

WESTSIDE ELEMENTARY SCHOOL

Arkansas Comprehensive School Improvement Plan

2013-2014

Westside Elementary is MAKING A DIFFERENCE ONE CHILD AT A TIME by striving for success in education as we provide opportunities to meet the individual, social, emotional, physical and academic needs of our students. "It's About Kids"

Grade Span: K-4

Title I: Title I Schoolwide

School Improvement: MS

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Goal: To improve the ability to respond to open response items in reading comprehension as well as improve writing skills across the curriculum, emphasizing content and style.

Priority 3: To improve Health and Wellness

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

Priority 4: To develop a school wide Academic Program

Goal: To implement a school wide program that upgrades the entire educational program in the school in order to raise academic achievement for all students

Priority 7: To Improve Instruction for ELL Students

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

Priority 1:	Westside Elementary School will increase the percentage of students scoring at the proficient/advanced level on the math 2013-14 Augmented Benchmark.
Supporting Data:	<ol style="list-style-type: none">Attendance--- Based on the AYP report, the average daily attendance at Westside was 96% in 2012-2013, 95% in 2011-2012, and 93.75% in 2010-2011. All three years surpassed the state requirement of 91%.FIRST GRADE NRT for MATH: In 2011, 61.1% of the Combined Population, 63.7% of the Caucasian Population, 43.8% of the IEP population, and 57.7% of the Economically Disadvantaged Population scored at or above the 50th percentile in the Math total. In 2012, 65% of the Combined Population, 65.3% of the Caucasian Population, 57.2% of the IEP population (less than 10 tested), 71.5% of the Hispanic Population, and 58.2% of the Economically Disadvantaged Population scored at or above the 50th percentile in the Math total. In 2013, 64% of the Combined Population, 67% of the Caucasian Population, 13% of the IEP population, 50% of the Hispanic Population, and 60% of the Economically Disadvantaged Population scored at or above the 50th percentile in the Math total. TREND ANALYSIS FINDINGS: Scores in the Caucasian and SES TAGG groups increased over the 3 year period. Areas of concern are the IEP and Hispanic TAGG groups.SECOND GRADE NRT for MATH: In 2011, 54.6 of the combined population, 56.5% of the Caucasian population, 50% of the IEP population and 44.8% of the Economically disadvantaged population scored at or above the 50th percentile in the Math total. In 2012, 56% of the Combined Population, 53.9% of the Caucasian Population, 23% of the IEP population, 0% of LEP Population (1 student tested), 27.2% of the Hispanic Population, and 42.9% of the Economically Disadvantaged Population scored at or above the 50th percentile in the Math total. In 2013, 54% of the Combined Population, 57% of the Caucasian Population, 23% of the IEP population, 33% of LEP Population, 42% of the

Hispanic Population, and 46% of the Economically Disadvantaged Population scored at or above the 50th percentile in the Math total. TREND ANALYSIS FINDINGS: Scores in the Caucasian and Combined TAGG groups are holding steady while all other groups are areas for improvement.

4. **THIRD GRADE MATH AUGMENTED BENCHMARK:** In 2011, 83% of the Combined Population, 84% of the Caucasian Population, 78% of the IEP Population, and 87% of the Economically Disadvantaged Population scored at or above the proficiency level on the Augmented Benchmark Exam. In 2012, 93% of the Combined Population, 93% of the Caucasian Population, 100% of the Hispanic Population, 84% of the IEP population, 89% of the LEP Population, and 93% of the Economically Disadvantaged Population scored at or above the proficiency level on the Augmented Benchmark Exam (CRT). In 2013, 87% of the Combined Population, 90% of the Caucasian Population, 100% of the Hispanic Population, 20% of the IEP population, 72% of the LEP Population, and 82% of the Economically Disadvantaged Population scored at or above the proficiency level on the Augmented Benchmark Exam (CRT). TREND ANALYSIS FINDINGS: The areas of concern are measurement open response and multiple choice.
5. **FOURTH GRADE MATH AUGMENTED BENCHMARK:** In 2011, 80% of the Combined Population, 81% of the Caucasian Population, 30% of the IEP population, and 82% of the Economically Disadvantaged population scored at or above the proficiency level on the Benchmark Exam. In 2012, 84% of the Combined Population, 87% of the Caucasian Population, 67% of the Hispanic Population, 51% of the IEP population, 61% of the LEP Population, and 87% of the Economically Disadvantaged Population scored at or above the proficiency level on the Augmented Benchmark Exam (CRT). In 2013, 83% of the Combined Population, 91% of the Caucasian Population, 100% of the Hispanic Population, 42% of the IEP population, 57% of the LEP Population, and 82% of the Economically Disadvantaged Population scored at or above the proficiency level on the Augmented Benchmark Exam (CRT). TREND ANALYSIS FINDINGS: A three year analysis of data shows scores increased in the Combined and Hispanic TAGG groups. Areas of concern are measurement multiple choice, measurement open response, and geometry multiple choice.

Goal To improve the percentage of students at or above proficiency on the 2013-2014 Augmented Benchmark Exam in the open response areas of measurement and the multiple choice area of measurement.

Benchmark Based on a data analysis, we concluded that the following areas reflect the greatest need within the Math Priority: Open response areas of measurement and multiple choice area of measurement. We will select interventions, strategies, instructional practices, and manipulatives to address these areas. In 2013 students missed the AMO by 1.43% for the combined population and 5.03% for TAGG groups.

Intervention: Utilize a standards based Math Instruction Program.				
Scientific Based Research: Number Talks: Helping Children Build Mental Math and Computation Strategies - Parrish (2010) Math Work Stations - Diller (2011) The Math Process Standards Series - O'Connell (2007) Carpenter, T. P., M. L. Franke, and L. Levi. 2003. Thinking Mathematically National Research Council. 2001. Adding It Up: Helping Children Learn Mathematics. J. Kilpatrick, J. Swafford, and B. Findell (Eds.) Mathematics Learning Study Committee, Center for Education, Division of Behavioral and Social Sciences and Education Carpenter, T. P., Fennema, E., Franke, M. L., Levi, L., Empson, S. B. 1999. Children's Mathematics, Cognitively Guided Instruction Empson, S. B., Levi, L. 2011, Extending Children's Mathematics, Fractions and Decimals				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Pretest kindergarten students using Qualls at the beginning of the school year as evidenced by assessment data. Action Type: Alignment	Kindergarten Teachers- Kendra Colston, Mandy Coen, Kathy Hill, Brooke Fitch.	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers 	ACTION BUDGET: \$

	Christy Melder		<ul style="list-style-type: none"> Teaching Aids 	
Provide resources for supplemental math materials from Making Math Meaningful training. Provided for through Instructional Budget and Classroom Teacher Budget. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Lisa York	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers Teaching Aids 	ACTION BUDGET: \$
Collaborate with the High School Pals Program to have PALS include a math game in one or more tutoring sessions as evidenced by the counselor's PALS schedule. Action Type: Collaboration	Counselor-Brenda Phillips	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
Develop a trade book library that facilitates and is aligned to the introduction of math concepts through literature. Post titles to the I drive for teacher access and collaboration as evidenced by Destiny. Purchased from Media Library Books. Action Type: Alignment Action Type: Collaboration	Amanda Taylor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff School Library Teachers 	ACTION BUDGET: \$
Use classroom computers or any computer source to access the Common Core State Standards for each subject and grade level as evidenced by teacher's binder. Action Type: Alignment Action Type: Technology Inclusion Action Type: Title I Schoolwide	Lisa York	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers Teachers Teaching Aids 	ACTION BUDGET: \$
Provide professional development training for the Making Math Meaningful model of math instruction and alignment including 1:1 coaching, seminars, and visitations to district lab classes as evidenced by professional development documentation. To be provided by through Professional Development Budget and Instructional budget.	Lisa York and Michelle Atherton	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Central Office District Staff Outside Consultants 	ACTION BUDGET: \$

Action Type: Alignment Action Type: Professional Development Action Type: Special Education				
Collaborate to provide inclusion, resource, speech and therapy services for all identified special education students as evidenced by SPED meeting documentation. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Jenni Vaughan, Shelby Norton	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Outside Consultants Teachers Title Teachers 	<hr/> ACTION BUDGET: \$
Collaborate and provide aligned enrichment services for students identified as gifted and talented. Parental engagement will involve professional training concerning the G/T program as evidenced by G/T parent night, student portfolios, and district-wide curriculum. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development	Karen Bryan	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET: \$
Develop a professional library of math instructional resources for teacher collaboration as evidenced by professional development library. Action Type: Collaboration	Amanda Taylor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Central Office School Library 	<hr/> ACTION BUDGET: \$
Offer aligned training opportunities for teachers to attend professional development to reach the 60 hour state requirement including 6 hours of technology and 3 hours of child maltreatment. Providing collaboration of building staff to meet state standards as evidenced by professional development documentation. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Technology	Lisa York	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers District Staff Outside Consultants Teachers 	<hr/> ACTION BUDGET: \$

Inclusion				
Provide, align, and collaborate for point in time interventions combined populations and students with disabilities when data from formative assessments indicate a skill is not mastered as evidenced by classroom walk-throughs and observation. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	Lisa York, Kendra Colston, Stacy Cook, Shelley Tucker, Whitney Walker, Candy Crumbly, and Shelby Norton	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers Teachers Title Teachers 	<hr/> ACTION BUDGET: \$
Develop, align, and collaborate on AIP's (Academic Improvement Plan) for all students who score basic or below basic in math on the State Benchmark Test or are at risk in math. These will be prepared on-line through our partnership with TLI. Parental involvement includes parent signatures on created AIP as evidenced by AIPs and signed form. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Michelle Atherton, Kim Chidester, Whitney Walker, Amanda Wicker, De Collie, and Shelley Tucker	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Performance Assessments Teachers Title Teachers 	<hr/> ACTION BUDGET: \$
Literacy and Math Instructional Protocols will be utilized to ensure that all CCSS standards are included in instruction and aligned to the curriculum as evidenced through classroom walk-throughs and observation. Action Type: Alignment	Lisa York, Michelle Atherton	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	<hr/> ACTION BUDGET: \$
Special Education teachers will collaborate with regular education teachers to support and modify curriculum as appropriate for identified students. Action Type: Special Education	Shelby Norton, Jenni Vaughan	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
Review, collaborate and desegregate the Benchmark Exam scores and other data sources to improve teaching strategies and interventions listed on all students' AIPs	Lisa York, Kendra Colston, Stacy Cook, Candy Crumbly, Whitney Walker, Shelley	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers Title Teachers 	<hr/> ACTION BUDGET: \$

<p>as evidenced by professional development embedded hours and grade level meetings.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation</p>	Tucker			
<p>Administer interim assessments from The Learning Institute. Collaborate and disgregate the data and determine appropriate remediation, based on professional training and needs of special education students as evidenced by assessment data and intervention documentation.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education</p>	Karen Bryan, Lisa York, Michelle Atherton	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Performance Assessments • Teachers • Title Teachers 	<hr/> ACTION BUDGET: \$
<p>Provide open-response test-prep materials for collaboration at each grade level for all students as evidenced by TLI data.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation</p>	Karen Bryan, Michelle Atherton	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Outside Consultants • Teachers • Teaching Aids 	<hr/> ACTION BUDGET: \$
<p>Evaluation will be determined through the administration of the ITBS to 1st-2nd grade students and the Augmented Benchmark Test will be given to 3rd and 4th graders in the Spring to determine the percentage of students at the proficient level. The data will be disaggregated in order to perform a needs assessment based on the school populations performance. Teacher lesson plans and daily walk throughs by the principal</p>	Lisa York, Michelle Atherton	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff 	<hr/> ACTION BUDGET: \$

and administrative staff will be used to document implementation of the curriculum. Action Type: Program Evaluation				
Classroom walk throughs will be used to ensure research based best practices are being implemented within the classrooms and the classroom instruction is aligned to CCSS. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Lisa York, Michelle Atherton	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Replenish, align, and add new math manipulatives to supplement current collaborative teaching aids and center activities as evidenced by classroom walk throughs and purchase orders. To be provided through Library Periodicals and Instructional Budget. Action Type: Alignment Action Type: Professional Development	Kendra Colston, Stacy Cook, Candy Crumbly, Whitney Walker, Shelley Tucker, Lisa York, Michelle Atherton	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Utilize Instructional Facilitator to guide paraprofessionals to support, align, and collaborate classroom instruction for all students with the use of research based instructional strategies and technology as evidenced by intervention documentation. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion	Ginny Brown, Amy Burns, Michelle Atherton, Sandra Kirklin	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers Teaching Aids Title Teachers 	ACTION BUDGET: \$
Provide an Extended Day Learning Program (ELO) to remediate and improve student achievement for those at risk of failure according to formative assessments. All students in grades 2 - 4 recommended by their teacher with current AIPs will attend free of	Lisa York, Tina Kimbrell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers School Library Teachers Teaching Aids Title Teachers 	ACTION BUDGET: \$

<p>charge. Third and fourth grade students will be targeted with the possibility of accepting students from other grade levels. Students will be grouped in flexible groups aligned to their academic needs. Classroom teachers and ELO teachers will communicate and collaborate weekly to monitor student progress. End of year criterion and norm-referenced tests, as well as common assessments will be used to evaluate success.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Technology Inclusion</p>				
<p>Teachers will meet weekly to collaborate and discuss teaching strategies and student progress as evidenced in meeting minutes.</p> <p>Action Type: Collaboration</p>	<p>Lisa York and Michelle Atherton</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Teachers will have access to Turning Point technology to be used as an assessment tool for Math.</p> <p>Action Type: Technology Inclusion</p>	<p>Sandra Kirklin</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Computers • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Provide protocol training to observe the Math Lab class for district teachers. Provide a building level lab class for 1st and 2nd grade observations. Collaborate to promote opportunities for teachers to observe best practices in these lab classes as evidenced by professional development and lab class observation.</p> <p>Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation</p>	<p>Beverly Thompson, Stacy Cook, Tabitha Denison</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<hr/> <p>ACTION BUDGET: \$</p>
<p>Teachers will incorporate Singapore Math stations into the math block to enhance the Making Math Meaningful curriculum and are aligned</p>	<p>Whitney Walker, Beverly Thompson</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>

to the Common Core State Standards. Action Type: Alignment				
Total Budget:				\$0

- Priority 2: To improve the ability to respond to open response items in reading comprehension as well as improve writing skills across the curriculum, emphasizing content and style.
1. Attendance--- Based on the AYP report, the average daily attendance at Westside was 96% in 2013, 95% in 2012, and 93.75% in 2011. All three years surpassed the state requirement of 91%.
 2. FIRST GRADE NRT LITERACY: In 2011, 35.9 of the Combined Population, 40.7% of the Caucasian Population, 38% of the Economically Disadvantaged population, and 12.5% of the IEP population scored at or above the 50th percentile in the Reading Total. In 2012, 60.6% of the Combined Population, 65.4% of the Caucasian Population, 50% of the Hispanic Population, 42.9% of the IEP Population (less than 10 tested), 35.7% of the LEP Population and 53.6% of the Economically Disadvantaged Population scored at or above the 50th percentile. In 2013, 59% of the Combined Population, 63% of the Caucasian Population, 36% of the Hispanic Population, 42.9% of the IEP Population, 31% of the LEP Population and 55% of the Economically Disadvantaged Population scored at or above the 50th percentile. TREND ANALYSIS FINDING: Scores for the SES TAGG group continues to increase each year.
 3. SECOND GRADE NRT LITERACY: In 2011, 56.4% of the Combined Population, 57.9% of the Caucasian Population, 50% of the IEP Population, and 53.1% of the Economically Disadvantaged Population scored at or above the 50th percentile in the Reading total. In 2012, 47.1% of the Combined Population, 53.8% of the Caucasian Population, 45.5% of the Hispanic Population, 0% of the IEP Population (3 tested), 25% of the LEP Population and 42.8% of the Economically Disadvantaged Population scored at or above the 50th percentile. In 2013, 55% of the Combined Population, 60% of the Caucasian Population, 46% of the Hispanic Population, 0% of the IEP Population, 31% of the LEP Population and 48% of the Economically Disadvantaged Population scored at or above the 50th percentile. TREND ANALYSIS FINDING: Scores in each of the TAGG groups increased over last year's test scores.
- Supporting Data:
4. THIRD GRADE LITERACY AUGMENTED BENCHMARK: In 2011, 80% of the Combined Population, 79% of the Caucasian Population, 44% of the IEP population and 83% of the Economically Disadvantaged population scored at or above the proficiency level on the Benchmark Exam. In 2012, 84% of the Combined Population, 86% of the Caucasian Population, 76% of the Hispanic Population, 38% of the IEP Population, 55% of the LEP Population and 81% of the Economically Disadvantaged Population scored at or above the 50th percentile. In 2013, 78% of the Combined Population, 83% of the Caucasian Population, 67% of the Hispanic Population, 0% of the IEP Population, 86% of the LEP Population and 72% of the Economically Disadvantaged Population scored at or above the 50th percentile. TREND ANALYSIS FINDINGS: Scores increased in the LEP TAGG group. Area for concern are the scores in the IEP TAGG group. Our literacy data shows a difficulty in Writing and Reading Practical Passages Multiple Choice items. The open response areas to work on are Reading Practical passages and writing: content and style.
 5. FOURTH GRADE LITERACY AUGMENTED BENCHMARK: In 2011, 85% of the Combined Population, 86% of the Caucasian population, 30% of the IEP population and 82% of the Economically Disadvantaged population scored at or above the proficiency level in Literacy on the Benchmark Exam. In 2012, 89% of the Combined Population, 90% of the Caucasian Population, 87% of the Hispanic Population, 38% of the IEP Population, 77% of the LEP Population and 98% of the Economically Disadvantaged Population scored at or above the 50th percentile. In 2013, 93% of the Combined Population, 98% of the Caucasian Population, 100% of the Hispanic Population, 67% of the IEP Population, 57% of the LEP Population and 92% of the Economically Disadvantaged Population scored at or above the 50th percentile. TREND ANALYSIS FINDINGS: The scores show continuous growth in all TAGG groups except for the LEP students. The

open response areas to work on are Reading Practical passages and writing: content and style.

- 6.
- 7.

Goal To improve the ability to respond to open response items in reading comprehension as well as improve writing skills across the curriculum, emphasizing content and style.

Benchmark In 2010-2011, 80% of 3rd graders and 85% of 4th graders scored proficient/advanced in Literacy. The 2011-2012 growth target for 3rd graders is 7% to meet AYP. While the target for 4th graders is 5% to meet proficiency by 2014. The conclusions from a data analysis showed our weakest areas to be: content reading, practical reading, and the writing domains of content and style. We will select interventions, strategies, and instructional practices to address these areas. Combined populations and TAGG students achieved 2012 AMO goals in Literacy. In 2012-2013, the AMO was met for combined population and missed AMO by 1.48% for TAGG groups.

Intervention: Westside Elementary K-4 teachers will implement a comprehensive literacy program.				
Scientific Based Research: Teaching Children to Read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. (NICHD)(2000). Report of the National Reading Panel. Reading First, Federal Initiative Guided Reading: Guiding Readers and Writers/Fountas & Pinnel, Word Journeys, Word Sorts and More - Ganske: Apprenticeship in Literacy, Teaching for Deeper Comprehension, Shaping Literate Minds, Scaffolding Young Writers- Dorn & Soffos: Strategies at Work - Harvey: Bringing Words to Life - Beck: Writing Workshop - Fletcher (2001): One Child at a Time - Johnson: Catching Readers Before They Fall - Johnson				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will be provided ELLA, ELF, DIBELS Next, DSA, and DRA updates as evidenced by professional development and classroom walk throughs. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Michelle Atherton, Literacy Specialist, Kaye Smith	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers 	ACTION BUDGET: \$
Train teachers to collaborate in the Comprehensive Literacy Model for implementation in their classrooms as evidenced by professional development and classroom walk throughs. Action Type: Collaboration Action Type: Professional Development	Literacy Specialists	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • District Staff • Teachers • Teaching Aids 	ACTION BUDGET: \$
Implement and align Guided Reading with students in K, 1, and 2, as well as all students who are reading below the aligned grade level in Grades 3 & 4 as listed on their AIPs and in collaboration with classroom teachers and use of technology as	Michelle Atherton	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • District Staff • Teachers • Teaching Aids • Title Teachers 	Title I - Purchased \$2000.00 Services: ACTION BUDGET: \$2000

evidenced by classroom walk throughs and professional development. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Professional Development				
Implement and align Literature Circles to promote deeper comprehension. Provide professional development as needed. Actions are evidenced by lab class visits, lesson plans, and professional development. Action Type: Alignment	Michelle Atherton and Kaye Smith	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers Teaching Aids 	<hr/> ACTION BUDGET: \$
Review and disaggregate the Benchmark exam scores and other data scores to improve teaching strategies and interventions used on student AIPs as evidenced by grade level meetings, professional development, and reviewing data. Action Type: AIP/IRI Action Type: Collaboration	Michelle Atherton, Shelley Tucker, Leara Carmical, De Collie, Whitney Walker, Kim Chidester, Amanda Wicker, Shelby Norto	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$
Teachers have access to technology pieces: projector, Smart Board, laptops, iPads, iPods, Macs, Turning Point, and Flex Cam to help integrate emerging technologies into the classroom for all students as evidenced by classroom walk throughs and lesson plans. Action Type: Equity Action Type: Technology Inclusion	Principal - Michelle Atherton and Sandra Kirklin	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Teachers Teaching Aids 	<hr/> ACTION BUDGET: \$
Utilize and align (two 1.0 FTE) Interventionist to collaborate the support for classroom instruction in Literacy for all students. Purchase materials and supplies to train and enhance instruction as evidenced by professional development, grade level meetings, and pre/post assessments. Action Type: Alignment Action Type: Collaboration	Ginny Brown, Amy Burns, and Literacy Specialist	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers Teaching Aids Title Teachers 	Title I - Materials & \$1930.00 Supplies: <hr/> ACTION BUDGET: \$1930

Action Type: Equity Action Type: Professional Development Action Type: Title I Schoolwide				
Reinforcing aligned ELLA Strategies, Kindergarten and First Grade teachers will use Big Books for Shared Reading and skill development with all students as evidenced by lesson plans, classroom walk throughs and intervention documentation. Action Type: Alignment Action Type: Equity	Kathy Hill, Mandy Coen, Brooke Fitch, Christy Melder, Kendra Colston, Rebekah Bittle, Debbie Kinder, Stacy Smith, Stacy	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • School Library • Teachers • Teaching Aids 	<hr/> ACTION BUDGET: \$
A team of teachers will attend State and National Reading Conferences and any research based literacy/science/social studies related professional development workshops aligned and in collaboration with our area of needs as evidenced by professional development documentation. To be purchsaed through the Profesional Development Budget. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Michelle Atherton	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Outside Consultants • Teachers • Title Teachers 	<hr/> ACTION BUDGET: \$
Provide intense aligned specific literacy strategies for all students in the classroom in collaboration with a Title 1 interventionist. Monitor student data for academic progress as evidenced by progress monitoring of DIBELS. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide	Ginny Brown, Amy Burns, Michelle Atherton, Alice Smith	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Teachers • Teaching Aids • Title Teachers 	<hr/> ACTION BUDGET: \$
Offer opportunities for teachers to attend professional development	Michelle Atherton, Stephanie	Start: 07/01/2013 End:	<ul style="list-style-type: none"> • Administrative Staff • Computers 	<hr/> ACTION BUDGET: \$

to reach the 60 hour state requirement as evidenced by professional development and sign in sheets. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Technology Inclusion	Robertson, Natalie Abramovitz	06/30/2014	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Teachers • Teaching Aids • Title Teachers 	
Purchase supplemental materials and supplies to collaborate and enhance a Comprehensive Literacy Program for all students as evidenced by purchase orders. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Michelle Atherton	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Teachers 	ACTION BUDGET: \$
Develop a trade book library that facilitates collaborative teaching: comprehension strategies, vocabulary, word study, and decoding skills as evidenced by lesson plans, classroom walk throughs, and grade level meetings. Purchase through instructional budget. Action Type: Alignment Action Type: Collaboration	Amanda Taylor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff • School Library • Teachers 	ACTION BUDGET: \$
Purchase Guided Reading books to continue building our resource library for all students as evidenced by purchase orders using instructional budget. Action Type: Equity	Ginny Brown, Amy Burns, and Amanda Taylor	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Embed writing strategies through the comprehensive literacy plan for all students grades K-4 as evidenced by lesson plans and classroom walk-throughs. Action Type: Alignment Action Type: Equity Action Type: Title I Schoolwide	Michelle Atherton, Kendra Colston, Stacy Cook, Candy Crumbly, Whitney Walker, Shelley Tucker	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers • Title Teachers 	ACTION BUDGET: \$
Administer interim assessments in reading and writing from The Learning Institute. Disaggregate the data and	Karen Bryan, Michelle Atherton, Stacy Cook, Kendra	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers 	ACTION BUDGET: \$

determine the appropriate point in time interventions for all skills not mastered for all students, as well as those receiving special services as evidenced by pre/post assessments and intervention documentation. Action Type: Alignment Action Type: Equity Action Type: Special Education Action Type: Title I Schoolwide	Colston, Whitney Walker, Shelley Tucker, Shelby Norton		<ul style="list-style-type: none"> Title Teachers 	
Special Education teachers will collaborate with regular education teachers to support and modify curriculum as appropriate for designated students as evidenced through grade level minutes. Action Type: Collaboration Action Type: Special Education	Shelby Norton, Jenni Vaughan	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Teachers Teaching Aids 	<hr/> ACTION BUDGET: \$
Literacy and Math Instructional Protocols will be utilized to ensure that all CCSS are included in instruction as evidenced by classroom walk-throughs and observation. Action Type: Alignment	Lisa York, Michelle Atherton	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	<hr/> ACTION BUDGET: \$
An RTI team of teachers will meet as needed to discuss students who are identified through frequent monitoring as not progressing toward benchmarks or those in need of behavior modifications. The team will make a decision about further interventions, assessments or referral for testing for special services. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Special Education	Michelle Atherton, Brenda Phillips	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers 	<hr/> ACTION BUDGET: \$
Grade level teachers will meet weekly to collaborate and discuss effective teaching strategies used to implement CCSS and provide interventions ideas	Lisa York, Michelle Atherton	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$

<p>to each other for struggling learners as evidenced by meeting minutes. Action Type: Collaboration</p>				
<p>Evaluation will be determined through the administration of the ITBS to 1st - 2nd grade students and the Augmented Benchmark test to 3-4 students in the spring to determine the percentage of students at or above the proficiency level. The data will be disaggregated in order to perform a needs assessment based on the school's sub-pop performance. Teacher lesson plans and daily walk throughs by the principal and district central office staff will be used to document implementation of the curriculum. Action Type: Program Evaluation</p>	<p>Brenda Phillips</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Write special education goals and objectives on IEP's in collaboration with the Common Core State Standards for all students using the SPED Track program as evidenced by IEP's. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion</p>	<p>Shelby Norton, Jenni Vaughan, Gina Riley</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>

Use classroom computers and other computer sources to access the Common Core State Standards for each subject and grade level in collaboration with building level teachers as evidenced by lesson plans. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Technology Inclusion	Michelle Atherton	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers • Teaching Aids 	ACTION BUDGET: \$
Review appropriate data, align and write Academic Improvement Plans (AIP)/ Intensive Reading Interventions (IRI) for students performing below grade level in collaboration with teaching staff as evidenced by AIP's. AIP's and IRI's will be completed on-line through our partnership with TLI. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation	Kendra Colston, Stacy Cook, Candy Crumbly, Whitney Walker, Shelley Tucker, Michelle Atherton	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Performance Assessments • Teachers • Title Teachers 	ACTION BUDGET: \$
Provide a Coordinator and Lead Teacher for ELO and Pre-K to align and collaborate the best practices to increase student achievement and parental involvement as evidenced by pre/post assessments. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Tina Kimbrell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Computers • District Staff • Teachers • Teaching Aids 	ACTION BUDGET: \$
Provide ELO teachers access to a website subscription to www.readinga-z.com as evidenced by classroom walk-throughs and lesson plans. Action Type: Technology Inclusion	Amy Burns	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Computers • Teachers • Title Teachers 	ACTION BUDGET: \$
Title I funds will be expended to employ a 1 FTE Reading interventionist (Ginny	Ginny Brown, Lisa York	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Performance Assessments • Teachers • Title Teachers 	Title I - Employee \$54410.00 Salaries:

Brown) to work with at risk students according to progress monitoring and NRT data. Action Type: Equity Action Type: Title I Schoolwide				Title I - Employee \$13751.06 Benefits: <hr/> ACTION BUDGET: \$68161.06
Provide point in time remediation to all students who have not mastered a skill or that may require an AIP, IRI, or IEP. Data will be reviewed to determine progress as evidenced by intervention documentation and progress monitoring. Action Type: AIP/IRI Action Type: Equity Action Type: Program Evaluation Action Type: Special Education Action Type: Title I Schoolwide	Lisa York, Michelle Atherton, Sandra Kirklin	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Teachers • Title Teachers 	<hr/> ACTION BUDGET: \$
Provide protocol training to observe the Literacy Lab class for district teachers. Collaborate to promote opportunities for teachers to observe best practices in these lab classes as evidenced by professional development and lab class observation. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	Michelle Atherton, Kaye Smith, Mandy Coen, Whitney Walker	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • District Staff • Teachers • Title Teachers 	<hr/> ACTION BUDGET: \$
K-1 Interventionists will provide short-term, intensive, focused, individualized instruction for students in K-1 This is in collaboratin with the classroom teacher. Each of the Title I schoolwide elementary schools will employ a certified K-1 interventionist. Amy Burns 1.0 FTE Action Type: AIP/IRI Action Type: Equity Action Type: Title I Schoolwide	Lisa York, principal Tina Kimbrell Dir. Federal Programs	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Title Teachers 	Title I - Employee \$12429.82 Benefits: Title I - Employee \$55565.00 Salaries: <hr/> ACTION BUDGET: \$67994.82
Total Budget:				\$140085.88
Intervention: Provide transitions to kindergarten and middle school				

Scientific Based Research: Elias, M.J. (2001, March). Easing transitions with social-emotional learning. Principal leadership.1. 20-25

Actions	Person Responsible	Timeline	Resources	Source of Funds
Establish, align, and collaborate with parents and Pre-K classes to maintain Quality rating and to assist in the transition into kindergarten for all students as evidenced by QAR, DHS, and ECERS. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation	Laura Shepherd, Tina Kimbrell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers School Library Teachers Teaching Aids 	<hr/> ACTION BUDGET: \$
Collaborate in order to transfer appropriate cumulative records, data, AIP, and IRI from 4th grade to the appropriate middle school as evidenced by assessment folders. Action Type: AIP/IRI Action Type: Collaboration Action Type: Program Evaluation	Michelle Atherton, Georgia Chastain, Brenda Phillips, Leara Beth Carmical, Shelley Tucker, De Collie, Dawn Peoples	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$
Purchase additional technology for classrooms for student use. Action Type: Equity	Lisa York, Michelle Atherton, Amanda Taylor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers School Library Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Priority 3: The purpose of the wellness priority is to improve the health and academic performance of students. Wellness activities will address nutrition education and physical fitness activities for the development of lifelong health habits and promotion of a healthy lifestyle for students, school staff members, parents and community networks

- Supporting Data:
1. School Health Index Scores: The Overall Score Card results indicate a weakness in Module 8 "Family and Community Involvement" and Module 4 "Nutrition Services" for the 2011-2012 school year. The results indicate a weakness in Module 3 "Physical Education and Other Physical Activity Programs", Module 2 "Health Education", and Module 8 "Family and Community Involvement" for the 2012-2013 school year.
 2. Free & Reduced-Price Meals (based on annual Arkansas State Performance Reports): 2012-2013 - 63%, 2010-2011 - 59%, 2009-2010 - 67%
 3. Body Mass Index Report: In 2012-2013, 15% of all children measured were in the over weight category with 16.5% of them being identified as obese. In 2010-2011, 11.4% of all children measured were in the over weight category with 15.4% of them being identified as obese. In 2009 - 2010, 15.9% of all children

measured were identified as overweight and 18.5% were identified as obese.

- Goal The school will offer opportunities for students and their families to educate themselves on healthy lifestyle choices to increase education of families and the community in the area of total wellness.
- Benchmark 2011-2012, the average of School Health Index Module 8 & 4 scores will increase.

Intervention: The district will implement practices to encourage students to make healthy lifestyle choices.				
Scientific Based Research: Arkansas Center for Health Improvement Healthy Arkansas. Let' Get Physical - Promotion and Education Strategies by Dr. Hal Wechsler http://www.fns.usda.gov/oane/menu/NNEC/files/2003/LetsGetPhyscial.pdf . SPARK PE Curriculum				
Actions	Person Responsible	Timeline	Resources	Source of Funds
School will provide access to wellness training about parent and 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: Professional Development Action Type: Program Evaluation Action Type: Wellness	Lisa York, Lisa Park, Penny Garner	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Community Leaders 	ACTION BUDGET: \$
The school will provide parents and families with wellness educational materials sent home via the student about the benefits of physical activity and healthy eating information as evidenced by sending home brochures. Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness	Lisa Park, Penny Garner	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Community Leaders 	ACTION BUDGET: \$
The Child Nutrition Department will offer wellness training classes hosted by the school parent teacher organizations as evidenced by having guest speakers at PTO meetings and/or family nights. Action Type: Professional Development Action Type: Program Evaluation Action Type: Wellness	Erin Wilkes, Becky Jones, Lisa York, Michelle Atherton	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Community Leaders 	ACTION BUDGET: \$
Select school personnel will be trained in recognizing	Lisa York, Michelle	Start: 07/01/2013		

<p>signs of asthma and treatment as evidenced by professional development documentation.</p> <p>Action Type: Professional Development Action Type: Program Evaluation Action Type: Wellness</p>	<p>Atherton, Penny Garner</p>	<p>End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>
<p>Faculty will be trained in CPR, basic first aid, and defibrillator usage as evidenced by professional development documentation.</p> <p>Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness</p>	<p>Penny Garner, Lisa York, Marye Jane Brockinton</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>
<p>Increase time spent in moderate to vigorous physical activities through the implementation of SPARK Curriculum.</p> <p>Action Type: Professional Development Action Type: Program Evaluation Action Type: Wellness</p>	<p>Lisa Park</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>
<p>In partnership with the Rice Depot, students that are in need will be provided a backpack of healthy, easy to prepare snacks and meals as evidenced by meal cabinet.</p> <p>Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness</p>	<p>Brenda Phillips</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>
<p>Create a building health and wellness committee to collaborate with the district committee to promote quality physical education, health education, health, nutrition, and counseling and mental health services, healthy school environment, health promotion for staff, and family and community involvement. Teachers will be provided stress management opportunities through staff wellness physical activity programs.</p> <p>Action Type: Collaboration Action Type: Parental</p>	<p>Penny Garner</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>

Engagement Action Type: Wellness				
Students will participate in physical education classes 2 times per week. One will include Adventure to Fitness activities conducted in the classrooms. Action Type: Wellness	Lisa Park	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Students will participate in 150 minutes of recess each week. Action Type: Wellness	Kendra Colston, Stacy Cook, Candy Crumbly, Whitney Walker, Shelley Tucker, Lisa York, Michelle Atherton	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Interested physical education and gen. ed. teachers will promote and participate in the Inspiration Run to promote lifelong fitness and healthy eating. Action Type: Wellness	Lisa Park, Amanda Wicker, Candy Crumbly, Penny Garner, Whitney Walker	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Community Leaders Teachers 	ACTION BUDGET: \$
The school will provide hearing, vision and BMI screenings. Parents will be notified through school newsletters. Action Type: Wellness	Penny Garner	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
Continue character education through the curriculum, in collaboration with building staff and parents, with a special emphasis on NO BULLYING using the BULLY PROOFING YOUR SCHOOL Program and Classroom Behavior Plans as evidenced by lesson plans and counselor's schedule. Purchased through the counseling budget.	Brenda Phillips	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers Teaching Aids Title Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

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

1. Based on the AYP report in 2012-2013 average daily attendance was 96%, in 2010-2011 average daily attendance was 93.75%, in 2009-2010, Westside Elementary had an average daily attendance rate of 93.2%.

Supporting Data: 2. As stated in Priority 1 and 2, the CRT and NRT data in both literacy and math along with the data trend analysis statements show a need for school wide programs to raise academic achievement.

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

Benchmark To meet AMO targets in combined a TAGG groups.

Intervention: Implement the ten (10) components of a schoolwide program.				
Scientific Based Research: Standards Make a Difference: The Influence of Standards on Classroom Assessment, Reeves, Douglas, NASSP Bulletin January 2001, 85: 5-12				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Schoolwide Reform Strategies: Scientifically-based strategies will be used by all teachers and paraprofessionals. Professional development throughout the year will emphasis these strategies. .5 FTE Instructional Facilitator will be employed to work with teachers and staff to model research based strategies for instruction. Curriculum and instruction will be aligned with the Common Core State Standards. Bell to bell instruction will be utilized in order to increase time on task. Classroom walk-throughs will be utilized to monitor the quality of learning time. All students will receive research-based, best practices/instruction from Highly Qualified Teachers to eliminate the achievement gap between various groups of students as evidenced by classroom walk-throughs and lesson plans.</p> <p>Action Type: Equity Action Type: Professional Development Action Type: Title I Schoolwide</p>	Michelle Atherton	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
<p>Instruction by Highly qualified teachers: All teachers are certified in the fields in which they are teaching as evidenced by HQT checklist.</p> <p>Action Type: Title I Schoolwide</p>	Lisa York	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
<p>Professional Development: Professional Development for all instructional personnel is developed after the needs of students are determined.</p> <p>Professional development</p>	Lisa York and Michelle Atherton	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

activities are job-embedded and on-going throughout the year in both Math and Literacy as evidenced by professional development documentation. Action Type: Professional Development Action Type: Title I Schoolwide				
Strategies to Attract Highly Qualified Teachers: Highly Qualified teachers are recruited by advertising on the web, networking activities and job fairs. Only highly qualified teachers are hired as evidenced by website job openings, school representatives in attendance at job fairs. Action Type: Title I Schoolwide	Lisa Baker	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET: \$
Parent Involvement: Parent involvement activities will be implemented throughout the year. These activities include but are not limited to the following; Math nights, Literacy nights, Parent/Teacher Conferences, Hallway Heroes, Donuts for Parents, etc. Parents are involved in the development of the school improvement plan including parent policy, evaluation of the parent programs and the learning compacts as evidenced by sign-in sheets. Action Type: Parental Engagement Action Type: Title I Schoolwide	Ginny Brown	Start: 07/01/2013 End: 06/30/2014		Title I - Materials \$2435.00 & Supplies: <hr/> ACTION BUDGET: \$2435
Transition Pre-School students are involved in transition activities. Four-year old students who attend Pre-K are involved in all aspects of school: cafeteria, gross-motor outdoor activities, library, music, art, etc. Activities are conducted prior to the beginning of school to transition students. Fourth grade students attend activities to familiarize them with Middle School as	Tina Kimbrell	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET: \$

evidenced by lesson plans and calendar of events. Action Type: Title I Schoolwide				
Measures to Include Teachers in Decisions: Teachers are included in aligning the curriculum, analyzing data and designing academic program in order to improve student achievement. Teachers are involved in designing the School Improvement Plan as evidenced by professional development documentation. Action Type: Title I Schoolwide	Lisa York and Michelle Atherton	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Point-in-Time Interventions: Formative assessments will be administered to students frequently in order to determine levels of achievement. Interventions will be implemented in a timely manner in order to provide additional assistance to improve student achievement as evidenced by data from The Learning Institute. Action Type: Program Evaluation Action Type: Title I Schoolwide	Michelle Atherton	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Coordination and Integration of Programs Federal Funds will be utilized to supplement instructional programs as evidenced by federal funds budget. Action Type: Title I Schoolwide	Lisa York, Tina Kimbrell, and Michelle Atherton	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Provide and conduct conferences with parents, students and teachers based upon student achievement and instructional strategies. As evidenced by classroom observations, interim assessments, progress monitoring and classroom walk-throughs. Action Type: Alignment	Lisa York, Michelle Atherton, Brenda Phillips	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Computers • District Staff • Performance Assessments • Teachers • Teaching Aids 	ACTION BUDGET: \$

Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation				
Implementation of RTI, Student Services Committee, to study and discuss students performing at risk of failure as evidenced by documentation from RTI meeting and student information forms. Action Type: Collaboration Action Type: Special Education	Brenda Phillips, Michelle Atherton, Michelle French	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	=====
Making Math Meaningful training for teachers is available to all teachers. Evidenced by professional development, lesson plans, AIPs. Action Type: Professional Development	Kendra Colston, Stacy Cook, Candy Crumbly, Whitney Walker, Shelley Tucker	Start: 07/01/2013 End: 06/30/2014		=====
Embedded Professional Development will involve the use of Ruby Payne's Research-Based Strategies (Narrowing the Achievement Gap for Under-Resourced Students) to determine individual needs and strategies to meet each area of need as evidenced by embedded professional development. Action Type: Professional Development	Lisa York, Michelle Atherton, Kendra Colston, Stacy Cook, Candy Crumbly, Whitney Walker, Shelley Tucker	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	=====
A Due Process Designee will be working with Westside Elementary to assist with SPED Data, Paperwork and Conferences. Action Type: Parental Engagement Action Type: Special Education	Jenni Vaughan, Gina Riley, Shelby Norton	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	=====
COMPREHENSIVE NEEDS ASSESSMENT: We formed ACSIP Leadership Teams and analyzed the test scores from the 2013 Augmented Benchmark for Third and Fourth grades.	Ginny Brown, Lisa York, Michelle Atherton, Stacy Smith	Start: 07/01/2013 End: 06/30/2014		=====

<p>We examined the results from both the combined population and each sub population. We conducted data analysis to determine our main areas of weakness. In addition, we studied the three most recent years of attendance, discipline, formative and summative achievement data across grade levels within our building. We aggregated and disaggregated all the data for the purpose of establishing student learning and behavior goals. We looked at our trend data in order to better identify the specific areas of need and help align classroom instruction with our curriculum, assessment and professional development. We examined our routines, procedures, and expectations in order to look more closely at what we might be able to do to increase student achievement. Our 2013 Supporting Data Statements show the discrepancies in achievement. We are modifying our instruction to better meet the needs of our various student populations. We will select interventions and coordinate our various state and federal funding sources to address these areas. In addition, we meet in grade level teams at least weekly to review and plan for instruction. We meet monthly to review TLI Assessments and other classroom assessments to determine the needs of our students and plan for instruction. We chart our data to monitor academic growth.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>				
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<p>Conduct a school-wide Title I meeting to collaborate with parents and staff to explain goals and responsibilities. Plan parental involvement activities throughout the year to increase success for all students as evidenced by attendance and sign in form.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	<p>Ginny Brown</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>TITLE ONE SCHOOL/PARENT COMPACT: There will be an Annual Review and update of our Title I School/Parent Compact. The Compact will be distributed to each parent. There will be a meeting in the fall to encourage parents to have input into the Title I program. The compact is a written agreement between the school and the parents of the children served in the Schoolwide Title One Program, that identifies the activities that the parents, the entire school staff and the students will undertake to share the responsibility for improving achievement so that students can meet CCSS. Parents, teachers and students sign the contract and it is returned to school and kept in designated parent involvement student folders. For those parents not able to attend the Title One Parent Meeting, the Parent Compact is sent home in the Parent Involvement Folder the first week of school. Plan evidenced by parent compact.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	<p>Ginny Brown, Lisa York, Amy Burns</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>_____</p> <p>ACTION BUDGET: \$</p>

<p>Inform and collaborate with parents about the Augmented Benchmark, grade level expectations and other pertinent information concerning all students.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	<p>Whitney Walker, Shelley Tucker</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>————— ACTION BUDGET: \$</p>
<p>Update Pinnacle to collaborate with parents informing them of all student achievement. Also utilize the school and district websites to keep families informed of classroom events/activities as evidenced by checking the school website.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Tabitha Denison, Sandra Kirklin</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>————— ACTION BUDGET: \$</p>
<p>Collaborate to provide Family Information Kits containing pertinent and aligned school information for each family at the beginning of the school year to include the student handbook and to promote wellness and success for all students as evidenced by folders sent home.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide Action Type: Wellness</p>	<p>Lisa.York, Ginny Brown, Amy Burns</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>————— ACTION BUDGET: \$</p>
<p>Continue to develop the Parent Resource Center to provide and collaborate with parents concerning needed materials and supplies and providing computer access to parents to promote achievement for all students . Implement all components of Act 307 including informational</p>	<p>Ginny Brown</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>————— ACTION BUDGET: \$</p>

<p>packets, parent involvement meetings, a parent facilitator, and a volunteer resource book. We will also enable information of PTO. The school's process for resolving parental concerns is in the handbook. These actions are evidenced by parent center use. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>				
<p>ANNUAL REPORT TO THE PUBLIC: A meeting, with sign-in sheets, will be conducted in the fall to share our mission, goals and academic progress from the previous year. There will be a time to explain Parental Involvement, Schoolwide Title I, explanation of assessments and an overview of the curriculum. Parents will be encouraged to form a partnership with the school. A committtee will be formed for the purpose of annually revising our school involvement policy. Plan evidenced by sign-in sheets. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>Lisa York, Michelle Atherton, Ginny Brown</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<hr/> <p>ACTION BUDGET: \$</p>
<p>All aspects of ACT 397 requiring training of volunteers will be implemented. Also, all teachers and administrators will receive two and three hours of parental involvement staff development. Action Type: Parental Engagement Action Type: Professional Development</p>	<p>Lisa York</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<hr/> <p>ACTION BUDGET: \$</p>

Implement Morning Meeting school wide as a way to help build children's capacity to take care of themselves and each other as they learn social skills. Provide resources for teachers. Action Type: Collaboration Action Type: Professional Development	Michelle Atherton, Shelly Tucker, Leara Beth Carmical, De Collie, Candy Crumbly	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
The ACSIP committee will meet annually to review and revise the ACSIP plan. Plans are submitted to district and distributed for peer review before being submitted to the L.E.A.	Lisa York, Michelle Atherton, Stacy Smith	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$2435

Priority 7:

- At Westside Elementary we have been taking the ELDA (English Language Development Assessment) since the state first started the federally-mandated assessment in 2007. For the 2010-2011 school year, our 48 ELLS scored in the following manner. 4% achieved a score of 5, 31% scored 4, 44% scored 3, 17% scored 2 and 2% achieved a score of 1. For the 2010 school year, our 56 identified ELLs scored in the following manner: 2% achieved a score of 5, 45% achieved a score of 4, 26% achieved a score of 3, 19% achieved a score of 2, and 9% achieved a score of 1. For the 2011-2012 school year, our 48 ELLS scored in the following manner. 10% achieved a score of 5, 19% scored 4, 50% scored 3, 23% scored 2 and 0% achieved a score of 1. For the 2012 - 2013 school year, our 50 ELLs scored in the following manner: 2% achieved a score of 5, 20% achieved a score of 4, 46% achieved a score of 3, 20% achieved a score of 2, and 6% achieved a score of 1. It is important to note that these ELLs are not exactly the same group year to year. When looking at students who have made increases in two consecutive years of taking the ELDA, the scores are as follows: 57% showed an increase in their score from 2010-2011, 45% showed an increase in their score from 2011-2012, and 44% showed an increase in their score from 2012-2013.

Supporting Data:

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

Benchmark For the 2012-2013 school year, ELL students ELDA scores will increase.

Intervention: Implement an ELL Plan to increase student success in all areas and provide support for their families as evidenced by lesson plans, parent sign-in sheets, student data and ELDA data.				
Scientific Based Research: Integrating Differentiated Instruction and Understanding by Design; Tomlinson, McTighe, 2006 Classroom Instruction That Works With ELLs; Hill, Flynn, 2006 Supporting the Literacy Development of English Language Learners, Increasing Success in all Classrooms; Young, Hadaway 2006 Making Content Comprehensible for English Language Learners: The SIOP Model; Echevarria, Vogt, Short 2007				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Continue Pull-out ESL model for English Language Development of ELL students in the areas of literacy and math.	Lisa York/Karyna Carbone	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office Computers 	ACTION BUDGET: \$

<p>Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Technology Inclusion</p>			<ul style="list-style-type: none"> • Teachers • Teaching Aids 	
<p>Continue Push-in ESL model with ESL paraprofessionals in classrooms. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Lisa York/Karyna Carbone</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • Teachers • Teaching Aids • Title Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Administer federally-mandated language proficiency test (ELDA, English Language Developmental Assessment) to ELLs each spring semester. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation</p>	<p>Linda Payne/Karyna Carbone</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Translations of some communications in Spanish for parents of Spanish-speaking ELLs. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	<p>Karyna Carbone</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Computers • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Collaborate with community organizations to enhance community awareness of our international school. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	<p>Lisa York/Karyna Carbone</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Provide our school community with an interactive and educational International Day to</p>	<p>Lisa York/Karyna Carbone</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community 	<hr/> <p>ACTION BUDGET: \$</p>

<p>promote global and multicultural awareness to all students. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>			<p>Leaders</p> <ul style="list-style-type: none"> • District Staff • Outside Consultants • Teachers • Teaching Aids 	
<p>Provide ESL services to all students, parents and community in collaboration with goals for student expectations as evidenced by newspaper articles, translation, and photo documentation. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	Karyna Carbone	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Alice Smith	Second Grade Teacher	Math/Title I
Classroom Teacher	Amanda Taylor	Media Specialist	Literacy
Classroom Teacher	Amanda Wicker	Third Grade Teacher	Literacy
Classroom Teacher	Brooke Fitch	Kindergarten Teacher	Literacy
Classroom Teacher	Candy Crumbly	Second Grade Teacher	Literacy
Classroom Teacher	Christy Melder	Kindergarten Teacher	Literacy
Classroom Teacher	De Collie	4th Grade Teacher	Math
Classroom Teacher	Debbie Kinder	First Grade Teacher	Literacy
Classroom Teacher	Jennifer Tumbleson	2nd Grade Teacher	Literacy
Classroom Teacher	Karen Bryan	GT Teacher	Literacy
Classroom Teacher	Kathy Hill	Kindergarten Teacher	Math
Classroom Teacher	Kendra Colston	Kindergarten	Literacy
Classroom Teacher	Kim Chidester	Third Grade Teacher	Literacy
Classroom Teacher	Laura Shepherd	Pre-K Teacher	Math
Classroom Teacher	Leara Beth Carmical	4th grade Teacher	Math
Classroom Teacher	Mandy Coen	Kindergarten Teacher	Literacy
Classroom Teacher	Natalie Abramovitz	Art Teacher	Math
Classroom Teacher	Rebekah Bittle	First Grade Teacher	Math
Classroom Teacher	Sandra Kirklin	Computer Lab	Literacy
Classroom Teacher	Shelby Norton	Resource Teacher	Math
Classroom Teacher	Shelley Tucker	4th Grade Teacher	Literacy
Classroom Teacher	Stacy Cook	First Grade Teacher	Math
Classroom Teacher	Stacy Smith	First Grade Teacher	Literacy
Classroom Teacher	Stephanie Robertson	Music Teacher	Math
Classroom Teacher	Tabitha Denison	2nd Grade Teacher	Math
Classroom Teacher	Whitney Walker	Third Grade Teacher	Math

Community Representative	Brian Abshere	Counselor	Parental Involvement
District-Level Professional	Andy Sullivan	Pre-K Coordinator	Parental Involvement
District-Level Professional	Beverly Thompson	District Math Specialist	Math
District-Level Professional	Gina Riley	Due Process Designee	Math
District-Level Professional	Karyna Carbone	ESL Coordinator	Literacy/Title I
District-Level Professional	Kathy Smith	District Literacy Specialist	Literacy
District-Level Professional	Kaye Smith	Literacy Specialist	Literacy
District-Level Professional	Tina Kimbrell	21CCLC Coordinator	Literacy
Non-Classroom Professional Staff	Amy Burns	Title I Interventionist	Reading
Non-Classroom Professional Staff	Becky Jones	Cafeteria Manager	Health and Wellness
Non-Classroom Professional Staff	Brenda Phillips	Counselor	Literacy
Non-Classroom Professional Staff	Candy Bogard	School Secretary	Literacy/Title I
Non-Classroom Professional Staff	Cynnamon Brown	ESL Paraprofessional	Literacy
Non-Classroom Professional Staff	Elizabeth Redd	Science Para	Math
Non-Classroom Professional Staff	Ginny Brown	Title I Teacher	Literacy/Title I/Parental Involvement
Non-Classroom Professional Staff	Jacki Hamilton	ESL Paraprofessional	Literacy
Non-Classroom Professional Staff	Jenni Vaughn	Speech Teacher	Literacy
Non-Classroom Professional Staff	JoEllen Wooley	ESL Paraprofessional	Literacy
Non-Classroom Professional Staff	Lisa Park	Para Professional	Health and Wellness
Non-Classroom Professional Staff	Penny Garner	School Nurse	Literacy
Non-Classroom Professional Staff	Roni Dillard	Pre-K Para	Math
Non-Classroom Professional Staff	Sabine Curtis	School Secretary	Literacy
Principal	Lisa York	Principal	Literacy/Math/Parental Involvement/Title I
Principal	Michelle Atherton	Assistant Principal/Instructional Facilitator	Math/Literacy