

MAGNESS CREEK ELEMENTARY

Arkansas Comprehensive School Improvement Plan

2013-2014

Our mission is to prepare children to be productive life-long learners. In partnership with parents, administration and community members, we will provide a comprehensive curriculum utilizing technology and real world experiences in a safe, positive learning environment.

Grade Span: K-4 Title I: Not Applicable

School Improvement: MS

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Priority 1: Literacy

Goal: For the 2013-2014 school year, third and fourth grade students will improve in the Practical Reading Open Response items and the Writing Domains of Content and Style on the Augmented Benchmark Exam.

Priority 2: Math

Goal: For the 2013-2014 school year, in Math students will improve achievement on the Measurement, Geometry, and Algebra open response items on the Augmented Benchmark Exam.

Priority 3: Wellness

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

Priority 1:	Magness Creek Elementary will improve student achievement in literacy by implementing a comprehensive, core literacy program and providing interventions for lower achieving students.
Supporting Data:	<ol style="list-style-type: none">1. THIRD GRADE LITERACY: In 2011, 90% of the Combined Population, 91% of the Caucasian, and 88% of the Economically Disadvantaged students scored at or above the Proficiency level on the Benchmark Exam. No other subgroups were applicable. The Multiple Choice items on the Benchmark Exam with the lowest percentage correct were as follows: Content Reading Passages and the Multiple Choice Writing Questions. In 2012, 90% of the All Students Group, 80% of the Targeted Achievement Gap Group scored at or above the Proficiency level on the Benchmark Exam. The Multiple Choice items on the Benchmark Exam with the lowest percentage correct were as follows: Content Reading Passages and the Multiple Choice Writing Questions. In 2013, 93% of the All Students Group, 77% of the Targeted Achievement Gap Group scored at or above the Proficiency level on the Benchmark Exam. The Multiple Choice items on the Benchmark Exam with the lowest percentage correct were as follows: Practical Reading Passages and the Multiple Choice Writing Questions. For the Open Response to the Reading Passages, the lowest scores were on the Practical Reading Passages2. FOURTH GRADE LITERACY: In 2011, 91% of the Combined Population, 91% of the Caucasian, and 80% of the Economically Disadvantaged students scored at or above the Proficiency Level on the Benchmark Exam. The Multiple Choice Items on the Benchmark Exam with the lowest percentage correct were as follows: Content and Practical Reading Passages. Also, the Writing - Multiple Choice had a low percentage of being correct. In 2012, 90% of the All Students Group and 80% of the Targeted Achievement Gap Group scored at or above the Proficiency Level on the Benchmark Exam. The weakest areas were as follows: Combined Population - Writing Multiple Choice Items and the Practical Reading Open Response. The weakest area in the writing domains were Content and Mechanics. In 2013, 92% of the All Students Group and 87% of the Targeted Achievement Gap Group scored at or above the Proficiency Level on the Benchmark Exam. The weakest areas were as follows: Combined Population - Writing Multiple Choice

Items and the Practical Reading Open Response. The weakest area in the writing domains were Content and Style Domains

3. FIRST GRADE LITERACY Norm Referenced: The 2011, the National Percentile Rank average for 1st grade was as follows: Reading Comprehension - 73rd percentile; Language - 77th percentile. ITBS data reflected that 77% of the Total Population and scored at or above the 50th percentile in Reading Comprehension. These results also showed that 57% of the Economically Disadvantaged students scored at or above the 50th percentile in Reading Comprehension. In 2012, the National Percentile Rank average for 1st grade was as follows: Reading Comprehension - 75th percentile; Language 71st percentile. In addition, the ITBS data reflected that 77% of the Total Population scored at or above the 50th percentile in Reading Comprehension. These results also showed that 67% of the Economically Disadvantaged students scored at or above the 50th percentile in Reading Comprehension. In 2013, the National Percentile Rank average for 1st grade was as follows: Reading Comprehension - 75th percentile; Language - 71st percentile. In addition, the ITBS data reflected that 75% of the Total Population scored at or above the 50th percentile in Reading Comprehension. These results also showed that 60% of the Economically Disadvantaged students scored at or above the 50th percentile in Reading Comprehension.
4. SECOND GRADE LITERACY Norm Referenced: The 2011, the National Percentile Rank average for 2nd grade was as follows: Reading Comprehension - 72nd percentile; Language - 55th percentile. ITBS data reflected that 70% of the Total Population and scored at or above the 50th percentile in Reading Comprehension. These results also showed that 61% of the Economically Disadvantaged students scored at or above the 50th percentile in Reading Comprehension. In 2012, the National Percentile Rank average for 2nd grade was as follows: Reading Comprehension - 82nd percentile; Language 72nd percentile. In addition, the ITBS data reflected that 87% of the Total Population scored at or above the 50th percentile in Reading Comprehension. These results also showed that 81% of the Economically Disadvantaged students scored at or above the 50th percentile in Reading Comprehension. In 2013, the National Percentile Rank average for 2nd grade was as follows: Reading Comprehension - 78th percentile; Language - 64th percentile. In addition, the ITBS data reflected that 75% of the Total Population scored at or above the 50th percentile in Reading Comprehension. These results also showed that 70% of the Economically Disadvantaged students scored at or above the 50th percentile in Reading Comprehension.
5. Attendance: During the 2010-2011 school year, our attendance rate was 93%. During the 2011-2012 school year, our attendance rate was 93%. During the 2012-2013 school year, our attendance rate was 96%.

Goal For the 2013-2014 school year, third and fourth grade students will improve in the Practical Reading Open Response items and the Writing Domains of Content and Style on the Augmented Benchmark Exam.

Benchmark In 2010-2011, 90% of the Combined Population in 3rd Grade and 91% of the Combined Population in 4th Grade scored at the Proficient/Advanced level in Literacy. In this same year the Caucasian Population scored 91% Proficient/Advanced in 3rd grade and 91% were Proficient/Advanced in 4th grade. For the Economically Disadvantaged students, 88% of 3rd grade scored at the Proficient/Advanced level and 80% of the 4th grade students scored at the Proficient/Advanced level. In 2011-2012, 90% of the All Students Group scored at the Proficient/Advanced level in Literacy. The Targeted Achievement Gap Group scored 80% Proficient or Advanced for this year. In 2012-2013, 92.65% of the All Students Group scored at the Proficient/Advanced level in Literacy. The Targeted Achievement Gap Group scored 82% Proficient or Advanced for this year. Starting in the 2013-2014 school year, the All Students Group will increase to 92.4% of the students scoring Proficient or Advanced and increase by 0.84% each year in order to reach 94.94% Proficient or Advanced by 2017. The Targeted Achievement Gap Group will increase to 85% scoring Proficient or Advanced and increase by 1.67% each year in order to reach 90% Proficient or Advanced by 2017.

Intervention: Magness Creek Elementary will implement a comprehensive literacy program.

Scientific Based Research: National Reading Panel report (2000); Put Reading First (2001); Dorn, Linda. 1998. Apprenticeship in Literacy, p. 29. Portland, Maine: Stenhouse Publishers. Ganske, Kathy. 2000. pp 27-62. Word Journeys. New York, New York: Guilford Publications, Inc. Beaver, Joetta. Developmental Reading Assessment. (K-4), The Wright Group.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>During the 2013-2014 school year, the comprehensive literacy program will be implemented in all classrooms to promote reading comprehension. Instruction provided to students will be aligned to common core standards and evidenced from CWT's, reading journals, running record for 3rd and 4th grade and DIBELS for kindergarten - 2nd grade, DRA, DSA, TLI common assessments, released items, and other assessments, which will determine the effectiveness or ineffectiveness of the program. Action Type: Alignment</p>	<p>Jamie Linderman</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Kindergarten and 1st grade teachers will receive professional development in ELLA during the summer and follow up days during the year. ELLA strategies are in alignment with the common core standards. Action Type: Alignment Action Type: Professional Development</p>	<p>Kelly Riggs</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
<p>2nd - 4th grade teachers will receive Effective Literacy professional development training during the summer, with follow up days throughout the year. Effective Literacy strategies are in alignment with the common core standards. Action Type: Alignment Action Type: Professional Development</p>	<p>Kelly Riggs</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Materials and supplies will be purchased to support the aligned comprehensive literacy program. Purchased materials will be available to all students. The material purchased will be aligned with common core standards. Action Type: Alignment Action Type: Equity</p>	<p>Kelly Bankston</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>

Kindergarten teachers will administer the QUALLS. Action Type: Alignment	Laura Cearley	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Teaching Aids 	<hr/> ACTION BUDGET: \$
The DRA (Developmental Reading Assessment) will be given to all 1-4 students at the beginning of the school year and mid-year at semester for Kindergarten. The DRA results will be used to align instruction to students' needs. Action Type: Alignment	Jaime Linderman	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Central Office • Computers • Teachers • Teaching Aids 	<hr/> ACTION BUDGET: \$
The DSA (Developmental Spelling Analysis) will be administered to all students (at the district required grade levels)) at the beginning of the school year. DSA results will be aligned for instruction to students' needs. No DSA for kindergarten. Action Type: Alignment	Amanda Berberian	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Computers • Teachers • Teaching Aids 	<hr/> ACTION BUDGET: \$
Components of DIBELS (Dynamic Indicators of Basic Early Literacy Skills) will be administered to appropriate grade levels as required by district guidelines at the beginning of the year. The results of DIBELS will be used to align instruction to students' needs. Action Type: Alignment	Amanda Berberian	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	<hr/> ACTION BUDGET: \$
Progress Monitoring of the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) will be administered to At Risk students every two weeks and Some Risk students once a month to monitor their progress to ensure the success of all students. Action Type: Equity	Kelly Riggs	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Teachers 	<hr/> ACTION BUDGET: \$
Teachers will implement the 5 essential elements (Phonemic Awareness, Phonics, Fluency, Comprehension, and Vocabulary) by using effective strategies learned in ELLA and Effective Literacy in daily instruction as aligned with common core standards. Action Type: Alignment	Kelly Bankston	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$
Teachers will analyze test data from the ACTAAP/ITBS, The	Kelly Bankston	Start: 07/01/2013	<ul style="list-style-type: none"> • Teachers 	<hr/> ACTION BUDGET: \$

Learning Institute, and other teacher made assessments to determine areas of strengths and weaknesses in the curriculum. This data analysis will be used to drive instruction that is in alignment with state standards and Common Core. Action Type: Alignment		End: 06/30/2014		BUDGET:
Grade level teachers will meet weekly to collaborate and discuss effective teaching strategies that are aligned with common core standards. Action Type: Alignment Action Type: Collaboration	Kelly Bankston	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
The Benchmark Exam will be administered to determine the percentage of students performing at a proficient level. Action Type: Program Evaluation	Kristi Johnson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
DIBELS will be administered at the end of the year to students to determine progress. The 2013-2014 school year is the baseline year for data collection on this action. Action Type: Program Evaluation	Kelly Riggs	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
Students who are functioning below grade level and are not participating in their Academic Improvement Plan may be recommended for retention according to the common core standards. Action Type: AIP/IRI	Kelly Bankston	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
Teachers will participate in at least 60 hours of professional development which is in alignment with the common core standards. The 60 hours will include the following: 6 hours of Technology, 2 hours of Arkansas History and 2 hours of child maltreatment on alternate years, and 2 hours of Parent Involvement (administrators having 3 hours of Parent Involvement, and TESS () training. Administrators will also have staff development on data disaggregation, instructional leadership, and fiscal management. The focus of staff development for teachers will be on increasing student	Kelly Bankston	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office Computers District Staff Outside Consultants Teachers 	<hr/> ACTION BUDGET: \$

achievement. Action Type: Alignment Action Type: Professional Development				
Teachers will use high yield, research based strategies when planning and delivering instruction in the classroom. These strategies may include, but are not limited to, Barry Lane writing and practices, The Arkansas Writing Academy, Book Studies in "Strategies That Work" by Harvey and Goudvis, and Marzano's "Classroom Instruction That Works". Action Type: Professional Development	Kelly Bankston	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Central Office District Staff 	<hr/> ACTION BUDGET: \$
Students with Basic or Below Basic on the reading portion of the Benchmark Exam will be placed on an Academic Improvement Plan (AIP). First and second grade students who score Below Basic on the ITBS in Reading will be placed in an Intensive Reading Intervention (IRI) to improve in reading. Kindergarten students who score low in both areas of the Qualls will also be placed on an IRI. If kindergarten students scored low in one area of the Qualls, he/she will be placed on an AIP. Students that have an AIP or IRI will participate in one or more of the following: small group instruction, one-on-one instruction, peer tutoring, pair share, flexible grouping, or mentoring program. Action Type: AIP/IRI Action Type: Equity	Samantha Font	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
Students not meeting progress benchmarks may be placed on a teacher initiated AIP and will participate in one or more of the following: small group instruction, one-on-one instruction, peer tutoring, pair share, flexible grouping, or mentoring program as part of RTI (Response to Intervention). These students are students that fall in the All Students Group as well as the TAG Group which includes White Students, Economically Disadvantaged	Samantha Font	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$

Students, and Students with Disabilities. Action Type: AIP/IRI Action Type: Equity				
Classroom Walk Throughs (CWT) will be used to ensure research based best practices are being implemented within the classrooms and that classroom instruction is aligned to common core standards. Action Type: Alignment	Kelly Bankston	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments 	ACTION BUDGET: \$
A schedule coordination between the Special Education teachers and regular classroom teachers will be conducted in order for the student to receive instruction in the core areas in both settings. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Kristen Stewart	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$
The Special Education teachers will communicate with regular classroom teachers to coordinate schedules in order for the student to receive instruction in the core areas in both settings to provide equity to Special Education students. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Deanna Williamson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$
CLU (Cabot Literacy Units), which are aligned with the common core standards, will be followed to ensure that all standards are included in the curriculum. Action Type: Alignment	Kelly Bankston	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Computers • Teachers 	ACTION BUDGET: \$
Intervention time will be scheduled by teachers for students with Academic Improvement Plans and Intensive Reading Interventions, such as RTI (Response to Intervention), to ensure the success for all students. These interventions will include students in the All Students Group and the TAG Group which includes White Students, Economically Disadvantaged students, and Students With Disabilities. Action Type: AIP/IRI Action Type: Equity	Kelly Bankston	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$
Teachers receive \$500.00 per	Kelly	Start:	<ul style="list-style-type: none"> • Teachers 	

classroom in order to purchase classroom materials and supplies for instructional purposes. Action Type: Equity	Bankston	07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teaching Aids 	ACTION BUDGET: \$
Funds from the general instructional budget will be available in order to purchase classroom materials and supplies for instructional purposes to implement the Comprehensive Literacy Program. Action Type: Equity	Kelly Bankston	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
One Administrator and three teachers will be sent to the Arkansas Reading Conference. Action Type: Professional Development	Kelly Bankston	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Other Professional Development opportunities will be made available for those interested in participating. Action Type: Professional Development	Kelly Bankston	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
The school will offer an after school tutoring for Benchmark Exam preparations in Literacy in the Spring. Action Type: Equity	Kelly Bankston	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
All aspects of ACT 397 requiring training of volunteers will be implemented. Also, all teachers and administrators will receive two and three hours, respectively, of parental involvement staff development. Action Type: Parental Engagement Action Type: Professional Development	Kelly Bankston	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
The K-1 Interventionist will provide Guided Reading Plus lessons with the most at risk students in kindergarten and first grade. Action Type: Equity	Kelly Bankston	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
Smart boards, iPads, and slates will be used in the comprehensive literacy classroom by k - 4 teachers for reading. Action Type: Equity Action Type: Technology Inclusion	Kelly Riggs and Connie Payne	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
The 2-4 Interventionist will provide Guided Reading Plus	Kelly Bankston	Start: 07/01/2013		ACTION BUDGET: \$

lessons with the most at risk students in 2nd, 3rd, and 4th grades. These students fall in the All Students Group as well as the TAG group of students which includes White Students, Economically Disadvantaged, and Students With Disabilities groups. Action Type: Equity		End: 06/30/2014		BUDGET:
Brain Pop will be purchased for use in the comprehensive reading classroom. Action Type: Alignment Action Type: Equity Action Type: Technology Inclusion	Kelly Bankston	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Magness Creek will implement a comprehensive writing program.

Scientific Based Research: Dorn, Linda. 1998. Apprenticeship in Literacy. p. 56. Portland, Maine: Stenhouse Publishers. Dorn, Linda. 2001. Scaffolding Young Writers: A Writer's Workshop Approach. Portland, Maine: Stenhouse Publishers. Phenix, Jo. 1990. Teaching Writing. Markham, Ontario: Penbroke Publishers, Ltd.

Actions	Person Responsible	Timeline	Resources	Source of Funds
K-1 teachers will attend ELLA training during the summer and follow up days throughout the year. Action Type: Professional Development	Kelly Riggs	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Central Office District Staff Teachers 	ACTION BUDGET: \$
2nd-4th grade teachers will attend Effective Literacy training during the summer and follow up days throughout the year. Action Type: Professional Development	Kelly Riggs	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office Teachers 	ACTION BUDGET: \$
Teachers will analyze test data from the ITBS, Learning Institute and teacher assessments to determine the areas of strengths and weaknesses in the curriculum. The data analysis will be used to align instruction. Action Type: Alignment	Kelly Bankston	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
During the 2013-2014 school year, the comprehensive writing program will be implemented in all classrooms to promote writing skills with emphasis on content and style. Instruction provided to students will be aligned to common core standards and evidenced from	Kelly Bankston	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$

CWT's, writing journals, DSA, TLI common assessments, released items, and other assessments, which will determine the effectiveness or ineffectiveness of the program. Action Type: Alignment				
Teachers will implement writing strategies learned in ELLA and Effective Literacy in daily instruction. 45-60 minutes daily writing will be included in the daily schedule. The writing block will include an explicit writing lesson, time to write, conferences with students, and share time that is aligned with common core standards. Action Type: Alignment	Kelly Bankston	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
Grade level teachers will meet weekly to collaborate and discuss effective strategies to implement common core standards. Minutes will be kept for documentation. Action Type: Collaboration	Kelly Bankston	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers Teaching Aids 	<hr/> ACTION BUDGET: \$
Special education teachers will collaborate with regular education teachers to support and modify the curriculum as appropriate for identified students. Action Type: Collaboration	Mindy Stumbaugh	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
Cabot Public Schools CLUs (Cabot Literacy Units) will be utilized to ensure that the curriculum is aligned to the common core standards. Action Type: Alignment	Kelly Bankston	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers Teachers 	<hr/> ACTION BUDGET: \$
Teachers will provide daily small group instruction at the appropriate level for all students. Action Type: Equity	Kelly Bankston	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers Teaching Aids 	<hr/> ACTION BUDGET: \$
Intervention time will be scheduled for students with AIPs to ensure equity for all students. These students will fall in the All Students Group as well as the TAGG Student Group. Action Type: AIP/IRI Action Type: Equity	Kelly Bankston	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers Teaching Aids 	<hr/> ACTION BUDGET: \$
The Benchmark Exam will be administered in April to determine the percentage of students at the proficient level. Action Type: Program	Kristi Johnson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> ACTION BUDGET: \$

Evaluation				
Classroom teachers (1st-4th grades) will introduce scoring guides to students and use the guides for grading of student writing. Action Type: Collaboration Action Type: Program Evaluation	Kelly Riggs	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
Students with Basic/Below Basic on the writing portion of the ACTAAP/ITBS will be placed on an AIP to participate in one or more of the following: small group instruction, one-on-on instruction, peer tutoring, pair share, flexible grouping, or mentoring program. Action Type: AIP/IRI Action Type: Equity	Kelly Bankston	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
Students not meeting progress benchmarks may be placed on a teacher initiated AIP and will participate in RTI (Response to Intervention) such as one or more of the following: small group instruction, one-on-one instruction, peer tutoring, pair share, flexible grouping, or mentoring program. Action Type: AIP/IRI Action Type: Equity	Kelly Bankston	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
Classroom Walk Throughs will be used to ensure research based best practices are being implemented within the classrooms and that instruction is aligned with common core standards. Action Type: Alignment	Kelly Bankston	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Performance Assessments 	<hr/> ACTION BUDGET: \$
The Special Education teachers will collaborate with regular classroom teachers to coordinate schedules in order for the student to receive instruction in the core areas in both settings to provide equity to Special Education students. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Deanna Williamson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
Teachers will use high yield, research based strategies when planning and delivering instruction in the classroom. These strategies may include, but are not limited to, Six-Traits of Writing, The Arkansas	Kelly Bankston	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET: \$

Writing Academy, Barry Lane Video Studies, Book Studies in "Strategies That Work" by Harvey and Goudvis, and Marzano's "Classroom Instruction That Works". Action Type: Alignment Action Type: Professional Development				
Teachers receive \$500.00 per classroom in order to purchase classroom materials and supplies for instructional purposes. Action Type: Equity	Kelly Bankston	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
The school will offer an after school tutoring program for Benchmark Exam preparations in writing in the Spring. Action Type: Equity	Kelly Bankston	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
The K-1 Interventionist will provide Interactive Writing lessons with the most at risk students in kindergarten and first grade. Action Type: Equity	Kelly Bankston	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
A teacher may attend the Arkansas Writing Academy as part of the comprehensive writing program. Action Type: Alignment Action Type: Professional Development	Kelly Bankston	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
As part of the comprehensive writing program focused on content and style, classroom teachers may use Barry Lane strategies such as "Thought Shots", "Exploding the Moment", and "The Ba-Da-Bing Sentence"; and The Writing Academy strategies such as "Webbed Writing vs. Linear Writing", "Roller Coaster Emotions", and "Telescoping". Action Type: Alignment	Amanda Berberian	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
The 2-4 Interventionist will provide guided reading plus with the most at risk students in 2nd, 3rd, and 4th grades. Action Type: Equity	Kelly Bankston	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Magness Creek Elementary will continue implementing a parental involvement plan which addresses each component in ACT 307.

Scientific Based Research: National PTA. 2000. Building Successful Partnerships: A Guide for Developing Parent and Family Involvement Programs. pp. 12-24 Bloomingdale, Illinois: National Educational Service.

Payne, Ruby K. 1998. A Framework for Understanding Poverty. Highlands, Texas: aha! Process, Inc.

Actions	Person Responsible	Timeline	Resources	Source of Funds
A parent survey will be conducted to determine the needs and areas where parents can volunteer. Action Type: Parental Engagement	Kristi Johnson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$
Parents will receive an information packet about the school and parent center which includes information required by ACT 307. Action Type: Parental Engagement	Kristi Johnson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$
A parent center will be maintained with resources on parenting topics and intervention tools that can be checked-out. Action Type: Parental Engagement	Kristi Johnson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$
Each grade level will host a "Parents Make a Difference Night" to educate parents about grade level common core standards and assessments and how they can help within the school. Other parental involvement meetings will be held throughout the 2012-2013 school year. Action Type: Parental Engagement	Kelly Bankston	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$
The formation of the PTO will be established with a parent president and also consist of teacher liaisons from each grade level(K-4). Action Type: Parental Engagement	Ashley Davis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Community Leaders Outside Consultants Teachers 	<hr/> ACTION BUDGET: \$
The school's student handbook will contain a section on the school's process of resolving parental concerns. Action Type: Equity	Kelly Bankston	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office 	<hr/> ACTION BUDGET: \$
A Volunteer Resource Book will be organized to be used as a reference for parents and teachers. Action Type: Parental Engagement	Ashley Davis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$
A staff member will be selected as the Parent Facilitator for the school. The Parent Facilitator will be responsible for	Kelly Bankston	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$

organizing parent activities for the 2012-2013 school year. Action Type: Parental Engagement				
The parental involvement program will show effectiveness or ineffectiveness as evidenced by signed volunteer forms, signed policy handbook forms, sign in sheets for parent nights and conferences, and PTO sign in sheets. The 2011-2012 school year is the baseline year for data collection for this action. Action Type: Program Evaluation	Kristi Johnson	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Parent conference will be held for all students twice a year (one in the fall and one in the spring) to go over students' report cards and discuss student progress with the parents. Additional conferences will be held as needed to keep parents informed of their child's progress. Action Type: Parental Engagement	Kelly Bankston	Start: 10/01/2013 End: 05/01/2014	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Magness Creek Elementary will implement Just Do the Right Thing Character Ed. Program.

Scientific Based Research: Knoff, Howard. 2001. Stop and Think Social Skills Program, pp. 1-11. Longmont, Colorado: Sopris West.

Actions	Person Responsible	Timeline	Resources	Source of Funds
New teachers will be trained to implement the "Just Do the Right Thing" character education program. Action Type: Professional Development	Kelly Bankston	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Central Office • Outside Consultants • Teachers 	ACTION BUDGET: \$
The student services team will be a resource for interventions prior to referral for special education or counseling referrals. Action Type: Collaboration	Kristi Johnson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
Data on corporal punishment, suspensions, and special education referrals will be kept to determine the effectiveness of the "Just Do the Right Thing" character education program. Action Type: Program Evaluation	Kelly Riggs	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Computers • District Staff 	ACTION BUDGET: \$

"Caught Being Good" tickets will be given to students each week before Christmas break, spring break, and the last week of school to have a positive impact of student behavior. Action Type: Equity	Kristi Johnson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Pre-kindergarten parents and students will be invited to the school for orientation and registration to help students transition to kindergarten. Dates and times will be placed on the school marquee and letters will be mailed home. Action Type: Parental Engagement	Kelly Bankston	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
The counselor will collaborate with staff from Cabot Middle School North to plan a time for fourth grade students to tour Cabot Middle School North, and receive an information packet. Action Type: Collaboration	Kristi Johnson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
"Just Do the Right Thing" kits will be utilized in each classroom for character education.	Kelly Bankston	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

- Priority 2: Magness Creek Elementary will improve student achievement in math by implementing a comprehensive math program.
1. THIRD GRADE MATH: In 2011, 96% of the Combined Population and 97% of the Caucasian Population scored at or above the proficiency level on the Benchmark Exam. The sub-population of the Economically Disadvantaged showed 94% of the students scored at or above the Proficient level. The weakest areas were as follows: Combined Population - Geometry Open Response; Algebra Open Response, and Data Analysis and Probability Open Response. The Measurement Multiple Choice were the lowest multiple choice items. No other subgroups were applicable. In 2012, 94% of the All Students Group and 91% of the Targeted Achievement Gap Group scored at or above the proficiency level on the Benchmark Exam. The weakest areas were as follows: Combined Population - Numbers and Operations; Algebra Open Response, and Measurement Open Response. The Measurement Multiple Choice were the lowest multiple choice items. Trend Analysis: For the two previous years the weakest area for third grade students was Geometry Open Response; However, students scored the highest in Geometry in Open Response this year. Algebra and Data Analysis and Probability have been the lowest areas for the past 2 years. In 2013, 93.38% of the All Students Group and 86% of the Targeted Achievement Gap Group scored at or above the proficiency level on the Benchmark Exam. The weakest areas were as follows: Combined Population - Numbers and Operations and Algebra Open Response. The Measurement Multiple Choice were the lowest multiple choice items. Trend Analysis: For the two previous years the weakest area for third grade students was Numbers and Operations and Algebra Open Response.
 2. FOURTH GRADE MATH: In 2011, 95% of the Combined Population and 94% of the Caucasian Population, and 93% of the Economically Disadvantaged sub-population scored at or above the proficiency level on the Benchmark Exam. The weakest areas were as follows: Combined Population - Measurement Multiple Choice; Numbers and Operations and Data Analysis and Probability strands in
- Supporting Data:

Open Response. No other subgroups were applicable. In 2012, 92% of the All Students Group and 91% of the Targeted Achievement Gap Group scored at or above the proficiency level on the Benchmark Exam. The weakest areas were as follows: Combined Population - Measurement Multiple Choice; Geometry and Measurement strands in Open Response. Trend Analysis: Data Analysis and Probability, Open Response Items were the highest Open Response Items this year where they had been the weakest area for fourth grade math students the two previous years. In 2013, 93.38% of the All Students Group and 86% of the Targeted Achievement Gap Group scored at or above the proficiency level on the Benchmark Exam. The weakest areas were as follows: Combined Population - Measurement Multiple Choice; Geometry and Measurement strands in Open Response. Trend Analysis: Data Analysis and Probability, Open Response Items were the highest Open Response Items this year where they had been the weakest area for fourth grade math students the two previous years.

3. FIRST GRADE MATH Norm Referenced: In 2011, the National Percentile Rank average for 1st grade Math was the 69th percentile. ITBS data reflected 77% of the Total Population scored at or above the 50th percentile in Math. In the Economically Disadvantaged group, 57% of the students scored at or above the 50th percentile in Math. In 2012, the National Percentile Rank average for 1st grade Math was the 65th percentile. ITBS data reflected 87% of the Total Population scored at or above the 50th percentile in Math. In the Economically Disadvantaged group, 81% of the students scored at or above the 50th percentile in Math. In 2013, the National Percentile Rank average for 1st grade Math was the 64th percentile. ITBS data reflected 75% of the Total Population scored at or above the 50th percentile in Math. In the Economically Disadvantaged group, 60% of the students scored at or above the 50th percentile in Math.
4. SECOND GRADE MATH Norm Referenced: In 2011, the National Percentile Rank average for 2nd grade Math was the 61st percentile. ITBS data reflected 77% of the Total Population scored at or above the 50th percentile in Math. In the Economically Disadvantaged group, 61% of the students scored at or above the 50th percentile in Math. In 2012, the National Percentile Rank average for 2nd grade Math was the 66th percentile. ITBS data reflected 87% of the Total Population scored at or above the 50th percentile in Math. In the Economically Disadvantaged group, 81% of the students scored at or above the 50th percentile in Math. In 2013, the National Percentile Rank average for 2nd grade Math was the 59th percentile. ITBS data reflected 85% of the Total Population scored at or above the 50th percentile in Math. In the Economically Disadvantaged group, 70% of the students scored at or above the 50th percentile in Math.
5. ATTENDANCE DATA: The attendance rate for the 2010-2011 school year was 93%. The attendance rate for the 2011-2012 school year was 93%. The attendance rate for the 2012-2013 school year was 96%.
- 6.

Goal For the 2013-2014 school year, in Math students will improve achievement on the Measurement, Geometry, and Algebra open response items on the Augmented Benchmark Exam.

Benchmark In 2010-2011, 96% of the Combined Population of the 3rd grade students were Proficient/Advanced in Math, and 95% of the 4th grade students were Proficient/Advanced in Math. The Economically Disadvantaged subgroup of students scored as follows: 94% of 3rd grade students scored Proficient/Advanced and 93% of 4th grade students scored Proficient/Advanced in Math. In 2011-2012, 94% of the All Students Group of the 3rd and 4th grade students were Proficient/Advanced in Math. The Targeted Achievement Gap Group of students scored as follows: 90.91% of 3rd and 4th grade students scored Proficient/Advanced in Math. In 2012-2013, 93% of the All Students Group of the 3rd and 4th grade students were Proficient/Advanced in Math. The Targeted Achievement Gap Group of students scored as follows: 86% of 3rd and 4th grade students scored Proficient/Advanced in Math. Starting in the 2013-2014 school year, the percentage of the All Students Group scoring Proficient or Advanced will increase to 96.21%, and will increase 0.42% of a point each year after in order to reach 97.47% Proficient or Advanced by 2017. The percentage of the Targeted Achievement Gap Group scoring Proficient or Advanced will increase to 93.18%, and will increase 0.76% of a point each

year after in order to reach 95.83% Proficient or Advanced by 2017.

Intervention: Magness Creek Elementary will continue to utilize standards based math instruction.				
Scientific Based Research: Jacobs, H.H. (1997). Mapping the Big Picture: Integrating Curriculum and Assessment K-12; Robert Barr, and William Parrett, 2003, Saving Our Students, Saving Our Schools. Thomas P. Carpenter, Elizabeth Fennema, Megan Loef Franke, Linda Levi, and Susan B. Empson, Children's Mathematics, Cognitively Guided Instruction; Thomas P. Carpenter, and Megan Loef Franke, Thinking Mathematically, Integrating Arithmetic & Algebra in Elementary School; Susan B. Empson, and Linda Levi, Extending Children's Mathematics, Fractions and Decimals; Susan O'Connell, The Math Process Standards Series.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will continue to implement math materials which are in alignment with common core standards. Action Type: Alignment	Kelly Riggs	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
CWT's will be used to ensure research based best practices are being implemented within the classroom and that instruction is aligned with common core standards. Action Type: Alignment	Kelly Bankston	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Teaching Aids 	<hr/> ACTION BUDGET: \$
Teachers will use TLI developed open response math problems to instruct students how to respond to the math open response items on the Benchmark Exam and stay within the required space. Action Type: Collaboration	Jennifer Thomas	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Central Office • Computers • District Staff • Teachers • Teaching Aids 	<hr/> ACTION BUDGET: \$
Teachers will continue to use supplementary math materials (example: Singapore Math materials, etc.), manipulatives, and calculators (TI-10 and TI-15) to increase math computational fluency in addition, subtraction, multiplication, and division as aligned to common core standards. Action Type: Alignment Action Type: Technology Inclusion	Sherry Voegele	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Computers • District Staff • Teachers • Teaching Aids 	<hr/> ACTION BUDGET: \$
Teachers will meet weekly to collaborate and discuss teaching strategies and student progress. Action Type: Alignment Action Type: Collaboration	Melissa Bassler	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers • Teaching Aids 	<hr/> ACTION BUDGET: \$
Cabot Public School WIKI pacing guides will be utilized to ensure that the curriculum is aligned with common core standards.	Kelly Bankston	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET: \$

Action Type: Alignment Action Type: Technology Inclusion				
Students with a Basic/Below Basic on the math portion of the state assessment/ITBS will be placed on an AIP to participate in one or more of the following: small group instruction, one-on-one instruction, peer tutoring, pair share, flexible grouping, or mentoring program. This will apply to students in the All Students Group as well and the TAG Group which includes the Economically Disadvantaged Students. Action Type: AIP/IRI	Kelly Bankston	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$
Documented intervention time in addition to core instruction, such as RTI (Response to Intervention), will be for individual student's with AIPs to ensure success for all students. This will be for students in the All Students Group as well as the TAGG Group. Action Type: AIP/IRI Action Type: Equity	Kelly Bankston	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET: \$
The Benchmark Exam and the ITBS will be given in the spring to determine the percentage of students at the proficient level.	Kristi Johnson	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET: \$
Special education teachers will collaborate with regular education teachers to support and modify curriculum as appropriate for identified students. Action Type: Collaboration Action Type: Special Education	Sara Adkins	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Teachers 	<hr/> ACTION BUDGET: \$
Teachers will receive a total of at least 60 hours of professional development which is in alignment with common core standards. As part of the 60 hours, the following will be included: 6 hours of technology staff development, 2 hours of Arkansas History staff development and 2 hours of child maltreatment on alternating years, 2 hours of Parent Involvement (3 hours for administrators)and training in TESS (). Administrators will also receive staff development on data disaggregation, instruction leadership, and fiscal	Kelly Bankston	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET: \$

management. The focus of staff development for teachers will be on increasing student achievement. Action Type: Alignment Action Type: Professional Development				
If students who are functioning below grade level and participated in the Academic Improvement Plan(AIP), remain below grade level, the school may recommend retention. Action Type: AIP/IRI	Kelly Bankston	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Students will receive a minimum of 60 minutes a day of math instruction that is aligned with common core standards. Action Type: Alignment	Kelly Bankston	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
The Special Education teachers will communicate with regular classroom teachers to coordinate schedules in order for the students to receive instruction in the core areas in both settings to provide equity to special education students. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Melissa Bassler	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Students not meeting progress benchmarks may be placed on a teacher initiated AIP to ensure the success of all students. Students will participate in one or more of the following: small group instruction, one-on-one instruction, peer tutoring, pair share, flexible grouping, or mentoring program. This will include students in the All Students Group as well as the TAG group which includes Economically Disadvantaged Students. Action Type: AIP/IRI Action Type: Equity	Kelly Bankston	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Teachers will have the opportunity to receive Making Math Meaningful, training provided by the district to help improve student understanding and improve test scores. Action Type: Professional Development	Kelly Bankston	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Teachers receive \$500.00 per classroom in order to purchase	Kelly Bankston	Start: 07/01/2013	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$

classroom materials and supplies for instructional purposes. Action Type: Equity		End: 06/30/2014		BUDGET:
Funds from the general instructional budget will be available to purchase classroom materials and supplies for instructional purposes. Action Type: Equity	Kelly Bankston	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	ACTION BUDGET: \$
During the 2013-2014 school year, the common core math instruction will be implemented with the use of manipulatives. The effectiveness or ineffectiveness will be evidenced through CWTs, TLI common assessments, released items, classroom generated assessments, unit assessments, and other assessments. The TLI data from the 2013-2014 school year is the baseline year for data collection for this action. Action Type: Alignment Action Type: Program Evaluation	Jennifer Thomas	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
ACTAAP and ITBS will be used as a program evaluation using the scores from the previous year as a baseline. Action Type: Program Evaluation	Kelly Bankston	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Smart boards and slates will be used in the comprehensive math k - 4 classroom. Action Type: Equity Action Type: Technology Inclusion	Kelly Riggs and Connie Payne	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Brain Pop will be purchased for the comprehensive math classroom. (Brain Pop has a Literacy and Math component and the dollar amount was put in the Literacy section) Action Type: Alignment Action Type: Equity Action Type: Technology Inclusion	Kelly Bankston	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

Total Budget: \$0

Intervention: Magness Creek Elementary will continue a parent involvement program.

Scientific Based Research: National Educational Technology Standards for Students: Connecting Curriculum and Technology, International Society for Technology in Education (iste), 2000.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Parents will receive an	Kristi	Start:	<ul style="list-style-type: none"> • Administrative 	

information packet about the school and parent center which includes information required by Act 307. Action Type: Parental Engagement	Johnson	07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Staff Computers District Staff Outside Consultants Teachers Teaching Aids 	ACTION BUDGET: \$
A parent center will be maintained with resources on parenting topics and intervention tools for check-out. Action Type: Parental Engagement	Kristi Johnson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers District Staff Performance Assessments Teachers Teaching Aids 	ACTION BUDGET: \$
Each grade level will host a "Parents Make a Difference Night" to educate parents about grade level common core and assessments and how they can help within the school. Other parent involvement meetings, including a Math/Literacy night, will be held throughout the 2013-2014 school year. Action Type: Parental Engagement	Kelly Bankston	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers Teaching Aids 	ACTION BUDGET: \$
A parent survey will be conducted to determine the needs and areas where parents can volunteer. Action Type: Parental Engagement	Kristi Johnson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Outside Consultants 	ACTION BUDGET: \$
The formation of the PTO will be established with a parent president and also consist of teacher liaison from each grade level (K-4). Action Type: Parental Engagement	Ashley Davis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Community Leaders Outside Consultants Teachers 	ACTION BUDGET: \$
The school's student handbook will contain a section on the school's process of resolving parental concerns. Action Type: Equity Action Type: Parental Engagement	Kelly Bankston	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
A Volunteer Resource Book will be organized to be used as a reference for parents and teachers. Action Type: Parental Engagement	Ashley Davis	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
A staff member will be selected as the Parent Facilitator for the	Kelly Bankston	Start: 07/01/2013		ACTION BUDGET: \$

school. The Parent Facilitator will be responsible for organizing parent activities for the 2013-2014 school year. Action Type: Parental Engagement		End: 06/30/2014		BUDGET:
The parental involvement program will show effectiveness or ineffectiveness as evidenced by signed volunteer forms, signed policy handbook forms, sign in sheets for parent nights and conferences, and PTO sign in sheets. The 2013-2014 school year is the baseline year for data collection for this action. Action Type: Program Evaluation	Kristi Johnson	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Items, such as math manipulative kits, will be placed in the parent center. These math manipulative kits can be checked out by parents to use at home with their children. Action Type: Collaboration	Kelly Bankston	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Parent conferences will be held for all students twice a year (one in the fall and one in the spring) to go over students' report cards with parents and to discuss student progress with parents. Additional parent conferences will be held as needed for students who are struggling. Action Type: Parental Engagement	Kelly Bankston	Start: 10/01/2013 End: 05/01/2014	<ul style="list-style-type: none"> Administrative Staff Performance Assessments 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.
- School Health Index Scores: Module 8 "Family and Community Involvement" The Overall Score Card results indicate a weakness in Family and Community Involvement.
 - Percentage of students qualifying for Free & Reduced-Price Meals 2011-2012 39% 2012-2013 40% 2013-2014 38%
 - For the 2010-2011 school year, 38% of the boys and 30% of the girls measured were in the At Risk for overweight category. There were 19.8% of the boys and 17.9% of the girls measured identified as overweight. For the 2011-2012 school year, there were 18.5% of the boys and 14% of the girls measured identified as overweight. For the 2013-2014 school year, there were 16.5% of the boys and 15.5% of the girls measured identified as overweight.
- Supporting Data:
- Goal The school will offer opportunities for students and their families to educate themselves on healthy lifestyle choices to increase awareness in the area of total wellness.

Benchmark By 2012-2013 school year, the average of School Health Index Module 8 scores will increase by 2.5%.

Intervention: The school will promote better health for our students and parents.				
Scientific Based Research: BMI 2006-2007 school year; School Health Index (SHI)2006-2007 school year - taking questions from it and focusing on the weaker areas to improve.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
During the 2013-2014 school year, nutrition information will be provided on a Parent Night that the community is involved in. Action Type: Parental Engagement Action Type: Wellness	Kelly Spencer, Darlene Weatherly, Laura Beasley	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: The school will promote better health for staff members.				
Scientific Based Research: School Health Index - 2011 Staff Wellness; U. S. Department of Health and Human Services - The Surgeon General's Vision for a Healthy and For Nation, Rockville, MD, January 2010.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
A stress management class will be provided during the school year for the promotion of health of the staff. Action Type: Wellness	Kelly Spencer and Laura Beasley, Darlene Weatherly	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Amanda Berberian	4th Grade Teacher	Literacy
Classroom Teacher	Becki Warren	Kindergarten Teacher	Literacy
Classroom Teacher	Cara Abshere	LAB Teacher	Literacy
Classroom Teacher	Carolyn Carter	Pre-K Teacher	Math
Classroom Teacher	Christi Payne	Pre-Kindergarten para professional	Literacy
Classroom Teacher	Connie Payne	Technology Specialist	Math
Classroom Teacher	Dana Ritter	LAB Teacher	Math
Classroom Teacher	Dawn Jackson	Music specialist	Literacy
Classroom Teacher	Dorie Littlefield	Science Lab Para-Professional	Wellness
Classroom Teacher	Elizabeth Thompson	Resource Teacher	Wellness
Classroom Teacher	Jamie Linderman	Kindergarten Teacher	Literacy
Classroom Teacher	Jeannie Rollins	Kindergarten teacher	Wellness
Classroom Teacher	Jennifer Thomas	2nd grade teacher	Math
Classroom Teacher	Joni Coats	4th grade teacher	ACSIP Chair
Classroom Teacher	Julie Hillegas	2nd Grade Teacher	Wellness
Classroom Teacher	Kathy Skidmore	Media Specialist	Literacy
Classroom Teacher	Kay Nix	Pre-Kindergarten teacher	Wellness
Classroom Teacher	Kelly Baird	Pre-Kindergarten teacher	Wellness
Classroom Teacher	Kelly Rollins	Pre-Kindergarten teacher	Literacy
Classroom Teacher	Kristen Stewart	1st grade teacher	Literacy

Classroom Teacher	Laura Beasley	1st grade teacher	Wellness
Classroom Teacher	Laura Cearley	Kindergarten teacher	Literacy
Classroom Teacher	Lauren Davis	3rd Grade Teacher	Literacy
Classroom Teacher	Lindsey Smith	1st grade teacher	Math
Classroom Teacher	Mary Beth Trammell	GT Specialist	Math
Classroom Teacher	Melissa Bassler	3rd grade teacher	Math
Classroom Teacher	Mindy Stumbaugh	2nd grade teacher	Literacy
Classroom Teacher	Patricia Oxford	Art Teacher	Literacy
Classroom Teacher	Rachel Oates	4th grade teacher	Literacy
Classroom Teacher	Samantha Font	2-4 Interventionist	Literacy
Classroom Teacher	Sara Adkins	Kindergarten	Math
Classroom Teacher	Shaun Nolan	LAB Para-Professional	Wellness
Classroom Teacher	Sherry Voegele	3rd grade teacher	Math
Classroom Teacher	Tammy Shillcut	Physical Education Para-Professional	Wellness
Non-Classroom Professional Staff	Bill Bolden	Custodian	Wellness
Non-Classroom Professional Staff	Darlene Weatherley	Nurse	Wellness
Non-Classroom Professional Staff	Deanna Williamson	Speech Therapist	Literacy
Non-Classroom Professional Staff	Denise Kinder	Custodian	Wellness
Non-Classroom Professional Staff	Jacque Gaskins	Secretary	Literacy
Non-Classroom Professional Staff	Kristi Johnson	Counselor	Wellness
Non-Classroom Professional Staff	Laura Schuch	Speech Therapist	Wellness
Non-Classroom Professional Staff	Rhonda Frey	Intervention Specialist	Wellness
Non-Classroom Professional Staff	Roxie Andrews	Cafeteria Manager	Wellness
Non-Classroom Professional Staff	Sherry Graham	Cafeteria staff	Wellness
Non-Classroom Professional Staff	Shiretta Pfalser	Office staff	Math
Non-Classroom Professional Staff	Tammie Miller	Custodian	Wellness
Non-Classroom Professional Staff	Tammy Thorn	SPED Due Process Designee	Math
Non-Classroom Professional Staff	Vicki Waymack	Cafeteria staff	Wellness
Parent	Andrea Sayers	parent	Wellness
Parent	Ashley Davis	PTO President	Literacy
Parent	Stephanie Smith	parent	Math
Principal	Kelly Bankston	Principal	
Principal	Kelly Riggs	Dean of Students	