

# School Plan

**ANNE WATSON ELEMENTARY SCHOOL**  
**114 West Panther Dr. Bigelow, AR 72016**

## Arkansas Comprehensive School Improvement Plan

**2013-2014**

Our mission at Anne Watson Elementary is:  
 Shaping The Future Through Excellence.

Grade Span: K-6

Title I: Title I Schoolwide

School Improvement: A

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**Goal:** Students will increase their understanding of the dangers of anti-social behaviors through a comprehensive K-6 research based safe and drug free curriculum.

Priority 1: To improve all student achievement in literacy through a balanced literacy program.

1. Based on the 2011-2012 comprehensive needs assessment that reflect an in-depth analysis of student achievement, demographic, and school process data across third through sixth grades in all populations in writing, content and style continues to be a weak trend. Contributing factors include: inconsistent writing gaps in curriculum across grade levels, lack of common rubrics for scoring, and lack of professional development training in scoring writing prompts.
2. Based on the 2011-2012 comprehensive needs assessment that reflect an in-depth analysis of student achievement, demographic, and school process data across third through fifth grades in all populations in reading, content reading continues to be a weak trend. Contributing factors include: lack of leveled content reading materials, gaps in curriculum mapping and pacing, lack of content vocabulary, lack of differentiated instructional strategies and supporting professional development training for staff, and lack of content-focused parent involvement.
3. Based on the 2011-2012 comprehensive needs assessment that reflect an in-depth analysis of student achievement, demographic, and school process data in fifth grade in Combined and Caucasian populations in reading, practical reading continues to be a weak trend. Contributing factors include: lack of leveled practical reading materials, gaps in curriculum mapping and pacing, lack of content vocabulary, lack of differentiated instructional strategies and supporting professional development training for staff, and lack of content-focused parent involvement.
4. Based on the 2011-2012 comprehensive needs assessment that reflect an in-depth analysis of student achievement, demographic, and school process data in sixth grade in all populations in reading, literary reading continues to be a weak trend. Contributing factors include: lack of leveled literary reading materials, gaps in curriculum mapping and pacing, lack of content vocabulary, lack of differentiated instructional strategies and supporting professional development training for staff, and lack of content-focused parent involvement.
5. Based on the 2011-2012 comprehensive needs assessment that reflect an in-depth analysis of student achievement, demographic, and school process data in kindergarten in all populations in reading, vocabulary continues to be a weak trend. Contributing factors include: lack of background knowledge of students, lack of leveled reading materials, gaps in curriculum mapping and pacing, consistent process for identifying and teaching content vocabulary, lack of differentiated instructional strategies and supporting professional development training for staff, and lack of content-focused parent involvement.
6. Based on the 2011-2012 comprehensive needs assessment that reflect an in-depth analysis of student achievement, demographic, and school process data in first through sixth grades in all populations language continues to be a weak trend. Contributing factors include: gaps in curriculum mapping and pacing in regards to mechanics, capitalization, punctuation, and usage, lack of authentic learning experiences, lack of differentiated instructional strategies and supporting professional development training for staff, and lack of content-focused parent involvement.
7. Based on the 2011-2012 comprehensive needs assessment that reflect an in-depth analysis of student achievement, demographic, and school process data in all grades across all populations language continues to be a weak trend. Contributing factors include: lack of student background knowledge when asked to explain or justify responses, lack of specific open response rubrics and scoring practices, lack of authentic learning experiences, lack of differentiated instructional strategies and supporting professional development training for

Supporting  
Data:

- staff, and lack of content-focused parent involvement. lack of text dependent strategies is also a factor.  
 8. Based upon 2012-2013 Professional Development surveys administration will gather feedback from Survey Monkey in order to plan Professional Development.

**Goal** To improve student achievement in literary, content, and practical reading comprehension and written expression specifically in content and style.

**Benchmark** Benchmark Statement: In 2010-2011, 75.8% of the Combined population, 75.5% of the Caucasian population, and 72% of the Economically Disadvantaged population scored at the proficient level. In 2011-2012, 83.95% of the combined population, 82.64% of Caucasian population, and 81.31% of the Economically Disadvantaged population scored at the proficient level. In 2012-2013, 75.14% of the combined population, 73.38% of the Caucasian, and 69.81% of the economically disadvantaged population scored at the proficient level. In 2013-2014, 81.87% of all students must exhibit proficiency on the Literacy Augmented Benchmark Exam.

Intervention: Improve reading achievement through early intervention programs such as Lexia Lab, Laptop Lab, Gifted/Talented, Speech, RTI, and Special Education.				
Scientific Based Research: Wellings, J. and Levine, M. (2009). The Digital Promise: Transforming Learning with Innovative Uses of Technology. New York. Sesame Workshop, Barron, B., Cayton-Hodges, G., Bofferding, L., Copple, C., Levine, M. (2011). "Take a Giant Step: A Blueprint for Teaching Children in a Digital Age." New York: The Joan Ganz Cooney Center at Sesame Workshop. Macaruso, P., and Rodman, A. (2009), "Benefits of Computer-Assisted Instruction for Struggling Readers." European Journal of Special Needs Education, 24, 103-113.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
(E) Title I funds will be made available to employ a full-time Title I literacy teacher to provide point in time intervention and support for at risk students. Action Type: Title I Schoolwide	Heidi Wilson, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teaching Aids</li> <li>Title Teachers</li> </ul>	Title I - Employee \$43652.00 Salaries: Title I - Employee \$11320.00 Benefits: <hr/> ACTION BUDGET: \$54972
(F) Teachers including Special Education teachers will use DRA testing, running records, and DIBELS assessments to monitor student progress to modify instruction for Special Education and economically disadvantaged students, based on students' needs. (Invoice) Action Type: Special Education	Classroom Teachers, Special Education Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>Teachers</li> </ul>	Title I - Purchased \$1005.00 Services: <hr/> ACTION BUDGET: \$1005
(G) Further implementation and training on Phonetic Connections, DSA, and Word Journeys to increase early reading readiness and reading skills of students. Action Type: Alignment Action Type: Equity	Heidi Wilson, ES Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teaching Aids</li> </ul>	<hr/> ACTION BUDGET: \$
(D) To support ELLA, Effective Literacy, and Literacy Lab, leveled readers, classroom libraries, display rails for student work, reading manipulatives, storage bins, storage cabinets to hold items, bookshelves, and technology to use as a tool for development of literacy skills will be purchased. Text Dependent resources will be purchased to address needs of low performing students. (70 storage bins, etc...) (Invoices, School ESEA Accountability Report) Action Type: Alignment	Heidi Wilson, ES Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>School Library</li> <li>Teaching Aids</li> <li>Title Teachers</li> </ul>	Title I - Materials & Supplies: \$1402.39 NSLA (State-281) - Materials & Supplies: \$6000.00 <hr/> ACTION BUDGET: \$7402.39
(H) Title I funds will be used to provide MAPS Assessments for AWE at a cost of \$4.50/student to allow staff and students to fully understand individual needs. The TLI Quizbuilder software program will also be purchased to serve the students not being served by the Target Assessment. Action Type: Program Evaluation Action Type: Title I Schoolwide	Heidi Wilson, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Outside Consultants</li> <li>Performance Assessments</li> </ul>	Title I - Purchased \$2312.00 Services: <hr/> ACTION BUDGET: \$2312
(A) In support of the literacy priority, students will have a variety of programs available as the need arises. These programs include, but are not limited to, extended school day and Benchmark Boot Camp. This is targeted to	Principal, Special Services Personnel	Start: 07/01/2013 End:	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	Title I - Purchased \$724.89 Services:

improve literacy scores among economically disadvantaged, students with disabilities and english language learners. Kindergarten Camp addresses the literacy needs of students entering Kindergarten and allows assessment in order to tailor instruction to meet needs of struggling students. Action Type: Equity Action Type: Special Education		06/30/2014		Title I - Materials & Supplies: \$379.00 Title I - Employee Salaries: \$3200.00 Title I - Employee Benefits: \$1038.00  ACTION BUDGET: \$5341.89
(I)Student IEP's will be written by a committee consisting of a certified Special Education teacher, parent(s) and classroom teacher(s). The IEP will be based upon the student's needs and current level in literacy in order to prepare for state mandated assessments and increase Action Type: Collaboration Action Type: Special Education	Special Services Staff, Principal, Counselor, Parents	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
(J)Teachers will receive training on the response system, iPads, and SMART board to increase student scores in Literacy. Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion	Heidi Wilson, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
(B)Funds will be set aside to purchase new technology and equipment for the Classrooms Computers to enhance and remediate lower performing students in Literacy via Star Reading, Reading A to Z, and Lexia Software. English Language Learners, Students with Disabilities and Free and Reduced Lunch Students will also have access to a laptop lab to address deficiencies in Literacy. (16 laptops, 17 desktops, 33 headsets, 6 projector bulbs)(ESEA accountability report) Action Type: AIP/IRI Action Type: Technology Inclusion	Heidi Wilson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>Teachers</li> </ul>	Title I - Purchased Services: \$3015.00 Title I - Materials & Supplies: \$25153.00  ACTION BUDGET: \$28168
Total Budget:				\$99201.28

Intervention: Implement the balanced literacy approach in across grades K-6.

Scientific Based Research: "Research in Literacy and Teacher Development", University of Arkansas at Little Rock, No. 102-03 by Laurie Harison (2003). "Accelerated Change in Reading Instruction: The Arkansas Comprehensive School Reform Model" by Jami Anne Balkman (2002)Reis, S. McCoach, B.,et al.(2007) Using planned enrichment strategies with direct instruction to improve reading fluency, comprehension and attitude toward reading: An Evidence-Based Study. The Elementary School Journal, 108(1), 3-23. /Blachowicz, C., Obrochta, C., Fogelberg, E. (2005). Literacy Coaching for a Change. Educational Leadership, 62(6), 55-58. "Guided Reading: A Research-Based Response to the Challenges of Early Reading Instruction." by A. Laquinta, Early Childhood Education Journal, Vol. 33 Issue 6, page 413 (June 2006).

Actions	Person Responsible	Timeline	Resources	Source of Funds
(M)Training and materials will be acquired for teachers to be used for keeping student writing portfolios to show improvement and share with parents at conferences. Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation	Heidi Wilson, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
(P)Guided reading books and book bags will be purchased along with leveled books, as the focus on standards-based literacy mini-lessons. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity	Heidi Wilson, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	Title I - Materials & Supplies: \$1850.00  ACTION BUDGET: \$1850
(O)Teachers will utilize Student Academic Improvement Plans and Intensive Reading Intervention Plans to deliver group and individual instruction on standards-based literacy mini-lessons. These lessons will address specific deficiencies listed on the plan. Action Type: AIP/IRI Action Type: Equity	Principal, Heidi Wilson	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

(N)Implementation of the ELLA, ELF, and Lit Lab strategies will be evaluated through CWTs and student/staff surveys for the 2012-2013 school year. Literacy benchmark scores for the 2012-2013 school year was 75.14%. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Program Evaluation	Heidi Wilson. Principal	Start: 07/01/2013  End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$1850

Intervention: Implement Parental Involvement Programs.

Scientific Based Research: "The Effects of Parental Involvement on Students' Academic Self-Efficacy, Engagement, and Intrinsic Motivation." by W. Fan, Educational Psychology, Vol. 30 Issue 1, page 53 (Jan. 2010). "Changing the Nature of Parent Involvement." by K. Christie, Phi Delta Kappan, Vol. 86 Issue 9, Page 645 (May 2005). "A Place for All Families." by A.Y. Ramiree, Educational Leadership, Vol. 66 Issue 7, page 79 (Apr. 2009).

Actions	Person Responsible	Timeline	Resources	Source of Funds
(S)Funds will be provided for staff development related to improvement of academic achievement and parental involvement. Action Type: Parental Engagement Action Type: Professional Development	Eric Saunders, Superintendent/Federal Coordinator	Start: 07/01/2013  End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
(U)A certified teacher at each school site will be selected to serve as a parent involvement facilitator to organize and manage parent involvement activities at the school. This person will work closely with teachers, staff members and parents. The four major components of the program will include: 1. developing and implementing a Parent Involvement Plan, 2. organize and conduct Parenting Sessions, 3. organize and implement a Parent Center at the school site, and 4. schedule and conduct Parent Meetings and Conferences during the year. Action Type: Collaboration Action Type: Parental Engagement	Julianna Yeatman, Parent Coordinator/Volunteer Coordinator	Start: 07/01/2013  End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
(V)The Parent Facilitator and advisory committee will organize and present parenting activities which will include: 1. parenting seminars on pertinent topics, 2. surveys to determine the needs of parents in terms of activities that may be presented, and 3. provide parents with other activities that promote responsible parenting, including books, magazines, and other materials regarding responsible parenting. These will be made available for parents in the parent center. Action Type: Parental Engagement	Julianna Yeatman, Parent Coordinator/Counselor	Start: 07/01/2013  End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
(W)A committee of teachers including Special Education teachers and parents will be formed to organize and operate a parent center at the school. The center will serve as a place where the school and the home can meet to share ideas about the education process, the parent can obtain information about how they can assist at home and in the school, and serve as a resource for parents as they become involved with the school. The activities at the center will include the development and distribution of family kits, publication of a Volunteer Resource Book to include a parent survey and school publications available to include tips for how parents can foster their child's success. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education	Heidi Wilson, Principal/Rena Lawson, Parent Facilitator	Start: 07/01/2013  End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
(Y)Funds will be available to purchase materials and supplies to use in the parent center and by teachers in parent activities. Supplies will also be purchased to provide furniture and bookshelves and/or cabinets in the parent center in order to make a welcoming environment. Funds will be	Julianna Yeatman, Parent Coordinator	Start: 07/01/2013  End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> <li>School Library</li> </ul>	Title I - Materials & Supplies: \$1000.00

<p>reserved to attend State Parent Involvement Conference. Ideas and knowledge will be brought back to staff to increase parental engagement. Action Type: Parental Engagement</p>				<p>ACTION BUDGET: \$1000</p>
<p>(O)Staff members will implement a parent involvement program designed to utilize successful programs and strategies to involve parents in all aspects of the school program and make these persons partners with the school staff to improve student achievement. The program will address the items specified in Act 307 of 2007 as well as others included in the program. Components will include (1) Informational Packets will be developed, printed, and distributed to parents at the beginning of the school year; (2) Parent Involvement meetings will be scheduled and conducted a minimum of four times during the year; (3) Volunteer Resource Books will be developed by teachers working closely with parents and the Parent Facilitator; (4) Process for parents to follow to resolve concerns will be placed in the Student/Parent Handbook and distributed to all parents and placed in the school; (5) Parents of elementary school students will be informed through two seminars as to how they can be involved in decisions effecting their children; (6) Parents will be encouraged to organize and take part in a PTA/PTO; and informed of the adoption of a policy enabling the formation of a PTA/PTO; and (7) Parent Facilitator will be selected and employed to work closely with teachers and parents to enhance parental engagement in all phases of the program to include the reduction of disparities. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	<p>Heidi Wilson, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>(BB)A minimum of four meetings with parents will be scheduled during the school year. The purpose of these meetings will be to expand and enhance the involvement of parents in the education of their children and to make them a full partner in the process. Meetings may include an open house, visits to the child's classroom, parenting activities, and PTA/PTO activities (Act 307 of 2007 (2)). Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Heidi Wilson, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>(CC)Volunteer resource books will be developed, printed and made available to all parents, the resource book will be developed by the parent facilitator working in collaboration with teachers and parents. Surveys of parents will be made to determine the interest level, type work parents are interested, and the time frame they wish to volunteer. The resource book will be the result of matching parent interests and time frames to the needs of the school (Act 307 of 2007 (3)). Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Julianna Yeatman, Parent Coordinator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>(AA)The process for parents to follow to resolve concerns will be placed in the Student/Parent Handbook and distributed to all parents and made available in the school office, parent center, and counselor's office. Parents will be informed of their policy in meetings and encouraged to fully comply with the procedures. (Act 307 of 2007 (4)). Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Heidi Wilson, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>(DD)Staff members including special education teachers will work with parents to develop a plan</p>	<p>Julianna Yeatman, Parent Coordinator;</p>	<p>Start: 07/01/2013</p>	<ul style="list-style-type: none"> <li>• Central Office</li> </ul>	<p>ACTION BUDGET:</p>

to establish and implement a parent involvement program. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Special Education	Parent Involvement Committee	End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> <li>School Library</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$1000

Intervention: Employ the full implementation of the Accelerated Reader Program.

Scientific Based Research: "Accelerated Reader vs. Non-Accelerated Reader: How Students Using the Accelerated Reader Outperformed the Control Condition in a tightly controlled Experimental Study" - Technical Report. Minneapolis: University of Minnesota (2003). "Going Beyond the Debate: Using Technology and Instruction for a Balanced Reading Program." by V. Grenawelt, Teacher Librarian, Vol. 32 Issue 2, page 12 (Dec. 2004). Really Reading: What Does Accelerated Reader Teach Adults and Children? Renita Schmidt. Language Arts. Urbana: Jan 2008. Vol. 85, Iss. 3; pg. 202, 10 pgs

Actions	Person Responsible	Timeline	Resources	Source of Funds
(FF)Teachers and staff will continue the use of Accelerated Reading in the 2nd-6th grade classrooms and STAR early Literacy in K-1. Action Type: Technology Inclusion	Classroom Teachers, Debra Morse, Kristi Starks	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Computers</li> <li>School Library</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
(HH)Students will be rewarded for meeting reading goals and achievements with the use of experience based field trips. Action Type: Collaboration Action Type: Technology Inclusion	AR Committee Chairman, Kristi Starks	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>School Library</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	Title I - Purchased Services: \$1000.00 ACTION BUDGET: \$1000
(II)Funds will be utilized to purchase the web-based version of Accelerated Reading Program. This will allow access to all 140,000 AR quizzes for student's book. Software will be purchased to facilitate books being checked out in the library as well as software for Accelerated Reading Quizzes. In addition, inventory software will be purchased to track student reading and maintain effective operations. Teachers in grades K-6 will continue the use of STAR Early Literacy, Raz-Kids, Reading A to Z, and students will be STAR tested periodically in grades 2-4 to assess growth. the results will be shared with parents. Additional Literacy materials will be provided to increase Literacy scores. Action Type: Program Evaluation Action Type: Technology Inclusion	Heidi Wilson, Principal/Debra Morse, Librarian	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> <li>School Library</li> <li>Teachers</li> </ul>	Title I - Purchased Services: \$1959.26 Title I - Materials & Supplies: \$2500.00 ACTION BUDGET: \$4459.26
Total Budget:				\$5459.26

Intervention: Align the curriculum, instruction, assessment, and professional development through the use of the Total Instructional Alignment model.

Scientific Based Research: English Language Arts Curriculum Framework - Arkansas Department of Education (Revised 2003). "Types of Professional Development and Classroom Implementation: Synthesis of Student Achievement Through Staff Development, Pages 71-113. Bruce Joyce and Beverly Showers, ASCD 2002.

Actions	Person Responsible	Timeline	Resources	Source of Funds
(MM)MAPS testing will be given to students throughout the year to assess growth and provide intervention strategies. Action Type: Equity Action Type: Program Evaluation Action Type: Technology Inclusion	K-6 Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
(NN)Teachers will attend both grade level and vertical meetings to ensure coordination of subject matter to the Arkansas Frameworks and Common Core State Standards where appropriate. Action Type: Alignment Action Type: Collaboration	Heidi Wilson, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
(LL)Teachers in grades K-6 will develop AIP's or IRI's for all students scoring below proficient on any area of CRT or NRT. Action Type: AIP/IRI Action Type: Collaboration	Julianna Yeatman, K-6 Teachers, Kristi Starks, Rita Langston	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$

Action Type: Equity				• Title Teachers	
(JJ)Resource teachers will meet with teams monthly to make appropriate modifications for language arts curriculum and instruction. Action Type: Collaboration Action Type: Special Education	Heidi Wilson, Principal	Start: 07/01/2013  End: 06/30/2014		• Teachers • Title Teachers	ACTION BUDGET: \$
(OO)Data from state required CRT and NRT will be analyzed to determine areas of weakness. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Heidi Wilson, Julianna Yeatman, K-6 Teachers	Start: 07/01/2013  End: 06/30/2014		• Administrative Staff • Teachers • Title Teachers	ACTION BUDGET: \$
(KK)Students that scored below proficient on the state required CRT or NRT will receive Language Arts remediation in a small group setting with a certified teacher. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Special Education	Kristi Starks, Title I Teacher	Start: 07/01/2013  End: 06/30/2014		• Computers • District Staff • Performance Assessments • Teachers • Title Teachers	ACTION BUDGET: \$
Total Budget:					\$0

Priority 2: Increase student achievement in Math.

- Supporting Data:
1. Based on the 2012-2013 comprehensive needs assessment that reflect an in-depth analysis of student achievement, demographic, and school process data in grades 3-6 in all populations in math, data analysis and probability, geometry, and measurement continues to be a weak trend. Contributing factors include: lack of background knowledge of students, lack of hands-on materials, gaps in curriculum mapping and pacing, consistent process for identifying and teaching content, lack of differentiated instructional strategies and supporting professional development training for staff, and lack of content-focused parent involvement.
  2. Based on the 2012-2013 comprehensive needs assessment that reflect an in-depth analysis of student achievement, demographic, and school process data in 3-6 grades in Combined and Caucasian populations in math, open response in all content areas and all math strands continues to be a weak trend. Contributing factors include: lack of consistent process for answering open response questions, gaps in curriculum mapping and pacing, lack of problem solving lessons which require justification and higher level thinking, lack of differentiated instructional strategies and supporting professional development training for staff, and lack of content-focused parent involvement.
  3. Based on the 2012-2013 comprehensive needs assessment that reflect an in-depth analysis of student achievement, demographic, and school process data in all grades and all populations in math, problem solving continues to be a weak trend. Contributing factors include: lack of background knowledge of students, lack of problem solving lessons, consistent process for identifying and teaching problem-solving based lessons, lack of differentiated instructional strategies and supporting professional development training for staff, and lack of content-focused parent involvement.

Goal To improve student's academic success in data and probability analysis, geometry, and measurement strands and in open response in all areas of math.

Benchmark In 2010-2011, 79.1% of the Combined population, 77.9% of the Caucasian population, and 76.8% of the Economically Disadvantaged population scored at the proficient level. In 2011-2012, 72.84% of the Combined population, 72.22% of the Caucasian population, and 68.22% of the Economically Disadvantaged population scored at the proficient level. In 2012-2013, 72.63% of the Combined population, 72.26% of the Caucasian population, and 69.16% of the Economically Disadvantaged population scored at the proficient level. In 2013-2014, 84.34% of all students must exhibit proficiency on the Math Augmented Benchmark Exam.

Intervention: Align the mathematics curriculum, instruction, assessment, and professional development through the use of the Total Instructional Alignment model.				
Scientific Based Research: "Making Standards Work" by Douglas Reeves, Ph.D., 41-46-57-69,157-163. Advanced Learning Centers, 3rd Edition (December 2, 2001). "Evaluating the alignment among curriculum, instruction, and assessments: Implications and applications for research and practice." Andrew T. Roach, Bradley C. Niebling, Alexander Kurz. Psychology in the Schools, V45 issue 2, Feb. 2008, pp. 158-176. "Evaluating Alignment Between Curriculum, Assessment, and Instruction." Andrea Martone & Stephen G. Sireci. Review of Educational Research, V79 n4, Dec. 2009, pp. 1332-1261.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
(B)Teachers in grades K-6 will develop AIP's for all students scoring below proficient in any area of the CRT and NRT exams. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Special Education	Rita Langston, Title I Teacher, Heidi Wilson, Principal, K-6 Teachers	Start: 07/01/2013  End: 06/30/2014	• District Staff • Performance Assessments  • Teachers • Title Teachers	ACTION BUDGET: \$

(A)Students that scored below proficient on the state required CRT and NRT exams will receive Math intervention and support in a small group setting/classroom with a certified teacher. The Title I Math teacher will work with classroom teachers to support instruction to improve benchmark scores. Action Type: Alignment Action Type: Equity	Rita Langston, Title I Teacher, Heidi Wilson, Principal, K-6 Teachers	Start: 07/01/2013  End: 06/30/2014	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$
(D)Teachers including Special Ed. teachers will evaluate math curriculum to ensure all of the CCSS are addressed. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education	Heidi Wilson, Principal,K-6 Teachers	Start: 07/01/2013  End: 06/30/2014	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$
(C)Classroom teachers will meet monthly with resource teachers to make appropriate modifications for math curriculum and instruction. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Miranda Sevier, Brenda Ragan,Jessica Wiley, Classroom Teachers	Start: 07/01/2013  End: 06/30/2014	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$
(G)We are going to seek out staff development activities that support the current programs in math, such as CGI and Extending Mathematics.	Heidi Wilson, Principal	Start: 07/01/2013  End: 06/30/2014		ACTION BUDGET: \$
(E)Teachers will utilize the TLI Quizbuilder program to provide classroom formative assessments in order to drive instruction. Action Type: Alignment	3rd-6th Classroom Teachers, Heidi Wilson	Start: 07/01/2013  End: 06/30/2014	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Implement Standards-based Instruction in mathematics.

Scientific Based Research: Elementary and Middle School Mathematics: Teaching Grades K-3: Boston: Pearson: Van de Walle, J.A. (2006), Best Practice, Today's Standards for Teaching and Learning in America's Schools: Steven Zemelman, Harvey Daniels, Arthur Hyde, 2005. Expanding the Notion of Impact of K-12 Standards"-based Mathematics and Reform Calculus Programs." John P. Smith, III & Jon R. Star. Journal for Research in Mathematics, V 38 n1, Jan. 2007, pp. 3-34. "Improving Impact Studies of Teachers' Professional Development: Toward Better Conceptualizations and Measures." Laura M. Desimone. Educational Researcher, V38 n3, April 2009, pp. 181-199.

Actions	Person Responsible	Timeline	Resources	Source of Funds
(L)Representative staff members will attend CGI/ECM training which may include an annual summit and quarterly meetings. Action Type: Professional Development	Heidi Wilson,Principal	Start: 07/01/2013  End: 06/30/2014	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
(K)K-6 Teachers will develop AIP's for all students scoring below proficient on any area of CRT and NRT exams. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity	Heidi Wilson, Rita Langston, Classroom Teachers, Julianna Yeatman	Start: 07/01/2013  End: 06/30/2014	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$
(J)Teachers including Special Ed. teachers will be trained in the areas of Benchmark scoring and using open response released items as well as Common Core and Performance Tasks. Action Type: Professional Development Action Type: Special Education	Heidi Wilson, Julianna Yeatman	Start: 07/01/2013  End: 06/30/2014	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$
(I)Administrators, Counselor, and teachers including Special Education teachers will review data to assess areas of improvement on the Benchmark exam. In 2012-2013, the combined population went from 72.84% proficient to 72.63%. Economically disadvantaged students went from 68.22% to 69.16% last year. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation	Heidi Wilson, Julianna Yeatman, K-6 Teachers, Rita Langston	Start: 07/01/2013  End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$



Action Type: Special Education				
(M)Evaluate the Math curriculum and alignment with the help of Arch Ford Math Specialist. Action Type: Alignment	Nancy Via, Classroom Teachers, Heidi Wilson, Principal	Start: 07/01/2013  End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> </ul>	ACTION BUDGET: \$
(H)NSLA funds will be set aside to purchase support materials for CGI/ECM such as math manipulatives, hands-on math lessons, technology, and computer programs such as: ixl.com. (iPads, iPods) Action Type: Alignment	Heidi Wilson, Classroom Teachers	Start: 07/01/2013  End: 06/30/2014		NSLA (State-281) - Materials & Supplies: \$5264.10  ACTION BUDGET: \$5264.1
(N)Title I funds will be made available to employ a full-time Title I mathematics teacher to provide point in time intervention and support for at risk students. Action Type: Equity Action Type: Title I Schoolwide	Heidi Wilson, PrincipalRita Langston, Title I Math Teacher	Start: 07/01/2013  End: 06/30/2014	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	Title I - Employee Salaries: \$39266.00 Title I - Employee Benefits: \$10369.00  ACTION BUDGET: \$49635
(O)Data from CRT and NRT exams will be analyzed to determine specific areas of weakness. Action Type: Alignment Action Type: Professional Development	Julianna Yeatman, Teachers	Start: 07/01/2013  End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$
(P)Teachers, including special education, will utilize pre and post MAPS tests to assess growth. Action Type: AIP/IRI Action Type: Special Education	Teachers; Heidi Wilson, Principal	Start: 07/01/2013  End: 06/30/2014	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$54899.1

Intervention: Implement a consistent means for identification and teaching of content vocabulary in all areas to improve background knowledge.

Scientific Based Research: Strategies That Work: Teaching Comprehension to Enhance Understanding. Portland, ME: Stenhouse Publishers. The Fluent Reader; New York; Scholastic; Rasinski, T.V. (2003). Teaching for Deep Comprehension: A Reading Workshop Approach: Portland: Stenhouse Publishers: Dorn, L.J. and Soffos, C. (2005) Building Background Knowledge for Academic Achievement: Research on What Works in School: Alexandria: ASCD: Marzano, R. J. (2004). Best Practice, Today's Standards for Teaching and Learning in America's Schools: Steven Zemelman, Harvey Daniels, Arthur Hyde, 2005. "Bumping Into Spicy, Tasty Words That Catch Your Tongue": A Formative Experiment on Vocabulary Instruction. James F. Baumann, Donna Ware, Elizabeth Carr Edwards. The Reading Teacher, V61 n2, 2007, pp. 108-122. "Using Explicit Instruction to Promote Vocabulary Learning for Struggling Readers." D. Bruce Taylor, Maryann Mraz, William D. Nichols, Robert J. Rickelman, Karen D. Wood. Reading & Writing Quarterly, V25 issue2&3, April 2009, pp. 205-220.

Actions	Person Responsible	Timeline	Resources	Source of Funds
(R)Teachers will utilize Target pacing guides to incorporate the building of Academic Vocabulary as a means of making progress with students who have an AIP or IRI. Action Type: AIP/IRI Action Type: Alignment	Teachers	Start: 07/01/2013  End: 06/30/2014	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$
(Q)Quarterly CWT data will be collected to measure implementation of building academic vocabulary practices and their impact on student achievement. Action Type: Program Evaluation	Heidi Wilson, Julianna Yeatman, Teachers	Start: 07/01/2013  End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	ACTION BUDGET: \$
(S)Utilize the MAPS Resource guides aligned to Common Core to examine qualifying words in each grade level to teach academic vocabulary to support formative assessments. Action Type: Alignment	Classroom Teachers,Heidi Wilson, Principal	Start: 07/01/2013  End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$

Total Budget:	\$0
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Priority 3: Wellness

Supporting Data:

1. Body Mass Index (BMI): The results of the BMI Assessment for 2004-2005 for Anne Watson Elementary School which involved 391 of the 428 students enrolled (91.3%) are as follows. The results indicated that 36.7% of the males enrolled in grades K-6 fell in the categories of overweight or at risk of overweight. A total of 42.1% of the females in these grades were in these categories. In 2005-2006, 357 students of the 407 students enrolled (87.7%) were assessed. The results indicated that 34.5% of the males enrolled in K-6 fell in the categories of overweight or at risk of overweight. A total of 47.8% of the females in these grades were in these categories. During the two-year period, a total of 35.6% of the males were found to be overweight or at risk of being overweight while a total of 45% of the female students fell in these categories. The percentage of males who were overweight was less in 2004-2005 than the first year assessed, but was higher for the females. In 2008-2009, 79 students of the 300 students enrolled were assessed. The results indicated that 19% of the males enrolled in K,2, 4, and 6 fell in the categories of overweight or at risk of overweight. A total of 21.1% of the females in these grades were in these categories. In 2009-2010, 91 of the 317 students enrolled were assessed. The results indicated that 14.3% of the males enrolled in K,2,4, and 6th grades fell in the categories of overweight. A total of 16.7% of females in these grades were in these categories.
2. School Health Index Evaluation (SHI): The results of the SHI Evaluation for the Anne Watson Elementary School for the school year 2005-2006 revealed the percentage score for each of the four modules evaluated. Scores for each of these areas included: Module 1: School Health and Safety Policies and Environment, 84%; Module 2: Health Education, 43.6%; Module 3: Physical Education and other Physical Activity Programs, 84.6%; and Module 4: Nutrition Services, 59.5%. The combined average score for the four modules was 67.9%. The results of the school for the area of Family and Community Involvement (Module 8) was 55%. The results of the SHI Evaluation for the Anne Watson Elementary School for the school year 2006-2007 revealed the percentage score for each of the four modules evaluated. Scores for each of these areas included: Module 1: School Health and Safety Policies and Environment, 73.3%; Module 2: Health Education, 74.3%; Module 3: Physical Education and other Physical Activity Programs, 84.6%; and Module 4: Nutrition Services, 76%. The combined average score for the four modules was 77.1%. The results of the school for the area of Family and Community Involvement (Module 8) was 67%. The results of the SHI Evaluation for the Anne Watson Elementary School for the school year 2010-2011 revealed the percentage score for each of the four modules evaluated. Scores for each of these areas included: Module 1: School Health and Safety Policies and Environment,66%. Module 2: Health Education,71%. Module 7: Health promotion for staff, 22.2%. Module 8: Family and Community Involvement, 44%.

Goal Students will improve their BMI and nutritional food choices.

Benchmark Annually, the students enrolled in the school will improve their BMI and nutritional food choices by a minimum of one percent (1%) as reflected by the data in the annual assessment.

Intervention: Implement Wellness Program.				
Scientific Based Research: Joint Committee on National Health Education Standards, National Health Education Standards: Achieving Health Literacy. An Investment in the Future. Atlanta: American Cancer Society, 1995. Allensworth, D.D. and Kolbe, L.J. Guidelines for School and Community Program to Promote Lifelong Healthy Eating. MMWR, 1996. 45 (RR-9); 1-41. Mandell, R.J. Ed. The Strategic Plan for Nutrition Education: Promoting Healthy Eating for our Children. Washington, D.C.: US Department of Agriculture; Food and Nutrition Service, Nutrition and Technical Services Division, 1993.CDC. Guidelines for School and Community Program to Promote Lifelong Physical Activity. MMWR, 1997. 46 (RR-6); 1-36. U.S. Department of Health and Human Services. Physical Activity and Health: A Report of the Surgeon General. Atlanta; US Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, 1996.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
(F)All students including Special Education will be provided a wellness program designed to improve and enhance the health and lifestyles of these persons. The components of the program will include implementing comprehensive programs in: 1) Policies and Environment; 2) Health Education Curriculum; 3) Physical Activity Program; 4) Nutritional Program; 5) Health Services Program; and 6) Family and Community Involvement. Strategies will include the use of research-based supplemental materials which are age appropriate, use of trained and qualified resource persons, involvement of parents and family members, and the training of teachers and staff members to implement the program. The program will be a collaborative effort involving persons representing health nutrition physical education, citizens, and community organizations and agencies. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education Action Type: Wellness	Heidi Wilson, Principal/Russell Paulley, P.E. teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
(G)Wellness policies of the district developed will be implemented by the school. Policies include the Federal requirements as follows: 1) Goals for Nutrition Education; 2) Physical Activity and	Heidi Wilson, Principal	Start: 07/01/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	ACTION BUDGET: \$

<p>other school-based activities, Nutrition Guidelines; 3) Guidelines for reimbursable school meals; 4) a plan for measuring implementation of the local Wellness Policy, and 5) Community Involvement. Action Type: Collaboration Action Type: Wellness</p>		<p>End: 06/30/2014</p>	<p>Community Leaders • District Staff • Teachers</p>	
<p>(B)All students, including Special Education will receive health education to be taught during the school year through health units at all grade levels in the physical education classroom utilizing the adopted textbooks and other supplementary materials. Teachers at each grade level will meet and collaborate at the beginning of the year to select the units to be taught and set a schedule to be followed on a weekly basis. Strategies will include the use of supplemental materials which are age-appropriate and resource persons to present special activities. Action Type: Alignment Action Type: Collaboration Action Type: Special Education Action Type: Wellness</p>	<p>Heidi Wilson, Principal; Russell Paulley, P.E. Teacher</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<p>• Administrative Staff • District Staff • Teachers</p>	<p>ACTION BUDGET: \$</p>
<p>(C)All students in each grade, including Special Education will be provided physical fitness activities for the development of lifelong health habits and promotion of healthy lifestyle. Activities will include: , A structured elementary physical education class one hour each week. Teachers at the school will work together to ensure all students are provided the activities needed. Emphasis will be placed on physical activities/movement in each of the scheduled activities. The curriculum to be used will be sequential and consistent with the Standards. Action Type: Alignment Action Type: Collaboration Action Type: Special Education Action Type: Wellness</p>	<p>Heidi Wilson, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<p>• Administrative Staff • District Staff • Teachers • Teaching Aids</p>	<p>ACTION BUDGET: \$</p>
<p>(D)All students, including Special Education will be provided a comprehensive nutritional program to ensure that nutrition guidelines are followed and that the objectives of promoting student health and reducing childhood obesity are addressed. Major components of the program will include activities designed to reduce exceptions to food and beverage limitations, reduce access to vended and competitive foods and those with minimal nutritional value, identify problem areas which are detrimental to healthy diets, and to emphasize daily healthful practices by students. The program will be directed by the Food Service manager working in collaboration with principals, teachers, professional persons,and other persons. The program will be conducted as required by all appropriate statutes, policies, and guidelines at the State and Federal levels. Action Type: Alignment Action Type: Collaboration Action Type: Special Education Action Type: Wellness</p>	<p>Heidi Wilson, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<p>• Administrative Staff • Community Leaders • District Staff • Outside Consultants • Teachers</p>	<p>ACTION BUDGET: \$</p>
<p>(E)All students enrolled in the school including Special Education will be provided a comprehensive program of Health Services. The program will include activities designed to increase the health services provided to students, maintain a safe and health school environment, improve student safety, and keep all students, parents and citizens informed of the wellness situation. Major activities will also include completing both the BMI and SHI assessments on an annual basis. The school nurse will be responsible for the program and will work in collaboration with principals, teachers, parents, and community professionals to provide a quality program. Action Type: Alignment Action Type: Collaboration Action Type: Special Education Action Type: Wellness</p>	<p>Denice Gipson, School Nurse/Heidi Wilson, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<p>• Administrative Staff • District Staff • Teachers</p>	<p>ACTION BUDGET: \$</p>
<p>(A)Parents and community citizens will be involved in the Wellness program through: 1) serving as members of committees and as resource persons; 2) involved in developing and implementing policies; 3) serving as volunteers in school-sponsored/wellness activities; 4) working at home to implement wellness activities to include nutrition, physical activity, and</p>	<p>Heidi Wilson, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<p>• Administrative Staff • Community Leaders • District Staff</p>	<p>ACTION BUDGET: \$</p>

health activities. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness			• Teachers	
Total Budget:				\$0

Priority 4: To improve understanding and awareness of Safe and Drug Free concepts to K-6 students based on Safe and Drug Free Curriculum. To foster parental engagement between the school and home.

Supporting Data:

Goal Students will increase their understanding of the dangers of anti-social behaviors through a comprehensive K-6 research based safe and drug free curriculum.

Benchmark Anne Watson Elementary students will reduce the number of discipline referrals 5% to maintain the low number of violent incidents.

Intervention: Smart Choices/Better Chances program				
Scientific Based Research: Illicit Drugs and Youth, April 2002, United States Dept of Justice. Grossnickle, D., and Stephens, R. Developing Personal and Social Responsibility: A Guide to Community Action				
Actions	Person Responsible	Timeline	Resources	Source of Funds
(C)AWE will participate in Red Ribbon Week which focuses on choosing a drug free life. All students will participate in activities provided by the American Lung Association, wearing red ribbons, daily themes, and large group guidance drug awareness lessons. Action Type: Collaboration	Julianna Yeatman, Counselor	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
(D)The counselor will purchase materials and invite speakers to help students maintain and expand existing school drug education programs that address unwanted behaviors. These materials and programs will incorporate the use of Literacy frameworks and instruction to promote positive choices and academic motivation. Action Type: Equity Action Type: Professional Development	Julianna Yeatman	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
(E)The counselor will provide large group activities for all students relating to the career, personal and social, or academic domains on a rotating basis.	Julianna Yeatman	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
(F)The number of discipline referrals will be checked and compared on a yearly basis. Action Type: Program Evaluation	Julianna Yeatman	Start: 07/01/2013 End: 06/30/2014	• Central Office	ACTION BUDGET: \$
(A)Funds will be provided to purchase materials and rewards needed for the Panther's Den incentive program and good behavior incentives aligned with point system. Action Type: Equity	Julianna Yeatman	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
(B)The elementary school counselor will instruct students in Life Skills Training.	Julianna Yeatman	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Anne Watson Elementary will maintain a parent involvement program designed to improve parent-school communication and to provide materials and assistance needed to improve student performance.				
Scientific Based Research: Henderson, Anne T. and Mapp, Karen L., A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement, 2002,0.7 NCLB, USDOE				
Actions	Person Responsible	Timeline	Resources	Source of Funds
(I)The building principal will designate a certified staff member to serve as a parent facilitator to organize meaningful training for staff and parents and to undertake efforts to ensure that parental participation is recognized as an asset to the school. The district will pay the parent facilitator a stipend for assuming duties as required by ACT 307 of 2007. Action Type: Parental Engagement	Julianna Yeatman, Parent Coordinator/Counselor	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

(J) Teachers will receive training to enhance understanding of effective parental involvement strategies. Action Type: Parental Engagement Action Type: Professional Development	Julianna Yeatman, Parent Coordinator/Counselor	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
(K) The school will create an alumni advisory board to provide advice and guidance for school improvement. Action Type: Collaboration Action Type: Parental Engagement	Heidi Wilson, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
(L) Administrators, teachers, and parents will develop a parental involvement plan addressing the diverse needs of the students and their parents to increase the school's ability to provide for the educational success of their children. Federal Advisory Committee will convene to review, evaluate, and update the plan annually. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation	Julianna Yeatman, Parent Coordinator/Counselor	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
(M) Informational Packets will be available to all parents that include: The Parental Involvement Plan, a School Calendar, a system encouraging the home and school connection, the school's website with each grade's content standards, a schedule of available training for parents and a list of items available for checkout from the Parent Resource Center. Action Type: Parental Engagement	Julianna Yeatman, Parent Coordinator/Counselor	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
(H) All parents of students in grades K-6 will be invited to a Parent Involvement Meeting highlighting the math and literacy programs in the school. Action Type: Parental Engagement	Julianna Yeatman, Parent Coordinator/Counselor	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
(N) Parent resources, books, and literature will be made available for parental training and placed in the AWE Parent Center. This information will be communicated to parents "to the extent practicable," in a language that parents understand. Action Type: Equity Action Type: Parental Engagement	Julianna Yeatman, Parent Coordinator/Counselor	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
(O) Parent notes will be sent out with eSchool activation codes. The parent notes will give explicit directions for parents on how to monitor their child's progress and assessments. Action Type: Parental Engagement	Penny Rhem, Due Process Clerk/Heidi Wilson, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: The school will begin to study a behavioral prevention program that will address unwanted behaviors that undermine student performance in all areas.

Scientific Based Research: Lassen, Stephen R., Sailor, Wayne. (2006). Relationship of school-wide positive behavior support to academic achievement in an urban middle school. *Psychology in the Schools*, 43(6). 701-712. / Winters, Ken C., Wagner, Eric. (2007). Use of brief interventions for drug abusing teenagers within a middle and high school setting. *Journal of School Health*, 77(4), 196-206.

Actions	Person Responsible	Timeline	Resources	Source of Funds
(Q) Administrators and Staff will develop a school-wide behavior program to promote positive classroom and school behavior. Action Type: Program Evaluation	Heidi Wilson, Principal/Julianna Yeatman, Parent Coordinator/Counselor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
(P) A reward program, Panther's Den, will be set up weekly for students to choose rewards promoting good behavior and choices.	Julianna Yeatman, School Counselor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
(R) A discipline committee will develop rewards for each nine weeks and the end of the year to reward students who make all "A" behavior per nine weeks and the entire school year.	Heidi Wilson, Principal/ Discipline Committe- Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

- Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Blair, Jill	Fifth/Sixth Grade	Math
Classroom Teacher	Branch, Jessica	Kindergarten	Math
Classroom Teacher	Crabill, Meghan	First Grade	Math
Classroom Teacher	Crow, Damitra	First Grade	Math
Classroom Teacher	Glover, Tiffany	Second Grade	Literacy
Classroom Teacher	Golden, Denise	Sixth Grade	Literacy
Classroom Teacher	Hyde, Jennifer	First Grade	Literacy
Classroom Teacher	Izor, Amy	Fourth Grade	Literacy
Classroom Teacher	Morgan, Sara	ART	Wellness
Classroom Teacher	Quiroz, Callie	Pre-School	Literacy/Parental Involvement
Classroom Teacher	Ragan, Brenda	Resource	Literacy
Classroom Teacher	Scroggins, Angie	Second Grade	Math
Classroom Teacher	Sevier, Miranda	Resource	Literacy
Classroom Teacher	Shaw, Ashley	Fifth Grade	Literacy
Classroom Teacher	Shipp, Brittany	Kindergarten	Math
Classroom Teacher	Stepp, Christy	Sixth Grade	Math
Classroom Teacher	Turetzky, Whitney	Fourth Grade	Literacy
Classroom Teacher	Wildschuetz, Kendra	Third Grade	Literacy
Classroom Teacher	Wiley, Jessica	Special Education	Math
Classroom Teacher	Williams, Kayde	Kindergarten	Literacy
District-Level Professional	Saunders, Eric	Superintendent	Federal Programs
Non-Classroom Professional Staff	Blackburn, April	Gifted/Talented	GT Coordinator
Non-Classroom Professional Staff	Bridgeman, Donna	Food Services Director	Wellness
Non-Classroom Professional Staff	Brunson, Barbara	Instructional Assistant	Wellness
Non-Classroom Professional Staff	Carter, Susan	Music	Wellness
Non-Classroom Professional Staff	Gipson, Denise	Nurse	Wellness
Non-Classroom Professional Staff	Langston, Rita	Title 1-Math	Math
Non-Classroom Professional Staff	Manis, Brian	Computer Technician	Math
Non-Classroom Professional Staff	Mayo, Lisa	Instructional Aid	Wellness
Non-Classroom Professional Staff	Morse, Debra	Librarian	Literacy/Federal Programs
Non-Classroom Professional Staff	Nutt, Juanita	Pre-School Instructional Assistant	Math/Parental Involvement
Non-Classroom Professional Staff	Paulley, Russell	P. E.	Wellness
Non-Classroom Professional Staff	Rehm, Penny	Office Management	Math
Non-Classroom Professional Staff	Starks, Kristi	Title I Literacy	Literacy
Non-Classroom Professional Staff	Story, Sonja	Office Management	Math
Non-Classroom Professional Staff	Weaver, Kathryn	Speech Therapist	Literacy
Non-Classroom Professional Staff	Woodard, Dovyte	Instructional Assistant	Math
Non-Classroom Professional Staff	Yeatman, Julianna	Counselor	Wellness/Parental Involvement
Parent	Alexander, Carla	Volunteer Coordinator	Parental Involvement

Parent	House, Gina	Parent	Math
Parent	Lawson, Rena	Parental Involvement	Parental Involvement
Parent	McKinney, Regina	Parent	Wellness
Parent	Williams, Jeremy	School Board Member	Math
Principal	Wilson, Heidi	Principal PreK-6	Literacy Steering/Math Steering/Federal Programs/Parental Involvement