

School Plan

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

Arkansas Comprehensive School Improvement Plan

2014-2015

Our mission at Anne Watson Elementary is:
Whatever It Takes, Our Kids Deserve It.

Grade Span: K-6

Title I: Title I Schoolwide

School Improvement: A

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

Priority 2: Math

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.

Priority 3: Wellness

Goal: Students will improve their BMI and nutritional food choices.

Priority 4: Safe and Drug Free/Parental Engagement Activities

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 2012-2013 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 2012-2013 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 2012-2013 comprehensive needs assessment that reflect an in-depth analysis of student achievement, demographic, and school process data in sixth 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 2012-2013 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 2012-2013 comprehensive needs assessment that reflects 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 2012-2013 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 2012-2013 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 staff, and lack of content-focused parent involvement and lack of text dependent strategies is also a factor.

Supporting
Data:

8. Based upon 2013-2014 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 Statement: 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, 76.5% of the Combined population, 73.5% of the Caucasian population, and 70% of the Economically Disadvantaged population scored at the proficient level. We want all students to be proficient / advanced based on the Performance Level Descriptors (PLD) of the new state assessment in 2014- 2015. Further information will be provided when training / professional development is established for the new state assessment.

| Intervention: Improve reading achievement through early intervention programs such as Lexia Lab, Reading A to Z, Laptop Lab, Gifted/Talented, Speech, RTI, and Special Education. | | | | |
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| 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: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> Administrative Staff Teaching Aids Title Teachers | Title I - Employee Benefits: \$11566.74 Title I - Employee Salaries: \$44152.00 <hr/> ACTION BUDGET: \$55718.74 |
| (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: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> Administrative Staff Computers Teachers | Title I - Purchased Services: \$3337.90 <hr/> ACTION BUDGET: \$3337.9 |
| (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: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> Teachers Teaching Aids | <hr/> ACTION BUDGET: \$ |
| (D) To support ELLA, Effective Literacy, and Literacy Lab, leveled readers, classroom libraries, display rails for student work, Engage NY Literacy Units and workbooks, 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: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> Performance Assessments School Library Teaching Aids Title Teachers | Title I - Materials & Supplies: \$1000.00 NSLA (State-281) - Materials & Supplies: \$7500.00 <hr/> ACTION BUDGET: \$8500 |
| (H) Title I funds will be used to provide formative assessments for AWE to allow staff and students to fully understand individual needs. Action Type: Program Evaluation Action Type: Title I Schoolwide | Heidi Wilson, Principal | Start: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> Administrative Staff Outside Consultants Performance Assessments | <hr/> ACTION BUDGET: \$ |
| (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 | Principal, Special | Start: 07/01/2014 | <ul style="list-style-type: none"> Administrative Staff | Title I - Employee Salaries: \$750.00 |

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| and extended day Boot Camp. Certified teachers will be paid an hourly rate of pay of \$25.00 for 8-12 days of boot camp. This is targeted to 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. Teachers will be paid \$25.00 per hour for Kindergarten Camp for two days (12 hours). Action Type: Equity Action Type: Special Education | Services Personnel | End: 06/30/2015 | <ul style="list-style-type: none"> Teachers | Title I - Employee Benefits: \$160.89 ACTION BUDGET: \$910.89 |
| (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: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers | ACTION BUDGET: \$ |
| (J) Teachers will receive training on Dyslexia, 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: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> District Staff Teachers | ACTION BUDGET: \$ |
| (B) Funds will be set aside to purchase new technology and supplies 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. (sound field systems @ \$915 each, 17 computers @ \$775 each, 33 headsets @ \$25 each, 2 projector bulbs @ \$150 each, microphones for instruction, projectors 5 @ \$800 each)(ESEA accountability report) Action Type: AIP/IRI Action Type: Technology Inclusion | Heidi Wilson | Start: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> Administrative Staff Computers Teachers | Title I - Purchased Services: \$3300.00 Title I - Materials & Supplies: \$21754.05 ACTION BUDGET: \$25054.05 |
| Total Budget: | | | | \$93521.58 |

Intervention: Implement the balanced literacy approach in 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 |
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| (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: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> Teachers Teaching Aids | 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: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> Teachers | Title I - Materials & Supplies: \$1500.00 ACTION BUDGET: \$1500 |
| (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. | Principal, Heidi Wilson | Start: 07/01/2014 End: 06/30/2015 | | ACTION BUDGET: \$ |

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| Action Type: AIP/IRI Action Type: Equity | | | | |
| (N)Implementation of the ELLA, ELF, and Lit Lab strategies will be evaluated through CWTs and student/staff surveys for the 2013-2014 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: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> Teachers | ACTION BUDGET: \$ |
| Total Budget: | | | | \$1500 |

| Intervention: Implement Parental Involvement Programs. | | | | |
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| 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 | Don Collins, Superintendent/Heidi Wilson, Title I Coordinator | Start: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> Administrative Staff Central Office Teachers | 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: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> Administrative Staff District Staff Teachers Title Teachers | 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: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> Administrative Staff Teachers | 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: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> Administrative Staff Teachers | ACTION BUDGET: \$ |

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| <p>(Y)Funds will be available to purchase materials and supplies over and above what is required by law to use in the parent center and by teachers in parent activities. Supplies and materials will also be purchased for the parent center in order to make a more welcoming environment. Funds will be reserved to attend Parent Involvement training. Ideas and knowledge will be brought back to staff to increase parental engagement. Action Type: Parental Engagement</p> | <p>Julianna Yeatman, Parent Coordinator</p> | <p>Start: 07/01/2014 End: 06/30/2015</p> | <ul style="list-style-type: none"> • District Staff • School Library | <p>Title I - Materials & \$2000.00 Supplies:</p> <hr/> <p>ACTION BUDGET: \$2000</p> |
| <p>(Q)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: 07/01/2014 End: 06/30/2015</p> | <ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Teachers | <hr/> <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: 07/01/2014 End: 06/30/2015</p> | <ul style="list-style-type: none"> • Community Leaders • District Staff • Teachers | <hr/> <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 of work parents are interested in, 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: 07/01/2014 End: 06/30/2015</p> | <ul style="list-style-type: none"> • Community Leaders • District Staff • Teachers | <hr/> <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</p> | <p>Heidi Wilson, Principal</p> | <p>Start: 07/01/2014 End: 06/30/2015</p> | <ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff | <hr/> <p>ACTION BUDGET: \$</p> |

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| policy in meetings and encouraged to fully comply with the procedures. (Act 307 of 2007 (4)). Action Type: Collaboration Action Type: Parental Engagement | | | <ul style="list-style-type: none"> Teachers | |
| (DD)Staff members including special education teachers will work with parents to develop a plan 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 | Julianna Yeatman, Parent Coordinator; Parent Involvement Committee | Start: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> Central Office District Staff School Library Title Teachers | ACTION BUDGET: \$ |
| Total Budget: | | | | \$2000 |

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: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> Computers School Library Teachers | ACTION BUDGET: \$ |
| (HH)Materials and supplies will be purchased for the Accelerated Reading Program. Action Type: Collaboration Action Type: Technology Inclusion | AR Committee Chairman, Kristi Starks | Start: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> School Library Teachers Teaching Aids | Title I - Materials & Supplies: \$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. A SMART board will be provided to allow students to utilize these programs on the SMART board. 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: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> District Staff School Library Teachers | Title I - Purchased Services: \$2336.55 Title I - Materials & Supplies: \$2500.00 NSLA (State-281) - Capital Outlay: \$3007.31 NSLA (State-281) - Materials & Supplies: \$3229.00 ACTION BUDGET: \$11072.86 |
| Total Budget: | | | | \$12072.86 |

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. | K-6 Teachers | Start: 07/01/2014 | <ul style="list-style-type: none"> Computers | |

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| Action Type: Equity Action Type: Program Evaluation Action Type: Technology Inclusion | | End: 06/30/2015 | <ul style="list-style-type: none"> Teachers | 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: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> Administrative Staff Teachers Title Teachers | ACTION BUDGET: \$ |
| (LL)Teachers in grades K-6 will develop AIP's or IRT's for all students scoring below proficient on any area of CRT or NRT. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity | Julianna Yeatman, K-6 Teachers, Kristi Starks, Rita Langston | Start: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> District Staff Performance Assessments Teachers Title Teachers | ACTION BUDGET: \$ |
| (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: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> Teachers Title Teachers | ACTION BUDGET: \$ |
| (OO)Data from state required CRT, NRT and PARCC 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: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> 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: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> Computers District Staff Performance Assessments Teachers Title Teachers | ACTION BUDGET: \$ |
| Total Budget: | | | | \$0 |

Priority 2: Increase student achievement in Math.

- 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.
- 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.
- 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.

Supporting Data:

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 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, 80% of the Combined population, 77.5% of the Caucasian population, and 73.75% of the Economically Disadvantaged population scored at the proficient level. We want all students to be proficient / advanced based on the Performance Level Descriptors (PLD) of the new state assessment in 2014- 2015. I would also state that further information will be provided when training / professional development is established for the new state assessment.

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: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> 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: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> Performance Assessments Teachers Title Teachers | 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: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> District Staff Teachers Title Teachers | 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, Megan Aitchison, Jessica Wiley, Classroom Teachers | Start: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> District Staff Teachers Title Teachers | 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: 07/01/2014 End: 06/30/2015 | | ACTION BUDGET: \$ |
| (E)Teachers will utilize the Reflex Math and Study Island programs to provide classroom reinforcements in order to supplement instruction. Action Type: Alignment | K-6th Classroom Teachers, Heidi Wilson | Start: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> Teachers Title Teachers | 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: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> District Staff Teachers | 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: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> Teachers Title Teachers | ACTION BUDGET: \$ |

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|--|---|--|---|--|
| (J)Teachers including Special Ed. teachers will be trained in the areas of PARCC 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: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> • Outside Consultants • Performance Assessments • Teachers • Title Teachers | 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 Action Type: Special Education | Heidi Wilson, Julianna Yeatman, K-6 Teachers, Rita Langston | Start: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> • Administrative Staff • Teachers • Title Teachers | ACTION BUDGET: \$ |
| (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: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> • Administrative Staff • Outside Consultants | ACTION BUDGET: \$ |
| (H)NSLA funds will be set aside to purchase support materials for CGI/ECM such as math manipulatives, hands-on math lessons, Engage NY Teacher Guides and student resources, Boogie Response Boards,technology, and computer programs such as: ixl.com and Reflex Math. (iPads, iPods) Action Type: Alignment | Heidi Wilson, Classroom Teachers | Start: 07/01/2014 End: 06/30/2015 | | NSLA (State-281) - Purchased Services: \$3395.00 NSLA (State-281) - Materials & Supplies: \$2105.00 Title I - Materials & Supplies: \$1161.50 <hr/> ACTION BUDGET: \$6661.5 |
| (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: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> • Teachers • Title Teachers | Title I - Employee Salaries: \$39766.00 Title I - Employee Benefits: \$10616.29 <hr/> ACTION BUDGET: \$50382.29 |
| (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: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers • Title Teachers | 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: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> • Teachers • Title Teachers | ACTION BUDGET: \$ |
| Total Budget: | | | | \$57043.79 |

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 Engage NY 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: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> Teachers Title Teachers | 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: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> Administrative Staff | 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: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> Administrative Staff Teachers Title Teachers | ACTION BUDGET: \$ |
| Total Budget: | | | | \$0 |

Priority 3: Wellness

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%.

Supporting Data:

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.

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| 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 |
|--|--|--------------------------------------|--|--------------------------------|
| <p>(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.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education Action Type: Wellness</p> | Heidi Wilson, Principal/Russell Paulley, P.E. teacher | Start: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Outside Consultants Teachers | <hr/> <p>ACTION BUDGET: \$</p> |
| <p>(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 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.</p> <p>Action Type: Collaboration Action Type: Wellness</p> | Heidi Wilson, Principal | Start: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Teachers | <hr/> <p>ACTION BUDGET: \$</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.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Special Education Action Type: Wellness</p> | Heidi Wilson, Principal; Russell Paulley, P.E. Teacher | Start: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> Administrative Staff District Staff Teachers | <hr/> <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.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Special Education Action Type: Wellness</p> | Heidi Wilson, Principal | Start: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> Administrative Staff District Staff Teachers Teaching Aids | <hr/> <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</p> | Heidi Wilson, Principal | Start: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> Administrative Staff Community Leaders | <hr/> <p>ACTION BUDGET: \$</p> |

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| 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 | | | <ul style="list-style-type: none"> • District Staff • Outside Consultants • Teachers | |
| (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 healthy 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 | Denice Gipson, School Nurse/Heidi Wilson, Principal | Start: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers | ACTION BUDGET: \$ |
| (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 health activities. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness | Heidi Wilson, Principal | Start: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Teachers | ACTION BUDGET: \$ |
| 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.

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|--|-----------------------------|--------------------------------------|-----------|-------------------|
| 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: 07/01/2014 End: 06/30/2015 | | 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. | Julianna Yeatman | Start: 07/01/2014 End: 06/30/2015 | | ACTION BUDGET: \$ |

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| Action Type: Equity Action Type: Professional Development | | | | |
| (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. Action Type: Program Evaluation | Julianna Yeatman | Start: 07/01/2014 End: 06/30/2015 | | ACTION BUDGET: \$ |
| (F)The number of discipline referrals will be checked and compared on a yearly basis. Action Type: Program Evaluation | Julianna Yeatman | Start: 07/01/2014 End: 06/30/2015 | • 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: 07/01/2014 End: 06/30/2015 | | ACTION BUDGET: \$ |
| (B)The elementary school counselor will instruct students in Life Skills Training. | Julianna Yeatman | Start: 07/01/2014 End: 06/30/2015 | | 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: 07/01/2014 End: 06/30/2015 | | 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: 07/01/2014 End: 06/30/2015 | | 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: 07/01/2014 End: 06/30/2015 | | 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: 07/01/2014 End: 06/30/2015 | | 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: 07/01/2014 End: 06/30/2015 | | 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: 07/01/2014 End: 06/30/2015 | | 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. | Julianna Yeatman, Parent Coordinator/Counselor | Start: 07/01/2014 End: 06/30/2015 | | ACTION BUDGET: \$ |

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| Action Type: Equity Action Type: Parental Engagement | | | | |
| (P)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: 07/01/2014 End: 06/30/2015 | | 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(94), 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: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> Administrative Staff Teachers | 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: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> Teachers | 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 Committee-Teachers | Start: 07/01/2014 End: 06/30/2015 | <ul style="list-style-type: none"> Administrative Staff Teachers | ACTION BUDGET: \$ |
| Total Budget: | | | | \$0 |

• Planning Team

| Classification | Name | Position | Committee |
|----------------------------------|---------------------|--------------------------------|-------------------------------|
| Classroom Teacher | Aitchison, Megan | Special Education Teacher | Math |
| 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 | Golden, Denise | Sixth Grade | Literacy |
| Classroom Teacher | Hyde, Jennifer | First Grade | Literacy |
| Classroom Teacher | Izor, Amy | Fourth Grade | Literacy |
| Classroom Teacher | Merino, Jennifer | Second Grade | Literacy |
| Classroom Teacher | Mobly, Courtney | First 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 | Wildschuetz, Kendra | Third Grade | Literacy |
| Classroom Teacher | Wiley, Jessica | Special Education | Math |
| Classroom Teacher | Williams, Kayde | Kindergarten | Literacy |
| District-Level Professional | Wilson, Heidi | Principal and Federal Programs | 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 |

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| 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 | 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 | Presnull, Jenifer | Computer Technician | Math |
| 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 | White, Christin | Instructional Aid | Wellness |
| Non-Classroom Professional Staff | Woodard, Dovey | 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 |