WARD CENTRAL ELEMENTARY

Arkansas Comprehensive School Improvement Plan

2013-2014

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

Grade Span: K-4   Title I: Title I Schoolwide   School Improvement: MS

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Priority 1:	To improve math skills in the areas of computation and math open response questions.
Supporting Data:	1. 4th GRADE MATH BENCHMARK: 1. In 2011, 85% of the combined population, 60% of the IEP population, 88% of the economically disadvantage, and 85% of the Caucasian population scored at or above the proficiency level on the benchmark exam. According to data, the combined population's weakest areas on multiple choice were measurement and data analysis and probability. According to data, the combined population's weakest area on open response was number and operations. 2. In 2012, 91% of the All Students population, 80% of the TAGG population scored at or above the proficiency level on the benchmark exam. According to data, the All Students population's weakest area on multiple choice was measurement. According to data, the All Students population's weakest areas on open response were Geometry and measurement. 3. In 2013, 84% of the All Students population, 86% of the TAGG population scored at or above the proficiency level on the benchmark exam. According to data, the All Students population's weakest area on multiple choice was measurement. According to data, the All Students population's weakest areas on open response were Geometry and measurement.
	2. 3rd GRADE MATH BENCHMARK: 1. In 2011, 94% of the combined population, 63% of the IEP population, 93% of the economically disadvantage, and 94% of the Caucasian population scored at or above the proficiency level on the benchmark exam. According to data, the combined population's weakest area on multiple choice was measurement. According to data, the combined population's weakest areas on open response were algebra and data analysis and probability. 2. In 2012, 89% of the All Students population, 84% of the TAGG population scored at or above the proficiency level on the benchmark exam. According to data, the All Students population's weakest areas on multiple choice were Algebra and measurement. According to data, the All Students population's weakest area on open response was number sense. 3. In 2013, 92% of the All Students population, 89% of the TAGG population scored at or above the proficiency level on the benchmark exam. According to data, the All Students population's weakest areas on multiple choice were Algebra and measurement. According to data, the

All Students population's weakest area on open response was number sense.

3. SECOND GRADE MATH Norm Reference (ITBS and SAT10): 1. In 2011, the average student percentile rank was 59% for the combined population, 35% for the IEP population, 59% for the economically disadvantage, and 57% for the Caucasian population. 2. In 2012, the average student percentile rank was 63% for the combined population, 61% for the economically disadvantaged population. 3. In 2013, the average student percentile rank was 61% for the combined population, 60% for the economically disadvantaged population.

4. FIRST GRADE MATH Norm Reference (ITBS and SAT10): 1. In 2011, the average student percentile rank was 62% for the combined population, 25% for the IEP population, 53% for the economically disadvantage, and 64% for the Caucasian population. 2. In 2012, the average student percentile rank was 60% for the combined population, 62% for the economically disadvantaged population. 3. In 2013, the average student percentile rank was 54% for the combined population, 61% for the economically disadvantaged population.

5. ATTENDANCE: 1. Average daily attendance for 2010-2011 was 91.13%. 2. Average daily attendance for 2011-2012 was 94.19%. 3. Average daily attendance for 2012-2013 was 95.29%.

6.

Goal	To improve math skills in the areas of computation and math open response questions
Benchmark	In 2013-2014 90.20% proficient and advanced is required for the All Student population and 88.09% for the TAGG population.

Intervention: Align the math curriculum with the Common Core State Standards.
Scientific Based Research: Carpenter, T. P., M. L. Franke, and L. Levi. 2003. Thinking Mathematically National Research Council. 2001. Adding It Up: Helping Children Learn Mathematics. J. Kilpatrick, J. Swafford, and B. Findell (Eds.) Mathematics Learning Study Committee, Center for Education, Division of Behavioral and Social Sciences and Education Carpenter, T. P., Fennema, E., Franke, M. L., Levi, L., Empson, S. B. 1999. Childtren's Mathematics, Cognitively Guided Instruction Empson, S. B., Levi, L. 2011, Extending Children's Mathematics, Fractions and Decimals

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will have a 40 minute block planning time, with one day per week designated for team meetings, to analyze assessment data for learning, identify children needing remediation and enrichment in math and science, develop and review Academic Improvement Plans (AIPs) and Individualized Education Plans (IEPs), plan flexible groups (equity), collaborate with special teachers, discuss the mathematics and science curriculum, and collaborate on strategies for success in math and science as evidence by lesson plans. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education	Classroom Teachers	Start: 07/01/2013 End: 06/30/2014	• Performance Assessments • Teachers • Teaching Aids	ACTION BUDGET: $

From the district level alignment, each teacher will have grade level Common Core State Standards or kid friendly objectives displayed in his/her classroom. Action Type: Alignment	Grade Level Team Members	Start: 07/01/2013 End: 06/30/2014	• Central Office • Performance Assessments • Teachers • Teaching Aids	ACTION BUDGET: $
District alignment includes pacing guides and state frameworks/common core which will be accessible for all teachers to use when planning for instruction. Action Type: Alignment	Andy Sullivan	Start: 07/01/2013 End: 06/30/2014	• Computers • District Staff • Teaching Aids	ACTION BUDGET: $
Classroom walkthroughs will be conducted to evaluate that standards, objectives, and alignment are being utilized in organizing for learning. Classroom teachers will also be afforded the opportunity to conduct class observations and CWTs during activity time. Action Type: Alignment Action Type: Program Evaluation	Andy Sullivan	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Teachers	ACTION BUDGET: $
Total Budget:				$0

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

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

Actions	Person Responsible	Timeline	Resources	Source of Funds
Professional development will be offered for grade level, SPED, and GT teachers on measurement, algebra, geometry, and data analysis primarily in the area of open response. Action Type: Professional Development Action Type: Special Education	Beverly Thompson	Start: 07/01/2013 End: 06/30/2014	• Outside Consultants • Teachers • Teaching Aids	ACTION BUDGET: $
Professional Development in Making Math Meaningful will be provided. Grade level and special education teachers will utilize information from the training to improve math instruction as evidenced by improvement in TLI and benchmark assessments. Action Type: Equity	Dawn Verkler and Sharon White	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Teachers • Title Teachers	ACTION BUDGET: $

Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education				
Certified teachers can receive grade level math professional development from elementary instructional facilitator and district math specialist Beverly Thompson when needed to address plan goals. Action Type: Professional Development Action Type: Special Education	Grade Level Team Leaders	Start: 07/01/2013 End: 06/30/2014	• Teachers • Teaching Aids	ACTION BUDGET: $
Classroom, SPED, and GT teachers may attend professional development on research based math programs, such as Singapore Math. Information from these workshops may be used to address plan goals as evidence by TLI and benchmark assessment. Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education	Dawn Verkler	Start: 07/01/2013 End: 06/30/2014	• Teachers • Teaching Aids	ACTION BUDGET: $
In order to address SES students certified teachers will participate professional development, such as Ruby Payne's Strategies as found in books such as 9 Systemic Processes to Raise Achievement and Research Based Strategies to improve student math open response performance as evidenced by TLI and benchmark assessements. Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation	Dawn Verkler and Team Leaders	Start: 07/01/2013 End: 06/30/2014	• District Staff • Teaching Aids	ACTION BUDGET: $
Teachers will receive technology professional development on Smartboard, and IXL website, which are district-wide computer tools that aid in planning instruction and intervention tools for at risk students. Action Type: Professional Development Action Type: Technology	District CTAT instructors	Start: 07/01/2013 End: 06/30/2014	• Computers	ACTION BUDGET: $

Inclusion				
Evaluation surveys will be given to individual teachers within the school for needed training in math programs every year, and survey grade levels on what professional development components they are implementing in the classroom. This information will be used to plan future workshops. Action Type: Program Evaluation	Andy Sullivan	Start: 07/01/2013 End: 06/30/2014	• Teachers • Teaching Aids	ACTION BUDGET: $
All classroom and SPED teachers are required by the state to have 60 hours of professional development, which may include on a rotating basis the following: 6 hours of technology, 2 hours of parental involvement for teachers, 3 hours of parental involvement for administrators, and 2 hours of Arkansas History K-4, child maltreatment. Administrators must have 4 hours of professional development devoted to data disaggregation, instructional leadership, and fiscal management as evidenced by district professional development forms. Action Type: Professional Development Action Type: Program Evaluation	Dawn Verkler	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • District Staff	ACTION BUDGET: $
In the schoolwide Title I program, an instructional facilitator at .50 FTE is available to teachers as support for all students success. Also, 1.0 FTE K-1 interventionist and 1.0 2-4 interventionist will be employed to assist with students determined to be at risk. Action Type: Professional Development Action Type: Title I Schoolwide	Andy Sullivan, Cindy Leonard, Kathryn Brooks	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff	ACTION BUDGET: $
In order to address equity of our low socio- economic, caucasian, Title I and special needs sub pops, classroom teachers will receive professional development on	Dawn Verkler	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Performance Assessments • Teachers	ACTION BUDGET: $

Actions	Person Responsible	Timeline	Resources	Source of Funds
intervention strategies and differentiation techniques. Team planning time will be used for discussions and training for identified AIP children as part of the Ward Central Pyramid of Interventions and 12 hours of professional development. This, in turn, will directly aid those children struggling in our identified subpopulations as evidenced by TLI and benchmark assessments. Action Type: AIP/IRI Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation			• Title Teachers	
Teachers will implement Ruby Payne strategies that will be evidenced by CWT, lesson plans, TLI, and TESS evaluations. Action Type: Professional Development Action Type: Program Evaluation	Dawn Verkler	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • District Staff • Performance Assessments	ACTION BUDGET: $
Total Budget:				$0

Intervention: Implement open-response and problem solving strategies in the classroom.

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

Actions	Person Responsible	Timeline	Resources	Source of Funds
One to 1.5 hours of daily aligned math instruction will be provided in all kindergarten through fourth grade classrooms. This may include calendar times, collecting data and graphing, calculators, direct instruction, share time (Math Talk), strategies learned through Making Math Meaningful and daily math practice as evidenced by classroom observation, daily schedules and walkthroughs. Action Type: Alignment Action Type: Program Evaluation	Dawn Verkler	Start: 07/01/2013 End: 06/30/2014	• Performance Assessments • Teachers • Teaching Aids	ACTION BUDGET: $
Making Math Meaningful strategies will be used to reinforce computation and problem solving skills in	Grade Level Team Leaders	Start: 07/01/2013 End: 06/30/2014	• Teachers • Teaching Aids	ACTION BUDGET: $

grades one through four as stated in Common Core State Standards. Action Type: Alignment				
Third and fourth grade teachers will integrate the format of released items from their grade level Benchmark Exam into the math curriculum alignment throughout the school year. Released items will address open response (G, M, NO, and DAP) and multiple choice. Focus on open response practice will be on QTIPS (Question, Think about the answer, find important Information, Plan, Solve). Action Type: Alignment	Third and Fourth Grade Teachers	Start: 07/01/2013 End: 06/30/2014	• Performance Assessments • Teachers • Teaching Aids	ACTION BUDGET: $
First through Fourth grade level teams will implement their plan for using calculator fluency. First and second grades will focus on addition and subtraction using TI10s. Third and fourth grades will focus on multiplication and division using TI15s. First through fourth grade teachers will have access to calculators. Success will be measured on TLI. Action Type: Collaboration Action Type: Program Evaluation Action Type: Technology Inclusion	Grade Level Teams	Start: 07/01/2013 End: 06/30/2014	• Teachers • Teaching Aids	ACTION BUDGET: $
Math manipulatives will be purchased for individual classrooms as needed. These math manipulatives will be utilized with Math Solutions, Singapore Math, Everyday Math program, Math Links, Number Talks, or MMM, as requested through teacher collaboration. Student growth will be evidenced by TLI and open response assessments. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	Dawn Verkler	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Teaching Aids	ACTION BUDGET: $
Teachers will analyze math evaluations (ITBS, Benchmark, and district common assessments) each year to determine if math	Amanda Cross, Andy Sullivan, and grade level teams	Start: 07/01/2013 End: 06/30/2014	• Performance Assessments	ACTION BUDGET: $

Actions	Person Responsible	Timeline	Resources	Source of Funds
programs and instruction related to computation and open-response are successful. Action Type: Collaboration Action Type: Program Evaluation				
Children have access to the computers to reinforce math skills using programs including Sumdog, the National Library of Virtual Manipulatives, Thinking Blocks, and Singapore website. Action Type: Equity	Classroom teachers	Start: 07/01/2013 End: 06/30/2014	• Teachers • Teaching Aids	ACTION BUDGET: $
DELL computers will be housed in the computer lab and in each classroom. Every classroom will have a Smartboard, VCR/DVD, flex cam or Ladibug and a computer, iPad, smart slates and ceiling mounted projectors. As needed, PC links may be utilized as well to connect the computer to the large screen television to promote technology in mathematics activities. Action Type: Technology Inclusion	Classroom Teachers	Start: 07/01/2013 End: 06/30/2014	• Central Office • Computers • District Staff • Outside Consultants • Teachers	ACTION BUDGET: $
In technology, all classroom teachers will have access to internet and Smart Boards as well as Cabot Links (wiki) for math instruction. Action Type: Technology Inclusion	Classroom Teachers	Start: 07/01/2013 End: 06/30/2014	• Computers • Teaching Aids	ACTION BUDGET: $
Digital and video cameras, various technology software programs, internet sights and powerpoint presentations will be utilized in the classroom to enrich math skills. Action Type: Technology Inclusion	Classroom Teachers	Start: 07/01/2013 End: 06/30/2014	• Computers • Teachers • Teaching Aids	ACTION BUDGET: $
Each classroom will have use of sound systems. Action Type: Technology Inclusion	Dawn Verkler	Start: 07/01/2013 End: 06/30/2014	• Teachers • Teaching Aids	ACTION BUDGET: $
Total Budget:				$0

Intervention: Develop a math intervention and enrichment program.				
Scientific Based Research: Grant, J. (1998). Developmental Education in an Era of High Standards, p. 74.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
E.L.O., extended learning opportunities equity	Dawn Verkler,	Start: 07/01/2013	• Teachers • Teaching Aids	Title I - Employee $16300.00

program, will be held two days a week after school. This program will target second through fourth grade students in the areas of math and literacy. AIP students will be extended an invitation to participate. Data from TLI will be used to determine the success of the program. Action Type: AIP/IRI Action Type: Equity Action Type: Program Evaluation	Michele French	End: 06/30/2014		Salaries: Title I - Employee $3529.49 Benefits: ACTION BUDGET: $19829.49
District teachers will use assessments for learning developed with the district and Common Core State Standards generated by The Learning Institute to write AIPs. Success will be measured by progress monitoring of students. Action Type: AIP/IRI	Classroom Teachers	Start: 07/01/2013 End: 06/30/2014	• Teachers • Teaching Aids	ACTION BUDGET: $
Ward Central's pyramid of intervention plan includes: small group instruction within the classroom, individualized instruction within the classroom, identifying children with specific needs in academic areas and documenting the needs and the progress with an Academic Improvement Plan (AIP), recommending children with an AIP for the afterschool program, use of technology practice for students with AIP needs, documentation of evaluation with assessments and data in an assessment folder, and flexible grouping within grade levels to meet the needs of AIP using using collaboration with classroom teachers and other school staff. Action Type: Collaboration Action Type: Program Evaluation	Classroom Teachers	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Computers • District Staff • Outside Consultants • Performance Assessments • Teachers • Teaching Aids • Title Teachers	ACTION BUDGET: $
AIPs will be written in collaboration with parents at Parent-Teacher	Becky Foster, Andy Sullivan, and	Start: 07/01/2013 End:	• Administrative Staff • Central Office	ACTION BUDGET: $

Conferences. Special education students with Individualized Education Plans (IEPs) may have an AIP written in an area not served by the IEP. Action Type: AIP/IRI Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education	Renee Johnson	06/30/2014	• Performance Assessments • Teachers • Teaching Aids • Title Teachers	
Teachers will work with students on an individual or small group basis on specific math skills which were not mastered in a whole group setting. This equity intervention will help our struggling low socioeconomic, special education, and Caucasian subgroups. Action Type: Equity Action Type: Special Education	Classroom Teachers	Start: 07/01/2013 End: 06/30/2014	• Teachers • Teaching Aids	ACTION BUDGET: $
Digital and video cameras, various technology software programs, internet sites and power point presentations will be utilized in the classroom to enrich math skills. This will be evidenced by student performance on TLI assessments. Action Type: Technology Inclusion	Classroom Teachers	Start: 07/01/2013 End: 06/30/2014	• Computers • Teachers • Teaching Aids	ACTION BUDGET: $
Our school-wide Title I will provide: Title I Resources for student achievement, extensive planning for student population, research based methods and strategies, highly qualified teacher instruction, professional development paid out of Title I funds, parental involvement and integration of federal, state, and local programs. Success will be shown on SBRC/TLI/state benchmark assessments. Action Type: Title I Schoolwide	Dawn Verkler and Cindy Leonard	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • District Staff • Title Teachers	ACTION BUDGET: $
Total Budget:				$19829.49

Intervention: Increase parental awareness and involvement regarding math curriculum.				
Scientific Based Research: National Association of Elementary School Principals (2001). Standards for What Principals Should Know and Be Able to Do, p.p. 72-73.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Grandparents will be honored with a luncheon celebrating Grandparent's Day sponsored by PTO and school counselor. Action Type: Parental Engagement	Amanda Cross	Start: 07/01/2013 End: 06/30/2014	• Community Leaders	ACTION BUDGET: $
Recognition assemblies will be held each semester to honor student achievement. Perfect attendance will be awarded each semester. Parents are encouraged to attend. Action Type: Parental Engagement	Amanda Cross	Start: 07/01/2013 End: 06/30/2014	• Teaching Aids	ACTION BUDGET: $
Parent-teacher conferences will be held twice a year for the parents and teacher to collaborate and discuss student progress in math. Action Type: Collaboration Action Type: Parental Engagement	Dawn Verkler	Start: 07/01/2013 End: 06/30/2014	• Performance Assessments	ACTION BUDGET: $
Teachers will collaborate to plan and conduct a grade level parent engagement math night. A school wide science night will also be conducted during the year. Parents and children will actively engage in math/science activities during this time. Information on math/science/health assessments and open response math problems will be given out at this time. Action Type: Collaboration Action Type: Parental Engagement	Kameron Shafer, Lauren Stewart	Start: 07/01/2013 End: 06/30/2014	• Teachers • Teaching Aids	ACTION BUDGET: $
The Ward Central website will be available for all parents(http://cabot.wmsc.k12.ar.us/cabotwc/). This page will have a list of links for interactive technological math games for children and parents. Action Type: Parental Engagement Action Type: Technology Inclusion	LeeAnn Hickman	Start: 07/01/2013 End: 06/30/2014	• Teachers • Teaching Aids	ACTION BUDGET: $
An area is set aside for a parental engagement center which houses parenting brochures, books, games, and videos for parents to check out. The library also houses parent information as well. Action Type: Parental Engagement	Amanda Cross	Start: 07/01/2013 End: 06/30/2014	• Teaching Aids	ACTION BUDGET: $
A parental engagement luncheon will be provided yearly by the school for all VICS (Volunteers in Cabot Schools) workers. Action Type: Parental Engagement	Dawn Verkler	Start: 07/01/2013 End: 06/30/2014	• Community Leaders • Teachers	ACTION BUDGET: $

A newsletter for parents to read will be created to outline school events. This newsletter will be sent out once a month to all parents. Action Type: Parental Engagement	Dawn Verkler	Start: 07/01/2013 End: 06/30/2014	• Community Leaders	ACTION BUDGET:	$
An advisory board made up of parents, teachers, and community workers is established to collaborate on ways of improving our school. This board meets at least two times yearly. Action Type: Collaboration Action Type: Parental Engagement	Dawn Verkler	Start: 07/01/2013 End: 06/30/2014	• Community Leaders • Teachers	ACTION BUDGET:	$
Teachers will document parental involvement using sign-in sheets at all parent-teacher events. Action Type: Program Evaluation	Joy McCall	Start: 07/01/2013 End: 06/30/2014	• Teaching Aids	ACTION BUDGET:	$
Ward Central will hold a Back to School Fair, a parental engagement activity, with information about community projects, school activities, and school open house before school begins. Action Type: Parental Engagement	Amanda Cross	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Community Leaders • Outside Consultants • Public Library • Teachers	ACTION BUDGET:	$
Ward Central will have a parental engagement plan that includes active involvement of parents, addressing the needs of our school, implementation of a volunteer plan, planned activities and events, availability of resources, and recognition of parents in the newspaper (No Ward newspaper available.). Action Type: Parental Engagement	Dawn Verkler	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Community Leaders • Teachers	ACTION BUDGET:	$
Informational packs will be dispersed to all parents at the beginning of the school year. Parent packs will include a calendar, letters, brochures, and books which help promote literacy and math. A Title I Parent/Teacher/Student Compact will go home in this pack. It will outline responsibilities of all parties, and it will be signed by all involved. Signatures will provide evidence of dispersal. Action Type: Parental Engagement Action Type: Program Evaluation	Amanda Cross	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Community Leaders • Teachers	ACTION BUDGET:	$
Ward Central hosts an annual public meeting and Title I informational meeting at the beginning of each school year. At this time, rights of parents to be involved in planning, review, and improvement of parent programs; a description and explanation of the curriculum and evaluations used in our school;	Dawn Verkler	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff	ACTION BUDGET:	$

Actions	Person Responsible	Timeline	Resources	Source of Funds
proficiency levels; school wide Title I actions with transition between pre-k and kindergarten, and fourth grade to fifth grade, to create a seamless program are all discussed. Parental Engagement activities will be planned throughout the year. Action Type: Parental Engagement Action Type: Program Evaluation				
The School Advisory Committee will collaborate to develop a nutritional wellness plan for our school that includes the following: a physical activity period before school; participation in the National School Breakfast and Lunch Program; thirty minutes of activity during the day; professional development for teachers in transitional activities, stretching activities, and fine motor development to be used during the school day; a forty minute physical education period weekly with a PE paraprofessional; an additional twenty minute physical education period weekly. Action Type: Collaboration Action Type: Professional Development Action Type: Wellness	Lauren Stewart and Shelly Coats	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Central Office • District Staff • Outside Consultants • Teachers • Teaching Aids	ACTION BUDGET: $
A volunteer resource book for parental engagement will be made available for teachers in order to enrich the curriculum. Action Type: Parental Engagement	Bettye Sherraden	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Outside Consultants	ACTION BUDGET: $
Every parent will receive and sign a Cabot Public School's handbook. The district process for resolving parental concerns is outlined in this book. Action Type: Parental Engagement Action Type: Program Evaluation	Dawn Verkler	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff	ACTION BUDGET: $
All components of ACT 307 will be implemented including: Informational packets, parent involvement meeting, volunteer resource books, enable a formation of PTO,and parent facilitator. A process for resolving parental concerns is stated in the handbook. Action Type: Parental Engagement	Amanda Cross	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: $
Total Budget:				$0

Intervention: Implement a Title I schoolwide program in order to raise academic achievement for all students.
Scientific Based Research: What We Know About Mathematics and Learning. McReal. Edited by John Sutton and Krueger, Aurora, CO., (2002) Emerging issues in School, Family, and Community Connections: Annual Synthesis 2001, Austin, TX: Southwest Educational Development Laboratory Bridging the Gap Between Standards and Achievement: The Imperative for Professional Development in Education, R. F. Elmore (2002), The Albert Shanker Institute.

Actions	Person Responsible	Timeline	Resources	Source of Funds

In the Title I schoolwide program, needs Assessment - Parent surveys, data collection and disaggregation will be utilized to determine needs of students. Data will be analyzed on combined and all subgroups. Instruction will be designed to increase student achievement while closing the achievment gaps between subpopulations. Action Type: Title I Schoolwide	Dawn Verkler and Amanda Cross	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Teachers	ACTION BUDGET: $
Total Budget:				$0

Priority 2:   To improve literacy skills

        1. 4th GRADE LITERACY BENCHMARK: 1. In 2011, 77% of the combined population, 27% of the IEP population, 75% of the economically disadvantaged, and 78% of the Caucasian population scored at or above the proficiency level on the benchmark exam. According to data, the combined population's weakest area on multiple choice were reading – practical passage and writing- multiple choice. The combined population's weakest areas on open response were reading – content passage and writing- content and style domains. 2. In 2012, 95% of the All Students population, 89% of the TAGG population scored at or above the proficiency level on the benchmark exam. According to data, the All Students population's weakest area on multiple choice was the literary passage for reading. According to data, the All Students population's weakest areas on open response were the practical passage for reading and the content and style domains for writing. 3. In 2013, 79% of the All Students population, 77% of the TAGG population scored at or above the proficiency level on the benchmark exam. According to data, the All Students population's weakest area on multiple choice was the literary passage for reading. According to data, the All Students population's weakest areas on open response were the practical passage for reading and the content and style domains for writing.

        2. 3rd GRADE LITERACY BENCHMARK: 1. In 2011, 82% of the combined population, 27% of the IEP population, 56% of the economically disadvantage, and 85% of the Caucasian population scored at or above the proficiency level on the benchmark exam. According to data, the combined population's weakest area on **Supporting** multiple choice were reading – literary passage and writing- multiple choice. The **Data:** combined population's weakest areas on open response were reading – literary passage and writing- content and style domains. 2. In 2012, 84% of the All Students population, 73% of the TAGG population scored at or above the proficiency level on the benchmark exam. According to data, the All Students population's weakest area on multiple choice was the practical passage for reading. According to data, the All Students population's weakest areas on open response were the literary passage for reading and the content and style domains for writing. 3. In 2013, 85% of the All Students population, 81% of the TAGG population scored at or above the proficiency level on the benchmark exam. According to data, the All Students population's weakest area on multiple choice was the practical passage for reading. According to data, the All Students population's weakest areas on open response were the literary passage for reading and the content and style domains for writing.

        3. SECOND GRADE LITERACY Norm Reference (ITBS and SAT10): 1. In 2011, the average student percentile rank for language was 36% for the combined population, 23% for the IEP population, 59% for the economically disadvantage, and 34% for the Caucasian population. 2. In 2012, the average student percentile rank for reading was 57% for the combined population, 52% for the economically disadvantaged population. In 2012, the average student percentile rank for language was 49% for the combined population, 42% for the economically disadvantaged population. 3. In 2013, the average student percentile rank for reading was 57% for the combined population, 54% for the economically disadvantaged population. In 2013, the average student percentile rank for

language was 51% for the combined population, 49% for the economically disadvantaged population.

4. FIRST GRADE LITERACY Norm Reference (ITBS and SAT10): 1. In 2011, the average student percentile rank for reading was 53% for the combined population, 15% for the IEP population, 59% for the economically disadvantage, and 54% for the Caucasian population. In 2011, the average student percentile rank for language was 63% for the combined population, 29% for the IEP population, 59% for the economically disadvantage, and 65% for the Caucasian population. 2. In 2012, the average student percentile rank for reading was 57% for the combined population, 57% for the economically disadvantaged population. In 2012, the average student percentile rank for language was 61% for the combined population, 61% for the economically disadvantaged population. 3. In 2013, the average student percentile rank for reading was 52% for the combined population, 57% for the economically disadvantaged population. In 2013, the average student percentile rank for language was 49% for the combined population, 51% for the economically disadvantaged population.

5. ATTENDANCE: 1. Average daily attendance for 2010-2011 school year was 91.13%.. Average daily attendance for 2011-2012 was 94.19%. 3. Average daily attendance for 2012-2013 was 95.29%.

6.

7.

Goal	To improve writing open response to a reading passage, writing content and style and reading comprehension.
Benchmark	In 2013-2014 82.43% proficient and advanced is required for the All Student population and 74.5% for the TAGG population.

Intervention: Align the languages arts curriculum with the state mandated common core curriculum for quality instruction.
Scientific Based Research: Jacobs, H. H. (1997) Mapping the Big Picture: Integrating Curriculum with Assessment K-12, p.12. Marzano, R. (2003) What Works in Schools: translating research into action pp 23-34.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will have a 40 minute of daily common planning time, with one day weekly designated for team meetings to analyze data for all students, identify children needing remediation and enrichment in literacy, develop and review Academic Improvement Plans (AIPs) and Individualized Education Plans (IEPSs), discuss common core state standards, and collaborate on strategies for success with assessments as evidenced by lesson plans. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education	Dawn Verkler	Start: 07/01/2013 End: 06/30/2014	• Teaching Aids	ACTION BUDGET: $
Each teacher will have Common Core State Standards or kid friendly objectives displayed in his/her room. Action Type: Alignment	Grade Level Team Leaders	Start: 07/01/2013 End: 06/30/2014	• Teachers • Title Teachers	ACTION BUDGET: $

Aligned district pacing guides and mandated Common Core Curriculum will be assessible for all teachers to use when planning instruction. Action Type: Alignment	Dawn Verkler	Start: 07/01/2013 End: 06/30/2014	• Central Office • Teachers	ACTION BUDGET: $
Classroom walkthroughs will be conducted to evaluate that standards are aligned, objectives, and alignment are being utilized in organizing for learning. Classroom teachers will also be afforded the opportunity to conduct CWT's during activity time. Action Type: Alignment Action Type: Program Evaluation	Dawn Verkler	Start: 07/01/2013 End: 06/30/2014	• District Staff • Teachers	ACTION BUDGET: $
Total Budget:				$0

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

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

Actions	Person Responsible	Timeline	Resources	Source of Funds
All teachers will receive technology professional development in district-wide computer programs that aid in assessment, planning or instruction such as: Pinnacle, TLI, Triand, CTAT 101-103, IRI Google Docs and Smartboard. This training will also aid teachers in reading reports on student progress in literacy and on student AIPs. Action Type: Professional Development Action Type: Technology Inclusion	District Technology Trainers	Start: 07/01/2013 End: 06/30/2014	• Computers • District Staff	ACTION BUDGET: $
Classroom teachers will incorporate Marzano's High Yield Strategies and Bloom's Taxonomy. Action Type: Professional Development	Dawn Verkler	Start: 07/01/2013 End: 06/30/2014	• Outside Consultants	ACTION BUDGET: $
New teachers will receive professional development on administering DIBELS, the DRA reading assessment and the DSA spelling assessment to help guide instruction in the kindergarten through fourth grade classrooms.	Andy Sullivan	Start: 07/01/2013 End: 06/30/2014	• Teaching Aids	ACTION BUDGET: $

Action Type: Professional Development				
Survey individual teachers within the school to evaluate needed training for language arts programs every year, and survey grade levels on what professional development components they are implementing in the classroom. Action Type: Program Evaluation	Dawn Verkler	Start: 07/01/2013 End: 06/30/2014	• Teaching Aids	ACTION BUDGET: $
All certified staff are required by the state to have 60 hours of professional development, including on a rotating basis six hours of technology , two hours of parental involvement for teachers, three hours of parental involvement for administrators, two hours of Arkansas History K-4, TESS, child maltreatment and suicide prevention which aligns with Cabot School Professional Development plan, including teacher evaluation and goal setting. Administrators must have four hours of professional development devoted to data disaggregration, instructional leadership, and fiscal management. All staff will keep documentation of the required hours as evidenced by the Cabot Public School Professional Development Documentation Form. Action Type: Professional Development Action Type: Program Evaluation	Dawn Verkler	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • District Staff	ACTION BUDGET: $
All teachers will attend professional developments on the components of a comprehensive reading program (phonics, fluency, comprehension, vocabulary, phonemic awareness, and writing) in ELLA for K-1 and ELF for 2-4 teachers. Site Based Visits for teachers will be planned to view a comprehensive reading program in action(shared reading, word study and vocabulary, guided reading, read aloud, and writing workshop) at a Reading First	Dawn Verkler	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • District Staff • Outside Consultants • Teachers	ACTION BUDGET: $

Actions	Person Responsible	Timeline	Resources	Source of Funds
School or at a lab classroom within the Cabot district. Action Type: Professional Development				
In order to address the needs of all students, our low socioeconomic caucasion and special needs sub pops, classroom teachers will participate in PLC (Peer Learning Communities)studies on intervention strategies and differentiation techniques. Team planning time will be used for embedded training on TESS, discussions and training for AIP, IRI, and Title I children as part of the Ward Central Pryamid of Interventions and 12 hours of professional development. Student progress monitored on reading comprehension open response, writing benchmarks assessments and teacher observation. Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Title I Schoolwide	Dawn Verkler, Andy Sullivan, and Team Leaders	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Outside Consultants • Teachers • Teaching Aids • Title Teachers	ACTION BUDGET: $
Teachers are encouraged to collaborate in writing proposals using research based information, including materials and supplies, implementation timeline and expected outcomes for approval. Action Type: Collaboration	Team Leaders	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: $
Teachers will implement Ruby Payne strategies provided by district trainer. As evidenced by, CWT, lesson plans, TLI,and DIBELS Benchmarks. Action Type: Professional Development	All classroom teachers	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • District Staff	ACTION BUDGET: $
Total Budget:				$0

Intervention: Implement comprehensive literacy program in the classroom.
Scientific Based Research: Adams, M.J.; Foorman, B.R.; Lundberg, I.; and Beeler, T. (1998), p. 2. Fowler, D. (1998). Balanced Reading Instruction in Practice. Educational Leadership, 55 (6) 11-12 (EJ 560 963).

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will collaborate on literacy centers, word study, and thematic units. Implementation of ELLA/Effective Literacy	Dawn Verkler	Start: 07/01/2013 End: 06/30/2014	• District Staff • Teachers • Teaching Aids	ACTION BUDGET: $

instruction, the five essential elements of reading, and assessment at team meetings and 40 minute planning block. Action Type: Alignment Action Type: Collaboration				
Third and fourth grade teachers will integrate released items from their grade level Benchmark exam into the literacy aligned curriculum. Released items will address open response, writing prompts, and multiple choice practice in problem areas. Action Type: Alignment	Grade Level Teams and Dawn Verkler	Start: 07/01/2013 End: 06/30/2014	• Teachers • Teaching Aids	ACTION BUDGET: $
Provide a minimum of two child accessible computer in each regular classroom for the use of Lexia,internet, and other technology programs. Update computers annually to run current software. Action Type: Technology Inclusion	LeeAnn Westbrook, classroom teachers	Start: 07/01/2013 End: 06/30/2014	• Computers • Teaching Aids	ACTION BUDGET: $
Sound enhancement systems will be utilized in all classrooms. This technology piece will aid in phonemic awareness and instruction for ADD/ADHD children. Progress measured on SBRC and TLI Action Type: Technology Inclusion	Dawn Verkler	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Teaching Aids	ACTION BUDGET: $
Teachers can implement Photo Story, Audacity, and other software/websites for students in the computer lab or in the classroom. Action Type: Technology Inclusion	Judith Hopper	Start: 07/01/2013 End: 06/30/2014	• Computers • Teaching Aids	ACTION BUDGET: $
Teachers will collaborate to analyze language arts evaluation scores on 1-2 ITBS literacy assessments, 3rd and 4th Benchmark Exam, TRIAND, and district common assessments (TLI) each year to determine if language arts programs and instruction are successful. Action Type: Collaboration Action Type: Program	Amanda Cross, Andy Sullivan	Start: 07/01/2013 End: 06/30/2014	• Performance Assessments	ACTION BUDGET: $

Evaluation				
Review literacy instructional materials and modify as needed based on real world relevance to all Ward Central students. Action Type: Equity	Amanda Cross, Andy Sullivan	Start: 07/01/2013 End: 06/30/2014	• Teachers • Teaching Aids	ACTION BUDGET: $
Children will visit the computer lab once weekly for a minimum of 40 minutes for technology training. DELL computers are housed in the computer lab and in each classroom. Progress measured for grades 1-4 on TLI assessements. Action Type: Technology Inclusion	LeeAnn Westbrook	Start: 07/01/2013 End: 06/30/2014	• Central Office • Computers • District Staff • Outside Consultants • Teachers	ACTION BUDGET: $
Materials and supplies will be purchased to enhance a comprehensive literacy program for classroom and SPED teachers as prescribed by district aligned curriculum for all students. Professional development is provided for district adopted materials through ELLA and ELF. Action Type: Alignment Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Title I Schoolwide	Dawn Verkler	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Central Office • Teachers • Teaching Aids	ACTION BUDGET: $
All classroom teachers and children have access to classroom technology that may include SMARTBoards, smart slates, laser remote, iMacs, Redcat sound and microphones,turning point student clickers, flex cams, digital cameras, flip videos, TV links, computers, printers, flash drives, speakers, smart boards, iPads, CD Players, projectors, Chromebooks, iPad minis, and the technology lab (may include iMac, iPods, Turning Point, Scanners) and computer lab (mikes and headphones, palms) to	LeeAnn Westbrook	Start: 07/01/2013 End: 06/30/2014	• Central Office • Community Leaders • District Staff • Outside Consultants • Teachers • Teaching Aids • Title Teachers	ACTION BUDGET: $

enrich literacy through technology. Kindergarten classrooms will have wireless reading centers. Progress measured by SBRC and TLI. Action Type: Alignment Action Type: Technology Inclusion Action Type: Title I Schoolwide				
K-4 Literacy Matrix may be used in spec. ed classrooms for literacy, science, and math instruction. Action Type: Equity Action Type: Special Education Action Type: Title I Schoolwide	Special Ed Teachers	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Computers • District Staff • Teachers • Teaching Aids • Title Teachers	ACTION BUDGET: $
Using district aligned frameworks, teachers will implement read aloud time, fluency instruction, and word study daily in their literacy block emphasizing comprehension, phonics, fluency and vocabulary development with all students. Action Type: Alignment Action Type: Equity Action Type: Title I Schoolwide	Dawn Verkler	Start: 07/01/2013 End: 06/30/2014	• Teachers • Teaching Aids	ACTION BUDGET: $
Utilize Title I 0.5 FTE instructional facilitator(Andy Sullivan), one 1.0 FTE K-1 interventionist (Kathryn Brooks) and 1.0 FTE Reading Teacher (Cindy Leonard) for instructional support with core curriculum. Title I funds will be expended to purchase materials and supplies to support these intervention/instructional programs. Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide	Dawn Verkler	Start: 07/01/2013 End: 06/30/2014	• Teachers	Title I - Materials & Supplies: $2400.00 Title I - Employee Salaries: $139238.00 Title I - Employee Benefits: $32717.51 ACTION BUDGET: $174355.51
Text selections and shared reading passages will be expanded to increase reading comprehension	Teresa Noblin	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • School Library • Teachers	ACTION BUDGET: $

through read alouds and teaching reading strategies.			• Teaching Aids	
One special education designee 1.0 FTE will be utilized in IEP development and assessment of special needs students. Action Type: Special Education	Becky Foster	Start: 07/01/2013 End: 06/30/2014	• Central Office	ACTION BUDGET: $
Total Budget:				$174355.51

Intervention: Increase parental awareness and involvement regarding literacy curriculum.	
Scientific Based Research: National Association of Elementary School Principals (2001) Standards for What Principals Should Know and Be Able To Do, p. 72-73.	

Actions	Person Responsible	Timeline	Resources	Source of Funds
Parent-teacher conferences will be held twice a year to collaborate and discuss student progress along the aligned literacy curriculum. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Dawn Verkler	Start: 07/01/2013 End: 06/30/2014	• Performance Assessments • Teachers	ACTION BUDGET: $
Teachers will plan and conduct a grade level family literacy night. Parents and children will actively engage in literacy activities at this time. evidenced by sign in sheets. Materials and supplies will be purchased for the parent center and other parental activities. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation	Tereasa Noblin, Dawn Verkler	Start: 07/01/2013 End: 06/30/2014	• Teachers • Teaching Aids	ACTION BUDGET: $
Teachers may collaborate to create and implement a grade level homework policy with an emphasis in language arts. Parents must sign and return the policy. Action Type: Collaboration Action Type: Parental Engagement	JoAnne Wilbanks, Sheila Bray	Start: 07/01/2013 End: 06/30/2014	• Teaching Aids	ACTION BUDGET: $
Ward Central website: (http://www.cabotschools.org/schools/ward-central-elementary). This page will showcase literacy activities, pictures, word lists, and links for interactive literacy games for parents and children. Some sites available at this time are: Tumblebooks, Sylvan Dell Publishing and RAZ-Kids. Action Type: Parental Engagement Action Type: Technology Inclusion	LeeAnn Westbrook	Start: 07/01/2013 End: 06/30/2014	• Computers • Teachers • Teaching Aids	ACTION BUDGET: $
Parent study groups will be organized to provide assistance on parenting issues. This is a seven week program offered	Amanda Cross	Start: 07/01/2013	• Teaching Aids	ACTION BUDGET: $

both semesters. Information on promoting literacy at home will be provided. Action Type: Parental Engagement		End: 06/30/2014		
Recognition assemblies will be held each semester to honor student achievement. Parents are encouraged to attend. Perfect attendance will be awarded each nine weeks. Further, a perfect attendance celebration will be hosted for students each nine weeks. Action Type: Parental Engagement	Amanda Cross	Start: 07/01/2013 End: 06/30/2014	• Teaching Aids	ACTION BUDGET: $
Ward Central will hold a Back to School Fair, a parent/student activity, with information about community projects, school activities, and school open hours before school begins. Action Type: Parental Engagement	Amanda Cross	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Community Leaders • Outside Consultants • Public Library • Teachers	ACTION BUDGET: $
Ward Central has a parent involvement plan developed by the staff and directed by the parent involvement coordinator. The plan includes active involvement of parents, addressing the needs of our school, implementation of a volunteer plan, planned activities and events, availability of resources, and recognition of parents in the newspaper (No Ward newspaper available). Action Type: Parental Engagement	Amanda Cross	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Community Leaders • Teachers	ACTION BUDGET: $
Parent information packs will be dispersed to all students at the beginning of the school year. Parent packs will include a calendar, letters, brochures, and books which help promote literacy and math. A Title I Parent/Teacher/Student Compact will go home in this pack. It will outline the responsibilities of each party, and it will be signed by all involved. Action Type: Parental Engagement Action Type: Title I Schoolwide	Amanda Cross	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Community Leaders • Teachers	ACTION BUDGET: $
Ward Central holds an annual public meeting for parents and school patrons and Title I informational meeting at the beginning of each school year. At this time rights of parents to be involved in planning, review, and improvement programs; a description and explanation of the curriculum and assessments used in our school; profiency levels; school-wide Title I actions with transitions between Pre-K and Kindergarten, between fourth grade and fifth grade to create a seamless	Dawn Verkler	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff	ACTION BUDGET: $

Actions	Person Responsible	Timeline	Resources	Source of Funds
program are all discussed. Action Type: Parental Engagement Action Type: Title I Schoolwide				
A volunteer resource book for parental engagement will be made available for teachers in order to enrich the curriculum. Action Type: Parental Engagement	Nell Landrum, Amanda Cross	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Outside Consultants	ACTION BUDGET: $
Every parent will receive and sign a Cabot Public Schools handbook. The district process for resolving parental concerns is outlined in this book. Action Type: Parental Engagement	Joy McCall, Classroom teachers	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff	ACTION BUDGET: $
Our school wide Title I program will have the following components: Title I resources will help student achievement, extensive planning for student population, research based methods and strategies, highly qualified teacher instruction, professional development paid out of Title I funds, parental involvement, and integration of federal, state, and local programs. Action Type: Title I Schoolwide	Dawn Verkler	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • District Staff • Title Teachers	ACTION BUDGET: $
Ward Central sponsors a Parent Teacher Organization that meets monthly to collaborae and report to Parents at activities throughout the year. Action Type: Collaboration	PTO President	Start: 07/01/2013 End: 06/30/2014	• Community Leaders • Teachers	ACTION BUDGET: $
Parents and teachers will have access through the school library to Reaching all Readers/We Both Read: a take home phonics in levels K-4 for students to practice reading with a parent/buddy. Action Type: Parental Engagement	Teresa Noblin and Dawn Verkler	Start: 07/01/2013 End: 06/30/2014	• School Library	ACTION BUDGET: $
Total Budget:				$0

Intervention: Assess students in the area of literacy to determine growth and needs.
Scientific Based Research: Ganske, K. (2000) Word Journeys, p.27. Marzano, R. (2001) A Handbook for Classroom Instruction that Works, Johnson, P. and Keier K. (2010) Catching Readers Before They Fall. Harvey, S. and Goudvis, A. (2007) Strategies that Work. Fontas, I. and Pinnell, G. Guiding Readers and Writers.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Evaluations will be administered at the beginning and throughout the year as follows: DRA- K-4 DSA- 1-4 DIBELS- K-2 PCA- K-1 TLI assessments- 1-4 (schedule varies, dictated by district curriculum office). This information will be used for small group and individualized	Andy Sullivan, Kathy Smith	Start: 07/01/2013 End: 06/30/2014	• Teachers	ACTION BUDGET: $

instruction in the classroom in the aligned district curriculum. Action Type: Alignment Action Type: Program Evaluation				
Analyze evaluations ITBS, QUALLS and Arkansas Benchmarks yearly to determine growth, placement, remedial programs, and program success. Action Type: Program Evaluation	Amanda Cross	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Performance Assessments	ACTION BUDGET: $
DSA will be administered to grades 1-4 to determine students word study (spelling) placement. Teachers will use Ganske's books and district word study notebooks for instruction and assessment. Action Type: Alignment Action Type: Equity	Classroom Teachers	Start: 07/01/2013 End: 06/30/2014	• Teachers • Teaching Aids	ACTION BUDGET: $
Total Budget:				$0

Intervention: Develop a literacy interventions program.

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

Actions	Person Responsible	Timeline	Resources	Source of Funds
Participate in a literacy based summer program (mailing books to children; bookmobile) for grades K-4 utilizing Academic Improvement Plans for children needing remediation. Afternoon programming (ELO) throughout the school year will expand the units to include a variety of enrichment programs. Progress based on formative assessments. Action Type: AIP/IRI Action Type: Equity Action Type: Special Education	Dawn Verkler, Amanda Cross	Start: 07/01/2013 End: 06/30/2014	• Computers • Performance Assessments • School Library • Teachers • Teaching Aids	ACTION BUDGET: $
Participate in enrichment program and remediation program during and beyond school for all children. This enrichment and remediation program will address needed literacy skills. These programs will be listed as specific interventions on the students' AIP. Action Type: AIP/IRI Action Type: Collaboration	ELO Lead Teacher	Start: 07/01/2013 End: 06/30/2014	• Community Leaders • Computers • Performance Assessments • Teachers • Teaching Aids	ACTION BUDGET: $

Action Type: Equity				
Implement a school-wide Title I program. The Title I reading teacher will support first grade in literacy district aligned instruction. Title I money will be expended to purchase materials and supplies for support of instruction. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide	Cindy Leonard, Andy Sullivan	Start: 07/01/2013 End: 06/30/2014	• Central Office • Performance Assessments • Teachers • Teaching Aids • Title Teachers	ACTION BUDGET: $
ELO, an extended learning opportunities program, will be held Tuesdays and Thursdays after school from 3:40 to 5:00. Enrichment, tutorials, and homework help will be provided each day. This program will target all first through fourth grade students in the areas of math and literacy. Progress monitoring will occur monthly to check student achievement and Program effectiveness. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	ELO Lead teacher	Start: 07/01/2013 End: 06/30/2014	• Teachers • Teaching Aids	ACTION BUDGET: $
Evaluate data in grades 1-4 throughout the year using TLI chunk tests for success rates on classroom instruction, interventions and remedial programs. Action Type: Program Evaluation	Classroom Teachers	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Performance Assessments • Teachers	ACTION BUDGET: $
Ward Central's staff developed and implements an intervention pyramid with three tiers using a railroad track model with both academic and social-emotional interventions. These include small group instruction within the classroom, individualized instruction within the classroom, documenting needs and progress of children with an academic improvement plan (AIP) with progress monitoring, documentation of assessments and data on an	Dawn Verkler and Andy Sullivan	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Computers • District Staff • Performance Assessments • Teachers • Teaching Aids • Title Teachers	ACTION BUDGET: $

individual district continuum in a student assessment folder, and flexible grouping within grade levels. Action Type: AIP/IRI Action Type: Collaboration Action Type: Program Evaluation				
Grade level teachers will have common benchmarks for literacy standards. All students not meeting the criteria for the benchmark will have an Academic Improvement Plan (AIP) generated by TLI. These AIP'S will be signed and discussed with parents at Parent Teacher Conferences. Students with IEP's (Individualized Education Plan) may have an AIP written in an area not served by the IEP. Action Type: AIP/IRI Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education	Classroom Teachers	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Central Office • Performance Assessments • Teachers • Teaching Aids • Title Teachers	ACTION BUDGET: $
Teachers will work with all students on an individual or small group basis on specific literacy skills that were not mastered in a whole group or guided reading group setting. This intervention will help our struggling students in low socioeconomic, special needs, and Caucasian subgroups. Action Type: Equity Action Type: Special Education	Classroom Teachers	Start: 07/01/2013 End: 06/30/2014	• Teachers • Teaching Aids	ACTION BUDGET: $
Teachers will use resource books such as One Child at a Time, Struggling Reader, and Ruby Payne's Under Resourced Learners as resources at team intervention meetings. Students that scored at risk/some risk on the DIBELS testing will have interventions for district aligned frameworks and CCSS listed on the students' AIPs. Action Type: AIP/IRI	Andy Sullivan, Classroom Teachers	Start: 07/01/2013 End: 06/30/2014	• Teachers • Teaching Aids • Title Teachers	ACTION BUDGET: $

Action Type: Alignment Action Type: Equity				
Certified special education teachers will be provided in order to support students with IEPs and students transitioning from pre-K into regular school program. Action Type: Collaboration Action Type: Special Education	Amanda Shumate, Farrah Austin, Kristal Justice, Renee Johnson	Start: 07/01/2013 End: 06/30/2014	• Central Office • Teachers	ACTION BUDGET: $
Ward Central offers K-4 enrichment activities (technology and parental engagement) and a 2nd-4th identified gifted and talented program with the aligned district curriculum to all students. Action Type: Alignment Action Type: Equity Action Type: Parental Engagement Action Type: Technology Inclusion	Judy Hopper	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Computers • District Staff • Performance Assessments • Teachers • Teaching Aids	ACTION BUDGET: $
Implement a Student Services Committee (RTI) Tier 3 of pryamid of intervention for student success. Action Type: Collaboration	Andy Sullivan	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • District Staff • Teachers • Title Teachers	ACTION BUDGET: $
An intervention teacher and Title I Reading Teacher will provide support to classroom teachers by working on a regular basis with individual or groups of students who have need of intervention as identified by classroom teacher referrals. Evaluation will be determined by progress monitoring data. Action Type: Program Evaluation Action Type: Title I Schoolwide	Cindy Leonard, Kathryn Brooks	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • District Staff • Performance Assessments • Title Teachers	ACTION BUDGET: $
Total Budget:				$0

Priority 3:	The purpose of the wellness priority is to improve the health and academic performance of students. Wellness activities will address nutrition education and physical fitness activities for the development of lifelong health habits and promotion of a healthy lifestyle for students, school staff members, parents and community networks.
Supporting Data:	1. 1. School Health Index Scores: The 2011-2012 School Health Index shows scores of 86.4% for Module 1: School Health and Safety Policies and Environment, 92.8% for Module 2: Health Education, 92.3% for Physical Education and Other Physical Activity Programs, 84.6% for Module 4: Nutrition Services, 93.75% for Module 5: School Health Services, 100% for Module 6: School Counseling, Psychological, and Social Services, 88.8% for Module 7: Health Promotion with

Staff, and 83.3% for Module 8: Family and Community Involvement.
2. According to 2011-2012 BMI data 14.8% of males were overweight and 12.3% were obese. 16.4% of females were overweight and 15.7% were obese. 2010-2011BMI data 16.3% of all children are overweight and 14.3% of all children are obese According to 2009-2010 BMI data 16.3% of all children are overweight and 14.3% of all children are obese.
3. Student participation in Free and Reduced lunch program: 2011-2012 61%, 2010-2011 63.8,% 2009-2010 62%.
4. ATTENDANCE: 1. Average daily attendance for 2009-2010 was 92%. 2. Average daily attendance for 2010-2011 school -year was 91.13%. 3. Average daily attendance for 2011-2012 was 94.19%.

Goal	The school will offer opportunities for students and their families to educate themselves on healthy lifestyle choices and to increase education of families and the community in the area of total wellness.
Benchmark	By SY 2013-14, district average of School Health Index Module 8 scores will increase by 5%.
Benchmark	School Health Index Scores: Module 8 "Family and Community Involvement" The Overall Score Card results indicate a weakness in Family and Community Involvement.

Intervention: The school will implement practices to encourage students to make healthy lifestyle choices.
Scientific Based Research: Healthy Arkansas, Arkansas Center for Health Improvement. Let' Get Physical - Promotion and Education Strategies by Dr. Hal Wechsler http://www.fns.usda.gov/oane/menu/NNEC/files/2003/LetsGetPhyscial.pdf.

Actions	Person Responsible	Timeline	Resources	Source of Funds
School district will provide parents with access to information about local community-based programs for physical activity and healthy eating through the Cabot Public Schools homepage via the internet. Action Type: Parental Engagement Action Type: Wellness	Dawn Verkler	Start: 07/01/2013 End: 06/30/2014	• Community Leaders	ACTION BUDGET: $
The school will provide parents with newsletters sent home via the student about the benefits of physical activity, healthy eating, and asthma information. Action Type: Parental Engagement Action Type: Wellness	Dawn Verkler, Susan Covington, and Shelly Coats	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff	ACTION BUDGET: $
The University of Arkansas Cooperative Extension Learning will offer parent classes at Ward Central covering Nutrition and Budgeting, Stress Management, and Parenting. Action Type: Parental Engagement Action Type: Wellness	Amanda Cross	Start: 07/01/2013 End: 06/30/2014	• Community Leaders	ACTION BUDGET: $
Physical activity will be a component in the before	Lauren Stewart	Start: 07/01/2013	• Administrative	

school programs. Each grade level will participate in an annual field day. Action Type: Wellness		End: 06/30/2014	• Staff • Teachers • Teaching Aids	ACTION BUDGET: $
A Math, Science and Health night will be held during our school year in which parents and children are encouraged to attend. Students will take parents to booths and demonstrate what they have learned in class. Local vendors and health providers will set up booths to discuss ways to improve health and wellness. Action Type: Program Evaluation Action Type: Wellness	Amanda Cross, Dawn Verkler, Lauren Stewart, and Kameron Shaffer	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Community Leaders • Outside Consultants	ACTION BUDGET: $
Teachers will receive training on and will utilize Bully Prevention, Win Win Discipline, Just Do the Right Thing, and Responsive Classroom, all of which are part of classroom management pieces suitable for all children in a Responsive Classroom. Success is measured on behavior reports from Discipline Tracker. Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide Action Type: Wellness	Amanda Cross, Classroom Teachers	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Community Leaders • District Staff • Teachers	ACTION BUDGET: $
The Ward Central Pyramid of intervention includes individual and small group counseling with the school counselor, school wide character education for all students, parent support and assistance to at risk students, outside agency counseling for children through parents and student mentors through the PALS programs and Backpack Buddies. Success is measured through discipline tracker. Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Title I Schoolwide	Amanda Cross	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Central Office • Outside Consultants • Teachers	ACTION BUDGET: $

Action Type: Wellness				
The School Advisory Committee made up of parents and school patrons will collaborate and develop a wellness and nutritional plan for our school that includes the following: a physical activity period before school; participation in the National School Breakfast and Lunch programs; professional development for teachers in transitional activities,Fresh Fruit and Vegetable Grant provides daily healthy snack, stretching activities, and fine motor development to be used during the school day; Brain Gym training and implementation, forty minute physical education period weekly with a PE paraprofessional overseen by a certified PE teacher; an additional 20 minute physical education period using "Adventure to Fitness"; parent informational meetings on healthy school snacks and treats; Action Type: Wellness	Lauren Stewart, Cara Loe, Vicki Thompson	Start: 07/01/2013 End: 06/30/2014	• Teachers	ACTION BUDGET: $
A P.E. Program emphasizing fitness and heart rates will be implemented by the P.E. teacher. Professional development will be provided. Specific materials and supplies will also be provided. Action Type: Professional Development Action Type: Wellness	Lauren Stewart and Dawn Verkler	Start: 07/01/2013 End: 06/30/2014	• Teachers • Teaching Aids	ACTION BUDGET: $
Total Budget:				$0

Priority 4:	To implement a schoolwide program in order to raise academic achievement for all students.
Supporting Data:	1. MATH BENCHMARK. 4th GRADE MATH BENCHMARK: 1. In 2011, 85% of the combined population, 60% of the IEP population, 88% of the economically disadvantage, and 85% of the Caucasian population scored at or above the proficiency level on the benchmark exam. According to data, the combined population's weakest areas on multiple choice were measurement and data analysis and probability. According to data, the combined population's weakest area on open response was number and operations. 2. In 2012, 91% of the All Students population, 80% of the TAGG population scored at or above the proficiency level on the benchmark exam. According to data, the All Students population's weakest area on multiple choice was measurement. According to data, the All Students population's weakest areas on open response were Geometry and measurement. 3. In 2013, 84% of the All Students population, 86% of the TAGG population scored at or above the proficiency level on the benchmark exam. According to data, the All Students population's weakest area

on multiple choice was the literary passage for reading. According to data, the All Students population's weakest areas on open response were the practical passage for reading and the content and style domains for writing. 3rd GRADE MATH BENCHMARK: 1. In 2011, 94% of the combined population, 63% of the IEP population, 93% of the economically disadvantage, and 94% of the Caucasian population scored at or above the proficiency level on the benchmark exam. According to data, the combined population's weakest area on multiple choice was measurement. According to data, the combined population's weakest areas on open response were algebra and data analysis and probability. 2. In 2012, 89% of the All Students population, 84% of the TAGG population scored at or above the proficiency level on the benchmark exam. According to data, the All Students population's weakest areas on multiple choice were Algebra and measurement. According to data, the All Students population's weakest areas on open response were number. 3. In 2013, 92% of the All Students population, 89% of the TAGG population scored at or above the proficiency level on the benchmark exam. According to data, the All Students population's weakest area on multiple choice was the practical passage for reading. According to data, the All Students population's weakest areas on open response were the literary passage for reading and the content and style domains for writing.

2. MATH NORM REFERENCE. SECOND GRADE MATH Norm Reference (ITBS and SAT10): 1. In 2011, the average student percentile rank was 59% for the combined population, 35% for the IEP population, 59% for the economically disadvantage, and 57% for the Caucasian population. 2. In 2012, the average student percentile rank was 63% for the combined population, 61% for the economically disadvantaged population. 3. In 2012, the average student percentile rank was 61% for the combined population, 60% for the economically disadvantaged population. FIRST GRADE MATH Norm Reference (ITBS and SAT10): 1. In 2011, the average student percentile rank was 62% for the combined population, 25% for the IEP population, 53% for the economically disadvantage, and 64% for the Caucasian population. 2. In 2012, the average student percentile rank was 60% for the combined population, 62% for the economically disadvantaged population. 3. In 2012, the average student percentile rank was 54% for the combined population, 61% for the economically disadvantaged population.

3. LITERACY BENCHMARK. 4th GRADE LITERACY BENCHMARK: 1. In 2011, 77% of the combined population, 27% of the IEP population, 75% of the economically disadvantage, and 78% of the Caucasian population scored at or above the proficiency level on the benchmark exam. According to data, the combined population's weakest area on multiple choice were reading – practical passage and writing- multiple choice. The combined population's weakest areas on open response were reading – content passage and writing- content and style domains. 2. In 2012, 95% of the All Students population, 89% of the TAGG population scored at or above the proficiency level on the benchmark exam. According to data, the All Students population's weakest area on multiple choice was the literary passage for reading. According to data, the All Students population's weakest areas on open response were the practical passage for reading and the content and style domains for writing. 3. In 2013, 79% of the All Students population, 77% of the TAGG population scored at or above the proficiency level on the benchmark exam. According to data, the All Students population's weakest area on multiple choice was the literary passage for reading. According to data, the All Students population's weakest areas on open response were the practical passage for reading and the content and style domains for writing. 3rd GRADE LITERACY BENCHMARK: 1. In 2011, 82% of the combined population, 27% of the IEP population, 56% of the economically disadvantage, and 85% of the Caucasian population scored at or above the proficiency level on the benchmark exam. According to data, the combined population's weakest area on multiple choice were reading – literary passage and writing- multiple choice. The combined population's weakest areas on open response were reading – literary passage and writing- content and style domains. 2. In 2012, 84% of the All Students population, 73% of the TAGG population scored at or above the proficiency level on the benchmark exam. According to data, the All Students population's weakest area on multiple choice

was the practical passage for reading. According to data, the All Students population's weakest areas on open response were the literary passage for reading and the content and style domains for writing. 3. In 2013, 85% of the All Students population, 81% of the TAGG population scored at or above the proficiency level on the benchmark exam. According to data, the All Students population's weakest area on multiple choice was the practical passage for reading. According to data, the All Students population's weakest areas on open response were the literary passage for reading and the content and style domains for writing.

4. LITERACY NORM REFERENCE SECOND GRADE LITERACY Norm Reference (ITBS and SAT10): 1. In 2011, the average student percentile rank for reading was 53% for the combined population, 33% for the IEP population, 59% for the economically disadvantage, and 53% for the Caucasian population..In 2011, the average student percentile rank for language was 36% for the combined population, 23% for the IEP population, 59% for the economically disadvantage, and 34% for the Caucasian population. 2. In 2012, the average student percentile rank for reading was 57% for the combined population, 52% for the economically disadvantaged population. In 2012, the average student percentile rank for language was 49% for the combined population, 42% for the economically disadvantaged population. 3. In 2013, the average student percentile rank for reading was 57% for the combined population, 54% for the economically disadvantaged population. In 2013, the average student percentile rank for language was 51% for the combined population, 49% for the economically disadvantaged population.

5. FIRST GRADE LITERACY Norm Reference (ITBS and SAT10): 1. In 2011, the average student percentile rank for reading was 53% for the combined population, 15% for the IEP population, 59% for the economically disadvantage, and 54% for the Caucasian population. In 2011, the average student percentile rank for language was 63% for the combined population, 29% for the IEP population, 59% for the economically disadvantage, and 65% for the Caucasian population. 2. In 2012, the average student percentile rank for reading was 57% for the combined population, 57% for the economically disadvantaged population. In 2012, the average student percentile rank for language was 61% for the combined population, 61% for the economically disadvantaged population. 3. In 2013, the average student percentile rank for reading was 52% for the combined population, 57% for the economically disadvantaged population. In 2013, the average student percentile rank for language was 49% for the combined population, 51% for the economically disadvantaged population.

6. 3. ATTENDANCE: 1. Average daily attendance for 2010-2011 was 92%. 2. Average daily attendance for 2011-2012 school -year was 91.13%. 3. Average daily attendance for 2012-2013 was 95.29%.

Goal	To implement a schoolwide program that upgrades the entire educational program in the school in order to raise academic achievement for all students.
Benchmark	In 2013-2014 90.20% proficient and advanced is required for the All Student population and 88.09% for the TAGG population. In 2012-2013 82.43% proficient and advanced is required for the All Student population and 74.5% for the TAGG population.

Intervention: Implement the ten (10) components of a schoolwide Title I program.

Scientific Based Research: Standards Make a Difference: The Influence of Standards on Classroom Assessment. Dr. Douglas Reeves, January 2001 NASSP bulletin pgs 3-5. Teaching Children to Read: An evidence-based assessment of scientific research literature on reading and its implications for reading instruction. (NICHD) (2000). Report of the Reading Panel. Reading First, Fderal Initative quthorized by the No Child Left Behind Act of 2001 Henderson, A. T., & Berla N. (Ed.) (1994). A new generation of evidence: The family is critical to student achievement.The Morning Meeting Book, Roxann Kriete and Paula Denton. The First Six Weeks of School, Paula Denton, Roxann Kriete. Teaching Children to Care, Northeast Foundation for Children, Inc.

Actions	Person Responsible	Timeline	Resources	Source of Funds

Teachers collaborate to use needs and analyze 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 sub-populations in order to make data driven decision when planning instruction for all students as evidenced by lesson plans. Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide	Dawn Verkler and Andy Sullivan	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Community Leaders • Teachers • Title Teachers	ACTION BUDGET: $
Schoolwide Reform Strategies: Scientifically-based strategies will be used by all teachers and paraprofessionals. Professional development throughout the year will emphasize these strategies. Curriculum and instruction will be aligned with the Common Core State Standards. Teachers will utilize pacing guides (Year at a Glance) to ensure that students across grade are receiving the same curriculum in the same time span. Bell to bell instruction will be utilized in order to increase time on task. Administrators will utilize classroom walk-throughs to monitor the quality of learning time. All students will receive research-based, best practices instruction from Highly Qualified Teachers to eliminate the achievement gap between various groups of students. Action Type: Alignment Action Type: Title I Schoolwide	Dawn Verkler and Andy Sullivan	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: $
Instruction by Highly qualified teachers: All teachers are certified in the fields in which they are teaching and will maintain a status of "Highly Qualified." Action Type: Title I	Dawn Verkler	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Community Leaders • District Staff	ACTION BUDGET: $

Schoolwide			• Teachers	
Professional Development All teachers will participate in professional development according to state requirements and after the needs of all students are determined. Professional development activities are job-embedded and on-going throughout the year in both math and literacy. Action Type: Equity Action Type: Professional Development Action Type: Title I Schoolwide	Dawn Verkler	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • District Staff • Teachers	Title I - Purchased Services: $2000.00 _____ ACTION BUDGET: $2000
Strategies to attract Highly Qualified Teachers: Highly Qualified Teachers are recruited by advertising on the web and networking activities.. Only highly qualified teachers are hired. Action Type: Title I Schoolwide	Dawn Verkler	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • District Staff • Teachers	_____ ACTION BUDGET: $
Ward Central will offer parent involvement activities throughout the year. These activities include but are not limited to the following: math nights, literacy nights, parent/teacher conferences, Hallway Heroes, and the Boo Hoo Breakfast. Parents are involved in the development of the school improvement plan including parent policy, evaluation of the parent programs and the learning contracts. Action Type: Parental Engagement Action Type: Title I Schoolwide	Dawn Verkler	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Community Leaders • District Staff • Teachers	Title I - Materials & Supplies: $3285.00 _____ ACTION BUDGET: $3285
Measures to Include Teachers in Decisions: Teachers are included in aligning the curriculum, analyzing data and designing academic programs in order to improve student achievement.Teachers are involved in reviewing and designing the school	Dawn Verkler	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • District Staff • Teachers • Title Teachers	_____ ACTION BUDGET: $

improvement plan each spring and fall. Leadership meetings will be held once monthly. Action Type: Alignment Action Type: Title I Schoolwide				
Students will be given formative assessments frequently in order to determine levels of achievement. Interventions will be implemented in a timely manner in order to provide additional assistance to improve student achievement. Action Type: Title I Schoolwide	Dawn Verkler	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • District Staff • Teachers • Title Teachers	ACTION BUDGET: $
Coordination and Integration of Programs Federal Funds will be utilized to supplement instructional programs Action Type: Title I Schoolwide	Dawn Verkler	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • District Staff • Teachers • Title Teachers	ACTION BUDGET: $
Retention committee made up of classroom teachers, reading specialist, special education teachers, speech therapist, counselor, and administrator will collaborate and review all data and work samples of children being recommended for retention. The decision of this committee will stand as the school's recommendation for this child. The exception would be data showing growth over the summer meeting the benchmarks for that grade level. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education Action Type: Title I Schoolwide	Dawn Verkler and Cindy Leonard	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • District Staff • Performance Assessments • Teachers	ACTION BUDGET: $
Implement a student services meeting (RTI) as needed tier 3 of pryamid of intervention. Action Type: Equity	Andy Sullivan, Classroom Teachers	Start: 07/01/2013 End: 06/30/2014	• Teachers	ACTION BUDGET: $
All aspects of ACT 397 requiring training of	Dawn Verkler	Start: 07/01/2013		

		End: 06/30/2014		ACTION BUDGET: $
volunteers will be implemented. Also, all teachers and administrators will receive two and three hours of parental involvement staff development. Action Type: Parental Engagement Action Type: Professional Development		End: 06/30/2014		ACTION BUDGET: $
Teachers will implement the components of "The Responsive Classroom," "Just Do the Right Thing," and "Win Win Discipline" as evidenced by CWT, lesson plans and observations. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	Dawn Verkler and Andy Sullivan	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Teachers	ACTION BUDGET: $
Certified classroom teachers grades K-4 will write and implement AIPs and IRIs to improve student achievement in math and literacy. Data from DIBELS, Benchmark, and classroom observation will be used to create the AIPs and IRIs. Action Type: AIP/IRI	Andy Sullivan, Certified Classroom Teachers	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: $
Total Budget:				$5285

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

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

Actions	Person Responsible	Timeline	Resources	Source of Funds
Pre-K transition activities include taking students and parents to visit kindergarten classrooms at their zoned school. Action Type: Collaboration Action Type: Parental Engagement	Mandy Staley	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Central Office • Teachers	ACTION BUDGET: $
Fourth grade students will travel to Middle School North at the end of the academic year in order to familiarize them to this new setting. Action Type: Collaboration	Fourth grade teachers	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Teachers	ACTION BUDGET: $
Data from Kindergarten pre-screening and Qualls will be analyzed for entering	Debbie McMillion and Amanda Cross	Start: 07/01/2013 End:	• Performance Assessments	ACTION BUDGET: $

kindergarten students who attended the Ward Central Pre-K program. Action Type: Program Evaluation		06/30/2014		
A Boo Hoo Breakfast will be provided for kindergarten parents welcoming them to our school and allowing them time to interact with other parents. Action Type: Parental Engagement	PTO President	Start: 07/01/2013 End: 06/30/2014	• Community Leaders	ACTION BUDGET: $
A Pre-K program offering an aligned curriculum for four year old children is offered to instruct up to 60 students in three classrooms with a certified P-4 teacher and one paraprofessional in each classroom. Action Type: Alignment	Georgia Lopez, Chapman, and Mandy Staley	Start: 07/01/2013 End: 06/30/2014	• Central Office • Outside Consultants • Teachers	ACTION BUDGET: $
A survey will be administered to students at middle school who attended Ward Central previously. This survey will assess students' attitudes on transitioning from elementary to middle school. Action Type: Program Evaluation	Amanda Cross	Start: 07/01/2013 End: 06/30/2014	• Teaching Aids	ACTION BUDGET: $
Ward Central staff make home visits as needed throughout the year for students and parents. Action Type: Parental Engagement	Dawn Verkler	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: $
An interview is scheduled with each Pre-K child and parents prior to attending school. Pre-K teachers and paras conduct these interviews to transition children into the school setting. Action Type: Collaboration Action Type: Parental Engagement	Georgia Lopez, Abbie Chapman, and Mandy Staley	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: $
Total Budget:				$0

Intervention: Ward Central Staff receives diversity training to aid in building relationships with all children,community parteners and parents.
Scientific Based Research: Getting Started: Reculturing Schools to Become Professional Learning Communities.Understanding Learning: The How, The Why, The What, Ruby K. Payne, Ph.D. (2002). Under-Resourced Learners: 8 Strategies to Boost Achievement, Ruby K. Payne, Ph.D. Working with Parents, Building Relationships for Student Success, Ruby K. Payne, Ph. D. Research Based Strategies: Narrowing the Achievement Gap for Under-Resourced Students, Ruby K. Payne, Ph.D

Actions	Person Responsible	Timeline	Resources	Source of Funds	
Ward Central teachers receive training on child maltreatment, suicide, and DHS mandatory reporting on a rotating basis. Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development	Dawn Verkler	Start: 07/01/2013 End: 06/30/2014	• District Staff • Outside Consultants • Teachers	ACTION BUDGET:	$
Ward Central Teachers will continue to study Ruby Payne's books and read diversity articles through professional.(Working with Parents: Building Relationships for Student Success and Discipline Strategies for the Classroom: Working with Students) Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation	Dawn Verkler	Start: 07/01/2013 End: 06/30/2014	• Community Leaders • Teachers	ACTION BUDGET:	$
Total Budget:					$0

- Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Abbie Chapman	PreK Teacher	Math
Classroom Teacher	Amanda Howard	Second Grade Teacher	Literacy
Classroom Teacher	Amanda Jones	Special Education Para Pro	Wellness
Classroom Teacher	Amanda Shumate	Special Education Teacher	Literacy
Classroom Teacher	Angela Williams	First Grade Teacher	Literacy
Classroom Teacher	Anna Weaver	Music Specialist	Schoolwide
Classroom Teacher	Brandi Harbour	Kindergarten	Math
Classroom Teacher	Cara Loe	Kindergarten Teacher	Literacy
Classroom Teacher	Casey Adams	Third Grade	Math
Classroom Teacher	Corbi McAllister	First Grade	Math
Classroom Teacher	Debbie McMillion	Kindergarten Teacher	Math
Classroom Teacher	Evelyn Schumacher	First Grade Teacher	Literacy
Classroom Teacher	Farrah Austin	Special Ed. Self cont.	Math
Classroom Teacher	Georgia Lopez	Pre K	Math
Classroom Teacher	Holly Woodruff	Third Grade	Math
Classroom Teacher	Jennifer Griffin	Second Grade	Literacy
Classroom Teacher	JoAnne Wilbanks	Kindergarten Teacher	Literacy
Classroom Teacher	Judy Hopper	GT	Schoolwide-Co Chair
Classroom Teacher	Kameron Shaffer	Science Lab	Math
Classroom Teacher	Karen Gregory	Special Education Para Pro	Literacy
Classroom Teacher	Kathryn Brooks	Interventionist	Literacy-Co Chair
Classroom Teacher	Katrina Holland	Kindergarten	Math
Classroom Teacher	Kaycee Carmical	First Grade	Math
Classroom Teacher	Kristal Justice	Special Education Teacher	Literacy
Classroom Teacher	Kristina Eisenhower	First Grade Teacher	Literacy

Classroom Teacher	Lauren Stewart	P.E. Teacher	Wellness
Classroom Teacher	Lindsey Bell	Third Grade	Literacy
Classroom Teacher	Lissa Monroe	Third grade	Literacy-Co Chair
Classroom Teacher	Mandy Staley	Pre-K Teacher	Literacy
Classroom Teacher	McKala Barnett	Third Grade Teacher	Math-Co Chair
Classroom Teacher	Melissa LeMay	Fourth Grade Teacher	ACSIP Chair
Classroom Teacher	Renee Johnson	Special Education Resource	Literacy
Classroom Teacher	Sandra Sanders	Fourth Grade	Math
Classroom Teacher	Sara Beth Carter	Art	Schoolwide-Co Chair
Classroom Teacher	Sarah Hornsby	Fourth Grade	Literacy
Classroom Teacher	Sharon White	Fourth Grade Teacher	Math-Co Chair
Classroom Teacher	Sheila Bray	Third Grade Teacher	Math
Classroom Teacher	Shelley Montoya	Flex	Schoolwide
Classroom Teacher	Shelly Alford	First Grade Teacher	Literacy
Classroom Teacher	Tori Harrison	Second Grade	Math
Classroom Teacher	Vicki Thompson	Kindergarten Teacher	Math-Co Chair
Community Representative	Helen Moon	Custodian	Wellness
Community Representative	Shelly Coats	Cafeteria Manager	Wellness
Non-Classroom Professional Staff	Amanda Cross	Counselor	Wellness
Non-Classroom Professional Staff	Andy Sullivan	Asst. Principal/Instructional Facilitator	Program Advisor
Non-Classroom Professional Staff	Becky Foster	Special Education Designee	Math
Non-Classroom Professional Staff	Cindy Leonard	Interventionist	Literacy
Non-Classroom Professional Staff	Dana Woerner	Custodian	Literacy
Non-Classroom Professional Staff	Deana Kelly	Data Clerk/Pre-K	Literacy
Non-Classroom Professional Staff	Eve Winters	Pre-K Para	Math
Non-Classroom Professional Staff	Jodi Cox	Speech Teacher	Wellness
Non-Classroom Professional Staff	Leeann Westbrook	Computer Specialist	Schoolwide
Non-Classroom Professional Staff	Shea Pearrow	Speech Teacher	Literacy
Non-Classroom Professional Staff	Susan Covington	Nurse	Wellness
Non-Classroom Professional Staff	Tereasa Noblin	Media Specialist	Schoolwide
Parent	Bettye Sherraden	Secretary Assistant	Wellness
Parent	Brandy Tallent	Parent	Literacy
Parent	Heather Langer	Support Staff	Math
Parent	Joy McCall	Secretary	Wellness
Parent	Karen Kordsmeier	Parent	Math
Parent	Lee Schoonover	Parent	Literacy
Parent	Mary Kirkland	Custodian	Schoolwide
Parent	Sarah Bellairs	Parent	Math
Principal	Dawn Verkler	Principal	Program Advisor