 1. In 2009-2010 65% of the combined population, 10% of the IEP population, 56% of the economically disadvantaged, and 63% of the Caucasian population scored at or above the proficiency level on the benchmark exam. According to data, the weakest area in multiple-choice fell in reading practical and writing. The weakest area in open response fell in reading content and writing content and style. 2. In 2011, 82% of the combined population, 27% of the IEP population, 56% of the economically disadvantaged, and 85% of the Caucasian population scored at or above the proficiency level on the benchmark exam. According to data, the combined population's weakest area on multiple choice were reading – literary passage and writing- multiple choice. The combined population's weakest areas on open response were reading – literary passage and writing- content and style domains. 3. In 2012, 84% of the All Students population, 73% of the TAGG population scored at or above the proficiency level on the benchmark exam. According to data, the All Students population's weakest area on multiple choice was the practical passage for reading. According to data, the All Students population's weakest areas on open response were the literary passage for reading and the content and style domains for writing.
4. LITERACY NORM REFERENCE SECOND GRADE LITERACY Norm Reference (ITBS and SAT10): 1. In 2009-2010 no sub pop analysis is available for SAT 10, only school results for combined population. Combined pop scored 42% . 2. In 2011, the average student percentile rank for reading was 53% for the combined population, 33% for the IEP population, 59% for the economically disadvantaged, and 53% for the Caucasian population..In 2011, the average student percentile rank for language was 36% for the combined population, 23% for the IEP population, 59% for the economically disadvantaged, and 34% for the Caucasian population.3. In 2012, the average student percentile rank for reading was 57% for the combined population, 52% for the economically disadvantaged population. In 2012, the average student percentile rank for language was 49% for the combined population, 42% for the economically disadvantaged population. FIRST GRADE LITERACY Norm Reference (ITBS and SAT10): 1. In 2009-2010 no sub pop analysis is available SAT 10, only school results for combined population. Combined pop scored 39% at or above grade level proficiency. 2. In 2011, the average student percentile rank for reading was 53% for the combined population, 15% for the IEP population, 59% for the economically disadvantaged, and 54% for the Caucasian population. In 2011, the average student percentile rank for language was 63% for the combined population, 29% for the IEP population, 59% for the economically disadvantaged, and 65% for the Caucasian population. 3. In 2012, the average student percentile rank for reading was 57% for the combined population, 57% for the economically disadvantaged population. In 2012, the average student percentile rank for language was 61% for the combined population, 61% for the economically disadvantaged population.
5. QUALLS MATH: 1. In 2008-2009 eight out of 116 Ward Central students qualified for an IRI based

on QUALLS. Five of the 116 qualified on math concepts. 2. In 2009-2010 six Ward Central students qualified for an IRI based on QUALLS. Six of the 136 qualified based on math concepts. 3. In the 2010-2011 school year, 63% of students were considered "developed" in the area of Math Concepts, 37% were considered "developing" in the area of Math Concepts, and 0% were considered "not developed" in the area of Math Concepts on the QUALLS. QUALLS LITERACY: 1. In 2008-2009 eight Ward Central student qualified for an IRI based on QUALLS. One of the 116 students qualified based on oral communication. 2. In 2009-2010 5 Ward Central students qualified for an IRI based on QUALLS. Five of the 136 qualified based on oral communication. 3. In the 2010-2011 school year, 67% of students were considered "developed" in the area of Oral Communication, 30% were considered "developing" in the area of Oral Communication, and 3% were considered "not developed" in the area of Oral Communication on the QUALLS. 45% of students were considered "developed" in the area of Written Language, 54% were considered "developing" in the area of Written Language, and 2% were considered "not developed" in the area of Written Language on the QUALLS.

6. ATTENDANCE: 1. Average daily attendance for 2009-2010 was 92%. 2. Average daily attendance for 2010-2011 school -year was 91.13%. 3. Average daily attendance for 2011-2012 was 94.19%.

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 In 2012-2013 90.20% proficient and advanced is required for the All Student population and 88.09% for the TAGG population. In 2012-2013 82.43% proficient and advanced is required for the All Student population and 74.5% for the TAGG population.

Intervention: Implement the ten (10) components of a schoolwide Title I program.				
Scientific Based Research: Standards Make a Difference: The Influence of Standards on Classroom Assessment. Dr. Douglas Reeves, January 2001 NASSP bulletin pgs 3-5. Teaching Children to Read: An evidence-based assessment of scientific research literature on reading and its implications for reading instruction. (NICHD) (2000). Report of the Reading Panel. Reading First, Federal Initiative quthorized by the No Child Left Behind Act of 2001 Henderson, A. T., & Berla N. (Ed.) (1994). A new generation of evidence: The family is critical to student achievement. The Morning Meeting Book, Roxann Kriete and Paula Denton. The First Six Weeks of School, Paula Denton, Roxann Kriete. Teaching Children to Care, Northeast Foundation for Children, Inc.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers collaborate to use needs assessments: Data from formative assessments, Benchmark exam, ITBS, attendance informatin 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 for all students as evidenced by lesson plans. As evidenced by team meeting mintues and lesson plans. Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide	Dawn Verkler and Kellie Kostrubala	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Community Leaders Teachers Title Teachers 	General Revenue: \$2000.00 ACTION BUDGET: \$2000
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. Bell to bell instruction will be utilized in order to increase time on task. Classroom walk-throughs 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: Alignment Action Type: Title I Schoolwide	Dawn Verkler and Kellie Kostrubala	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
Instruction by Highly qualified teachers: All teachers are certified in the fields in	Dawn Verkler	Start: 07/01/2012	<ul style="list-style-type: none"> Administrative Staff 	

which they are teaching. Action Type: Title I Schoolwide		End: 06/30/2013	<ul style="list-style-type: none"> • Community Leaders • District Staff • Teachers 	ACTION BUDGET: \$
Professional Development: Professional Development for all instructional personnel is developed after the needs of all students are determined. Professional development activities are job-embedded and on-going throughout the year in both math and literacy. Action Type: Equity Action Type: Professional Development Action Type: Title I Schoolwide	Dawn Verkler	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$
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	Dawn Verkler	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$
Parent Involvement: Parent involvement activities will be implemented throughout the year. These activities include but are not limited to the following; math nights, literacy nights, parent/teacher conferences, watch dog dad, donuts for parents, etc. Parents are involved in the development of the school improvement plan including parent policy, evaluation of the parent programs and the learning compacts. Action Type: Parental Engagement Action Type: Title I Schoolwide	Dawn Verkler	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Teachers 	ACTION BUDGET: \$
Transition Pre-School students are involved in transition activities. Four-year old students who attend Pre-K at Ward Central are involved in all aspects of school: cafeteria, gross-motor outdoor activities, P.E., etc. Activities are conducted prior to the beginning of school to transition students. Fourth grade students attend an orientation session to familiarize them with Middle School. Action Type: Title I Schoolwide	Dawn Verkler, Kellie Kostrubala, fourth grade and Pre-K teams	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers • Title Teachers 	ACTION BUDGET: \$
Measures to Include Teachers in Decisions: Teachers are included in aligning the curriculum, analyzing data and designing academic programs in order to improve student achievement. Teachers are involved in reviewing and designing the school improvement plan each spring and fall. Leadership meetings will be held twice monthly. Action Type: Alignment Action Type: Title I Schoolwide	Dawn Verkler	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers • Title Teachers 	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	Dawn Verkler	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers • Title Teachers 	ACTION BUDGET: \$
Coordination and Integration of Programs Federal Funds will be utilized to supplement instructional programs	Dawn Verkler	Start: 07/01/2012 End:	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	ACTION BUDGET: \$

Action Type: Title I Schoolwide		06/30/2013	<ul style="list-style-type: none"> Teachers Title Teachers 	
Retention committee made up of classroom teachers, reading specialist, special education teachers, speech therapist, counselor, and administrator will collaborate and review all data and work samples of children being recommended for retention. The decision of this committee will stand as the school's recommendation for this child. The exception would be data showing growth over the summer meeting the benchmarks for that grade level. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education Action Type: Title I Schoolwide	Dawn Verkler and Cindy Leonard	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff District Staff Performance Assessments Teachers 	ACTION BUDGET: \$
Implement a student services meeting (RTI) as needed tier 3 of pyramid of intervention. Action Type: Equity	Kellie Kostrubala, classroom teachers	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teachers 	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	Dawn Verkler	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
Teachers will implement the components of "The Responsive Classroom" and "Win Win Discipline" as evidenced by CWT, lesson plans and observations. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	Dawn Verkler and Kellie Kostrubala	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Certified classroom teachers grades K-4 will write and implement AIPs and IRIs to improve student achievement in math and literacy. Data from DIBELS, Benchmark, and classroom observation will be used to create the AIPs and IRIs. Action Type: AIP/IRI	Kellie Kostrubala, Certified Classroom Teachers	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
Total Budget:				\$2000

Intervention: Develop transitional activities for students entering and leaving Ward Central Elementary.

Scientific Based Research: Finn-Stevenson, M. and Zigler, E. (1999) Schools of the Twenty First Century, pg. 107

Actions	Person Responsible	Timeline	Resources	Source of Funds
Pre-K transition activities include taking students and parents to visit kindergarten classrooms at their zoned school. Action Type: Collaboration Action Type: Parental Engagement	Mandy Staley	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Central Office Teachers 	ACTION BUDGET: \$
Fourth grade students will travel to Middle School North at the end of the academic year in order to familiarize them to this new setting. Action Type: Collaboration	Fourth grade teachers	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Data from Kindergarten pre-screening and Qualls will be analyzed for entering kindergarten students who attended the Ward Central Pre-K	Debbie McMillion and Amanda Cross	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Performance Assessments 	ACTION BUDGET: \$

program. Action Type: Program Evaluation				
A Boo Hoo and Breakfast will be provided for kindergarten parents welcoming them to our school and allowing them time to interact with other parents. Action Type: Parental Engagement	PTO President	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Community Leaders 	ACTION BUDGET: \$
Fourth grade teachers will collaborate to departmentalize by subject area. Action Type: Collaboration	Dawn Verkler	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
A Pre-K program offering an aligned curriculum for four year old children is offered to instruct up to 60 students in three classrooms with a certified P-4 teacher and one paraprofessional in each classroom. Action Type: Alignment	Carolyn Carter, Abbie McGinnis, and Mandy Staley	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Central Office Outside Consultants Teachers 	ACTION BUDGET: \$
A survey will be administered to students at middle school who attended Ward Central previously. This survey will assess students' attitudes on transitioning from elementary to middle school. Action Type: Program Evaluation	Amanda Cross	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teaching Aids 	ACTION BUDGET: \$
Ward Central Teachers and staff make home visits as needed throughout the year for students and parents. Action Type: Parental Engagement	Dawn Verkler	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
An interview is scheduled with each Pre-K child and parents prior to attending school. Pre-K teachers and paras conduct these interviews to transition children into the school setting. Action Type: Collaboration Action Type: Parental Engagement	Carolyn Carter, Abbie McGinnis, and Mandy Staley	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Ward Central Staff receives diversity training to aid in building relationships with all children,community partners and parents.

Scientific Based Research: Getting Started: Reculturing Schools to Become Professional Learning Communities.Understanding Learning: The How, The Why, The What, Ruby K. Payne, Ph.D. (2002). Under-Resourced Learners: 8 Strategies to Boost Achievement, Ruby K. Payne, Ph.D. Working with Parents, Building Relationships for Student Success, Ruby K. Payne, Ph. D. Research Based Strategies: Narrowing the Achievement Gap for Under-Resourced Students, Ruby K. Payne, Ph.D

Actions	Person Responsible	Timeline	Resources	Source of Funds
Ward Central teachers attend a retreat to discuss and learn strategies for the responsive classroom to build positive relationships with parents and DHS mandatory reporting. Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development	Dawn Verkler	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
Ward Central Teachers will continue to study Ruby Payne's books and read diversity articles. As evidence by, professional development documentation forms.(Working with Parents: Building Relationships for Student Success and Discipline Strategies for the Classroom: Working with Students) Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation	Dawn Verkler	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Community Leaders Teachers 	ACTION BUDGET: \$

Total Budget:	\$0
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• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Abby McGinness	PreK Teacher	Math
Classroom Teacher	Amanda Howard	Third Grade Teacher	Literacy
Classroom Teacher	Amanda Jones	Special Education Para Pro	Wellness
Classroom Teacher	Angela Williams	First Grade Teacher	Literacy
Classroom Teacher	Anna Weaver	Music Specialist	Schoolwide
Classroom Teacher	Beth Doyle	Science Lab	Math
Classroom Teacher	Cara Loe	Kindergarten Teacher	Literacy
Classroom Teacher	Casey Carmichael	First Grade	Math
Classroom Teacher	Casey Sample	Third Grade	Math
Classroom Teacher	Debbie McMillion	Kindergarten Teacher	Math
Classroom Teacher	Erin McCord	First Grade	Literacy
Classroom Teacher	Evelyn Schumacher	Second Grade Teacher	Literacy
Classroom Teacher	Farrah Austin	Special Ed. Self cont.	Math
Classroom Teacher	Georgia Lopez	Pre K	Math
Classroom Teacher	Holly Woodruff	4th Grade	Math
Classroom Teacher	Jennifer Griffin	Second Grade	Literacy
Classroom Teacher	JoAnne Wilbanks	Kindergarten Teacher	Literacy
Classroom Teacher	Judy Hopper	GT	Schoolwide-Co Chair
Classroom Teacher	Karen Gregory	Special Education Para Pro	Literacy
Classroom Teacher	Kathryn Brooks	Interventionist	Literacy-Co Chair
Classroom Teacher	Katrina Holland	Kindergarten	Math
Classroom Teacher	Kristina Eisenhower	First Grade Teacher	Literacy
Classroom Teacher	Krystal Justice	Special Education Teacher	Literacy
Classroom Teacher	Lindsey Bell	First Grade	Literacy
Classroom Teacher	Lissa Monroe	Third grade	Literacy-Co Chair
Classroom Teacher	Mandy Staley	Pre-K Teacher	Literacy
Classroom Teacher	McKala Barnett	Third Grade Teacher	Math-Co Chair
Classroom Teacher	Melissa LeMay	Fourth Grade Teacher	ACSIP Chair
Classroom Teacher	Renee Rich	Special Education Resource	Literacy
Classroom Teacher	Rosanne White	Second Grade	Literacy
Classroom Teacher	Sandra Sanders	Fourth Grade	Math
Classroom Teacher	Sara Beth Carter	Art	Schoolwide-Co Chair
Classroom Teacher	Sharon White	Fourth Grade Teacher	Math-Co Chair
Classroom Teacher	Sheila Bray	Third Grade Teacher	Math
Classroom Teacher	Shelley Montoya	Flex	Schoolwide
Classroom Teacher	Shelly Alford	First Grade Teacher	Literacy
Classroom Teacher	Toni Richett	Special Education Teacher	Literacy
Classroom Teacher	Tori Harrison	Second Grade	Literacy
Classroom Teacher	Vicki Thompson	Kindergarten Teacher	Math-Co Chair
Community Representative	Helen Moon	Custodian	Wellness
Community Representative	Shawna Goode	Cafeteria Staff	Wellness
Community Representative	Shelly Coats	Cafeteria Manager	Wellness
Community Representative	Tammy Thelen	Cafeteria Staff	Wellness
Community Representative	Tanya Davis	Cafeteria Staff	Schoolwide
Non-Classroom Professional Staff	Amanda Cross	Counselor	Wellness
Non-Classroom Professional Staff	Becky Foster	Special Education Designee	Math
Non-Classroom Professional Staff	Cindy Leonard	Interventionist	Literacy
Non-Classroom Professional Staff	Danny Hubbard	Custodian	Literacy
Non-Classroom Professional Staff	Darla Brown	Pre K Para	Math
Non-Classroom Professional Staff	Deana Kelly	Data Clerk/Pre-K	Literacy
Non-Classroom Professional Staff	Eve Winters	Pre-K Para	Math
Non-Classroom Professional Staff	Kellie Kostrubala	Asst. Principal/Instructional Facilitator	Program Advisor
Non-Classroom Professional Staff	Leeann Hickman	Computer Specialist	Schoolwide

Non-Classroom Professional Staff	Shea Pearrow	Speech Teacher	Literacy
Non-Classroom Professional Staff	Susan Covington	Nurse	Wellness
Non-Classroom Professional Staff	Tereasa Noblin	Media Specialist	Schoolwide
Non-Classroom Professional Staff	Yvonne Arnold	PE Aid	Wellness
Parent	Bettye Sherraden	Secretary Assistant	Wellness
Parent	Brandy Tallent	Parent	Literacy
Parent	Heather Langer	Support Staff	Math
Parent	Joy McCall	Secretary	Wellness
Parent	Kameron Shafer	Parent	Math
Parent	Karen Kordsmeier	Parent	Math
Parent	Lee Schoonover	Parent	Literacy
Parent	Mary Kirkland	Custodian	Schoolwide
Parent	Misty Groves	Parent	Literacy
Parent	Renee Cook	Parent	Literacy
Parent	Sarah Bellairs	Parent	Math
Parent	Sharon Hale	Transportation/Parent	Math
Principal	Dawn Verkler	Principal	Program Advisor