

## NORTHSIDE ELEMENTARY SCHOOL

### Arkansas Comprehensive School Improvement Plan

2013-2014

It is the mission of Northside Elementary to educate all students with a challenging and relevant curriculum. It is our goal to help students develop higher order thinking skills, technological skills, and social skills necessary for them to become responsible citizens in an ever-changing world. We aim to prepare our students for tomorrow's opportunities... "every child, every classroom, every day."

Grade Span: K-4

Title I: Title I Schoolwide

School Improvement: MS

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##### Priority 1: Mathematics

**Goal:** To improve students mathematics problem solving skills, focusing on open-response, geometry, measurement, data analysis and vocabulary.

**Goal:** To improve students ability to answer and elaborate on open-response items.

**Goal:** To improve students' ability to think and reason mathematically in and out of school.

##### Priority 2: Literacy

**Goal:** To apply concepts of print, acquire knowledge of spoken words and understand the relationship of speech to print as they develop a foundation of literacy.

**Goal:** To acquire and apply skills in vocabulary development and word analysis in order to read fluently.

**Goal:** To apply a variety of strategies to read and comprehend printed material. To read, examine, and respond to a wide range of texts for a variety of purposes.

**Goal:** To apply a wide range of strategies as student's write, using the writing process appropriately. To demonstrate competency in writing for a variety of purposes, topics, and audiences employing a wide range of forms. To apply knowledge of standard English conventions in written work. To develop personal style and voice as the approach the craftsmanship of writing.

**Goal:** To improve the construction and comprehension of text through writing and fluency strategies across the curriculum.

**Goal:** To increase Parental Involvement.

##### Priority 3: Wellness

**Goal:** To offer opportunities for students and their families to educate themselves on healthy lifestyle choices 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.

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Priority 1: To improve mathematic skills

1. THIRD GRADE MATH: In 2011, 91% of the combined population scored at or above the proficiency level on the Benchmark exam. 87% of the white population also scored at or above the proficiency level. 55% of students with disabilities and 92% of SES students scored at or above the proficiency level on the Benchmark exam. The weakest areas were Geometry and Data Analysis and Probability open response, both at 25%. In 2012, 88% of the combined population scored at or above the proficiency level on the Benchmark exam. . 55% of students with disabilities and 88% of SES students scored at or above the proficiency level on the Benchmark exam. The weakest areas were Multiple Choice-Measurement and Geometry, Open Response-Data Analysis and probability, Number and Operations, and measurement. In 2012 the all students percentage scoring proficient or advanced was 89%. The TAGG students percentage scoring proficient or advanced was 83%. In 2013, 82% of the combined population scored at or above the proficiency level on the Benchmark exam. 44% of students with disabilities and 74% of SES students scored at or

Supporting Data:

- above the proficiency level on the Benchmark exam. The weakest areas were Multiple Choice - Measurement and Geometry, Open Response - Geometry and Number and Operations. In 2013 the all students percentage scoring proficient or advanced was 92%. The TAGG students percentage scoring proficient or advanced was 67%.
2. **FOURTH GRADE MATH:** In 2011, 94% of the combined population, scored at or above the proficiency level on the Benchmark exam. 83% of students with disabilities and 85% of SES students scored at or above the proficiency level on the Benchmark exam. The weakest areas were at 50% on open response in the areas of Numbers and Operations, Algebra, and Data Analysis and Probability. In 2012, 94% of the combined population, scored at or above the proficiency level on the Benchmark exam. 26% of students with disabilities and 82% of SES students scored at or above the proficiency level on the Benchmark exam. The weakest areas were: Multiple Choice-Geometry and Measurement, Open Response-Geometry and Measurement. In 2012 the all students percentage scoring proficient or advanced was 89%. The TAGG students percentage scoring proficient or advanced was 83%. In 2013, 87% of the combined population, scored at or above the proficiency level on the Benchmark exam. 69% of students with disabilities and 81% of SES students scored at or above the proficiency level on the Benchmark exam. The weakest areas were: Multiple Choice-Geometry and Measurement, Open Response-Data Analysis and Probability. In 2013 the all students percentage scoring proficient or advanced was 97%. The TAGG students percentage scoring proficient or advanced was 79%.
  3. **FIRST GRADE MATH ITBS:** In 2011, 56% of the total population scored at or above the National Student Norm on the total math score. Out of 49 SES students 38.8% scored at or above the 50th percentile. Out of 12 students with disabilities 50% scored at or above the 50th percentile. Our area of weakness in math concepts is estimation and in math problems it is understanding relationships. In 2012, 58% of the total population scored at or above the National Student Norm on the total math score. Our area of weakness was in math concepts. In 2013, 51% of the total population scored at or above the National Student Norm on the total math score. Our area of weakness was in math concepts.
  4. **SECOND GRADE MATH ITBS:** In 2011, 65% of the total population scored at or above the National Student Norm on the total math score. Out of 55 SES students 58.2% scored at or above the 50th percentile. Out of 14 students with disabilities 36% scored at or above the 50th percentile. Our areas of weakness in math concepts is estimation and in math problems it is understanding relationships. In 2012, 68% of the total population scored at or above the National Student Norm on the total math score. Our areas of weakness were math concepts and math problems. In 2013, 66% of the total population scored at or above the National Student Norm on the total math score. Our areas of weakness were math concepts and math problems.
  5. **ATTENDANCE** For the 2010-2011 school year, attendance at Northside was 94%, which meets the state standards. For the 2011-2012 school year, attendance at Northside was 96%, which meets the state standards. For the 2012-2013 school year, attendance at Northside was 96%, which meets the state standards.

**Goal** To improve students mathematics problem solving skills, focusing on open-response, geometry, measurement, data analysis and vocabulary.

**Benchmark** In 2012-2013, 85% of all students and 73% of TAGG students scored proficient or advanced on the Benchmark exam. In 2013-2014 95% of all students and 93% of TAGG students will score proficient or advanced on the Benchmark exam.

Intervention: Implement strategies for problem solving skills and understanding mathematical vocabulary.				
Scientific Based Research: Robert Barr and William Parrett, 2003, Saving Our Students, Saving Our Schools. Jensen, Eric. 2009. Working With Poverty in Mind.				
Actions	Person	Timeline	Resources	Source of Funds

	Responsible			
Parent Resource Center will be available for parents to check out books, tapes, CD's, DVD's etc. to encourage problem solving skills, math vocabulary and authentic learning activities at home. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Sara Stumpenhous	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• School Library</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$
Classroom Teachers will receive training in open response problem solving strategies, and math vocabulary which focus on geometry, measurement, and data analysis. Tools that will be used include: TLI, Everyday Math, Singapore Math, M3, Smart Exchange and Wiki. Action Type: Professional Development Action Type: Title I Schoolwide	Sarah Robbins, Sherry Smith	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$
Content area/activity teachers will receive training in problem solving techniques across the curriculum, with PE for Life being used in Physical Education. Action Type: Alignment Action Type: Professional Development	Jessica Dunphy	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$
Classroom teachers will use United Streaming, TLI, M3, Starfall, Sumdog, Wiki and Smart Exchange to engage students in problem solving skills development. Action Type: Technology Inclusion	Lindsey Pierce	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$
Computer lab manager/teachers will use Type to Learn software to engage students in problem solving strategies aligned with classroom instruction. Action Type: Alignment Action Type: Technology Inclusion	Julie Mahoney	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Teachers will present problem solving strategies, through open response, in alignment with district pacing guides and Common Core State	Macy Leggett	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$

Standards (CCSS), Math Their Way, Just a Minute, Math for Today, TLI, Stand Out Math, Singapore Math, M3 and the Responsive Classroom approach to all students. Action Type: Alignment Action Type: Equity Action Type: Special Education Action Type: Title I Schoolwide			<ul style="list-style-type: none"> <li>Teaching Aids</li> </ul>	
Family Nights to include math will be held to inform and engage parents in problem solving strategies. Take-home activities will be provided. Food and door prizes will be provided at some of the family nights. Action Type: Parental Engagement Action Type: Title I Schoolwide	Carla Eifling	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Teachers will evaluate student data involving the use of problem solving strategies in the classroom to drive instruction using TLI data. Action Type: Technology Inclusion	Lisa Jones	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
All students, TAGG students and white students will be instructed at their individual level of learning using student data. Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide	Kim Thompson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Computers</li> <li>Performance Assessments</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Northside Elementary will collaborate with local businesses and community leaders to engage students in problem solving strategies related to the social studies curriculum involving economics and community service projects completed by Northside K-Kids (social skills). Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide	Marcia Miller	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$

Teachers will engage students who need interventions in a collaborative learning group setting to enhance problem solving strategies and math vocabulary development. The interventions will align with classroom instruction and CCSS. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide	Julie McCarroll, Karen Turner	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• Computers</li> <li>• Outside Consultants</li> <li>• School Library</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$
LCD projectors, slates, Smart Boards, iPads, document cameras and Flipcams will be used by the staff to provide a hands-on, interactive learning environment for all students. Action Type: Alignment Action Type: Equity Action Type: Technology Inclusion Action Type: Title I Schoolwide	Julie Mahoney	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$
Evaluation will be determined through a comparison of students' scores for a two year period on the NRT data and Augmented Benchmark assessments, teacher lesson plans, and math district protocols will be used to document development of problem solving skills and math vocabulary. The 2013 data will be used as a baseline year. Action Type: Equity Action Type: Program Evaluation	Joanne Blalock, principal; Suzie Kelley, assistant principal, classroom teachers	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

Goal To improve students ability to answer and elaborate on open-response items.  
Benchmark In 2012-2013, 85% of all students and 73% of TAGG students scored proficient or advanced on the Benchmark exam. In 2013-2014 95% of all students and 93% of TAGG students will score proficient or advanced on the Benchmark exam.

Intervention: Implement strategies to improve answers and explanations to open-response questions.				
Scientific Based Research: Classroom Instruction That Works, Marzano, Norford, Paynter, Pickering, and Gaddy (2001)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
With teacher input, establish and maintain a Professional Library for teachers to	Marcia Miller, Julie McCarroll, Yuko Kramer	Start: 07/01/2013 End:	<ul style="list-style-type: none"> <li>• Public Library</li> <li>• School Library</li> </ul>	ACTION BUDGET: \$

enhance a balanced Mathematical program in the classroom. Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide		06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teaching Aids</li> </ul>	
An Inventory of math materials located in the professional library will be kept by the media specialist. The 2013-14 is used as a baseline year for math materials to help teachers' improve their instruction in open response math problem solving questions. Action Type: Equity Action Type: Program Evaluation	Joanne Blalock, principal, Suzie Kelley, assistant principal, Marcia Miller, media specialist, classroom teachers	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

Goal To improve students' ability to think and reason mathematically in and out of school.

Benchmark In 2012-2013, 85% of all students and 73% of TAGG students scored proficient or advanced on the Benchmark exam. In 2013-2014 95% of all students and 93% of TAGG students will score proficient or advanced on the Benchmark exam.

Intervention: Align Mathematics curriculum with the Common Core State Standards (CCSS). This is one of the school wide components.

Scientific Based Research: Robert Barr, and William Parrett, 2003, Saving Our Students, Saving Our Schools

Actions	Person Responsible	Timeline	Resources	Source of Funds
Information will be provided to parents on aligned key elements of the Mathematics curriculum. Parent/teacher conferences will be held twice a year to provide information to parents. Additional conferences will be held on an individual basis, as needed. Information will be available on the web site. Action Type: Parental Engagement Action Type: Title I Schoolwide	Heather Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> <li>Computers</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Teachers will engage students who need interventions based on academic, developmental needs, or learning disabled in a collaborative learning group setting to coordinate with the CCSS and the district curriculum. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Title I	Karen Turner, Julie McCarrroll	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$

Schoolwide				
Parents will receive an information packet about the school, curriculum, and parent center which includes information required by Act 307. This is one of the school wide components. Action Type: Parental Engagement Action Type: Title I Schoolwide	Sara Stumpenhous	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> ACTION BUDGET: \$
All components of ACT 307 will be implemented, including family kits, parent/teacher conferences, parenting materials, parent center, newspaper notice of thanks, volunteer resource book, process for parental concerns. Action Type: Parental Engagement Action Type: Title I Schoolwide	Sara Stumpenhous	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Evaluation will be determined through a comparison of students' scores for a two year period on the NRT data and augmented Benchmark assessments, teacher lesson plans, and math protocols used in classroom walk throughs by the principal and assistant principal. These will be used to document development of common core standards-based lessons for math. the 2013-14 school year is used as a baseline year for the ITBS and Benchmark data. Action Type: Equity Action Type: Program Evaluation	Joanne Blalock, principal, Suzie Kelley, assistant principal	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET: \$
Evaluation will be determined through a comparison of students' scores for a two year period on the NRT data and augmented Benchmark assessments, teacher lesson plans, and math protocols used in classroom walk throughs by the principal and assistant principal. These will be used to document development of common core standards-based lessons for math. the 2013-14 school year is used as a baseline	Joanne Blalock, principal, Suzie Kelley, assistant principal	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET: \$

year for the ITBS and Benchmark data. Action Type: Equity Action Type: Program Evaluation				
Evaluation will be determined through a comparison of students' scores for a two year period on the NRT data and augmented Benchmark assessments, teacher lesson plans, and math protocols used in classroom walk throughs by the principal and assistant principal. These will be used to document development of common core standards-based lessons for math. the 2013-14 school year is used as a baseline year for the ITBS and Benchmark data. Action Type: Equity Action Type: Program Evaluation	Joanne Blalock, principal, Suzie Kelley, assistant principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Address academic needs for subpopulations in the areas of Special Education and Free/Reduced students according to data.

Scientific Based Research: Richard DuFour, Robert Eaker, and Gayle Karhanek, 2004, Whatever It Takes

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will develop professional learning communities through study groups of M3 strategies, Ruby Payne, Eric Jensen, Orton Gillingham, Marzano's High Yield Strategies, and Responsive Classroom Approach. This will include teachers making decisions, data analysis, and developing the instructional program. It will aid in closing the achievement gap. Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide	Joanne Blalock, Suzie Kelley	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$
Teachers and/or support staff will monitor progress for TAGG students according to student data. Action Type: Collaboration	Karen Turner	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$



Action Type: Equity Action Type: Title I Schoolwide			<ul style="list-style-type: none"> <li>Teaching Aids</li> <li>Title Teachers</li> </ul>	
TAGG students and white students will receive interventions as listed on their AIP. Interventions will be performed by classroom teachers and/or support staff according to progress monitoring data. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide	Julie McCarroll	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> <li>Teachers</li> <li>Teaching Aids</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
An RTI team will be implemented to discuss and analyze student data. The team will make decisions about additional interventions for students to be implemented in the general education setting. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide	Sara Stumpenhous	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
Evaluation will be determined through a comparison of Social Education and Free/Reduced students' scores for a two year period on the NRT data and augmented Benchmark assessments, teacher lesson plans, and math protocols used in classroom walk throughs by the principal and assistant principal. These will be used to document development of common core standards-based lessons for math. the 2013-14 school year is used as a baseline year for the ITBS and Benchmark data. Action Type: Equity Action Type: Program Evaluation	Joanne Blalock, principal, Suzie Kelley, assistant principal, classroom teachers, special education teachers, reading i	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Implement strategies promoting students' strengths through multiple intelligences.				

Scientific Based Research: Multiple Intelligence:Teaching Kids the Way They Learn.1999. Barbara Hoffman and Kim Thoman.Developing Minds Inc. Dr. Marcia Tate.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will evaluate and use their knowledge of students' strengths to design and implement teaching strategies in the classroom, P.E., Music, and Art and Gifted and Talented. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Title I Schoolwide	Laura Vaughn, Melissa Lashbrook	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
4 Family Nights will be conducted to clarify intended outcomes and provide strategies that enable parents to reinforce learning at home. Action Type: Parental Engagement Action Type: Title I Schoolwide	Carla Eifling	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$
Parent and Student surveys, and the Ruby Payne Four Square will be used as formative and summative evaluations. The 13-14 school year is the baseline year for data collection for the action. Action Type: Program Evaluation	Joanne Blalock, principal, Suzie Kelley, assistant principal, Kim Thompson and Karen Turner Parent Involvement Coordinat	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Parent and Student surveys, and the Ruby Payne Four Square will be used as formative and summative evaluations. The 13-14 school year is the baseline year for data collection for the action. Action Type: Program Evaluation	Joanne Blalock, principal, Suzie Kelley, assistant principal, Kim Thompson and Karen Turner Parent Involvement Coordinat	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
<b>Total Budget:</b>				<b>\$0</b>

Priority 2: To improve Literacy skills

Supporting Data:

1. **THIRD GRADE LITERACY:** In 2011, 86% of the combined population, scored at or above the proficiency level on the Benchmark exam. 22% of students with disabilities and 81% of SES students scored at or above the proficiency level on the Benchmark. The weakest area was under Practical Reading open response at 37.5%. In 2012, 83% of the combined population, scored at or above the proficiency level on the Benchmark exam. 35% of students with disabilities and 83% of SES students scored at or above the proficiency level on the Benchmark.

The weakest areas: Multiple Choice-Reading Practical Passage and Writing, Open Response-Reading Literary Passage and Writing Content and Style. In 2012 the all students percentage scoring proficient or advanced was 87%. The TAGG students percentage scoring proficient or advanced was 77%. In 2013, 81% of the combined population, scored at or above the proficiency level on the Benchmark exam. 44% of students with disabilities and 67% of SES students scored at or above the proficiency level on the Benchmark. The weakest areas: Multiple Choice-Reading Practical Passage and Writing Multiple Choice, Open Response-Reading Practical Passage and Writing Content and Style. In 2013, the all students percentage scoring proficient or advanced was 90%. The TAGG students percentage scoring proficient or advanced was 64%.

2. FOURTH GRADE LITERACY: In 2011, 91% of the combined population, scored at or above the proficiency level of the Benchmark exam. 50% of students with disabilities and 89% of SES students scored at or above the proficiency level of the Benchmark exam. The weakest areas were Reading Content Open Response at 50% and Multiple Choice Writing at 50%. In 2012, 79% of the combined population, scored at or above the proficiency level of the Benchmark exam. 25% of students with disabilities and 89% of SES students scored at or above the proficiency level of the Benchmark exam. The weakest areas were: Multiple Choice-Reading Content and Practical Passages and Writing, Open Response-Reading Practical Passage and Writing Content and Style. In 2012 the all students percentage scoring proficient or advanced was 87%. The TAGG students percentage scoring proficient or advanced was 77%. In 2013, 86% of the combined population, scored at or above the proficiency level of the Benchmark exam. 53% of students with disabilities and 86% of SES students scored at or above the proficiency level of the Benchmark exam. The weakest areas were: Multiple Choice-Reading Literary Passages and Writing Multiple Choice, Open Response-Reading Practical Passage, Reading Literary Passage and Writing Content and Style. In 2013 the all students percentage scoring proficient or advanced was 100%. The TAGG students percentage scoring proficient or advanced was 75%.
3. FIRST GRADE LITERACY ITBS: In 2011, 49.4% of the combined population were at or above the 50th percentile in total reading. Out of 12 students with disabilities 30% scored at or above the 50th percentile. Out of 49 SES students 49% scored at or above the 50th percentile. The weakest areas were inferencing, interpretation and factual understanding. In 2012, 53% of the combined population were at or above the 50th percentile in total reading. The weakest areas was vocabulary. In 2013, 57% of the combined population were at or above the 50th percentile in total reading. The weakest areas was vocabulary.
4. SECOND GRADE LITERACY ITBS: In 2011, 58.2% of the combined populations scored at or above the 50th percentile in the total reading. Out of 14 students with disabilities 14% scored at or above the 50th percentile. Out of 55 SES students 49.1% scored at or above the 50th percentile. The areas of weakness are inferencing, interpretations, and factual information under reading comprehension. In 2012, 63% of the combined populations scored at or above the 50th percentile in the total reading. The areas of weakness was vocabulary. In 2013, 60% of the combined populations scored at or above the 50th percentile in the total reading. The areas of weakness was vocabulary.
5. ATTENDANCE For the 2010-2011 school year, attendance at Northside was 94%, which meets the state standards. For the 2011-2012 school year, attendance at Northside was 96.16% For the 2012-2013 school year, attendance at Northside was 96%, which meets the state standards
6. .
- 7.
- 8.

Goal To apply concepts of print, acquire knowledge of spoken words and understand the relationship of speech to print as they develop a foundation of literacy.

Benchmark In 2012-2013, 84% of all students and 71% of TAGG students scored proficient or advanced. In 2013-2014, 93% of all students and 87% of TAGG students will score

proficient or advanced.

Intervention: Northside Elementary will utilize a Phonemic Awareness Program for phonological and phonemic awareness instruction.				
Scientific Based Research: Donald N. Langenberg,PHD, Chair,National Reading Panel report (2000);Put Reading first (2001)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Kindergarten and First Grade teachers will align explicit and systematic phonemic awareness instruction with emphasis on blending and segmenting phonemes for 10-15 minutes daily. Action Type: Alignment	Melissa Boroughs	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> ACTION BUDGET: \$
All students including TAGG and white students will participate in explicit and systematic phonemic awareness instruction. This includes teaching, explaining, and modeling of all phonemic awareness skills, followed by guided and independent practice. Action Type: Equity Action Type: Special Education Action Type: Title I Schoolwide	Rachel Thurman	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> ACTION BUDGET: \$
The DIBELS Phoneme Segmentation Fluency(PSF) task will be administered to all kindergarten students at mid-year and end-of-year and first grade students three times a year to identify those students who are on track for reading success as well as those who may be at risk for reading difficulties. Additional diagnostic assessments will be administered to those students shown to be at risk of reading failure. These students shall be written an AIP which will list appropriate interventions. Progress will be monitored using the DIBELS PSF task bi-weekly until the student reaches expected levels of performance. Action Type: AIP/IRI	Lisa Jones	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<hr/> ACTION BUDGET: \$

Action Type: Alignment Action Type: Equity				
The instructional leader will monitor the level of implementation in classrooms, according to the observation protocols and/or classroom walk throughs. The instructional leader will conference with the teacher to discuss the level of implementation. Baseline data from the 2013-14 school year will be used. Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide	Joanne Blalock	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> ACTION BUDGET: \$
In alignment with each students' AIP, students will participate in small group instruction with emphasis on substituting, adding, and deleting phonemes. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide	Cindy Wade	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Teachers will participate in Comprehensive Literacy training such as ELLA, Effective Literacy, ELLA/ELF recalibration. Action Type: Professional Development	Melissa Burroughs	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
All students K-1 will participate in explicit and systematic phonemic awareness, and/or phonics instruction. The instruction will be aligned to Common Core State Standards. This includes teacher explanation and modeling of all phonemic awareness skills, and/or phonics skills, followed by guided practice and independent practice and assessed using DIBELS PSF Task, and Running Records. Action Type: Alignment Action Type: Program Evaluation	K-1 teachers, Julie McCarroll, interventionist, Joanne Blalock, principal	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET: \$
All students K-1 will participate in explicit and	K-1 teachers, Julie McCarroll,	Start: 07/01/2013		<hr/>

systematic phonemic awareness, and/or phonics instruction. The instruction will be aligned to Common Core State Standards. This includes teacher explanation and modeling of all phonemic awareness skills, and/or phonics skills, followed by guided practice and independent practice and assessed using DIBELS PSF Task, and Running Records. Action Type: Alignment Action Type: Program Evaluation	interventionist, Joanne Blalock, principal	End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

Goal To acquire and apply skills in vocabulary development and word analysis in order to read fluently.

Benchmark In 2012-2013, 84% of all students and 71% of TAGG students scored proficient or advanced. In 2013-2014, 93% of all students and 87% of TAGG students will score proficient or advanced.

Intervention: Northside Elementary will utilize Phonics Programs, which are aligned with the ELA Framework and scientifically based reading research, in grades k-2 or until students complete the letter naming stage.

Scientific Based Research: Donald N. Langenberg, PHD, Chair, National reading Panel Report (2000), Put Reading First (2001).

Actions	Person Responsible	Timeline	Resources	Source of Funds
All Kindergarten students will receive daily, systematic and explicit instruction in phonological awareness. K-1 will provide systematic and explicit phonics instruction with emphasis on the features of the Letter Naming stage. 2-4 teachers will provide explicit phonics instruction through DSA. The instructional lesson should be 20-30 minutes daily. The phonics skills will be reinforced throughout the reading block. Action Type: Equity Action Type: Title I Schoolwide	Cindi Brannon, Cindy Rowlett, Debra Roberts	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> <li>Teaching Aids</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
The instructional leader will monitor the level of implementation in classrooms according to the observation protocol and/or classroom walk-thru. The instructional leader will collaborate with the teacher to discuss the level of implementation. Baseline data from the 2013-14 school year	Joanne Blalock	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$

will be used. Action Type: Collaboration Action Type: Program Evaluation				
All students will participate in explicit and systematic phonics lessons to develop instruction of frameworks. This includes teacher explanation and modeling of all phonics skills, followed by guided practice and independent practice, with continued support in literacy centers. Action Type: Alignment Action Type: Equity Action Type: Special Education Action Type: Title I Schoolwide	Heather Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> ACTION BUDGET: \$
The DIBELS letter naming fluency (LNF) will be administered to all kindergarten students three times a year. The DIBELS Nonsense word fluency (NWF) will be administered to kindergarten students at mid-year and end-of-year, and to first and second grade students three times a year, to identify those students who are on track for reading success as well as those who may be at risk for reading difficulties. Progress will be monitored using the DIBELS, LNF and NWF tasks bi-weekly until the student reaches expected levels of performance. Progress monitoring will be administered to students at risk of reading failure. The Developmental Spelling Analysis(DSA) will be used to identify specific instructional needs. Action Type: Equity	Tina Walden	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Parents will be informed of student progress in phonics, through reporting on Standards Based report cards. Parents will engage in activities to support phonics at Parent Nights. Literacy Take Home Activities will be provided to parents to connect the skills students have learned between home and school. Action Type: Parental Engagement	Carla Eifling	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> ACTION BUDGET: \$
Students identified at risk will	Julie	Start:	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<hr/>

receive additional phonics instruction in small groups. All interventions will be listed on the students' AIP. Progress with these interventions will be monitored until the expectation is met and maintained. Action Type: AIP/IRI	McCarroll, Karen Turner	07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$
All students, including TAGG and white students, with an AIP/IRI/IEP will engage in study/spelling instruction in small groups as part of their intervention. Action Type: AIP/IRI Action Type: Equity Action Type: Special Education	Karen Turner, Julie McCarroll	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$
Use QUALLS inventory to identify Kindergarten students who will need to be ready for DIBELS. Remediation will be provided for those whose skills are not developed.	Lisa Jones	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Northside will utilize a comprehensive literacy approach to word study/spelling in grades 2-4 as students progress through the within-word stage, syllable juncture stage and derivational constancy stage as in Word Journeys.

Scientific Based Research: Donald N. Langenberg, PHD, chair, National Reading Panel Report(2000); Word Journeys(2000).

Actions	Person Responsible	Timeline	Resources	Source of Funds
The instructional leader will monitor the level of implementation in classrooms according to the observation protocol and/or classroom walk-thru. The instructional leader will confer with the teacher to discuss the level of implementation. Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide	Joanne Blalock	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$
All students, including TAGG and white students will participate in systematic and explicit word study/spelling instruction. This includes teacher explanation and modeling of all word study/spelling skills, followed by guided practice and independent practice. Additional practice may be integrated in literacy centers or homework. Action Type: Equity Action Type: Title I Schoolwide	Judy Wallace	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$



All students,including TAGG and white students, will be screened with the Developmental Spelling Analysis (DSA) for placement of instruction and the DSA will be used in 1st grade - mid year and 2-4 at beginning of the year. Word study/spelling will be progress monitored with a weekly spelling assessment. Action Type: Equity	Lindsey Pierce	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$
Parents will be informed of student progress in word study/spelling through standards based report cards. Parents will engage in activities to support word study/spelling at Parent Nights. A list of suggested activities and RTI handouts will be provided to parents. Action Type: Equity Action Type: Parental Engagement	Melody Harrison	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Teachers will participate in Comprehensive Literacy training or refresher trainings such as ELLA or Effective Literacy Strategies for content areas to learn about vocabulary instruction. Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide	Carmen Johnson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Northside uses the Comprehensive Literacy approach to vocabulary instruction as detailed in Bringing Words to Life.

Scientific Based Research: Donald N. Lnagenberg,PHD, Chair,National Reading Panel Report (2000),Bringing words to Life(2002)

Actions	Person Responsible	Timeline	Resources	Source of Funds
Each teacher in grades K-4 will utilize the explicit teaching procedure, as noted in Bringing Words to Life (2002), for vocabulary instruction in literacy and core curriculum classes. In addition, literacy teachers in K-4th grades will provide 10-15 minutes of vocabulary study each day. Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide	Melody Harrison	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$
The instructional leader will monitor the level of	Joanne Blalock,	Start: 07/01/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	ACTION \$

implementation in classrooms according to the observation protocol and/or classroom walk-thru. The instructional leader will confer with the teacher to discuss the level of implementation. Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide	Suzie Kelley	End: 06/30/2014	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	BUDGET:
Students not meeting expectations for success will participate in additional reading, to include a variety of genres and subject areas(Social Studies,Science, etc.). Action Type: Equity Action Type: Special Education	Cindy Rowlett	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: The comprehensive Literacy approach for fluency instruction will be used to enhance learning.

Scientific Based Research: National Reading Panel Subgroups,Donald N. Langenberg,PHD, Chair, National Reading Panel Report(2000);Timothy Rasinski,The Fluent Reader(2003);Timothy Rasinski,Assessing Reading Fluency (2003)

Actions	Person Responsible	Timeline	Resources	Source of Funds
Grades K-4 curriculum is aligned and will provide explicit instruction in fluency as a part of the core reading program. Action Type: Alignment Action Type: Equity Action Type: Title I Schoolwide	Macy Leggett	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$
The instructional leader will monitor the level of implementation in classrooms according to the observation protocol and/or classroom walk-throughs. The instructional leader will collaborate with the teacher to discuss the level of implementation. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation	Joanne Blalock	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$
All students, including TAGG and white students, in grades K-4 will participate in fluency instruction. This includes teacher explanation and modeling of all fluency skills, followed by guided practice and independent practice. Additional practice may be	Lindsey Pierce	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$

integrated in literacy centers, literacy partners, technology, IMac, flipcam, or as homework. Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide				
The DIBELS Oral Reading Fluency (ORF) task will be administered to all first grade students at semester and end-of-year. Second grade three times a year to identify those students who are on track for reading success as well as those who may be at risk for reading difficulties. Additional diagnostic assessments will be administered to those students shown to be at risk of reading failure. Progress will be monitored using DIBELS ORF task until the student reaches expected levels of performance. Oral reading fluency progress will be monitored in grades 3-4 with district designed running record forms. Action Type: Alignment Action Type: Equity	Judy Wallace	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$
Teachers will participate in Comprehensive Literacy training or refresher trainings such as ELLA or Effective Literacy to learn about fluency instruction. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Cindy Wade	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$
All students identified at risk will receive additional fluency instruction in small groups. This will be listed on students' AIPs as a specific intervention. Progress will be monitored until expectation is met. Students will also participate in additional reading (using available technology). Action Type: AIP/IRI Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide	Karen Turner, Julie McCarroll	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Goal To apply a variety of strategies to read and comprehend printed material. To read,

examine, and respond to a wide range of texts for a variety of purposes.

Benchmark In 2012-2013, 84% of all students and 71% of TAGG students scored proficient or advanced. In 2013-2014, 93% of all students and 87% of TAGG students will score proficient or advanced.

Intervention: The comprehensive Literacy approach to comprehension instruction with emphasis on monitoring comprehension, using graphic and semantic organizers, answering questions, generating questions, recognizing story structure, summarizing, making use of prior knowledge and using mental imagery.

Scientific Based Research: Donald N. Langenberg, PHD, Chair, National Reading Panel Report (2000), Strategies That Work (2000)

Actions	Person Responsible	Timeline	Resources	Source of Funds
Fluency instruction is aligned with the Common Core State Standards. K-2 teachers will use pacing guides and 3-4 will use unit studies benchmarks at each nine weeks to enhance learning in K-4. Action Type: Alignment Action Type: Equity	Lisa Jones	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Outside Consultants</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Each teacher in grades K-4 will utilize the explicit teaching procedure for comprehension instruction in literacy and core curriculum classes. Whole group instruction and small group instruction will be utilized. Interventionists have been trained and will utilize Guided Reading Plus for comprehension remediation. Action Type: Equity Action Type: Title I Schoolwide	Heather Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teaching Aids</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
The instructional leader will monitor the level of implementation in classrooms according to the observation protocol and classroom walk-through. The instructional leader will collaborate with the teacher to discuss the level of implementation. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	Joanne Blalock	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> <li>Teaching Aids</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
All students, including TAGG and white students, will participate in comprehension strategy instruction. This includes teacher explanation and modeling of all comprehension strategies, followed by guided practice and independent practice. Additional practice may be integrated in literacy centers, using turning	Debra Roberts	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> <li>Teaching Aids</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$

<p>point, SMART boards, SMART slates, flip cameras, LCD projectors, or as homework as listed as specific interventions on students' AIPs.</p> <p>Action Type: AIP/IRI  Action Type: Equity  Action Type: Special Education  Action Type: Technology Inclusion  Action Type: Title I Schoolwide</p>				
<p>Teachers will utilize the Developmental Reading Assessment (DRA) as a placement tool for leveling reading instruction to meet the needs of the students in grades K-4. Additional diagnostic assessments (to include but not limited to The Benchmark Assessment Books) will be administered to those students shown to be at risk of reading failure. Progress in grades 2-4 will be monitored at the beginning, middle, and end with pacing assessments. The CRT will be the outcome assessment for reading in grades 3-4. The NRT, ITBS, will be the outcome assessment for reading comprehension in grades K-2.</p> <p>Action Type: Alignment  Action Type: Equity</p>	Judy Wallace	<p>Start: 07/01/2013  End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Teachers will participate in Comprehensive Literacy trainings or refresher trainings such as ELLA or Effective Literacy Strategies for content areas to learn about comprehension instruction. Teachers will also participate in study groups to fully utilize the text, Strategies That Work.</p> <p>Action Type: Professional Development  Action Type: Title I Schoolwide</p>	Macy Leggett	<p>Start: 07/01/2013  End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>All students at risk will receive additional comprehension strategy instruction in small groups. An AIP will be written for each student listing specific interventions. Progress will be monitored until expectation is met.</p> <p>Action Type: AIP/IRI  Action Type: Equity  Action Type: Special Education  Action Type: Title I Schoolwide</p>	Karen Turner	<p>Start: 07/01/2013  End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

Teachers will use Ruby Payne research based strategies in instruction for elaboration on open-response items across the grade levels and by using research-based best practices.	Suzie Kelley	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Tumblebook Library will be used to enhance comprehension and vocabulary skills for students that are auditory learners, as well as the rest of the students. Action Type: Technology Inclusion Action Type: Title I Schoolwide	Marcia Miller	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Monthly meetings will be held for grade level teachers to analyze and evaluate student academic success. Assessment folders will be updated, methods and/or strategies will be discussed, and next steps will be decided on to increase student achievement. Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion	Joanne Blalock	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$
Teachers will take part in a monthly professional learning community(PLC) during their plan time for embedded hours. The PLC will be studying interventions to provide for at risk students.	Joanne Blalock	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
K - 4th grade classrooms will have access to an IPAD during literacy instruction to be used as a literacy station during the comprehensive literacy block. Action Type: Technology Inclusion	Heather Brown	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Some teachers received training in Responsive Classroom Level 1 training, this program is utilized in the classroom as a social skills approach to learning to enhance the learning of the students in the classrooms.	Rachel Thurman	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Goal To apply a wide range of strategies as student's write, using the writing process appropriately. To demonstrate competency in writing for a variety of purposes, topics, and audiences employing a wide range of forms. To apply knowledge of standard English conventions in written work. To develop personal style and voice as the approach the craftsmanship of writing.

Benchmark In 2012-2013,84% of all students and 71% of TAGG students scored proficient or advanced. In 2013-2014, 93% of all students and 87% of TAGG students will score

proficient or advanced.

Intervention: Northside will use the Comprehensive Literacy approach to writing instruction to include writing-to-learn, writing-to-demonstrate learning and authentic writing.				
Scientific Based Research: SREB Literacy Across the Curriculum (Southern Regional Education Board, High Schools That Work)(2003); Ralph Fletcher,Writing Workshop (2001); Linda Dorn and Carla Soffos, Scaffolding Young Writers (2001).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Writing instruction will be aligned with the Common Core State Standards to enhance students writing strategies. Action Type: Alignment	Cindy Rowlett	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Each teacher in grades K-4 will utilize the explicit teaching procedure from the Literacy Protocols for aligning instruction in literacy and core curriculum classes. Action Type: Alignment Action Type: Professional Development	Melissa Boroughs	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
The instructional leader will monitor the level of implementation in classrooms according to the observation protocol and/or classroom walk-thru. The instructional leader will confer with the teacher to discuss the level of implementation. All teachers will be certified and highly qualified. Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide	Joanne Blalock	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> ACTION BUDGET: \$
Progress in grades K-4 will be monitored each nine-weeks with assessments aligned with CCSS and standard based report cards. The CRT will be the outcome assessment for writing in grades 3-4. Action Type: Alignment	Cindy Wilson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Teachers will participate in Comprehensive Literacy training such as ELLA or Effective Literacy strategies for content areas or refresher trainings to learn about effective writing instruction. Action Type: Professional Development Action Type: Title I Schoolwide	Tina Walden	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
All students,including TAGG and	Cindi	Start:	<ul style="list-style-type: none"> <li>• Administrative</li> </ul>	<hr/>

<p>white students, will participate in writing instruction. This includes teacher explanation and modeling of all writing skills, followed by guided practice and independent practice. Additional practice may be integrated in literacy centers and available technology. All students identified as not meeting the benchmark will receive additional writing instruction in small groups. These interventions will be listed on the students' AIP. Progress will be monitored with classroom observations, assessments, and student/teacher conferences until the expectation is met.</p> <p>Action Type: AIP/IRI  Action Type: Alignment  Action Type: Special Education  Action Type: Technology Inclusion  Action Type: Title I Schoolwide</p>	Brannon	07/01/2013 End: 06/30/2014	Staff <ul style="list-style-type: none"> <li>• Computers</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Goal To improve the construction and comprehension of text through writing and fluency strategies across the curriculum.

Benchmark In 2012-2013, 84% of all students and 71% of TAGG students scored proficient or advanced. In 2013-2014, 93% of all students and 87% of TAGG students will score proficient or advanced.

Intervention: Scientifically based strategies are used by all teachers and paraprofessionals, to align the curriculum.				
Scientific Based Research: Donald N. Langenbarg, PHD, Chair, National Reading Panel Report(2000)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Classroom Teachers, as well as Interventionists Teachers will engage students in a collaborative, group setting using differentiated instruction to coordinate with the CCSS and the district curriculum. Title I teachers will team teach with classroom teachers and/or other faculty to enhance the students language/literacy development. This is to provide additional assistance to those students having difficulty mastering proficient or advanced levels.	Karen Turner	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$



<p>Action Type: AIP/IRI  Action Type: Alignment  Action Type: Collaboration  Action Type: Title I  Schoolwide</p>				
<p>Students who are functioning below grade level and are not participating in their Academic Improvement Plan (AIP) will be retained according to state guidelines.  Action Type: AIP/IRI  Action Type: Alignment  Action Type: Equity  Action Type: Title I  Schoolwide</p>	Heather Brown	<p>Start:  07/01/2013  End:  06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Teachers will reinforce and review skills aligned to the curriculum using technology.  Action Type: Alignment  Action Type: Technology  Inclusion  Action Type: Title I  Schoolwide</p>	Carmen Johnson	<p>Start:  07/01/2013  End:  06/30/2014</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Teachers will participate in at least 60 hours of staff development. The 60 hours will include the following: 6 hrs. of Technology and 2 hrs. of Child Maltreatment. Tess training will be provided through embedded professional development and independent professional development through online training sessions. There will also be staff development on data disaggregation, instructional leadership, and fiscal management. The focus of staff development for teachers will be on increasing student achievement. These strategies will attract highly qualified teachers.  Action Type: Alignment  Action Type: Collaboration</p>	Joanne Blalock	<p>Start:  07/01/2013  End:  06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Computers</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<p>Title I - Purchased \$2000.00 Services:</p> <hr/> <p>ACTION BUDGET: \$2000</p>

<p>Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>				
<p>Teachers will be offered a variety of technology training through our Cabot Technology Department. Teachers will use this information to plan instruction to further enhance the students knowledge of literacy. Action Type: Alignment Action Type: Parental Engagement Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Rachel Thurman</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Pre-school students will be engaged in a transition program to enhance their literacy skills before entering Kindergarten. Pre-school students will have a day set aside to visit the Kindergarten classrooms. Fourth grade students will be engaged in a transition program with Middle School to enhance their literacy skills. Fourth grade students will tour Middle School and receive an information packet. This will provide activities to ease students emotional and academic transition. Action Type: Equity Action Type: Title I Schoolwide</p>	<p>Sara Stumpfenhaus, Valerie Keating, Erin Hicks, Esther Wyman, Crystal St. John, Julie Boris, Dawn Hoover</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Title I (1FTE) teacher will collaborate with classroom teachers at monthly team meetings. The teacher will teach an additional reading group to the students performing Basic or Below Basic in the students' targeted areas</p>	<p>Karen Turner, Joanne Blalock, Julie McCarroll</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<p>Title I - Materials &amp; Supplies: \$1900.00 Title I - Employee Salaries: \$53795.00 Title I - Employee Benefits: \$12047.10</p>

of weakness. Federal funds are used to coordinate and integrate services to improve instruction and increase student achievement. Books and instructional materials will be purchased to enhance instruction. Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide				ACTION BUDGET: \$67742.1
Media technology, supported by stimulus funds, will be used to coordinate and integrate services to enhance instruction and increase student achievement. Action Type: Alignment Action Type: Technology Inclusion Action Type: Title I Schoolwide	Julie Mahoney	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Additional literacy books were purchased for the reading interventionists working with grades K-4 to be used for intervention to improve literacy skills and comprehension. These were purchased with fundraiser money. Action Type: Title I Schoolwide	Marcia Miller	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• School Library</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
NSLA funds will be expended to employ 2.0 FTE Intervention Teachers to work with students K through 4th grade who are found to be at risk for academics. Action Type: AIP/IRI	Karen Turner, Julie McCarroll	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
This year we are piloting Tess with 2 teachers. The teachers will be trained through embedded hours on all of the components of Tess. Action Type: Professional Development	Joanne Blalock	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
The instructional leader will monitor the level of	Joanne Blalock, principal, Suzie	Start: 07/01/2013		

implementation in classrooms according to the observation protocol and classroom walk-through. The instructional leader will collaborate with the teacher to discuss the level of implementation. Baseline data from the 2013-14 school year will be used. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	Kelley, assistant principal	End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$69742.1

Intervention: Address academic needs for sub-populations in the areas of Special Education and Economically Disadvantaged students according to data.

Scientific Based Research: Richard DuFour, Rebecca DuFour, Robert Eaker, Gayle Karhanek, 2004, Whatever It Takes. Jensen, Eric. 2009. Teaching with Poverty in Mind.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers in grade level teams will analyze data and develop instructional lessons designed to meet individual student needs based on the study of Ruby Payne's, 9 Systemic Processes to Raise Achievement. This will include teachers making decisions, analyzing data, and developing the instructional program. Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide	Joanne Blalock	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$
Low SES students on AIPs will receive interventions according to progress monitoring data. Curriculum will be aligned to CCSS. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Title I Schoolwide	Sara Stumpenhous	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$
An RTI team will be implemented to discuss and analyze student data. This	Sara Sumpenhous	Start: 07/01/2013 End:	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Performance</li> </ul>	ACTION BUDGET: \$

<p>data will be used to develop interventions for students showing significant needs. Documentation will be compiled in the general education classroom to show students areas of needs. This documentation will be presented to the committee.  Action Type: AIP/IRI  Action Type: Alignment  Action Type: Collaboration  Action Type: Program Evaluation  Action Type: Title I Schoolwide</p>		06/30/2014	Assessments <ul style="list-style-type: none"> <li>Teachers</li> <li>Title Teachers</li> </ul>	
<p>The instructional leader will monitor the level of implementation in classrooms according to the classroom protocols and RTI data. The instructional leader will collaborate with the teacher to discuss the level of implementation. Baseline data from the 2013-14 school year will be used.  Action Type: AIP/IRI  Action Type: Collaboration  Action Type: Program Evaluation</p>	Joanne Blalock, principal, Suzie Kelley, principal	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Implement strategies promoting students' strengths regardless of socioeconomic status.

Scientific Based Research: Understanding Poverty and Researched Based Strategies: Narrowing the Achievement Gap for Under-Resourced Students. Ruby K. Payne Ph.D.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Teachers will implement and collaborate regarding the multiple intelligence theory through classroom use in Music, P.E., Art, as well as whole group enrichment in G/T. Curriculum will be aligned to the CCSS.  Action Type: Alignment  Action Type: Collaboration  Action Type: Equity  Action Type: Title I Schoolwide</p>	Kim Thompson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teaching Aids</li> </ul>	<hr/> ACTION BUDGET: \$
<p>Content area/activity teachers will receive training in the multiple intelligences for use across the curriculum.  Instructional strategies will</p>	Jessica Dunphy, Laura Vaughn, Melissa Lashbrook	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Outside Consultants</li> </ul>	<hr/> ACTION BUDGET: \$

be implemented to enhance the students knowledge in literacy. Action Type: Professional Development			<ul style="list-style-type: none"> <li>Teachers</li> </ul>	
Northside faculty/staff will provide assistance to parents in the area of multiple intelligences through the parent center, web based resources, and parent nights. Action Type: Parental Engagement Action Type: Technology Inclusion Action Type: Title I Schoolwide	Sara Stumpenhaus	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Teachers will use their training of "Science Notebooking" in grades 2-4, to correlate the science curriculum to instructional strategies that are aligned to the CCSS. Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide	Carla Eifling	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Students will participate in "notebooking" as part of the science strategies to connect classrooms to the Science Lab and curriculum. Action Type: Alignment Action Type: Collaboration	Carla Eifling	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Goal To increase Parental Involvement.

Benchmark In 2012-2013, 84% of all students and 71% of TAGG students scored proficient or advanced. In 2013-2014, 93% of all students and 87% of TAGG students will score proficient or advanced.

Intervention: Implement a parent community involvement plan to increase student success in all areas and provide support for families.

Scientific Based Research: Understanding Poverty and Researched Based Strategies: Narrowing the Achievement Gap for Under-Resourced Students. Ruby K. Payne Ph.D.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Parent resource center will be available so parents can check out books, tapes, etc. Problem solving skills and authentic learning activities will be taught at home through Read with Me, Family Fun Math. All	Sara Stumpenhaus	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>District Staff</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$

components of ACT 307 will be implemented. Parental involvement activities will be conducted throughout the year in collaboration with parents. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide				
Information will be provided to parents on aligned key elements to the Language Arts curriculum. Information will be posted on the webpage. Parent teacher conferences will be held twice a year to provide information to parents. Additional conferences will be held on an individual basis as needed. Action Type: Parental Engagement Action Type: Technology Inclusion Action Type: Title I Schoolwide	Heather Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	————— ACTION BUDGET: \$
All components of ACT 307 will be implemented including family kits, parent teacher conferences, parenting materials, parent center, newspaper notice of thanks, volunteer resource book, process for parental concerns, alumni advisory committee, and parent facilitator. Action Type: Parental Engagement Action Type: Title I Schoolwide	Sara Stumpenhous	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	————— ACTION BUDGET: \$
Parents will be informed of student progress in phonemic awareness. Parents will engage in activities to support phonemic awareness at parent night. A list of suggested activities will be provided to parents. Action Type: Parental Engagement Action Type: Title I Schoolwide	Belinda Cochran, Sheila Goggins	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	————— ACTION BUDGET: \$

<p>Parents will be informed of students progress in fluency, comprehension, and writing. The parent/home connection is "ready, set, read, twenty minutes a night is all you need." A list of suggested activities will be provided to parents.</p> <p>Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Cindi Brannon	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>A parent meeting will be held annually for parents to discuss parenting tips and ways to help their child academically. The parents will sign a contract with home and school.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Joanne Blalock	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Parents will receive an information packet about the school, curriculum, and parent center which includes information required by ACT 307.</p> <p>Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Sara Stumpenhous	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Teachers will conduct grade level parent workshops to clarify intended outcomes and provide strategies that enable parents to reinforce the intended learning at home. AIP's will be reviewed, as well as standard based report cards. Parent Information Broadcast(Mr. PIB) will give information to parents that reinforce strategies. Suggestions will be posted on the web page to reinforce strategies of learning at home.</p> <p>Action Type: Parental Engagement Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	Melody Harrison	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>



<p>Parental involvement: Parent involvement activities will be implemented throughout the year. These activities will include but are not limited to the following; math nights, literacy nights, parent-teacher conferences, hallway heroes, pto meetings, literacy partners , VICS, grandparent's day, 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</p>	<p>Elaine Garcia, Shaun Crenshaw</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<p>Title I - Materials \$2285.00 &amp; Supplies:</p> <hr/> <p>ACTION BUDGET: \$2285</p>
<p>Teachers and administrator's will notify parents by letter that students in grades 2-4 with AIP's may attend our afterschool remediation program.</p>	<p>Sara Stumpenhous</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<hr/> <p>ACTION BUDGET: \$</p>
<p>Teachers will provide SES information to parents so that they can select from programs, materials, and professional help to gain knowledge in helping their child academically, socially and cognitively. Action Type: Parental Engagement</p>	<p>Suzie Kelley</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<hr/> <p>ACTION BUDGET: \$</p>
<p>Administrator's will establish a parent/community committee of facilitators, teachers, parents, board members and community members to aide in fulfilling the goals of the parent involvement act (Act 307). Action Type: Parental Engagement</p>	<p>Joanne Blalock</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$2285</p>

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 2012-2013 School Health Index shows scores between 54% and 84% in Module 1: School Health and Safety Policies and Environment, Module 2: Health Education, Module 4: Nutrition Services, Module 5: School Health Services, Module 7: Health Promotion for Staff, and Module 8: Family and Community Involvement.
  2. Free and Reduced-Price Meals (based on annual APSCN Cycle II Report) 2010-2011: 42.4% 2011-2012: 53.9% 2012-2013: 53%
  3. In 2012-2013 approximately 26.2% of all children measured were in the overweight or obese category. There was 4 points difference in the percent of males and females in the overweight or obese category.

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

Benchmark By School Year, Module 7 will increase by 5%.

Intervention: The school will implement practices to encourage students to make healthy lifestyle choices.				
Scientific Based Research: Healthy arkansas and Arkansas Center for Health Improvement. Let' Get Physical - Promotion and Education Strategies by Dr. Hal Wechsler <a href="http://www.fns.usda.gov/oane/menu/NNEC/files/2003/LetsGetPhyscial.pdf">http://www.fns.usda.gov/oane/menu/NNEC/files/2003/LetsGetPhyscial.pdf</a> .				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The school will provide access to information about local community-based programs for physical activity and healthy eating through the Cabot Public Schools homepage via the internet. Healthy information will be posted on Mr. PIB, Parent Information Broadcast, at Northside. Action Type: Technology Inclusion Action Type: Wellness	Jessica Dunphy	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• Computers</li> </ul>	ACTION BUDGET: \$
The school will provide families with educational materials sent home via the student about the benefits of physical activity and healthy eating information. Information will be available to check out in the parent center. Action Type: Title I Schoolwide Action Type: Wellness	Jessica Dunphy	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Community Leaders</li> </ul>	ACTION BUDGET: \$
Students in grades 2-4 will participate in a walking/exercise morning routine to increase awareness of healthy choices. Action Type: Title I Schoolwide Action Type: Wellness	Jessica Dunphy	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
PE equipment to support PE for Life will be used to	Jessica Dunphy	Start: 07/01/2013	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	

increase awareness of healthy lifestyles supported by stimulus funding. Action Type: Title I Schoolwide Action Type: Wellness		End: 06/30/2014	<ul style="list-style-type: none"> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
4th grade students will attend the 4H Arkansas Outdoor School(AOS) Program to create a positive, outdoor educational experience to individualize learning through objective-driven, experience-based activities. Action Type: Alignment	Sara Stumpenhous	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
All students including TAGG and white students can bring drinking water bottles from home so that water will be available at all times to all students. Students will be taught that 8 glasses of water a day are important to the body and the brain.	Joanne Blalock, Kay Conley	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Staff will be trained in caring for children with asthma at the beginning of school. Action Type: Professional Development	Kay Conley, school nurse	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	ACTION BUDGET: \$
The school nurse will send through email information about asthma to keep the staff aware of the effects of asthma on their students. Action Type: Professional Development Action Type: Wellness	Kay Conley, school nurse	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	ACTION BUDGET: \$
The school nurse will periodically send home information about asthma management through the school newsletters. Action Type: Parental Engagement Action Type: Wellness	Kay Conley, school nurse	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	ACTION BUDGET: \$
Students will participate in Adventures in Fitness Program 20 minutes a week in their classroom setting. Action Type: Wellness	Jessica Dunphy	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

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

Supporting Data: 1. BENCHMARK On average the percentage of students scoring below proficient on the Literacy section of the Benchmark exam over the past three years was 14%. The areas of concern included the open response in Literacy, Content, and Practical.

2. BENCHMARK DATA FOR THIRD GRADE LITERACY AND MATH: Math: In 2011, 91% of the combined population scored at or above the proficiency level on the Benchmark exam. 87% of the white population also scored at or above the proficiency level. 55% of students with disabilities and 92% of SES students scored at or above the proficiency level on the Benchmark exam. The weakest areas were Geometry and Data Analysis and Probability open response, both at 25%. In 2012, 88% of the combined population scored at or above the proficiency level on the Benchmark exam. . 77% of TAGG students scored at or above the proficiency level on the Benchmark exam. The weakest areas were Multiple Choice-Measurement and Geometry, Open Response-Data Analysis and probability, Number and Operations, and measurement. In 2013, 82% of the combined population scored at or above the proficiency level on the Benchmark exam. 67% of TAGG students scored at or above the proficiency level on the Benchmark exam. The weakest areas were Multiple Choice-Measurement and Geometry, Open Response-Geometry and Number and Operations. Literacy: In 2011, 86% of the combined population, scored at or above the proficiency level on the Benchmark exam. 22% of students with disabilities and 81% of SES students scored at or above the proficiency level on the Benchmark. The weakest area was under Practical Reading open response at 37.5%. In 2012, 83% of the combined population, scored at or above the proficiency level on the Benchmark exam. 26% of students with disabilities and 82% of SES students scored at or above the proficiency level on the Benchmark. The weakest areas: Multiple Choice-Reading Practical Passage and Writing, Open Response-Reading Literary Passage and Writing Content and Style. In 2012 the all students percentage scoring proficient or advanced was 89%. The TAGG students percentage scoring proficient or advanced was 83%. In 2013, 81% of the combined population, scored at or above the proficiency level on the Benchmark exam. 44% of students with disabilities and 67% of SES students scored at or above the proficiency level on the Benchmark. The weakest areas: Multiple Choice-Reading Practical Passage and Writing Multiple Choice, Open Response-Reading Practical Passage and Writing Content and Style. In 2013 the all students percentage scoring proficient or advanced was 90%. The TAGG students percentage scoring proficient or advanced was 64%.
3. BENCHMARK DATE FOR FOURTH GRADE LITERACY AND MATH: Math In 2011, 94% of the combined population, scored at or above the proficiency level on the Benchmark exam. 83% of students with disabilities and 85% of SES students scored at or above the proficiency level on the Benchmark exam. The weakest areas were at 50% on open response in the areas of Numbers and Operations, Algebra, and Data Analysis and Probability. In 2012, 94% of the combined population, scored at or above the proficiency level on the Benchmark exam. % of students with disabilities and 82% of SES students scored at or above the proficiency level on the Benchmark exam. The weakest areas were: Multiple Choice-Geometry and Measurement, Open Response-Geometry and Measurement. In 2013, 87% of the combined population, scored at or above the proficiency level on the Benchmark exam. 69% of students with disabilities and 81% of SES students scored at or above the proficiency level on the Benchmark exam. The weakest areas were: Multiple Choice-Geometry and Measurement, Open Response-Data Analysis and Probability. Literacy: In 2011, 49.4% of the combined population were at or above the 50th percentile in total reading. Out of 12 students with disabilities 30% scored at or above the 50th percentile. Out of 49 SES students 49% scored at or above the 50th percentile. The weakest areas were inferencing, interpretation and factual understanding. In 2012, 53% of the combined population were at or above the 50th percentile in total reading. The weakest areas was vocabulary. In 2012 the all students percentage scoring proficient or advanced was 87%. The TAGG students percentage scoring proficient or advanced was 77%. In 2013, 86% of the combined population were at or above the 50th percentile in total reading. The weakest areas were Multiple Choice - Reading Literary Passages and Writing Multiple Choice, Open Response - Reading Practical Passage, Reading Literary Passage and Writing Content and Style. In 2013, the all students percentage scoring proficient or advanced was 100%. The TAGG students percentage scoring proficient or advanced was 75%.
4. IOWA TEST OF BASIC SKILLS ITBS: Fourth Grade In 2012 there were 77 fourth

grade students who took the ITBS. The total reading score was 51%, language score was 53%, math score was 57%. In 2013 there were 78 grade students who took the ITBS. The total reading score was 63%, language score was 61%, math score was 69%.

5. IOWA TEST OF BASIC SKILLS ITBS: Third Grade In 2011 there were 64 third grade students who took the ITBS. The total reading score was 51% and language it was 47%. Our total math score was 56%. In 2012 there were 96 third grade students who took the ITBS. The total reading score was 51%, language score was 48%, math score was 48%. In 2013 there were 72 third grade students who took the ITBS. The total reading score was 50%, language score was 39%, math score was 53%.
6. IOWA TEST OF BASIC SKILLS ITBS: 2nd Grade Math: In 2011, 65% of the total population scored at or above the National Student Norm on the total math score. Out of 55 SES students 58.2% scored at or above the 50th percentile. Out of 14 students with disabilities 36% scored at or above the 50th percentile. Our areas of weakness in math concepts is estimation and in math problems it is understanding relationships. In 2012, 68% of the total population scored at or above the National Student Norm on the total math score. Our areas of weakness were math concepts and math problems. In 2013, 66% of the total population scored at or above the National Student Norm on the total math score. Our areas of weakness were math concepts and math problems. Literacy: In 2011, 58.2% of the combined populations scored at or above the 50th percentile in the total reading. Out of 14 students with disabilities 14% scored at or above the 50th percentile. Out of 55 SES students 49.1% scored at or above the 50th percentile. The areas of weakness are inferencing, interpretations, and factual information under reading comprehension. In 2012, 63% of the combined populations scored at or above the 50th percentile in the total reading. The areas of weakness was vocabulary. In 2012 there were 73 second grade students who took the ITBS. The total reading score was 63%, language score was 60%, math score was 68%. In 2013, 60% of the combined populations scored at or above the 50th percentile in the total reading. The areas of weakness was vocabulary. In 2013 there were 75 second grade students who took the ITBS. The total reading score was 60%, language score was 56%, math score was 66%.
7. IOWA TEST OF BASIC SKILLS ITBS: 1st Grade Math: In 2011, 56% of the total population scored at or above the National Student Norm on the total math score. Out of 49 SES students 38.8% scored at or above the 50th percentile. Out of 12 students with disabilities 50% scored at or above the 50th percentile. Our area of weakness in math concepts is estimation and in math problems it is understanding relationships. In 2012, 58% of the total population scored at or above the National Student Norm on the total math score. Our area of weakness was in math concepts. In 2013, 51% of the total population scored at or above the National Student Norm on the total math score. Our area of weakness was in math concepts. Literacy: In 2011, 49.4% of the combined population were at or above the 50th percentile in total reading. Out of 12 students with disabilities 30% scored at or above the 50th percentile. Out of 49 SES students 49% scored at or above the 50th percentile. The weakest areas were inferencing, interpretation and factual understanding. In 2012, 53% of the combined population were at or above the 50th percentile in total reading. The weakest areas was vocabulary. In 2012 there were 79 first grade students who took the ITBS. The total reading score was 53%, language score was 54%, math score was 58%. In 2013, 57% of the combined population were at or above the 50th percentile in total reading. The weakest areas was vocabulary. In 2013 there were 63 first grade students who took the ITBS. The total reading score was 57%, language score was 63%, math score was 51%.
8. ATTENDANCE For the 2010-2011 school year, attendance at Northside was 94%, which meets the state standards. For the 2011-2012 school year, attendance at Northside was 96%, which meets the state standards. For the 2012-2013 school year, attendance at Northside was 96%, which meets the state standards.

Goal

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

Benchmark To meet the AMO in math, 95.13% and literacy, 92.68%.

Intervention: Implement the ten (10) components of a schoolwide 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, Fderal Iniative 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.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Needs Assessment: Data from formative assessments, Benchmark exam, ITBS, attendance information and surveys will be analyzed to determine the needs of the combined population as well as the needs of all subpopulations in order to make data driven decisions when planning instruction. Action Type: Title I Schoolwide	Sara Stumpenhous	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> <li>District Staff</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
Schoolwide Reform Strategies: Scientifically-based strategies will be used by all teachers and paraprofessionals. Professional development throughout the year will emphasis these strategies. Curriculum and instruction will be aligned with the CCSS. Pacing guides are utilized to ensure that students across grade levels 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 walkthroughs will be utilized to monitor the quality of learning time. All students will receive research-based, best practices/instruction from Highly Qualified Teachers to eliminate the achievement gap between various groups of students. Action Type: Alignment Action Type: Professional Development Action Type: Title I Schoolwide	Joanne Blalock	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Instruction by Highly Qualified Teachers: All teachers are certified in the	Joanne Blalock	Start: 07/01/2013 End:	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> </ul>	ACTION BUDGET: \$

fields in which they are teaching. Action Type: Title I Schoolwide		06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	
Professional Development: Professional Development for all instructional personnel is developed after the needs of students are determined. Professional development activities are job-embedded and on-going throughout the year in both math and literacy through M3, ELA, and ELF. Action Type: Professional Development Action Type: Title I Schoolwide	Joanne Blalock	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	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	Joanne Blalock	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> </ul>	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, science nights, parent/teacher conferences, Hallway Heroes, PTO meetings, Literacy partners, VICS, Grandparents Day, 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	Priscilla Wunderl, Elaine Garcia, Shaun Crenshaw	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> </ul>	ACTION BUDGET: \$
Transition Pre-School students are involved in transition activities. Four-year old students who attend Pre-K are involved in all aspects of school: cafeteria, gross-motor outdoor activities, library, music, art, etc. Activities are conducted prior	Valerie Keating, Erin Hicks	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

to the beginning of school to transition students. Fourth grade students attend activities to familiarize them with Middle School. Action Type: Title I Schoolwide				
Measures to Include Teachers in Decisions: Teachers are included in aligning the curriculum, analyzing data and designing academic program in order to improve student achievement. Teachers will collaborate in designing the school improvement plan. Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide	Joanne Blalock	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Point-in-Time Interventions: Formative assessments will be administered to students frequently in order to determine levels of achievement. Interventions will be implemented in a timely manner in order to provide additional assistance to improve student achievement. This program is supported by stimulus funding. Action Type: Title I Schoolwide	Karen Turner	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Coordination and Integration of Programs: Federal Funds will be utilized to supplement instructional programs Action Type: Title I Schoolwide	Karen Turner	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Central Office</li> </ul>	<hr/> ACTION BUDGET: \$
Classroom Walk Throughs, based on researched practices emphasized on learning which drives instruction, will be conducted by the Principal and Vice Principal. Action Type: Title I Schoolwide	Joanne Blalock	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<hr/> 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 on a three	Joanne Blalock	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET: \$



year rotation schedule. Action Type: Parental Engagement Action Type: Professional Development				
Establish a Parent Compact: This compact will outline the goals and responsibilities that educators, parents, and students must share and work toward in order to facilitate positive and successful educational growth. Action Type: Parental Engagement	Suzie Kelley	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> <b>ACTION BUDGET:</b> \$
<b>Total Budget:</b>				<b>\$0</b>

• Planning Team

<b>Classification</b>	<b>Name</b>	<b>Position</b>	<b>Committee</b>
Classroom Teacher	Candace Anselmi	Self Contained Special Ed	Data
Classroom Teacher	Carmen Johnson	Second Grade Teacher	Literacy
Classroom Teacher	Cindi Brannon	Fourth Grade Teacher	Math
Classroom Teacher	Cindy Rowlett	Fourth Grade Teacher	Literacy
Classroom Teacher	Cindy Wade	First Grade Teacher	Literacy
Classroom Teacher	Cindy Wilson	Third Grade Teacher	Math
Classroom Teacher	Debbie Roberts	Kindergarten Teacher	Math
Classroom Teacher	Erin Hicks	Pre K Teacher	Literacy
Classroom Teacher	Farrah Austin	Resource Teacher	Math
Classroom Teacher	Heather Brown	Kindergarten Teacher	Literacy
Classroom Teacher	Judy Wallace	Third Grade Teacher	Math
Classroom Teacher	Julie Mahoney	Ed Tech Teacher	Data
Classroom Teacher	Laura Schneider	Special Class K-2 Teacher	Math
Classroom Teacher	Laura Vaughn	Music Teacher	Math
Classroom Teacher	Lindsey Pierce	Third Grade Teacher	Literacy
Classroom Teacher	Lisa Jones	Kindergarten Teacher	Math
Classroom Teacher	Macy Leggett	Second Grade Teacher	Math
Classroom Teacher	Marcia Miller	Media Specialist	Literacy
Classroom Teacher	Melissa Burroughs	First Grade Teacher	Literacy
Classroom Teacher	Melissa Lashbrook	Art Teacher	Math
Classroom Teacher	Melody Harrison	Fourth Grade Teacher	Math
Classroom Teacher	Rachel Thurman	First Grade Teacher	Literacy
Classroom Teacher	Sarah Robbins	Second Grade Teacher	Math
Classroom Teacher	Sherry Smith	Resource Teacher	Literacy
Classroom Teacher	Tina Walden	Second Grade Teacher	Literacy
Classroom Teacher	Valerie Keating	Pre K Teacher	Math
Non-Classroom Professional Staff	Amy Campbell	Cafeteria Manager	Data
Non-Classroom Professional Staff	Belinda Cochran	Paraprofessional	Math
Non-Classroom Professional Staff	Carla Eifling	Science Lab Teacher	Math
Non-Classroom Professional	Carla Miranda	Speech Patholoaist	Literacy

Staff			
Non-Classroom Professional Staff	Crystal St. John	Paraprofessional	Math
Non-Classroom Professional Staff	Darlene Brown	Lead Secretary	Data
Non-Classroom Professional Staff	Dawn Hoover	Pre-K Paraprofessional	Literacy
Non-Classroom Professional Staff	Erin Wilkes	Food Service	Health and Wellness
Non-Classroom Professional Staff	Esther Wyman	Paraprofessional	Literacy
Non-Classroom Professional Staff	Jessica Dunphy	P.E. Teacher	Health and Wellness
Non-Classroom Professional Staff	Julie Boris	Pre-K Data Clerk	Math
Non-Classroom Professional Staff	Julie McCarroll	K-1 Interventionist	Data
Non-Classroom Professional Staff	Karen Turner	2-4 Interventionist	Literacy
Non-Classroom Professional Staff	Kay Conley	School Nurse	Health and Wellness
Non-Classroom Professional Staff	Kim Thompson	G/T Teacher	Literacy
Non-Classroom Professional Staff	Lindley Hagar	Speech Therapist	Literacy
Non-Classroom Professional Staff	Melissa Furiagh	Due Process Designee	Data
Non-Classroom Professional Staff	Robin Dillon	Secretary	Data Colleciton
Non-Classroom Professional Staff	Sara Stumpenhous	Counselor	Data, Health and Wellness
Non-Classroom Professional Staff	Sheila Goggans	Paraprofessional	Literacy
Non-Classroom Professional Staff	Yuko Kramer	Paraprofessional	Math
Parent	Elaine Garcia	Parent	Math and Literacy
Parent	Priscilla Wunderl	Parent	Math and Literacy
Parent	Shawn Crenshaw	parent	Math and Literacy
Principal	Joanne Blalock	Principal	Data, Health and Wellness
Principal	Suzie Kelley	Assistant Principal/Instructional Facilitator	Data, Health and Wellness