

School Plan

WALDRON ELEMENTARY SCHOOL
1560 West Sixth Street, Waldron, AR 72958

Arkansas Comprehensive School Improvement Plan

2011-2012

The mission of Waldron Elementary School is to prepare its students for successful life experiences in a continually changing society. Our school will provide a quality instructional literacy and math program that maintains high expectations for all students. We will strive to ensure that students actively participate in their education as stakeholders in a 21st century society. Every Child, Every Chance, Every Day

Grade Span: K-4

Title I: Title I Schoolwide

School Improvement: MS

Table of Contents

Priority 1: Literacy

Goal: To improve reading comprehension and open response literacy skills with a focus on reading passages.

Disaggregation of our strand analysis indicates Literary, Practical and Content Passage Open Response will be a focus for improvement.

Goal: To improve writing skills across the curriculum with a focus on mechanics, content, and style. Disaggregation of our strand analysis indicates writing mechanics, content, and style will be a focus for improvement.

Goal: To improve literacy scores through parental involvement

Priority 2: Mathematics

Goal: Improve Mathematics Instruction with specific focus on Numbers & Operations, Measurement and Algebra.

Priority 3: Wellness/Nutrition

Goal: To provide students with information on living a healthier lifestyle.

Priority 5: English as a Second Language (ESL)

Goal: To provide a comprehensive second language instruction program.

Priority 1: To Improve Literacy Skills

1. KINDERGARTEN:

Arkansas Comprehensive School Improvement Data Source for
WALDRON ELEMENTARY SCHOOL
IOWA TEST OF BASIC SKILLS -- Report Completed: Aug 31, 2011
Number Tested and Percent of Students Scoring At/Above 50th Percentile:

COMBINED POPULATION Grade:00
Year 2011
Number Tested 132
% At/Above 50th NPR In: Vocabulary 64.4%
Reading Comprehension 84.8%
Reading Total 72.7%
Punctuation 77.3%
Language Total 91.7%
Math Total Without Comp. 64.4%

AFRICAN AMERICAN POPULATION Grade:00 Year 2011
Number Tested 1
% At/Above 50th NPR In: Vocabulary 100.0%
Reading Comprehension 100.0%
Reading Total 100.0%
Punctuation 100.0%
Language Total 100.0%
Math Total Without Comp. 100.0%

HISPANIC POPULATION Grade:00 Year 2011
Number Tested 23
% At/Above 50th NPR In: Vocabulary 43.5%

Supporting
Data:

Reading Comprehension 82.6%
 Reading Total 69.6%
 Punctuation 73.9%
 Language Total 82.6%
 Math Total Without Comp. 52.2%
 CAUCASIAN POPULATION Grade:00 Year 2011
 Number Tested 96
 % At/Above 50th NPR In: Vocabulary 68.8%
 Reading Comprehension 83.3%
 Reading Total 70.8%
 Punctuation 76.0%
 Language Total 93.8%
 Math Total Without Comp. 66.7%
 ECONOMICALLY DISADVANTAGED Grade:00 Year 2011
 Number Tested 111
 % At/Above 50th NPR In: Vocabulary 61.3%
 Reading Comprehension 82.0%
 Reading Total 69.4%
 Punctuation 74.8%
 Language Total 91.9%
 Math Total Without Comp. 59.5%
 LIMITED ENGLISH PROFICIENT Grade:00 Year 2011
 Number Tested 17
 % At/Above 50th NPR In: Vocabulary 29.4%
 Reading Comprehension 82.4%
 Reading Total 64.7%
 Punctuation 76.5%
 Language Total 70.6%
 Math Total Without Comp. 47.1%
 STUDENTS WITH DISABILITIES Grade:00 Year 2011
 Number Tested 0
 % At/Above 50th NPR In: Vocabulary N/A%
 Reading Comprehension N/A%
 Reading Total N/A%
 Punctuation N/A%
 Language Total N/A%
 Math Total Without Comp. N/A% In 2011, due to testing irregularities, IWOA test data for Kindergarten was deemed invalid therefore; scores were not reported.

Arkansas Comprehensive School Improvement Data Source for
 WALDRON ELEMENTARY SCHOOL
 SAT10 NORM REFERENCED TEST -- Report Completed: Sep 12, 2010
 Number Tested and Percent of Students Scoring At/Above 50th Percentile:

COMBINED POPULATION Grade:0
 Year 2007 2008 2009 2010
 Number Tested 148 N/A 132 126
 % At/Above 50th NPR In:
 Reading Comprehension 67.6% N/A 47.0% 50.8%
 Math Problem Solving 70.1% N/A 48.5% 48.4%
 AFRICAN AMERICAN POPULATION Grade:0
 SAT10 SAT10 SAT10 SAT10
 Year 2007 2008 2009 2010
 Number Tested N/A N/A 2 3
 % At/Above 50th NPR In:
 Reading Comprehension N/A N/A 50.0% 100.0%
 Math Problem Solving N/A N/A 50.0% 33.3%
 HISPANIC POPULATION Grade:0
 Year 2007 2008 2009 2010
 Number Tested 25 N/A 24 19
 % At/Above 50th NPR In:
 Reading Comprehension 72.0% N/A 37.5% 31.6%

Math Problem Solving 60.0% N/A 41.7% 31.6%
 CAUCASIAN POPULATION Grade:0
 Year 2007 2008 2009 2010
 Number Tested 109 N/A 102 93
 % At/Above 50th NPR In:
 Reading Comprehension 65.1% N/A 49.0% 52.7%
 Math Problem Solving 70.6% N/A 51.0% 53.8%
 ECONOMICALLY DISADVANTAGED Grade:0
 Year 2007 2008 2009 2010
 Number Tested 102 N/A 92 95
 % At/Above 50th NPR In:
 Reading Comprehension 65.7% N/A 40.2% 46.3%
 Math Problem Solving 67.3% N/A 45.7% 38.9%
 LIMITED ENGLISH PROFICIENT Grade:0
 Year 2007 2008 2009 2010
 Number Tested 25 N/A 15 18
 % At/Above 50th NPR In:
 Reading Comprehension 84.0% N/A 20.0% 27.8%
 Math Problem Solving 60.0% N/A 26.7% 27.8%
 STUDENTS WITH DISABILITIES Grade:0
 Year 2007 2008 2009 2010
 Number Tested N/A N/A 2 10
 % At/Above 50th NPR In:
 Reading Comprehension N/A N/A 0.0% 10.0%
 Math Problem Solving N/A N/A 0.0% 10.0%

In 2008, due to testing irregularities, SAT 10 test data for Kindergarten was deemed invalid therefore; scores were not reported. TREND ANALYSIS: In 2010 analysis of the various MAT 8 reports resulted in the identification of the following areas of concern: Reading-Meaning(Printed word that is related to given picture), Ending Sounds, and Ending Consonant Sounds.

2. FIRST GRADE:

Arkansas Comprehensive School Improvement Data Source for
 WALDRON ELEMENTARY SCHOOL
 IOWA TEST OF BASIC SKILLS -- Report Completed: Aug 31, 2011
 Number Tested and Percent of Students Scoring At/Above 50th Percentile:

COMBINED POPULATION Grade:01
 Year 2011
 Number Tested 123
 % At/Above 50th NPR In: Vocabulary 27.6%
 Reading Comprehension 49.6%
 Reading Total 38.2%
 Spelling 41.5%
 Language Total 31.7%
 Math Concepts 44.7%
 Problems & Data Inter. 41.5%
 Math Total Without Comp. 45.5%
 AFRICAN AMERICAN POPULATION Grade:01 Year 2011
 Number Tested 3
 % At/Above 50th NPR In: Vocabulary 33.3%
 Reading Comprehension 66.7%
 Reading Total 33.3%
 Spelling 33.3%
 Language Total 0%
 Math Concepts 66.7%
 Problems & Data Inter. 33.3%
 Math Total Without Comp. 33.3%
 HISPANIC POPULATION Grade:01 Year 2011
 Number Tested 22
 % At/Above 50th NPR In: Vocabulary 13.6%
 Reading Comprehension 31.8%

Reading Total 22.7%
 Spelling 31.8%
 Language Total 22.7%
 Math Concepts 18.2%
 Problems & Data Inter. 22.7%
 Math Total Without Comp. 27.3%
 CAUCASIAN POPULATION Grade:01 Year 2011
 Number Tested 85
 % At/Above 50th NPR In: Vocabulary 31.8%
 Reading Comprehension 49.4%
 Reading Total 43.5%
 Spelling 41.2%
 Language Total 34.1%
 Math Concepts 50.6%
 Problems & Data Inter. 48.2%
 Math Total Without Comp. 51.8%
 ECONOMICALLY DISADVANTAGED Grade:01 Year 2011
 Number Tested 93
 % At/Above 50th NPR In: Vocabulary 22.6%
 Reading Comprehension 44.1%
 Reading Total 32.3%
 Spelling 36.6%
 Language Total 24.7%
 Math Concepts 36.6%
 Problems & Data Inter. 35.5%
 Math Total Without Comp. 38.7%
 LIMITED ENGLISH PROFICIENT Grade:01 Year 2011
 Number Tested 16
 % At/Above 50th NPR In: Vocabulary 12.5%
 Reading Comprehension 37.5%
 Reading Total 25.0%
 Spelling 37.5%
 Language Total 25.0%
 Math Concepts 18.8%
 Problems & Data Inter. 18.8%
 Math Total Without Comp. 25.0%
 STUDENTS WITH DISABILITIES Grade:01 Year 2011
 Number Tested 0
 % At/Above 50th NPR In: Vocabulary N/A%
 Reading Comprehension N/A%
 Reading Total N/A%
 Spelling N/A%
 Language Total N/A%
 Math Concepts N/A%
 Problems & Data Inter. N/A%
 Math Total Without Comp. N/A% TREND ANALYSIS: In 2011 analysis of the various IOWA reports resulted in the identification of the following areas of concern: vocabulary.

Arkansas Comprehensive School Improvement Data Source for
 WALDRON ELEMENTARY SCHOOL
 SAT10 NORM REFERENCED TEST -- Report Completed: Sep 12, 2010
 Number Tested and Percent of Students Scoring At/Above 50th Percentile:

COMBINED POPULATION Grade: 1
 Year 2008 2009 2010
 Number Tested 142 130 154
 % At/Above 50th NPR In:
 Reading Comprehension 25.4% 26.9% 37.0%
 Math Problem Solving 31.7% 28.5% 38.3%
 AFRICAN AMERICAN POPULATION Grade: 1
 SAT10 SAT10 SAT10
 Year 2008 2009 2010

Number Tested 0 1 2
 % At/Above 50th NPR In:
 Reading Comprehension N/A 0.0% 50.0%
 Math Problem Solving N/A 0.0% 50.0%
 HISPANIC POPULATION Grade: 1
 Year 2008 2009 2010
 Number Tested 22 22 27
 % At/Above 50th NPR In:
 Reading Comprehension 9.1% 27.3% 25.9%
 Math Problem Solving 27.3% 18.2% 14.8%
 CAUCASIAN POPULATION Grade: 1
 Year 2008 2009 2010
 Number Tested 109 96 117
 % At/Above 50th NPR In:
 Reading Comprehension 29.4% 27.1% 36.8%
 Math Problem Solving 33.0% 32.3% 43.6%
 ECONOMICALLY DISADVANTAGED Grade: 1
 Year 2008 2009 2010
 Number Tested 104 100 122
 % At/Above 50th NPR In:
 Reading Comprehension 18.3% 22.0% 29.5%
 Math Problem Solving 26.0% 25.0% 32.0%
 LIMITED ENGLISH PROFICIENT Grade: 1
 Year 2008 2009 2010
 Number Tested 20 18 19
 % At/Above 50th NPR In:
 Reading Comprehension 15.0% 16.7% 15.8%
 Math Problem Solving 25.0% 11.1% 10.5%
 STUDENTS WITH DISABILITIES Grade: 1
 Year 2008 2009 2010
 Number Tested 14 12 11
 % At/Above 50th NPR In:
 Reading Comprehension 7.1% 25.0% 18.2%
 Math Problem Solving 21.4% 16.7% 9.1%

TREND ANALYSIS: In 2010 analysis of the various SAT 10 reports resulted in the identification of the following areas of concern: Reading-Complete Cloze Passages, Explicit Sequence Actions, and Literary.

3. SECOND GRADE:
 Arkansas Comprehensive School Improvement Data Source for
 WALDRON ELEMENTARY SCHOOL
 IOWA TEST OF BASIC SKILLS -- Report Completed: Aug 31, 2011
 Number Tested and Percent of Students Scoring At/Above 50th Percentile:

COMBINED POPULATION Grade: 02
 Year 2011
 Number Tested 141
 % At/Above 50th NPR In: Vocabulary 35.5%
 Reading Comprehension 53.2%
 Reading Total 42.6%
 Spelling 44.0%
 Language Total 21.3%
 Math Concepts 55.3%
 Problems & Data Inter. 48.9%
 Math Total Without Comp. 47.5%
 AFRICAN AMERICAN POPULATION Grade: 02 Year 2011
 Number Tested 1
 % At/Above 50th NPR In: Vocabulary 100.0%
 Reading Comprehension 100.0%
 Reading Total 100.0%
 Spelling 100.0%
 Language Total 0%

Math Concepts 100.0%
 Problems & Data Inter. 100.0%
 Math Total Without Comp. 100.0%
 HISPANIC POPULATION Grade:02 Year 2011
 Number Tested 23
 % At/Above 50th NPR In: Vocabulary 21.7%
 Reading Comprehension 34.8%
 Reading Total 26.1%
 Spelling 47.8%
 Language Total 17.4%
 Math Concepts 43.5%
 Problems & Data Inter. 26.1%
 Math Total Without Comp. 30.4%
 CAUCASIAN POPULATION Grade:02 Year 2011
 Number Tested 110
 % At/Above 50th NPR In: Vocabulary 39.1%
 Reading Comprehension 59.1%
 Reading Total 47.3%
 Spelling 42.7%
 Language Total 23.6%
 Math Concepts 58.2%
 Problems & Data Inter. 53.6%
 Math Total Without Comp. 50.9%
 ECONOMICALLY DISADVANTAGED Grade:02 Year 2011
 Number Tested 112
 % At/Above 50th NPR In: Vocabulary 31.3%
 Reading Comprehension 50.0%
 Reading Total 39.3%
 Spelling 42.0%
 Language Total 18.8%
 Math Concepts 52.7%
 Problems & Data Inter. 47.3%
 Math Total Without Comp. 43.8%
 LIMITED ENGLISH PROFICIENT Grade:02 Year 2011
 Number Tested 12
 % At/Above 50th NPR In: Vocabulary 8.3%
 Reading Comprehension 8.3%
 Reading Total 8.3%
 Spelling 50.0%
 Language Total 16.7%
 Math Concepts 58.3%
 Problems & Data Inter. 25.0%
 Math Total Without Comp. 33.3%
 STUDENTS WITH DISABILITIES Grade:02 Year 2011
 Number Tested 0
 % At/Above 50th NPR In: Vocabulary N/A%
 Reading Comprehension N/A%
 Reading Total N/A%
 Spelling N/A%
 Language Total N/A%
 Math Concepts N/A%
 Problems & Data Inter. N/A%
 Math Total Without Comp. N/A%
 TREND ANALYSIS: In 2011 analysis of the various IOWA reports resulted in the identification of the following areas of concern: vocabulary.

Arkansas Comprehensive School Improvement Data Source for
 WALDRON ELEMENTARY SCHOOL
 SAT10 NORM REFERENCED TEST -- Report Completed: Sep 12, 2010
 Number Tested and Percent of Students Scoring At/Above 50th Percentile:

COMBINED POPULATION Grade: 2
 Year 2008 2009 2010
 Number Tested 136 133 123
 % At/Above 50th NPR In:
 Reading Comprehension 21.3% 34.6% 31.7%
 Math Problem Solving 35.3% 48.1% 47.5%
 AFRICAN AMERICAN POPULATION Grade: 2
 SAT10 SAT10 SAT10
 Year 2008 2009 2010
 Number Tested 1 0 1
 % At/Above 50th NPR In:
 Reading Comprehension 0.0% N/A 0.0%
 Math Problem Solving 0.0% N/A 0.0%
 HISPANIC POPULATION Grade: 2
 Year 2008 2009 2010
 Number Tested 12 19 21
 % At/Above 50th NPR In:
 Reading Comprehension 8.3% 10.5% 28.6%
 Math Problem Solving 16.7% 63.2% 33.3%
 CAUCASIAN POPULATION Grade: 2
 Year 2008 2009 2010
 Number Tested 108 103 89
 % At/Above 50th NPR In:
 Reading Comprehension 22.2% 39.8% 36.0%
 Math Problem Solving 39.8% 43.7% 54.5%
 ECONOMICALLY DISADVANTAGED Grade: 2
 Year 2008 2009 2010
 Number Tested 103 86 99
 % At/Above 50th NPR In:
 Reading Comprehension 13.6% 24.4% 28.3%
 Math Problem Solving 27.2% 37.2% 43.4%
 LIMITED ENGLISH PROFICIENT Grade: 2
 Year 2008 2009 2010
 Number Tested 20 17 13
 % At/Above 50th NPR In:
 Reading Comprehension 25.0% 11.8% 15.4%
 Math Problem Solving 20.0% 58.8% 30.8%
 STUDENTS WITH DISABILITIES Grade: 2
 Year 2008 2009 2010
 Number Tested 21 8 5
 % At/Above 50th NPR In:
 Reading Comprehension 4.8% 12.5% 40.0%
 Math Problem Solving 14.3% 50.0% 20.0%

TREND ANALYSIS: In 2010 analysis of the various SAT 10 reports resulted in the identification of the following areas of concern: Reading--Author Factors and Craft, and Text Characteristics.

4. THRID GRADE:
 Arkansas Comprehensive School Improvement Data Source for
 WALDRON ELEMENTARY SCHOOL
 IOWA TEST OF BASIC SKILLS -- Report Completed: Aug 31, 2011
 Number Tested and Percent of Students Scoring At/Above 50th Percentile:

COMBINED POPULATION Grade: 03
 Year 2011
 Number Tested 118
 % At/Above 50th NPR In: Reading Comprehension 35.6%
 Language Total 31.4%
 Math Total Without Comp. 47.5%
 AFRICAN AMERICAN POPULATION Grade: 03 Year 2011
 Number Tested 1
 % At/Above 50th NPR In: Reading Comprehension 0%
 Language Total 0%
 Math Total Without Comp. 100.0%

HISPANIC POPULATION Grade:03 Year 2011
 Number Tested 21
 % At/Above 50th NPR In: Reading Comprehension 28.6%
 Language Total 38.1%
 Math Total Without Comp. 42.9%
 CAUCASIAN POPULATION Grade:03 Year 2011
 Number Tested 86
 % At/Above 50th NPR In: Reading Comprehension 38.4%
 Language Total 31.4%
 Math Total Without Comp. 48.8%
 ECONOMICALLY DISADVANTAGED Grade:03 Year 2011
 Number Tested 91
 % At/Above 50th NPR In: Reading Comprehension 28.6%
 Language Total 28.6%
 Math Total Without Comp. 45.1%
 LIMITED ENGLISH PROFICIENT Grade:03 Year 2011
 Number Tested 11
 % At/Above 50th NPR In: Reading Comprehension 18.2%
 Language Total 18.2%
 Math Total Without Comp. 45.5%
 STUDENTS WITH DISABILITIES Grade:03 Year 2011
 Number Tested 10
 % At/Above 50th NPR In: Reading Comprehension 10.0%
 Language Total 10.0%
 Math Total Without Comp. 10.0% In 2011, analysis of the IOWA report resulted in the identification of the following areas of concern: Reading Comprehension--Limited English Proficient and Students with Disabilities.<

Arkansas Comprehensive School Improvement Data Source for
 WALDRON ELEMENTARY SCHOOL
 SAT10 NORM REFERENCED TEST -- Report Completed: Sep 12, 2010
 Number Tested and Percent of Students Scoring At/Above 50th Percentile:

COMBINED POPULATION Grade: 3
 Year 2008 2009 2010
 Number Tested 121 129 141
 % At/Above 50th NPR In:
 Reading Comprehension 26.4% 23.3% 38.3%
 Math Problem Solving 36.7% 39.5% 53.2%
 AFRICAN AMERICAN POPULATION Grade: 3
 SAT10 SAT10 SAT10
 Year 2008 2009 2010
 Number Tested 1 1 0
 % At/Above 50th NPR In:
 Reading Comprehension 0.0% 0.0% N/A
 Math Problem Solving 100.0% 0.0% N/A
 HISPANIC POPULATION Grade: 3
 Year 2008 2009 2010
 Number Tested 15 10 21
 % At/Above 50th NPR In:
 Reading Comprehension 20.0% 30.0% 28.6%
 Math Problem Solving 14.3% 40.0% 71.4%
 CAUCASIAN POPULATION Grade: 3
 Year 2008 2009 2010
 Number Tested 97 105 111
 % At/Above 50th NPR In:
 Reading Comprehension 28.9% 21.9% 38.7%
 Math Problem Solving 38.1% 40.0% 49.5%
 ECONOMICALLY DISADVANTAGED Grade: 3
 Year 2008 2009 2010
 Number Tested 81 96 105
 % At/Above 50th NPR In:

Reading Comprehension 23.5% 14.6% 33.3%
 Math Problem Solving 31.3% 30.2% 49.5%
 LIMITED ENGLISH PROFICIENT Grade: 3
 Year 2008 2009 2010
 Number Tested 11 13 17
 % At/Above 50th NPR In:
 Reading Comprehension 9.1% 23.1% 35.3%
 Math Problem Solving 9.1% 38.5% 76.5%
 STUDENTS WITH DISABILITIES Grade: 3
 Year 2008 2009 2010
 Number Tested 10 20 12
 % At/Above 50th NPR In:
 Reading Comprehension 10.0% 0.0% 8.3%
 Math Problem Solving 10.0% 10.0% 25.0%

In 2010, analysis of the SAT 10 report resulted in the identification of the following areas of concern: Reading Comprehension--Hispanic Population and Students With Disabilities.

5. FOURTH GRADE:

Arkansas Comprehensive School Improvement Data Source for
 WALDRON ELEMENTARY SCHOOL
 IOWA TEST OF BASIC SKILLS -- Report Completed: Aug 31, 2011
 Number Tested and Percent of Students Scoring At/Above 50th Percentile:

COMBINED POPULATION Grade:04

Year 2011
 Number Tested 141
 % At/Above 50th NPR In: Reading Comprehension 42.6%
 Language Total 35.5%
 Math Total Without Comp. 48.2%

AFRICAN AMERICAN POPULATION Grade:04 Year 2011

Number Tested 0
 % At/Above 50th NPR In: Reading Comprehension N/A%
 Language Total N/A%
 Math Total Without Comp. N/A%

HISPANIC POPULATION Grade:04 Year 2011

Number Tested 17
 % At/Above 50th NPR In: Reading Comprehension 29.4%
 Language Total 41.2%
 Math Total Without Comp. 58.8%

CAUCASIAN POPULATION Grade:04 Year 2011

Number Tested 111
 % At/Above 50th NPR In: Reading Comprehension 45.9%
 Language Total 33.3%
 Math Total Without Comp. 45.0%

ECONOMICALLY DISADVANTAGED Grade:04 Year 2011

Number Tested 102
 % At/Above 50th NPR In: Reading Comprehension 37.3%
 Language Total 34.3%
 Math Total Without Comp. 47.1%

LIMITED ENGLISH PROFICIENT Grade:04 Year 2011

Number Tested 15
 % At/Above 50th NPR In: Reading Comprehension 33.3%
 Language Total 60.0%
 Math Total Without Comp. 66.7%

STUDENTS WITH DISABILITIES Grade:04 Year 2011

Number Tested 22
 % At/Above 50th NPR In: Reading Comprehension 0%
 Language Total 0%
 Math Total Without Comp. 4.5%

In 2011, analysis of the IOWA report resulted in the identification of the following areas of concern: Reading Comprehension--Hispanic Population and Students with Disabilities.

Arkansas Comprehensive School Improvement Data Source for
WALDRON ELEMENTARY SCHOOL
SAT10 NORM REFERENCED TEST -- Report Completed: Sep 12, 2010
Number Tested and Percent of Students Scoring At/Above 50th Percentile:

COMBINED POPULATION Grade: 4
Year 2008 2009 2010
Number Tested 114 115 128
% At/Above 50th NPR In:
Reading Comprehension 60.5% 40.0% 50.8%
Math Problem Solving 69.9% 65.2% 58.6%
AFRICAN AMERICAN POPULATION Grade: 4
SAT10 SAT10 SAT10
Year 2008 2009 2010
Number Tested 0 1 2
% At/Above 50th NPR In:
Reading Comprehension N/A 100.0% 0.0%
Math Problem Solving N/A 100.0% 0.0%
HISPANIC POPULATION Grade: 4
Year 2008 2009 2010
Number Tested 16 15 10
% At/Above 50th NPR In:
Reading Comprehension 43.8% 46.7% 30.0%
Math Problem Solving 60.0% 40.0% 40.0%
CAUCASIAN POPULATION Grade: 4
Year 2008 2009 2010
Number Tested 85 92 103
% At/Above 50th NPR In:
Reading Comprehension 69.4% 38.0% 52.4%
Math Problem Solving 74.1% 68.5% 59.2%
ECONOMICALLY DISADVANTAGED Grade: 4
Year 2008 2009 2010
Number Tested 77 74 94
% At/Above 50th NPR In:
Reading Comprehension 53.2% 35.1% 44.7%
Math Problem Solving 61.8% 55.4% 55.3%
LIMITED ENGLISH PROFICIENT Grade: 4
Year 2008 2009 2010
Number Tested 15 10 12
% At/Above 50th NPR In:
Reading Comprehension 26.7% 30.0% 50.0%
Math Problem Solving 42.9% 30.0% 58.3%
STUDENTS WITH DISABILITIES Grade: 4
Year 2008 2009 2010
Number Tested 10 13 21
% At/Above 50th NPR In:
Reading Comprehension 10.0% 15.4% 4.8%
Math Problem Solving 10.0% 15.4% 19.0%

In 2010, analysis of the SAT 10 report resulted in the identification of the following areas of concern: Reading Comprehension--Hispanic Population and Students with Disabilities.

6. COMBINED POPULATION:

GRADE 3 Augmented/Benchmark Exam:

In 2011, 72% scored proficient or advanced. 188 students. In 2010, 64% scored proficient or advanced. 141 students.

In 2009, 46% scored proficient or advanced. 129 students.

TREND ANALYSIS: The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas(s) are: Literacy Strand Practical Passage and Writing--Open Response. The 3 year trend analysis of

the open response questions in the five writing domains revealed that the lowest identified area(s) are: Writing Strand Sentence Formation ,Content and Style.

GRADE 4 Augmented/Benchmark Exam:

In 2011, 72%% scored proficient or advanced. 141 students.

In 2010, 60% scored proficient or advanced. 128 students.

In 2009, 55% scored proficient or advanced. 115 students.

TREND ANALYSIS: The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas(s) are: Literacy Strand Practical Passage--Open Response. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area(s) are: Writing Strand-Mechanics, Style, and Content.

7. STUDENTS WITH DISABILITIES (IEP):

GRADE 3 Augmented/Benchmark Exam:

In 2011, 30% scored proficient or advanced. 10 students.

In 2010, 8% scored proficient or advanced. 12 students.

In 2009, 0% scored proficient or advanced. 19 students.

TREND ANALYSIS: The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas(s) are: Literacy Strand Content Passage and Writing--Open Response. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area(s) are: Writing Strand Mechanics,Content and Style.

GRADE 4 Augmented/Benchmark Exam:

In 2011, 0% scored proficient or advanced. 20 students.

In 2010, 10% scored proficient or advanced. 21 students.

In 2009, 8% scored proficient or advanced. 12 students.

TREND ANALYSIS: The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas(s) are: Literacy Strand Practical Passage--Open Response. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area(s) are: Writing Strand- Mechanics, Style, and Content.

8. ENGLISH LANGUAGE LEARNERS (ELL):

GRADE 3 Augmented/Benchmark Exam:

In 2011, 55% scored proficient or advanced. 11 students.

In 2010, 94% scored proficient or advanced. 17 students.

In 2009, 62% scored proficient or advanced. 13 students.

TREND ANALYSIS: The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas(s) are: Literacy Strand Content Passage and Writing--Open Response. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area(s) are: Writing Strand Mechanics,Content and Style.

GRADE 4 Augmented/Benchmark Exam:

In 2011, 93% scored proficient or advanced. 15 students.

In 2010, 58% scored proficient or advanced. 12 students.

In 2009, 40% scored proficient or advanced. 10 students.

TREND ANALYSIS: The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas(s) are: Literacy Strand Practical Passage--Open Response. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area(s) are: Writing Strand- Mechanics,Style, and Content.

9. ECONOMICALLY DISADVANTAGED (ESD):

GRADE 3 Augmented/Benchmark Exam:

In 2011, 61% scored proficient or advanced.90 students.

In 2010, 64% scored proficient or advanced. 105 students.

In 2009, 37% scored proficient or advanced. 96 students.

TREND ANALYSIS: The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas(s) are: Literacy Strand Content Passage and Writing--Open Response. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area(s) are: Writing Strand Mechanics,Content and Style.

GRADE 4 Augmented/Benchmark Exam:

In 2011, 70% scored proficient or advanced. 102 students.

In 2010, 55% scored proficient or advanced. 94 students.

In 2009, 48% scored proficient or advanced. 74 students.

TREND ANALYSIS: The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas(s) are: Literacy Strand Practical Passage--Open Response. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area(s) are: Writing Strand- Mechanics, Style, and Content.

10. CAUCASIAN:

GRADE 3 Augmented/Benchmark Exam:

In 2011, 63% scored proficient or advanced.86 students.

In 2010, 61% scored proficient or advanced. 111 students.

In 2009, 45% scored proficient or advanced. 105 students.

TREND ANALYSIS: The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas(s) are: Literacy Strand Content Passage and Writing--Open Response. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area(s) are: Writing Strand Mechanics,Content and Style.

GRADE 4 Augmented/Benchmark Exam:

In 2011, 68% scored proficient or advanced. 111 students.

In 2010, 62% scored proficient or advanced. 103 students.

In 2009, 57% scored proficient or advanced. 92 students.

TREND ANALYSIS: The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas(s) are: Literacy Strand Practical Passage--Open Response. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area(s) are: Writing Strand- Mechanics, Style, and Content.

11. AFRICAN-AMERICAN:

GRADE 3 Augmented/Benchmark Exam:

In our building, during the 2011,2010, and 2009 school years, there were fewer than 10 African-American students tested.

GRADE 4 Augmented/Benchmark Exam:

In our building, during the 2011, 2010, and 2009 school years, there were fewer than 10 African-American students tested.

12. HISPANIC:

GRADE 3 Augmented/Benchmark Exam:

In 2011, 62% scored proficient or advanced. 21 students.

In 2010, 86% scored proficient or advanced. 21 students.

In 2009, 50% scored proficient or advanced. 10 students.

TREND ANALYSIS: The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas(s) are: Literacy Strand Content Passage and Writing--Open Response. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area(s) are: Writing Strand Mechanics,Content and Style.

GRADE 4 Augmented/Benchmark Exam:

In 2011, 88% scored proficient or advanced. 17 students.

In 2010, 50% scored proficient or advanced. 10 students.

In 2009, 47% scored proficient or advanced. 15 students.

TREND ANALYSIS: The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas(s) are: Literacy Strand Practical Passage--Open Response. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area(s) are: Writing Strand- Mechanics, Style, and Content.

13. 2008-2009-After analyzing students' classroom grades, we found that 28.1% of the students had a "C" or below in reading.
2009-2010-After analyzing students' classroom grades, we found that 22.4% of the students had a "C" or below in reading.

2010-2011-After analyzing students' classroom grades, we found that 25% of the students had a "C" or below in reading.

14. ATTENDANCE RATE:
In 2008-2009, the attendance rate was 92.5%. In 2009-2010, the attendance rate was 92.94%.

In 2010-2011, the attendance rate was 93%.

Goal To improve reading comprehension and open response literacy skills with a focus on reading passages. Disaggregation of our strand analysis indicates Literary, Practical and Content Passage Open Response will be a focus for improvement.

Benchmark In 2010-2011 school year, 78.40% of the 3rd and 4th grade students will demonstrate proficiency or higher on the Primary Benchmark test in literacy. In 2011-2012 school year, 85.60% of the 3rd and 4th grade students will demonstrate proficiency or higher on the Primary Benchmark test in literacy. In 2012-2013 school year, 92.8% of the 3rd and 4th grade students will demonstrate proficiency or higher on the Primary Benchmark test in literacy.

Intervention: Implement daily practice with grade level appropriate programs and materials to improve students five essential elements of the Comprehensive Literacy Model.				
Scientific Based Research: Scientific Based Research: National Reading Panel. (2001). "Put Reading First": The Research Building Blocks for Teaching Children to Read. Jessup, MD: National Institute for Literacy at ED Pubs.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers and special education teachers in 3rd and 4th grades will use released Benchmark items as practice in classroom with emphasis on OPEN RESPONSE items Action Type: Collaboration Action Type: Equity Action Type: Special Education	Anglea Allen, 3rd Grade teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • District Staff • Teachers • Teaching Aids 	ACTION BUDGET: \$
Provide academic help for Highly Mobile students by utilizing the Migrant Program, This Program offers: Reading Is Fundamental(RIF) and Academic tutoring to students who qualify for the program. Action Type: Collaboration Action Type: Equity	Denise Mourton, Migrant Coordinator	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
Report progress to parents through progress reports, report cards, and parent/teacher conferences Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Parental	Tammy Madden, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	ACTION BUDGET: \$

Engagement Action Type: Special Education				
(Amend Money) Purchase Weekly Reader magazine for supplemental LITERARY and CONTENT passage for Kindergarten and First Grade classrooms. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Kristi Sigman, Federal Programs Coordinator	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Teachers Teaching Aids 	Title I - Materials & Supplies: \$1606.35 <hr/> ACTION BUDGET: \$1606.35
Use the Second Step program in Guidance Classes Action Type: Collaboration Action Type: Equity	Joy Carmean, Counselor	Start: 08/19/2011 End: 06/01/2012	<ul style="list-style-type: none"> District Staff Teachers Teaching Aids 	<hr/> ACTION BUDGET: \$
Provide 1.0 FTE computer lab manager who will oversee the daily operation of the Compass Learning Lab. The computer lab manager will provide reports as requested by ACSIP Leadership Teams(Literacy, Math, Special Ed, Wellness, and ESL) for data disaggregation. Action Type: Technology Inclusion	Tammy Madden, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> District Staff 	Title I - Employee Salaries: \$14714.57 Title I - Employee Benefits: \$3454.13 <hr/> ACTION BUDGET: \$18168.7
Computer lab manager will be provided materials needed for the operation of the lab Action Type: Technology Inclusion	Erin Owens, Compass Learning Lab Manager	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Teaching Aids 	Title I - Materials & Supplies: \$200.00 <hr/> ACTION BUDGET: \$200
The district will hire a 1.0 FTE paraprofessional to be responsible for translation services between students, teachers, special education teachers, parents, and school staff Action Type: Collaboration Action Type: Equity Action Type: Special Education	Tammy Madden, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> District Staff 	Title I - Employee Salaries: \$16610.00 Title I - Employee Benefits: \$3857.68 <hr/> ACTION BUDGET: \$20467.68
The district will hire 3.0 FTE paraprofessionals to work with students one-on-one or in small groups. Action Type: Collaboration Action Type: Equity	Tammy Madden, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> District Staff 	Title I - Employee Salaries: \$46475.43 Title I - Employee Benefits: \$13357.24 <hr/> ACTION BUDGET: \$59832.67
(Amend)Summer School--Extended School Year - Hire 12 Certified teachers and 2 instructional assistants to provide research-based activities using gifted and talented teaching	Tammy Madden, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff 	Title I - Materials & Supplies: \$1230.14 Title I - \$14850.00

<p>strategies. The final number of teachers will be determined by the number of students enrolled. Materials and supplies needed for summer school will include those items necessary for hands on learning activities, including items such as teacher reference books, student books, journals, math manipulatives, etc. · Students will move towards proficiency using a curriculum designed around Arkansas frameworks. · Students will be recruited to participate in the summer program. · Breakfast and lunch will be provided for all students. · Elementary will have a two/three-week program during the month of June. Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>			<ul style="list-style-type: none"> • Teachers 	<p>Employee Salaries: Title I - Employee \$3215.03 Benefits:</p> <hr/> <p>ACTION BUDGET: \$19295.17</p>
<p>IN ORDER TO MEET THE REQUIREMENTS SET FORTH IN ACT 35 and the rules and regulations governing the ACTAAP process, the Waldron Elementary School will develop an Academic Improvement Plan for each student scoring below proficient on State Benchmark Exams. These AIP's will be developed by parents and teachers and will show a management plan for eliminating deficiencies in mathematics or literacy by the end of the school year. Actions on the AIP will include such things as peer tutoring, extended time to complete tests and assignments, (other modifications) increased hands-on instruction in mathematics and literacy, small group instruction with a math or literacy interventionist, math and/or literacy interventions, parent volunteer programs, frequent assessments to determine progress, computerized tutorial programs, Compass learning lab instruction, and other strategies, as research indicates are appropriate. Any federal funds used will be "supplemental" to the program implemented with local and, or state funding. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Parental</p>	<p>Tammy Madden, Principal</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

Engagement				
<p>The first grade teachers and parents will develop an Intensive Reading Intervention Plan (IRI) for students scoring at risk on the first grade DIBELS assessment for benchmark one. In Second through Third grade, teachers and parents will develop an Intensive Reading Intervention Plan (IRI) for students scoring below basic on the IOWA Test. In Fourth grade, teachers and parents will develop an Intensive Reading Intervention Plan (IRI) for students scoring below proficient on the Benchmark exam. Actions on the IRI will include such things as Dynamic Indicators of Basic Early Literacy Skills (DIBELS) testing and progress monitoring, Developmental Reading Assessment (DRA), interventions given by teachers, trained interventionists, increased hands-on instruction, frequent assessments to determine progress, and other strategies as research indicates are appropriate.</p> <p>Action Type: AIP/IRI Action Type: Parental Engagement</p>	<p>Tammy Madden, Principal</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>(Amend money) Student subscriptions in 2nd, 3rd, and 4th, will be purchased from Compass Learning to allow students, including Special Education, Gifted and Talented (GT), and English Language Learners, to practice strategies and sharpen skills on Literacy and Math while in the computer lab.</p> <p>Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion</p>	<p>Kristi Sigman, Federal Programs Coordinator</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Computers • District Staff • Teachers 	<p>Title I - Purchased Services: \$4600.75</p> <hr/> <p>ACTION BUDGET: \$4600.75</p>
<p>(Amend Money)Purchase literacy comprehension supplemental materials and supplies as needed for Elementary Faculty and student use. When appropriate, these supplemental materials focus will be literacy and content passages. These can include but are not limited to Reading A-Z as requested by teacher, BrainPop, Capstone, Ed Helper, BookFlix and Enchanted Learning.</p> <p>Action Type: Alignment</p>	<p>Tammy Madden, Principal</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Outside Consultants • Teachers • Teaching Aids 	<p>Title I - Purchased Services: \$4987.00</p> <hr/> <p>ACTION BUDGET: \$4987</p>

Action Type: Collaboration Action Type: Equity				
A literacy interventionist will provide individualized interventions to students based on the RTI (Response To Intervention) Process. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity	Sharon Rice, Interventionist	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	ACTION BUDGET: \$
Document Camera, projectors, and Promethean Technology will be used in Kindergarten-4th grade and Special Education classrooms. A limited number of camera/projectors and promethean technology will be used in special classes, ESL classes and Intervention classes. These cameras and projectors will provide stimulating, visually rich activities and lessons. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion	Tammy Madden, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	ACTION BUDGET: \$
Report cards will be used as a quarterly evaluation and a report to the parents. Action Type: Alignment Action Type: Equity Action Type: Parental Engagement	Tammy Madden, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers 	ACTION BUDGET: \$
(Amend money) Provide all teachers with access to a Guided Reading book room. Supplies include but are not limited to: leveled text, big books, literacy manipulatives, interventions, and guided instruction manuals. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education	Lynn Metcalf, Literacy Interventionist	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • District Staff • Teachers • Teaching Aids 	Title I - Materials & \$1872.00 Supplies: ACTION BUDGET: \$1872
K-4th grade classrooms use "Social Studies Weekly" as a supplemental Literary and Content passage aid in meeting the requirements of the Common Core State Standards. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Lynn Metcalf, Literacy Interventionist	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	ACTION BUDGET: \$
This year, third and fourth grade students who are identified as high risk may be referred to an alternative learning environment (ALE) classroom. Those students	Ryan Walker, Assistant Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff 	ACTION BUDGET: \$

will have access to various services. Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion			<ul style="list-style-type: none"> Teachers 	
All State mandated NRT and CRT, TLI Assessment, and School - Based Data, will be analyzed periodically to determine curriculum, instruction, and staff development needs. Curriculum maps will be adjusted for gaps and redundancies. Students scoring below proficient on school based or state mandated assessments will receive interventions targeting deficit areas. Our ACSIP plan will be reviewed and modified based on the results of this data analysis. Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Tammy Madden, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Outside Consultants Performance Assessments Teachers 	<hr/> <hr/> ACTION BUDGET: \$
(Amend money)Purchase "My Writing Words Journal" dictionaries for students in grades 1st - 4th, as funds become available. Action Type: Alignment Action Type: Equity	Lynn Metcalf, Literacy Interventionist	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Teachers Teaching Aids 	Title I - Materials & \$1133.00 Supplies: <hr/> ACTION BUDGET: \$1133
Implement Lakeshore integration units for kindergarten teachers. These units would integrate various curriculum areas while allowing for differentiated instruction. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Tammy Madden, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Teachers Teaching Aids 	<hr/> <hr/> ACTION BUDGET: \$
PROGRAM EVALUATION: Data from DIBELS will be analyzed periodically to determine an increase or decrease in the number of students scoring below proficient in reading. EVALUATION RESULTS: We have analyzed the success of this intervention over the past three years and have shown a cumulative 13.4%, 3%, 17% success in student proficiency in the 5 essential elements of reading. WES will continue implementation of the Comprehensive Reading Model and this intervention strategy due to the success rate based on three years of evaluation data. Action Type: Alignment	Lynn Metcalf, Literacy Interventionist	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	<hr/> <hr/> ACTION BUDGET: \$

Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation				
K-4 teachers will receive 50 minutes of common planning time per month to review data which will include, but not limited to, data from TLI. Curriculum and instruction will be modified to meet students' needs according to the data. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Tammy Madden, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	<hr/> ACTION BUDGET: \$
Critical thinking skills will be enhanced through the Gifted and Talented (GT) Program. K-2 students receive monthly enrichment lessons from the gifted/talented teacher. Students in grades 3 and 4 who qualify for services receive weekly instruction. This is in compliance with the Gifted and Talented Program Approval Standards set forth by the Arkansas Department of Education. Action Type: Equity Action Type: Technology Inclusion	Teresa Holleman, Gifted/Talented Teacher	Start: 07/01/2011 End: 06/01/2012	<ul style="list-style-type: none"> • Teachers 	<hr/> ACTION BUDGET: \$
PROFESSIONAL DEVELOPMENT: Teachers will receive professional development in Differentiated Instruction strategies and implement those strategies in the classroom. Differentiated Instruction strategies will help teachers plan and carry out interventions in the areas of math and literacy. Professional development will be ongoing.	Tammy Madden, Principal	Start: 07/01/2011 End: 06/30/2012		<hr/> ACTION BUDGET: \$
(Amend money) Purchase DIBELS Benchmark Assessment Scoring Booklets and Progress Monitoring Booklets(Phoneme Segmentation, Nonsense Word Fluency, Oral Reading Fluency, and Word Use Fluency) for Kindergarten-Fourth Grades. These will be used for Comprehensive Literacy Model Assessments.Purchase DIBELS next when it becomes available. Action Type: Alignment Action Type: Equity	Lynn Metcalf, Literacy Interventionist	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	Title I - Materials & \$5321.00 Supplies: <hr/> ACTION BUDGET: \$5321
Purchase 25 laptop computers and applicable accessories so all teachers will have access to and be able to use technology to	Tammy Madden, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Central Office • Computers • District Staff • School Library 	Title VI State - Materials \$18881.83 &

improve literacy and math skills across the curriculum. (Mobile Lab) This equipment will be a mobile lab available for check-out from the media center to be utilized in teachers' classroom. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion			<ul style="list-style-type: none"> Teachers Teaching Aids 	Supplies: Title VI State - \$1314.40 Capital Outlay: <hr/> ACTION BUDGET: \$20196.23
(Amend money)As Funds Become Available: Purchase 25 laptop computers and applicable accessories so all teachers will have access to and be able to use technology to improve literacy and math skills across the curriculum. (Mobile Lab) This equipment will be a mobile lab available for check-out from the media center to be utilized in teachers' classroom. Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	Tammy Madden, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Central Office Computers District Staff School Library Teachers 	Title I - Materials & \$20905.40 Supplies: Title I - Capital \$1400.00 Outlay: <hr/> ACTION BUDGET: \$22305.4
(Amend money)Waldron Elementary School will provide before school tutoring opportunities for elementary students. Action Type: Equity	Tammy Madden, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Teachers 	Title I - Employee \$475.59 Salaries: Title I - Employee \$1173.43 Benefits: <hr/> ACTION BUDGET: \$1649.02
(Amend money)Waldron Elementary School will provide after school tutoring services for elementary students. Action Type: Equity	Tammy Madden, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	Title I - Materials & \$345.00 Supplies: Title I - Employee \$7690.00 Salaries: Title I - Employee \$2626.00 Benefits: <hr/> ACTION BUDGET: \$10661
(Amend money)Purchase Promethan Boards, document cameras and projectors for classrooms where needed. As funds become available. Action Type: Technology Inclusion	Tammy Madden, Principal	Start: 08/17/2011 End: 05/31/2012	<ul style="list-style-type: none"> Administrative Staff District Staff 	Title I - Purchased \$1743.75 Services: Title I - Materials & \$463.50 Supplies: Title I - Capital \$6102.75 Outlay:

				Title VI State - Capital Outlay: \$1500.00 Title VI State - Materials & Supplies: \$1000.00 <hr/> ACTION BUDGET: \$10810
Purchase Measures of Academic Progress (MAP) assessments for 2-4 grades and Map for Primary Grades (MPG) for K-1 grades. Understanding each student's academic level gives teachers the power to help them excel. MAP computerized adaptive assessments are the tools that make it possible – providing educators with the detailed information they need to build curriculum and meet their students' needs, one child at a time. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Tammy Madden, Principal	Start: 05/01/2012 End: 05/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Teachers 	Title I - Purchased Services: \$2500.00 <hr/> ACTION BUDGET: \$2500
Total Budget:				\$205605.97

Intervention: Accelerated Reader/Renaissance Learning will be used to increase reading time and skills.

Scientific Based Research: 2002, pg1-4, National Reading Studies Validate Accelerated Reader, Reading Renaissance J. Anderson, "A Skeptic is Sold" School Library Journal, V 47. Issue 7 pg 31 July 2001

Actions	Person Responsible	Timeline	Resources	Source of Funds
(Amend money)Purchase subscriptions for Accelerated Reader and Star tests from Renaissance Place Action Type: Technology Inclusion	Kristi Sigman, Federal Programs Coordinator	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Computers • Outside Consultants • Teachers 	Title I - Purchased Services: \$2770.96 <hr/> ACTION BUDGET: \$2770.96
PROFESSIONAL DEVELOPMENT: Train new teachers and new special education teachers in Accelerated Reader program and provide them with necessary materials. Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Erin Owens, Compass Learning Lab Manager	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
PROGRAM EVALUATION: Renaissance reports indicating number of books read and student growth in reading levels will be used to evaluate program effectiveness. EVALUATION RESULTS: We have analyzed the success of this	Erin Owens, Compass Learning Lab Manager	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers 	<hr/> ACTION BUDGET: \$

intervention over the past three years and have shown a cumulative 18,532 and 22,807 increase and a 20,694 decrease in the amount of books read and tested on. With growth in reading levels of 0.8, 0.7, and 0.6 for 2010-2011. Because of this growth we are going to continue to use this intervention strategy. Continued use of the program will result in a .5 increase in grade equivalency in reading and a 2% increase in the number of books being read. Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation				
Provide training for new teachers in Star Early Literacy as needed. Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion	Erin Owens, Compass Learning Lab Manager	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Computers Teachers 	ACTION BUDGET: \$
Total Budget:				\$2770.96
Intervention: Implement Reading Recovery program for qualifying students with reading difficulties to improve their reading levels.				
Scientific Based Research: Reading Teacher, Mackenzie, Karla K. Nov. 2001 Vol 55, Issue 3 Pg222				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Explain Reading Recovery to parents Action Type: Parental Engagement	Elodee Cash, Reading Recovery Teacher	Start: 08/19/2011 End: 06/01/2012	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
PROFESSIONAL DEVELOPMENT: Train Reading Recovery Teachers. This may include but not be limited to Reading Conferences. Action Type: Collaboration Action Type: Professional Development	Kristi Sigman, Federal Programs Coordinator	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Central Office Outside Consultants Teaching Aids 	ACTION BUDGET: \$
(Amend money)Purchase Reading Recovery materials. This may include but not be limited to computer and other subscriptions, books, and classroom supplies. Action Type: Equity	Kristi Sigman, Federal Program Coordinator	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Teaching Aids 	Title I - Purchased \$45.00 Services: Title I - Materials & \$566.00 Supplies: ACTION BUDGET: \$611
PROGRAM EVALUATION: Use Individual NDEC reports to determine rate of progress. These reports will be used to evaluate the program effectiveness. EVALUATION RESULTS: We have analyzed the success of this	Elodee Cash, Reading Recovery Teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Outside Consultants Performance Assessments Teachers 	ACTION BUDGET: \$

intervention over the past three years. The results have shown an average increase of 6.6 and 7 in text levels for struggling first grade readers participating in Reading Recovery in the first two years. In year two, the number of Reading Recovery teachers decreased from two to one. In 2010-2011, rate of progress for struggling readers served in a 1-1 capacity was an average increase of 11.7 text levels. Because of this growth, we will continue to use this intervention program. We project an average increase of 8 in text levels for 2011-2012. Action Type: Program Evaluation				
Total Budget:				\$611

Goal To improve writing skills across the curriculum with a focus on mechanics, content, and style. Disaggregation of our strand analysis indicates writing mechanics, content, and style will be a focus for improvement.

Benchmark In 2009-2010 school year, 62.4% of the 3rd and 4th grade students demonstrated proficiency or higher on the Primary Benchmark test in literacy. The required AYP was 71.20%. We are considered AYP Status: Achieving--through Safe Harbor Eligibility Determination. In 2010-2011 school year, 78.40% of the 3rd and 4th grade students will demonstrate proficiency or higher on the Primary Benchmark test in literacy. In 2011-2012 school year, 85.60% of the 3rd and 4th grade students will demonstrate proficiency or higher on the Primary Benchmark test in literacy.

Intervention: Implement a Writing-Across-the-Curriculum-Program based on the Comprehensive Literacy Model to accomplish content and style mastery.				
Scientific Based Research: Exceptional Children; The Underlying Message..., Vaughn, Sharon; Gersten, Russell; Chard, David J.; 2002 Vol 67 Number 1 Pg 99-114				
Actions	Person Responsible	Timeline	Resources	Source of Funds
PROFESSIONAL DEVELOPMENT: Teachers and special education teachers will receive training in the development and use of scoring guides for writing. Action Type: Equity Action Type: Professional Development Action Type: Special Education	Lynn Metclaf, Literacy Interventist	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
Teachers (K-2) and special education teachers will involve students in the interactive writing process in response to reading, classroom, and personal experiences. This may include but not be limited to scripted writing, shared pen, and reader's/writer's workshop. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education	Lynn Metcalf, Literacy Interventionist	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> District Staff Outside Consultants Teachers Teaching Aids 	ACTION BUDGET: \$
Teachers including special education and ESL teachers will engage students in open-response type questions in all subject areas.	Tammy Madden, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$

Action Type: Collaboration Action Type: Equity			<ul style="list-style-type: none"> Teaching Aids 	
Teachers including special education and ESL teachers will introduce students to self-evaluation of writing through the use of scoring guides. Action Type: Collaboration Action Type: Equity	Tammy Madden, Principal	Start: 08/19/2011 End: 06/01/2012	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers Teaching Aids 	<hr/> ACTION BUDGET: \$
<p>PROGRAM EVALUATION: The Literacy Benchmark scores of students 4th grade will be reviewed by the ACSIP Literacy Committee to determine the improvement made when comparing the percent of students scoring proficient from one year to the next. Kindergarten, first, second, and third grade writing proficiency will be evaluated through teacher surveys documenting the percent of students meeting the Arkansas Frameworks student learning expectations.</p> <p>EVALUATION RESULTS: 2007-2008, 2008-2009 ~ 49%, 46% of 118, 129 third grade students were proficient or above compared to their 2008-2009, 2009-2010 score of 55%, 60% of 115, 128 fourth grade students, which reflects an increase of 6%, 14%.</p> <p>We have analyzed Teacher Writing Surveys of students proficient in writing the past two years. Results are: Kindergarten 49%, 83%; First Grade 27%, 17% (year 2 only 7/8 surveys returned); Second Grade 17%, 20%; Third Grade 0%, 20%. In 2008-2009-according to the Second and Third Grade survey results; the results did not accurately depict the students writing ability. In 2009-2010 we will use Writing Pre and Post Prompts in Second, Third, and Fourth Grades to evaluate students writing ability. On a 4 point rubric scale, at least 71.2% of Second, Third, and Fourth Grade students will score a 3 or 4 on the Post Writing Prompt. In 2009-2010 ~55% of Second, 55% of Third grades scored a 3 or 4 on a post writing prompt. No data was available for Fourth grade, however; the 2010 Literacy Writing Strand shows that Fourth grade students scored a combined total of 67% on ACTAAP writing prompts.</p> <p>This Program Evaluation in 2009-2010 did not produce the desired results to effectively measure the intervention. This Program Evaluation will not be continued. A new Program Evaluation</p>	Lynn Metcalf, Literacy Interventionist	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff District Staff Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$

will be written and used in 2010-2011 for the writing intervention. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation				
PROFESSIONAL DEVELOPMENT: Teachers in grades K-4, including special education, ESL, and intervention teachers, will implement the instructional components of Writer's Workshop from programs such as 6 Traits + 1, Four Blocks, and Mastering the Mechanics. New teachers will receive books and other materials needed to train and implement these programs. Action Type: Professional Development	Tammy Madden, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	<hr/> ACTION BUDGET: \$
PROGRAM EVALUATION: In 2010-2011 the Literacy ACSIP Committee will collect and establish baseline data of student year growth through pre and post writing assessments. This may or may not include the use of teacher surveys. Evaluation Results in 2010-2011, we started a new writing program and new program evaluation. We are using the Arkansas Writing Rubric and Pre-Post Writing Prompt Scores to evaluate our First through Fourth Grade students' writing ability after implementing 6+1 Writing Program. After instruction, our students made an overall gain of 28% when comparing pre-/post test writing prompt scores on state writing Proficiency Levels 3&4. We have analyzed Teacher Writing surveys of student's proficient in writing the past three years. Results are: Kindergarten 49% and 83%. In 2010-2011 results are 97%. Action Type: Program Evaluation	Lynn Metcalf, Literacy Interventionist	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Goal To improve literacy scores through parental involvement

Benchmark 34% of parents returned the School Effectiveness Survey for the 2009-2010, school year. Our goal is to increase percent of surveys returned by 5% for the 2010-2011 school year.

Intervention: Recognize that a child's education is a responsibility shared by the school and family during the entire time the child spends in school. To support the goal of the schools to educate all students effectively, the schools and parents must work as knowledgeable partners. Although parents are diverse in culture, language, and needs, they are an integral component of a school's ability to provide for the educational success of their children. Engaging parents is essential to improve student achievement. Schools should foster and support active parental involvement.

Scientific Based Research: National Standards for Parent/Family Involvement Programs, National PTA, May, 1998
Evaluating evaluations: The Case of Parent Involvement Programs; DJ Mattling,R. Prislín, TL McKenzie, JL Rodriguez; Winter 2002, Vol 72, No. 4, Pp.549 - 576

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>PROFESSIONAL DEVELOPMENT: To enhance understanding of effective parental involvement strategies and the importance of administrative leadership in setting expectations and creating a climate conducive to parental participation, three (3) hours of professional development opportunities for administrators must be included in the sixty (60) hours of required professional development. Two (2) hours of professional development opportunities must be provided for teachers, which may be included in the sixty (60) hours of required professional development.</p> <p>Action Type: Parental Engagement Action Type: Professional Development</p>	Tammy Madden, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Outside Consultants 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Maintain parent centers.</p> <p>Action Type: Parental Engagement</p>	Ryan Walker, Parent Involvement Facilitator	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff District Staff Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Parent Involvement Committee will develop, and re-evaluate annually, the school-parent-student compact to encourage parental involvement in student achievement. These compacts will be included in the student handbooks each year.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	Ryan Walker, Assistant Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>All parents will be invited to a Meet the Teacher Night to welcome parents and students to our school and to share expectations for the school year.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	Tammy Madden, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>PROGRAM EVALUATION: Evaluate parent involvement plan for effectiveness through a school wide survey and periodic updates of a scrapbook for evolving parental engagement events. The survey will evaluate the effectiveness of the parental involvement program.</p> <p>EVALUATION RESULTS: A parent survey was sent out in the Spring of 2011. Of the approximately 662 students enrolled, approximately 234 surveys were returned. Spring 2011 school year, 97% of parents feel their child fits in school, 87% like this school and 93% feel it is easy to talk to their child's teacher. There was a 1% increase in the</p>	Ryan Walker, Assistant Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants School Library Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>number of surveys returned. Of the approximately 685 students enrolled, approximately 230 surveys were returned. After analyzing the data from Spring 2009 and the Spring 2010 school year, 87% of the parents who returned surveys continued to feel their child fits in at this school. Also, 83% of the parents liked the school overall which reflects a decline from 90% in 2009. Parents continued to feel that it was easy to talk to their child's teacher with 93% answering yes. The survey yields valuable information for the teachers about the parental views of the school. The survey will continue to be used with a projected 5% increase in the amount of surveys returned in the 2011-2012 school year.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation</p>				
<p>PARENT INVOLVEMENT: According to ACT 307 and 397: The Waldron Elementary School has developed a parent involvement plan. By October 1 of each year the school shall review and update the plan and file a copy with the ADE. This Plan includes the following 14 Components:</p> <p>1. Title I Parent/School Compact in compliance with No Child Left Behind as outlined in the ACSIP handbook will be distributed. The compact will be distributed with the student handbooks and parents will sign off on them. Parents will also be notified that they have rights to request information regarding the qualifications of their child's teachers, the curriculum their child will be receiving, and be given the opportunity for input into the Title I program.</p> <p>2. INFORMATIONAL PACKETS-Our school will prepare and distribute annually to the parents of each child in the school. These packets will describe: The school's parent involvement program; The recommended role of the parent, student, teacher and school; Ways for parents to become involved in the school and their child's education; A survey for the parent regarding their interests concerning volunteering at the school; A schedule of activities planned throughout the school year to encourage parental involvement; and Procedures to allow the parents and teachers to communicate in a regular, two-way, and meaningful manner with the child's teacher and principal.</p>	<p>Tammy Madden, Principal</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>3. No less than TWO PARENT/TEACHERS CONFERENCES will be held each year.</p> <p>4. Parent books, magazines and other materials regarding responsible parenting through the library and parenting center. The school will advertise the availability of these materials and provide parents an opportunity to check them out.</p> <p>5. Publish notice in the local newspaper at the end of the school year honoring parents who attend all parent-teacher conferences scheduled by the school.</p> <p>6. Establish, and maintain, a Parent Center.</p> <p>7. Engage parents in other activities that promote responsible parenting. For example, we will have a Parent Involvement Meetings, Literacy nights, substitute training night, volunteer orientation night, and curriculum orientation night.</p> <p>8. To help our parents in assisting their children our school shall: Schedule regular PARENT INVOLVEMENT MEETINGS at which parents are given a report on the state of the school and an overview of: A. What students will be learning B. How students are assessed C. What parents should expect for their child's education and D. How a parent can assist and make a difference in their child's education.</p> <p>9. In order to welcome parents, our school shall use the volunteer surveys to compile a VOLUNTEER RESOURCE BOOK listing the interests and availability of volunteers so that school staff may determine how frequently a volunteer would like to participate; including options for those who are available to help at home and help match school needs with volunteer interests. This book will include a parent survey to obtain the listed information.</p> <p>10. Teachers and administratior will be provided opportunitites to be trained in effective strategies with which to better involve parents to best meet the needs of the children. Statements attesting to the school districts commitment to parental involvement will be developed and distributed to the parents of students.</p> <p>11. In order to encourage parents to participate as a full partner in the decisions that affect their child and family, our school will include in our school's student handbook the SCHOOL'S PROCESS FOR RESOLVING PARENTAL CONCERNS, including how to define a problem, who to approach first</p>				
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<p>and how to develop solutions. We will also provide tips for how parents can foster their child's success will be included. We will contact employers of the parents of our students and have these included with payroll checks.</p> <p>12. We will SPONSOR SEMINARS TO INFORM THE PARENTS OF HIGH SCHOOL STUDENTS ABOUT HOW TO BE INVOLVED IN DECISIONS affecting course selection, career planning and preparation for postsecondary opportunities.</p> <p>13. In order to take advantage of community resources our school will ENABLE THE FORMATION OF A PARENT TEACHER ASSOCIATION, or ORGANIZATION that will foster parental and community involvement within the school. We will also form, and maintain, an Alumni Advisory Committee to offer guidance to our school.</p> <p>14. The Principal shall designate one certified staff member who is willing to serve as a PARENT FACILITATOR in order to help organize meaningful training for staff and parents; promote and encourage a welcoming atmosphere to foster parental involvement in the school and to undertake efforts to ensure that parental participation is recognized as an asset to the school. Two teachers, a counselor and one parent will work together to serve as the parent facilitators for the building and the coordinator will be paid a stipend for the extra responsibilities.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>				
<p>Increasing meaningful parental involvement is a priority in Waldron Public Schools. In accordance, Parent Facilitators are appointed and compensated by the district to oversee the administration of the plan, to promote a welcoming atmosphere in the school, and ensure that parental participation is recognized as an asset. Along with administrators, they will establish and maintain Alumni Advisory Committees to provide advice and guidance for school improvement. Action teams will be developed to carry out the plan and will be responsible for improving and maintaining parental involvement. The Waldron School District Parental Involvement Plan will be composed of building level activities and will be documented in school ACSIP Plans. It is also a component of the Parental Involvement plan that teachers</p>	<p>Tammy Madden, Principal</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>

<p>be provided with no less than two hours of professional development opportunities to enhance understanding of effective parental involvement strategies. This two-hour minimum will be included in the 60 hours of professional development requirement. Administrators shall be required to gain three hours of professional development designed to enhance the understanding of effective parent involvement strategies and the importance of administrative leadership in setting expectations and creating a climate conducive to parental participation. This Parental Involvement Plan shall be reviewed and updated each year, then filed with the Department of Education. Action Type: Collaboration Action Type: Parental Engagement</p>				
<p>Host a PARENT INVOLVEMENT MEETING to provide literacy information to parents of Migrant students. Strategies to encourage Vocabulary Development, Reading Techniques, and Writing Skills will be facilitated by Highly Qualified Teachers and Literacy Specialists. Resources will include and not be limited to personnel from the WAESC. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	<p>Ryan Walker, Assistant Principal</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>

Priority 2: Improve Mathematics Skills

1. KINDERGARTEN:
Arkansas Comprehensive School Improvement Data Source for WALDRON ELEMENTARY SCHOOL
IOWA TEST OF BASIC SKILLS -- Report Completed: Aug 31, 2011
Number Tested and Percent of Students Scoring At/Above 50th Percentile:

COMBINED POPULATION Grade:00
Year 2011
Number Tested 132
% At/Above 50th NPR In: Vocabulary 64.4%
Reading Comprehension 84.8%
Reading Total 72.7%
Punctuation 77.3%
Language Total 91.7%
Math Total Without Comp. 64.4%
AFRICAN AMERICAN POPULATION Grade:00 Year 2011
Number Tested 1
% At/Above 50th NPR In: Vocabulary 100.0%
Reading Comprehension 100.0%
Reading Total 100.0%
Punctuation 100.0%
Language Total 100.0%
Math Total Without Comp. 100.0%
HISPANIC POPULATION Grade:00 Year 2011
Number Tested 23
% At/Above 50th NPR In: Vocabulary 43.5%
Reading Comprehension 82.6%

Supporting Data:

Reading Total 69.6%
 Punctuation 73.9%
 Language Total 82.6%
 Math Total Without Comp. 52.2%
 CAUCASIAN POPULATION Grade:00 Year 2011
 Number Tested 96
 % At/Above 50th NPR In: Vocabulary 68.8%
 Reading Comprehension 83.3%
 Reading Total 70.8%
 Punctuation 76.0%
 Language Total 93.8%
 Math Total Without Comp. 66.7%
 ECONOMICALLY DISADVANTAGED Grade:00 Year 2011
 Number Tested 111
 % At/Above 50th NPR In: Vocabulary 61.3%
 Reading Comprehension 82.0%
 Reading Total 69.4%
 Punctuation 74.8%
 Language Total 91.9%
 Math Total Without Comp. 59.5%
 LIMITED ENGLISH PROFICIENT Grade:00 Year 2011
 Number Tested 17
 % At/Above 50th NPR In: Vocabulary 29.4%
 Reading Comprehension 82.4%
 Reading Total 64.7%
 Punctuation 76.5%
 Language Total 70.6%
 Math Total Without Comp. 47.1%
 STUDENTS WITH DISABILITIES Grade:00 Year 2011
 Number Tested 0
 % At/Above 50th NPR In: Vocabulary N/A%
 Reading Comprehension N/A%
 Reading Total N/A%
 Punctuation N/A%
 Language Total N/A%
 Math Total Without Comp. N/A% In 2011, due to testing irregularities, IWOA test data for Kindergarten was deemed invalid therefore; scores were not reported.

IOWA TEST OF BASIC SKILLS -- Report Completed: Aug 31, 2011
 Number Tested and Percent of Students Scoring At/Above 50th Percentile:

Arkansas Comprehensive School Improvement Data Source for
 WALDRON ELEMENTARY SCHOOL
 SAT10 NORM REFERENCED TEST -- Report Completed: Sep 12, 2010
 Number Tested and Percent of Students Scoring At/Above 50th Percentile:

COMBINED POPULATION Grade:0
 Year 2007 2008 2009 2010
 Number Tested 148 N/A 132 126
 % At/Above 50th NPR In:
 Reading Comprehension 67.6% N/A 47.0% 50.8%
 Math Problem Solving 70.1% N/A 48.5% 48.4%
 AFRICAN AMERICAN POPULATION Grade:0
 SAT10 SAT10 SAT10 SAT10
 Year 2007 2008 2009 2010
 Number Tested N/A N/A 2 3
 % At/Above 50th NPR In:
 Reading Comprehension N/A N/A 50.0% 100.0%
 Math Problem Solving N/A N/A 50.0% 33.3%
 HISPANIC POPULATION Grade:0

Year 2007 2008 2009 2010
 Number Tested 25 N/A 24 19
 % At/Above 50th NPR In:
 Reading Comprehension 72.0% N/A 37.5% 31.6%
 Math Problem Solving 60.0% N/A 41.7% 31.6%
 CAUCASIAN POPULATION Grade:0
 Year 2007 2008 2009 2010
 Number Tested 109 N/A 102 93
 % At/Above 50th NPR In:
 Reading Comprehension 65.1% N/A 49.0% 52.7%
 Math Problem Solving 70.6% N/A 51.0% 53.8%
 ECONOMICALLY DISADVANTAGED Grade:0
 Year 2007 2008 2009 2010
 Number Tested 102 N/A 92 95
 % At/Above 50th NPR In:
 Reading Comprehension 65.7% N/A 40.2% 46.3%
 Math Problem Solving 67.3% N/A 45.7% 38.9%
 LIMITED ENGLISH PROFICIENT Grade:0
 Year 2007 2008 2009 2010
 Number Tested 25 N/A 15 18
 % At/Above 50th NPR In:
 Reading Comprehension 84.0% N/A 20.0% 27.8%
 Math Problem Solving 60.0% N/A 26.7% 27.8%
 STUDENTS WITH DISABILITIES Grade:0
 Year 2007 2008 2009 2010
 Number Tested N/A N/A 2 10
 % At/Above 50th NPR In:
 Reading Comprehension N/A N/A 0.0% 10.0%
 Math Problem Solving N/A N/A 0.0% 10.0%

In 2008, due to testing irregularities, SAT 10 test data for Kindergarten was deemed invalid therefore; scores were not reported.
 TREND ANALYSIS: In 2010 analysis of the various MAT 8 reports resulted in the identification of the following areas of concern: Math-Operations, Data and Probability, Reasoning.

2. FIRST GRADE:

Arkansas Comprehensive School Improvement Data Source for
 WALDRON ELEMENTARY SCHOOL
 IOWA TEST OF BASIC SKILLS -- Report Completed: Aug 31, 2011
 Number Tested and Percent of Students Scoring At/Above 50th Percentile:

COMBINED POPULATION Grade:01
 Year 2011
 Number Tested 123
 % At/Above 50th NPR In: Vocabulary 27.6%
 Reading Comprehension 49.6%
 Reading Total 38.2%
 Spelling 41.5%
 Language Total 31.7%
 Math Concepts 44.7%
 Problems & Data Inter. 41.5%
 Math Total Without Comp. 45.5%
 AFRICAN AMERICAN POPULATION Grade:01 Year 2011
 Number Tested 3
 % At/Above 50th NPR In: Vocabulary 33.3%
 Reading Comprehension 66.7%
 Reading Total 33.3%
 Spelling 33.3%
 Language Total 0%
 Math Concepts 66.7%
 Problems & Data Inter. 33.3%
 Math Total Without Comp. 33.3%
 HISPANIC POPULATION Grade:01 Year 2011

Number Tested 22
 % At/Above 50th NPR In: Vocabulary 13.6%
 Reading Comprehension 31.8%
 Reading Total 22.7%
 Spelling 31.8%
 Language Total 22.7%
 Math Concepts 18.2%
 Problems & Data Inter. 22.7%
 Math Total Without Comp. 27.3%
 CAUCASIAN POPULATION Grade:01 Year 2011
 Number Tested 85
 % At/Above 50th NPR In: Vocabulary 31.8%
 Reading Comprehension 49.4%
 Reading Total 43.5%
 Spelling 41.2%
 Language Total 34.1%
 Math Concepts 50.6%
 Problems & Data Inter. 48.2%
 Math Total Without Comp. 51.8%
 ECONOMICALLY DISADVANTAGED Grade:01 Year 2011
 Number Tested 93
 % At/Above 50th NPR In: Vocabulary 22.6%
 Reading Comprehension 44.1%
 Reading Total 32.3%
 Spelling 36.6%
 Language Total 24.7%
 Math Concepts 36.6%
 Problems & Data Inter. 35.5%
 Math Total Without Comp. 38.7%
 LIMITED ENGLISH PROFICIENT Grade:01 Year 2011
 Number Tested 16
 % At/Above 50th NPR In: Vocabulary 12.5%
 Reading Comprehension 37.5%
 Reading Total 25.0%
 Spelling 37.5%
 Language Total 25.0%
 Math Concepts 18.8%
 Problems & Data Inter. 18.8%
 Math Total Without Comp. 25.0%
 STUDENTS WITH DISABILITIES Grade:01 Year 2011
 Number Tested 0
 % At/Above 50th NPR In: Vocabulary N/A%
 Reading Comprehension N/A%
 Reading Total N/A%
 Spelling N/A%
 Language Total N/A%
 Math Concepts N/A%
 Problems & Data Inter. N/A%
 Math Total Without Comp. N/A%
 TREND ANALYSIS: In 2011 analysis of the various IOWA reports resulted in the identification of the following areas of concern: Problems and Data Interpretation.

Arkansas Comprehensive School Improvement Data Source for
 WALDRON ELEMENTARY SCHOOL
 SAT10 NORM REFERENCED TEST -- Report Completed: Sep 12, 2010
 Number Tested and Percent of Students Scoring At/Above 50th Percentile:

COMBINED POPULATION Grade: 1
 Year 2008 2009 2010
 Number Tested 142 130 154
 % At/Above 50th NPR In:

Reading Comprehension 25.4% 26.9% 37.0%
 Math Problem Solving 31.7% 28.5% 38.3%
 AFRICAN AMERICAN POPULATION Grade: 1
 SAT10 SAT10 SAT10
 Year 2008 2009 2010
 Number Tested 0 1 2
 % At/Above 50th NPR In:
 Reading Comprehension N/A 0.0% 50.0%
 Math Problem Solving N/A 0.0% 50.0%
 HISPANIC POPULATION Grade: 1
 Year 2008 2009 2010
 Number Tested 22 22 27
 % At/Above 50th NPR In:
 Reading Comprehension 9.1% 27.3% 25.9%
 Math Problem Solving 27.3% 18.2% 14.8%
 CAUCASIAN POPULATION Grade: 1
 Year 2008 2009 2010
 Number Tested 109 96 117
 % At/Above 50th NPR In:
 Reading Comprehension 29.4% 27.1% 36.8%
 Math Problem Solving 33.0% 32.3% 43.6%
 ECONOMICALLY DISADVANTAGED Grade: 1
 Year 2008 2009 2010
 Number Tested 104 100 122
 % At/Above 50th NPR In:
 Reading Comprehension 18.3% 22.0% 29.5%
 Math Problem Solving 26.0% 25.0% 32.0%
 LIMITED ENGLISH PROFICIENT Grade: 1
 Year 2008 2009 2010
 Number Tested 20 18 19
 % At/Above 50th NPR In:
 Reading Comprehension 15.0% 16.7% 15.8%
 Math Problem Solving 25.0% 11.1% 10.5%
 STUDENTS WITH DISABILITIES Grade: 1
 Year 2008 2009 2010
 Number Tested 14 12 11
 % At/Above 50th NPR In:
 Reading Comprehension 7.1% 25.0% 18.2%
 Math Problem Solving 21.4% 16.7% 9.1%

TREND ANALYSIS: In 2010 analysis of the various SAT 10 reports resulted in the identification of the following areas of concern: Math-Estimation and Measurement.

3. SECOND GRADE:

Arkansas Comprehensive School Improvement Data Source for
 WALDRON ELEMENTARY SCHOOL
 IOWA TEST OF BASIC SKILLS -- Report Completed: Aug 31, 2011
 Number Tested and Percent of Students Scoring At/Above 50th Percentile:

COMBINED POPULATION Grade:02
 Year 2011
 Number Tested 141
 % At/Above 50th NPR In: Vocabulary 35.5%
 Reading Comprehension 53.2%
 Reading Total 42.6%
 Spelling 44.0%
 Language Total 21.3%
 Math Concepts 55.3%
 Problems & Data Inter. 48.9%
 Math Total Without Comp. 47.5%
 AFRICAN AMERICAN POPULATION Grade:02 Year 2011
 Number Tested 1
 % At/Above 50th NPR In: Vocabulary 100.0%

Reading Comprehension 100.0%
 Reading Total 100.0%
 Spelling 100.0%
 Language Total 0%
 Math Concepts 100.0%
 Problems & Data Inter. 100.0%
 Math Total Without Comp. 100.0%
 HISPANIC POPULATION Grade:02 Year 2011
 Number Tested 23
 % At/Above 50th NPR In: Vocabulary 21.7%
 Reading Comprehension 34.8%
 Reading Total 26.1%
 Spelling 47.8%
 Language Total 17.4%
 Math Concepts 43.5%
 Problems & Data Inter. 26.1%
 Math Total Without Comp. 30.4%
 CAUCASIAN POPULATION Grade:02 Year 2011
 Number Tested 110
 % At/Above 50th NPR In: Vocabulary 39.1%
 Reading Comprehension 59.1%
 Reading Total 47.3%
 Spelling 42.7%
 Language Total 23.6%
 Math Concepts 58.2%
 Problems & Data Inter. 53.6%
 Math Total Without Comp. 50.9%
 ECONOMICALLY DISADVANTAGED Grade:02 Year 2011
 Number Tested 112
 % At/Above 50th NPR In: Vocabulary 31.3%
 Reading Comprehension 50.0%
 Reading Total 39.3%
 Spelling 42.0%
 Language Total 18.8%
 Math Concepts 52.7%
 Problems & Data Inter. 47.3%
 Math Total Without Comp. 43.8%
 LIMITED ENGLISH PROFICIENT Grade:02 Year 2011
 Number Tested 12
 % At/Above 50th NPR In: Vocabulary 8.3%
 Reading Comprehension 8.3%
 Reading Total 8.3%
 Spelling 50.0%
 Language Total 16.7%
 Math Concepts 58.3%
 Problems & Data Inter. 25.0%
 Math Total Without Comp. 33.3% STUDENTS WITH DISABILITIES Grade:02 Year 2011
 Number Tested 0
 % At/Above 50th NPR In: Vocabulary N/A%
 Reading Comprehension N/A%
 Reading Total N/A%
 Spelling N/A%
 Language Total N/A%
 Math Concepts N/A%
 Problems & Data Inter. N/A%
 Math Total Without Comp. N/A% TREND ANALYSIS: In 2011 analysis of the various IOWA reports resulted in the identification of the following areas of concern: Problems and Data Interpretation.

Arkansas Comprehensive School Improvement Data Source for
 WALDRON ELEMENTARY SCHOOL

SAT10 NORM REFERENCED TEST -- Report Completed: Sep 12, 2010
Number Tested and Percent of Students Scoring At/Above 50th Percentile:

COMBINED POPULATION Grade: 2
Year 2008 2009 2010
Number Tested 136 133 123
% At/Above 50th NPR In:
Reading Comprehension 21.3% 34.6% 31.7%
Math Problem Solving 35.3% 48.1% 47.5%
AFRICAN AMERICAN POPULATION Grade: 2
SAT10 SAT10 SAT10
Year 2008 2009 2010
Number Tested 1 0 1
% At/Above 50th NPR In:
Reading Comprehension 0.0% N/A 0.0%
Math Problem Solving 0.0% N/A 0.0%
HISPANIC POPULATION Grade: 2
Year 2008 2009 2010
Number Tested 12 19 21
% At/Above 50th NPR In:
Reading Comprehension 8.3% 10.5% 28.6%
Math Problem Solving 16.7% 63.2% 33.3%
CAUCASIAN POPULATION Grade: 2
Year 2008 2009 2010
Number Tested 108 103 89
% At/Above 50th NPR In:
Reading Comprehension 22.2% 39.8% 36.0%
Math Problem Solving 39.8% 43.7% 54.5%
ECONOMICALLY DISADVANTAGED Grade: 2
Year 2008 2009 2010
Number Tested 103 86 99
% At/Above 50th NPR In:
Reading Comprehension 13.6% 24.4% 28.3%
Math Problem Solving 27.2% 37.2% 43.4%
LIMITED ENGLISH PROFICIENT Grade: 2
Year 2008 2009 2010
Number Tested 20 17 13
% At/Above 50th NPR In:
Reading Comprehension 25.0% 11.8% 15.4%
Math Problem Solving 20.0% 58.8% 30.8%
STUDENTS WITH DISABILITIES Grade: 2
Year 2008 2009 2010
Number Tested 21 8 5
% At/Above 50th NPR In:
Reading Comprehension 4.8% 12.5% 40.0%
Math Problem Solving 14.3% 50.0% 20.0%

TREND ANALYSIS: In 2010 analysis of the various SAT 10 reports resulted in the identification of the following areas of concern: Math-Operations and Reasoning and Problem Solving.

4. THIRD GRADE:

Arkansas Comprehensive School Improvement Data Source for
WALDRON ELEMENTARY SCHOOL
IOWA TEST OF BASIC SKILLS -- Report Completed: Aug 31, 2011
Number Tested and Percent of Students Scoring At/Above 50th Percentile:

COMBINED POPULATION Grade: 03
Year 2011
Number Tested 118
% At/Above 50th NPR In: Reading Comprehension 35.6%
Language Total 31.4%
Math Total Without Comp. 47.5%
AFRICAN AMERICAN POPULATION Grade: 03 Year 2011

Number Tested 1
 % At/Above 50th NPR In: Reading Comprehension 0%
 Language Total 0%
 Math Total Without Comp. 100.0%
 HISPANIC POPULATION Grade:03 Year 2011
 Number Tested 21
 % At/Above 50th NPR In: Reading Comprehension 28.6%
 Language Total 38.1%
 Math Total Without Comp. 42.9%
 CAUCASIAN POPULATION Grade:03 Year 2011
 Number Tested 86
 % At/Above 50th NPR In: Reading Comprehension 38.4%
 Language Total 31.4%
 Math Total Without Comp. 48.8%
 ECONOMICALLY DISADVANTAGED Grade:03 Year 2011
 Number Tested 91
 % At/Above 50th NPR In: Reading Comprehension 28.6%
 Language Total 28.6%
 Math Total Without Comp. 45.1%
 LIMITED ENGLISH PROFICIENT Grade:03 Year 2011
 Number Tested 11
 % At/Above 50th NPR In: Reading Comprehension 18.2%
 Language Total 18.2%
 Math Total Without Comp. 45.5%
 STUDENTS WITH DISABILITIES Grade:03 Year 2011
 Number Tested 10
 % At/Above 50th NPR In: Reading Comprehension 10.0%
 Language Total 10.0%
 Math Total Without Comp. 10.0% In 2011, analysis of the IOwa report resulted in the identification of the following areas of concern: Students With Disabilities and Hispanic Population.

Arkansas Comprehensive School Improvement Data Source for
 WALDRON ELEMENTARY SCHOOL
 SAT10 NORM REFERENCED TEST -- Report Completed: Sep 12, 2010
 Number Tested and Percent of Students Scoring At/Above 50th Percentile:

COMBINED POPULATION Grade: 3
 Year 2008 2009 2010
 Number Tested 121 129 141
 % At/Above 50th NPR In:
 Reading Comprehension 26.4% 23.3% 38.3%
 Math Problem Solving 36.7% 39.5% 53.2%
 AFRICAN AMERICAN POPULATION Grade: 3
 SAT10 SAT10 SAT10
 Year 2008 2009 2010
 Number Tested 1 1 0
 % At/Above 50th NPR In:
 Reading Comprehension 0.0% 0.0% N/A
 Math Problem Solving 100.0% 0.0% N/A
 HISPANIC POPULATION Grade: 3
 Year 2008 2009 2010
 Number Tested 15 10 21
 % At/Above 50th NPR In:
 Reading Comprehension 20.0% 30.0% 28.6%
 Math Problem Solving 14.3% 40.0% 71.4%
 CAUCASIAN POPULATION Grade: 3
 Year 2008 2009 2010
 Number Tested 97 105 111
 % At/Above 50th NPR In:
 Reading Comprehension 28.9% 21.9% 38.7%
 Math Problem Solving 38.1% 40.0% 49.5%

ECONOMICALLY DISADVANTAGED Grade: 3
 Year 2008 2009 2010
 Number Tested 81 96 105
 % At/Above 50th NPR In:
 Reading Comprehension 23.5% 14.6% 33.3%
 Math Problem Solving 31.3% 30.2% 49.5%
 LIMITED ENGLISH PROFICIENT Grade: 3
 Year 2008 2009 2010
 Number Tested 11 13 17
 % At/Above 50th NPR In:
 Reading Comprehension 9.1% 23.1% 35.3%
 Math Problem Solving 9.1% 38.5% 76.5%
 STUDENTS WITH DISABILITIES Grade: 3
 Year 2008 2009 2010
 Number Tested 10 20 12
 % At/Above 50th NPR In:
 Reading Comprehension 10.0% 0.0% 8.3%
 Math Problem Solving 10.0% 10.0% 25.0%

In 2010, analysis of the SAT 10 report resulted in the identification of the following areas of concern: Math Problem Solving: Students With Disabilities.

5. FOURTH GRADE:
 Arkansas Comprehensive School Improvement Data Source for
 WALDRON ELEMENTARY SCHOOL
 IOWA TEST OF BASIC SKILLS -- Report Completed: Aug 31, 2011
 Number Tested and Percent of Students Scoring At/Above 50th Percentile:

COMBINED POPULATION Grade: 04
 Year 2011
 Number Tested 141
 % At/Above 50th NPR In: Reading Comprehension 42.6%
 Language Total 35.5%
 Math Total Without Comp. 48.2%
 AFRICAN AMERICAN POPULATION Grade: 04 Year 2011
 Number Tested 0
 % At/Above 50th NPR In: Reading Comprehension N/A%
 Language Total N/A%
 Math Total Without Comp. N/A%
 HISPANIC POPULATION Grade: 04 Year 2011
 Number Tested 17
 % At/Above 50th NPR In: Reading Comprehension 29.4%
 Language Total 41.2%
 Math Total Without Comp. 58.8%
 CAUCASIAN POPULATION Grade: 04 Year 2011
 Number Tested 111
 % At/Above 50th NPR In: Reading Comprehension 45.9%
 Language Total 33.3%
 Math Total Without Comp. 45.0%
 ECONOMICALLY DISADVANTAGED Grade: 04 Year 2011
 Number Tested 102
 % At/Above 50th NPR In: Reading Comprehension 37.3%
 Language Total 34.3%
 Math Total Without Comp. 47.1%
 LIMITED ENGLISH PROFICIENT Grade: 04 Year 2011
 Number Tested 15
 % At/Above 50th NPR In: Reading Comprehension 33.3%
 Language Total 60.0%
 Math Total Without Comp. 66.7%
 STUDENTS WITH DISABILITIES Grade: 04 Year 2011
 Number Tested 22
 % At/Above 50th NPR In: Reading Comprehension 0%
 Language Total 0%

Math Total Without Comp. 4.5% In 2011 analysis of the IOWA report resulted in the identification of the following areas of concern: Caucasian and Students With Disabilities.

Arkansas Comprehensive School Improvement Data Source for
WALDRON ELEMENTARY SCHOOL
SAT10 NORM REFERENCED TEST -- Report Completed: Sep 12, 2010
Number Tested and Percent of Students Scoring At/Above 50th Percentile:

COMBINED POPULATION Grade: 4
Year 2008 2009 2010
Number Tested 114 115 128
% At/Above 50th NPR In:
Reading Comprehension 60.5% 40.0% 50.8%
Math Problem Solving 69.9% 65.2% 58.6%

AFRICAN AMERICAN POPULATION Grade: 4
SAT10 SAT10 SAT10
Year 2008 2009 2010
Number Tested 0 1 2
% At/Above 50th NPR In:
Reading Comprehension N/A 100.0% 0.0%
Math Problem Solving N/A 100.0% 0.0%

HISPANIC POPULATION Grade: 4
Year 2008 2009 2010
Number Tested 16 15 10
% At/Above 50th NPR In:
Reading Comprehension 43.8% 46.7% 30.0%
Math Problem Solving 60.0% 40.0% 40.0%

CAUCASIAN POPULATION Grade: 4
Year 2008 2009 2010
Number Tested 85 92 103
% At/Above 50th NPR In:
Reading Comprehension 69.4% 38.0% 52.4%
Math Problem Solving 74.1% 68.5% 59.2%

ECONOMICALLY DISADVANTAGED Grade: 4
Year 2008 2009 2010
Number Tested 77 74 94
% At/Above 50th NPR In:
Reading Comprehension 53.2% 35.1% 44.7%
Math Problem Solving 61.8% 55.4% 55.3%

LIMITED ENGLISH PROFICIENT Grade: 4
Year 2008 2009 2010
Number Tested 15 10 12
% At/Above 50th NPR In:
Reading Comprehension 26.7% 30.0% 50.0%
Math Problem Solving 42.9% 30.0% 58.3%

STUDENTS WITH DISABILITIES Grade: 4
Year 2008 2009 2010
Number Tested 10 13 21
% At/Above 50th NPR In:
Reading Comprehension 10.0% 15.4% 4.8%
Math Problem Solving 10.0% 15.4% 19.0%

In 2010 analysis of the SAT 10 report resulted in the identification of the following areas of concern: Math Problem Solving--Hispanic Population and Students With Disabilities.

6. COMBINED POPULATION:

GRADE 3 Augmented/Benchmark Exam:

In 2011, 82% scored proficient or advanced. 118 students.

In 2010, 83% scored proficient or advanced. 141 students.

In 2009, 68% scored proficient or advanced. 129 students.

TREND ANALYSIS: The lowest identified area (s) (based on the 3 year trend analysis of the open

response questions) in the five mathematics strands, revealed weaknesses in Number Operations, Algebra, and Measurement. The lowest identified area(s) (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in Number and Operations, Measurement, and Algebra.

GRADE 4 Augmented/Benchmark Exam:

In 2011, 72% scored proficient or advanced. 141 students.

In 2010, 69% scored proficient or advanced. 128 students.

In 2009, 68% scored proficient or advanced. 115 students.

TREND ANALYSIS: The lowest identified area (s) (based on the 3 year trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in Algebra, Number and Operations, and Measurement. The lowest identified area(s) (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in Algebra, Number and Operations, and Measurement.

7. STUDENTS WITH DISABILITIES (IEP):

GRADE 3 Augmented/Benchmark Exam:

In 2011, 30% scored proficient or advanced. 10 students.

In 2010, 33% scored proficient or advanced. 12 students.

In 2009, 32% scored proficient or advanced. 19 students.

TREND ANALYSIS: The lowest identified area (s) (based on the 3 year trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in Number Operations, Algebra, and Measurement. The lowest identified area(s) (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in Number and Operations, Measurement, and Algebra.

GRADE 4 Augmented/Benchmark Exam:

In 2011, 5% scored proficient or advanced. 20 students.

In 2010, 33% scored proficient or advanced. 21 students.

In 2009, 16% scored proficient or advanced. 12 students.

TREND ANALYSIS: The lowest identified area (s) (based on the 3 year trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in Algebra, Measurement, and Number and Operations. The lowest identified area(s) (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in Algebra, Number and Operations, and Measurement.

8. ENGLISH LANGUAGE LEARNERS (ELL):

GRADE 3 Augmented/Benchmark Exam:

In 2011, 91% scored proficient or advanced. 11 students.

In 2010, 100% scored proficient or advanced. 17 students.

In 2009, 53% scored proficient or advanced. 13 students.

TREND ANALYSIS: The lowest identified area (s) (based on the 3 year trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in Number Operations, Algebra, and Measurement. The lowest identified area(s) (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in Number and Operations, Measurement, and Algebra.

GRADE 4 Augmented/Benchmark Exam:

In 2011, 93% scored proficient or advanced. 15 students.

In 2010, 84% scored proficient or advanced. 12 students.

In 2009, 30% scored proficient or advanced. 10 students.

TREND ANALYSIS: The lowest identified area (s) (based on the 3 year trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in Algebra, Measurement, and Number and Operations. The lowest identified area(s) (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in Algebra, Number and Operations, and Measurement.

9. ECONOMICALLY DISADVANTAGED (ESD):

GRADE 3 Augmented/Benchmark Exam:

In 2011, 82% scored proficient or advanced. 90 students.

In 2010, 80% scored proficient or advanced. 105 students.

In 2009, 61% scored proficient or advanced. 96 students.

TREND ANALYSIS: The lowest identified area (s) (based on the 3 year trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in Number Operations, Algebra, and Measurement. The lowest identified area(s) (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in Number and Operations, Measurement, and Algebra.

GRADE 4 Augmented/Benchmark Exam:

In 2011, 69% scored proficient or advanced. 102 students.

In 2010, 66% scored proficient or advanced. 94 students.

In 2009, 58% scored proficient or advanced. 74 students.

TREND ANALYSIS: The lowest identified area (s) (based on the 3 year trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in Algebra, Measurement, and Number and Operations. The lowest identified area(s) (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in Algebra, Number and Operations, and Data Analysis and Measurement.

10. CAUCASIAN:

GRADE 3 Augmented/Benchmark Exam:

In 2011, 84% scored proficient or advanced. 86 students.

In 2010, 80% scored proficient or advanced. 111 students.

In 2009, 70% scored proficient or advanced. 105 students.

TREND ANALYSIS: The lowest identified area (s) (based on the 3 year trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in Number Operations, Algebra, and Measurement. The lowest identified area(s) (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in Number and Operations, Measurement and Algebra.

GRADE 4 Augmented/Benchmark Exam:

In 2011, 65% scored proficient or advanced. 111 students.

In 2010, 68% scored proficient or advanced. 103 students.

In 2009, 70% scored proficient or advanced. 92 students.

TREND ANALYSIS: The lowest identified area (s) (based on the 3 year trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in Algebra, Measurement, and Number and Operations. The lowest identified area(s) (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in Algebra, Number and Operations, and Measurement.

11. AFRICAN-AMERICAN:

GRADE 3 Augmented/Benchmark Exam:

In our building, during the 2011, 2010, and 2009 school years, there were fewer than 10 African-American students tested.

GRADE 4 Augmented/Benchmark Exam:

In our building, during the 2011, 2010, and 2009 school years, there were fewer than 10 African-American students tested.

12. HISPANIC:

GRADE 3 Augmented/Benchmark Exam:

In 2011, 81% scored proficient or advanced. 21 students.

In 2010, 100% scored proficient or advanced. 21 students.

In 2009, 50% scored proficient or advanced. 10 students.

TREND ANALYSIS: The lowest identified area (s) (based on the 3 year trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in Number Operations, Algebra, and Measurement. The lowest identified area(s) (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in Measurement, Number and Operations and Algebra.

GRADE 4 Augmented/Benchmark Exam:

In 2011, 88% scored proficient or advanced. 17 students
 In 2010, 70% scored proficient or advanced. 10 students.
 In 2009, 53% scored proficient or advanced. 15 students.

TREND ANALYSIS: The lowest identified area (s) (based on the 3 year trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in Algebra, Measurement, and Number and Operations. The lowest identified area(s) (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in Algebra, Number and Operations, and Measurement.

13. 2008-2009-After analyzing students' classroom grades, we found that 29.5% of the students had a "C" or below in Math.
 2009-2010-After analyzing students' classroom grades, we found that 22.1% of the students had a "C" or below in Math.
- 2010-2011-After analyzing students' classroom grades, we found that 25% of the students had a "C" or below in Math.
14. ATTENDANCE RATE:
 In 2008-2009, the attendance rate was 92.5%. In 2009-2010, the attendance rate was 92.94%.
 In 2010-2011, the attendance rate was 93%.

Goal Improve Mathematics Instruction with specific focus on Numbers & Operations, Measurement and Algebra.

Benchmark In the 2010-2011 school year 77.5% of the 3rd and 4th grade students will demonstrate proficiency or higher on the Primary Benchmark test in math. In the 2011-2012 school year, 85% of the 3rd and 4th grade students will demonstrate proficiency or higher on the Primary Benchmark test in math. In the 2012-2013 school year, 92.5% of the 3rd and 4th grade students will demonstrate proficiency or higher on the Primary Benchmark test in math.

Intervention: Implement strategies to teach the five strands of mathematics through standards based curriculum aligned with the Arkansas Frameworks.				
Scientific Based Research: Carpenter, Fennema, Franke, Levi and Empson. Heinemann (1999). Children's Mathematics: Cognitively Guided Instruction. Portsmouth, NH. Wiggins, Grant and Jay McTighe (2005). Understanding by Design. Alexandria, VA: Association for Supervision and Curriculum Development				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Utilize Everyday Math curriculum. Action Type: Alignment Action Type: Equity	Sherri Wright, ACSIP Math Chairperson	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
PROFESSIONAL DEVELOPMENT: All teachers, including special education teachers, will implement Everyday Math. The elementary math facilitator/interventionist will be available for demonstrating and/or modeling lessons to facilitate implementation of Everyday Math in the classroom. Action Type: Alignment Action Type: Equity Action Type: Professional Development Action Type: Special Education	Sherri Wright, Math Interventionist	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	ACTION BUDGET: \$
In the fall of 2011 our school will participate in Data Analysis professional development of 2010-2011 CRT and NRT results to identify strengths and weaknesses. Action Type: Alignment	Tammy Madden, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$

Action Type: Collaboration Action Type: Professional Development				
All teachers will use curriculum maps for instructional and assessment purposes. Maps will be aligned to the Learning Institute guides. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Tammy Madden, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	_____ ACTION BUDGET: \$
FORMATIVE EVALUATION-Teachers will identify methods of assessing student learning during the unit study to guide instruction and from TLI data, to adapt to individual needs, and to provide point-in-time interventions. Evidence of learning will be described and that will determine if a student has met desired goals. Action Type: Alignment Action Type: Equity	Sherri Wright, ACSIP Math Chairperson	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Teachers 	_____ ACTION BUDGET: \$
By grade level, teachers will work together to create learning activities based upon identified goals and expected evidences of learning, including differentiated instruction based on individual needs and point-in-time interventions. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education	Sherri Wright, ACSIP Math Chairperson	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	_____ ACTION BUDGET: \$
SCHOOLWIDE REFORM STRATEGIES: Using the Everyday Math Curriculum we are continually working toward aligning our curriculum and assessment with the Arkansas Frameworks and/or the Common Core State Standards. We meet periodically to better align our instruction and curriculum...both horizontally and vertically. Content area teams are in place and meet frequently. We are looking for ways that our various software and other technology programs can complement one another in order to provide a more seamless design for instruction. Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide	Tammy Madden, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers 	_____ ACTION BUDGET: \$
All State mandated NRT and CRT, The Learning Institute, and School	Tammy Madden,	Start: 07/01/2011	<ul style="list-style-type: none"> • Administrative Staff 	_____ ACTION BUDGET: \$

<p>-Based Data, will be analyzed periodically to determine curriculum, instruction, and staff development needs. Curriculum maps will be adjusted for gaps and redundancies. Students scoring below proficient on school based or state mandated assessments will receive interventions targeting deficit areas. Individual professional development needs will be determined and addressed. Our ACSIP plan will be reviewed and modified based on the results of this data analysis. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development</p>	Principal	End: 06/30/2012	<ul style="list-style-type: none"> • Central Office • District Staff • Teachers 	
<p>Students in grades 2nd, 3rd, and 4th will use the Compass Learning Lab as needed for math skill interventions. Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion</p>	Erin Owens, Compass Learning Lab Manager	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
<p>Student subscriptions will be purchased from Compass Learning to allow students, including Special Education and English Language Learners, to practice strategies and sharpen skills on Literacy and Math while in the computer lab. Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion</p>	Kristi Sigman, Federal Programs Coordinator	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Computers • District Staff • Teachers 	ACTION BUDGET: \$
<p>Utilize piano keyboards in grades 2, 3, and 4 to enable students to practice mathematics through various modalities, incorporating best practices to include Gardner's Intelligences. Action Type: Equity Action Type: Technology Inclusion</p>	Ginger Hobbs, Music Teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$

<p>K-4 teachers will receive 50 minutes of common planning time per month to review data which will include, but not limited to data from The Learning Institute. Curriculum and instruction will be modified to meet students' needs according to the data. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development</p>	<p>Tammy Madden, Principal</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>A math interventionist will provide individualized interventions to students based on Formative evaluations administered by the classroom teacher. The assessments administered by the interventionist will be used to establish baseline data and the evaluation of program effectiveness. Action Type: AIP/IRI Action Type: Collaboration</p>	<p>Sherri Wright, Math Interventionist</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>A paraprofessional will be assigned to work specifically with the math interventionist. The math paraprofessional will provide math interventions as directed by the math interventionist. Action Type: AIP/IRI Action Type: Collaboration</p>	<p>Sherri Wright, Math Interventionist</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Performance Assessments • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
<p>PROGRAM EVALUATION: ACSIP Math Team: Periodic meetings of our (Math) ACSIP Leadership Committee will be held. Written minutes of each meeting, along with a sign-in sheet, will be kept and made available upon request. The Committee will collect and establish data through teacher surveys for the school year so that those interventions/actions which prove ineffective can be revised, or abandoned. Our ACSIP Plan will be revised each spring, and fall, in order to keep it timely and valid in our efforts to improve teaching and learning. EVALUATION RESULTS: We have analyzed the results of this intervention in 2008-2009 and 2009-2010 and found that 22% and 25%, respectively, of teachers indicated improvement in student performance. 90% of teachers returned surveys in 2008-2009 and 94% of teacher surveys were returned in 2009-2010. In 2010-2011 we project 95% of</p>	<p>Sherri Wright, ACSIP Math Chairperson</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Outside Consultants • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>surveys will be returned with an 1% increase of teacher perception of the current math program. In 2010-2011 94% of teacher surveys were returned which was the same as 2009-2010. This was 1% less than we projected. We found that 34% of teachers indicated improvement in student performance.</p> <p>The 2009-2010 Program Evaluation did not produce the relevant data we were wanting to measure the intervention. We are writing a new Program Evaluation this year and the 2010-2011 data will be the baseline data.</p> <p>Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation</p>				
<p>(Amend)Teachers in grades K-4th will be provided curriculum, supplies, and manipulatives needed to implement and supplement Everyday Math. Specific Everyday Math items will be replaced as needed</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>	<p>Sherri Wright, Math Chairperson</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	<p>Title I - Materials \$1026.00 & Supplies:</p> <hr/> <p>ACTION BUDGET: \$1026</p>
<p>PROFESSIONAL DEVELOPMENT: Teachers will be provided professional development in Differentiated Instruction strategies and implement those strategies in the classroom. Differentiated Instruction strategies will help teachers plan and carry out interventions in the areas of math and literacy. Professional development will be ongoing.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development</p>	<p>Sherri Wright, Math Chairperson</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Classroom teachers will be offered Cognitively Guided Instruction (CGI) training as it is available. The math interventionist will be available to model CGI lessons and help teachers to implement CGI practices in their classroom.</p> <p>Action Type: Alignment Action Type: Equity Action Type: Professional Development</p>	<p>Sherri Wright, Math Chairperson</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>This year, third and fourth grade students who are identified as high</p>	<p>Ryan Walker, Assistant</p>	<p>Start: 07/01/2011</p>	<ul style="list-style-type: none"> • Administrative 	<hr/>

<p>risk may be referred to an alternative learning environment (ALE) classroom. Those students will have access to various services. Action Type: Collaboration Action Type: Technology Inclusion</p>	Principal	End: 06/30/2012	<p>Staff</p> <ul style="list-style-type: none"> • Central Office • Computers • District Staff • Teachers 	ACTION BUDGET: \$
<p>NEEDS ASSESSMENT: We are continually planning for how best to serve our students. Our staff meets on a regular basis for the purpose of reviewing the results from our formative and summative assessments. Those interventions that continue to support increasing the level of student achievement are kept and those that the data does not support, are either modified or abandoned. Our data analysis led us to conclude that the following areas reflect our greatest need: Measurement, Numbers and Operations, and Algebra. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide</p>	Sherri Wright, Math Chairperson	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers 	ACTION BUDGET: \$
<p>Critical thinking skills will be enhanced through the Gifted and Talented (GT) Program. K-2 students receive monthly enrichment lessons from the gifted/talented teacher. Students in grades 3 and 4 who qualify for services receive weekly instruction. This is in compliance with the Gifted and Talented Program Approval Standards set forth by the Arkansas Department of Education. Action Type: Equity Action Type: Technology Inclusion</p>	Teresa Holleman, Gifted/Talented Teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$
<p>PROGRAM EVALUATION: In 2010-2011 the Math ACSIP Committee will collect and establish baseline data through pre- and post- test for students in grades Kindergarten through 4th grade. In 2010-2011 we collected baseline data through pre- and post-test in grades Kindergarten through 4th grade. The results were: Kindergarten showed a 51% gain, first grade showed a 51% gain, second grade showed a 34% gain, third grade a showed a 22% gain, and fourth grade showed a 20% gain. For the 2011-2012 school term, we project a 1% gain in each grade level. Action Type: Program Evaluation</p>	Sherri Wright, Math Specialist	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Performance Assessments • Teachers 	ACTION BUDGET: \$

Purchase headphones compatible and intended to be used with the pianos in the music classroom, as funds become available. Action Type: Technology Inclusion	Ginger Hobbs, Music Teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
Purchase a single school site subscription for ixl.com to be used in K-4 classrooms for math interventions and to compliment mathematic learning taking place in the classroom. As funds become available. Action Type: Technology Inclusion	Sherri Wright, Math Chairperson	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Teachers 	Title I - Purchased \$374.00 Services: <hr/> ACTION BUDGET: \$374
Classroom teachers will implement Brain Pop Jr., Brain Pop, and Brian Pop ESL. Brian Pop compliments the Promethan technology and can be used for content areas. Action Type: Equity Action Type: Technology Inclusion	Tammy Madden, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
Purchase class sets of individual dry erase boards for Classroom, Special Education, and ESL teachers. As funds become available. Action Type: Alignment Action Type: Collaboration	Sherri Wright, Math Chairperson	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Teachers 	Title VI State - Materials & \$426.00 Supplies: <hr/> ACTION BUDGET: \$426
The math interventionist will be trained in year 4 Cognitively Guided Instruction (C.G.I.) in order to model C.G.I. strategies in elementary classrooms and help train elementary teachers to implement C.G.I. strategies and philosophies in thier classrooms. Action Type: Alignment Action Type: Collaboration	Tammy Madden, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
Because of our ALERT Math Status in our Combined, Caucasian, and Economically Disadvantaged due to the Augmented Benchmark, the school faculty and staff will determine ASSESSMENT NEEDS as determined by CRT and NRT scores on the common Assessments and Augmented Benchmark to effectively address the needs for these low-performing students. Action Type: Alignment Action Type: Collaboration	Tammy Madden, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	<hr/> ACTION BUDGET: \$
The school provides additional interventions for all students who are below proficiency on the Common Assessments, Augemented Benchmark, and The Learning Institute during the school day. Our ALERT status subpopulation will recieve additional concentration by	Tammy Madden, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	<hr/> ACTION BUDGET: \$

intervention resources that target the Math strands from the Augmented Benchamrk Math testing that caused our ALERT status. Action Type: Alignment Action Type: Collaboration				
3rd and 4th grade teachers will review the math strands that casued the ALERT status in testing and will concentrate additional time-on-task through mock benchmark test questions as measurement and curriculum instruction to promote understanding and mastery in the low-performing areas. 3rd and 4th grade teachers will recieve Professional Development in Differentiated Instruction to meet the individual needs of the identified subpopulation. The Professional Development will be ongoing throughout the year. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Tammy Madden, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
PROFESSIONAL DEVELOPMENT: Kids Interventions Developing Success (KIDS) Team will provide ongoing professional development for all K-4 certified and classified staff in identification of and procedures for student interventions. Action Type: Alignment Action Type: Collaboration	Sherri Wright, KIDS Chairperson	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$
The KIDS Team will examine existing pre-referral and referral procedures and help develop guidelines to determine if changes are needed. Action Type: Alignment Action Type: Collaboration	Sherri Wright, KIDS Chairperson	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$
The first grade teachers and parents will develop an Academic Improvement Plan (AIP) for students scoring at risk on the kindergarten diagnostic assessment. In Second through Third grade, teachers and parents will develop an Academic Improvement Plan (AIP)for students scoring below basic on the IOWA Test. In Fourth grade, teachers and parents will develop an Academic Imporvement Plan (AIP) for students scoring below proficient on the Benchmark exam. Actions on the AIP will include such	Tammy Madden, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$

things as The Learning Institute (TLI), interventions by teachers, trained interventionist, increased hands-on-instruction, frequent assessments to determine progress, and other strategies as research indicates are appropriate. Action Type: AIP/IRI Action Type: Parental Engagement				
Total Budget:				\$1826

Intervention: Systems Organization for Improved Student Achievement
 Scientific Based Research: Senge, Peter. (2006). The fifth discipline: the art and practice of the learning organization. New York: Bantam Doubleday Dell.

Actions	Person Responsible	Timeline	Resources	Source of Funds
(Amend)TRANSITION: Invite all children who will be entering kindergarten to a kindergarten registration day. Children and parents will meet the principal, assistant principal, teachers, school nurse, tour the campus, and participate in various learning activities. Kindergarten Readiness Activities were distributed to families in accordance with ACT 397. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Ryan Walker, Assistant Principal	Start: 04/01/2012 End: 05/30/2012	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Outside Consultants Teachers 	Title I - Materials & Supplies: \$1492.05 Title I - Employee Salaries: \$1700.00 Title I - Employee Benefits: \$368.05 <hr/> ACTION BUDGET: \$3560.1
SCHOOLWIDE REFORM STRATEGIES: We are continually working toward aligning our curriculum and assessment with the Arkansas Frameworks and Common Core State Standards. Our school faculty is divided into PLC Teams. We meet periodically to examine classroom performance data and set short-term goals for improvement. It is during these meetings that we develop a common purpose and are able to focus on those areas where our students struggle. Student Learning is assessed frequently with The Learning Institute Assessments. Through our core literacy program we meet the needs of our student population by instructing in the 5 essential elements, as determined by the National Reading Panel. We continually align our curriculum and assessments with the Arkansas Frameworks and Common Core State Standards. The school provides a literacy block of instructional time used to meet diverse student needs. Intervention and remediation is included in this time period. The strategies we incorporate are based	Tammy Madden, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	<hr/> ACTION BUDGET: \$

<p>on scientifically based research. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Title I Schoolwide</p>				
<p>PROFESSIONAL DEVELOPMENT: Arkansas law requires all certified personnel to attend sixty (60) approved professional development hours each year. The approved professional development hours shall be aligned to the National Staff Development Council Standard and include: Technology - 6 hours annually. Arkansas History - 2 hours annually for all teachers teaching Arkansas History. Parent Involvement - 2 hours annually for teachers and 3 hours annually for administrators. Data disaggregation, instructional leadership, and fiscal management professional development shall be included annually for all administrators. We offer to each teacher the opportunity to secure the required 60 hours of professional development which includes training in parental involvement and technology. Our administrators are also trained in data analysis and parental involvement. Our teachers, principals, and Paraprofessionals are all included in the design and implementation of our professional development plan. Individual Teacher Professional Developmental Plans are developed using student data and classroom observations. Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide</p>	<p>Tammy Madden, Principal</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>=====</p> <p>ACTION BUDGET: \$</p>
<p>SCHOOL/PARENT COMPACT: According to ACT 397: During Title I meetings a school/parent compact was developed. The compact is included in the informational packet that is distributed to all parents. Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	<p>Ryan Walker, Assistant Principal</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>=====</p> <p>ACTION BUDGET: \$</p>
<p>WE INVOLVE TEACHERS IN THE DECISION MAKING: Teachers participate in the decision making process through membership on the ACSIP committees. All teachers will influence the Title I program by having input concerning changes in</p>	<p>Tammy Madden, Principal</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers 	<p>=====</p> <p>ACTION BUDGET: \$</p>

<p>the ACSIP plan. Our teachers meet periodically for the purpose of engaging in data analysis. We continually seek to support an educational climate whereby all our staff feels they have a voice in how we shape the instructional program. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Title I Schoolwide</p>				
<p>(Amend money)PARENT INVOLVEMENT: In Accordance with ACT 397: We use a variety of strategies to involve our parents in the education of their students. We host "PARENT INVOLVEMENT MEETINGS" in both literacy and math, whereby parents are invited to view models of proficient student work. We invite parents to participate as volunteers in our school. We recruit parents to serve on ACSIP, and other committees. We host 2 PARENT TEACHER CONFERENCES each year in order to apprise the parents of the progress of their child. Each fall we host a PARENT INVOLVEMENT MEETING whereby the principal informs parents of their rights, the SCHOOL'S PROCESS FOR RESOLVING PARENTAL CONCERNS IN THE HANDBOOK, and discusses opportunities for them to be involved in the school. A description and explanation of the curriculum used in the school, types of assessment and proficiency levels are also provided. Instruction is provided to parents to assist in incorporating developmentally appropriate learning activities in the home environment. This instruction will take place at the Parent Involvement Meeting. Supplies will be purchased for the PARENT INVOLVEMENT MEETING. The supplies will include manipulatives for math, reading, and literacy interactive learning activities. Our school works with our PTO and Parent Center to create a welcoming environment for parental involvement. We have a parent center that is welcoming and offers a variety of materials for our parents to check out and use at home. On a regular basis we utilize parent input to review policies, procedures and practices that might present barriers to student achievement.</p>	<p>Ryan Walker, Assistant Principal</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Outside Consultants • Teachers 	<p>Title I - Materials & Supplies: \$1626.00</p> <hr/> <p>ACTION BUDGET: \$1626</p>

Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide				
<p>STRATEGIES TO ATTRACT HIGHLY QUALIFIED TEACHERS: The district will advertise vacant positions in local and state newspapers, online websites and offer a competitive salary. When necessary, School representatives will attend job fairs throughout the state to search for highly qualified teachers. Prior to hiring faculty and staff, a determination will be made as to whether they meet highly qualified status, and , if not, they must be highly qualified before employment, or be working on their alternative method of achieving highly qualified status.</p> <p>Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	Tammy Madden, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers 	ACTION BUDGET: \$
<p>INSTRUCTION BY HIGHLY QUALIFIED TEACHERS: Our entire faculty is licensed in the areas they teach. All of our Paraprofessionals meet "highly qualified" standards prior to their being hired. We have a well-defined professional development program that insures all teachers are acquiring the training they need to grow and develop in their ability to meet the needs of our various populations. Highly qualified elementary teachers will be hired to teach at the Waldron Elementary School. Newly licensed teachers will be mentored through the state Pathwise Program to develop the characteristics of high quality teachers. Teachers who are new to the district will be mentored by highly qualified and experienced teachers. Experienced teachers already in the district who require assistance in disaggregating data and/or remediating students will work closely with a lead teacher.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Tammy Madden, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers 	ACTION BUDGET: \$
<p>WALDRON ELEMENTARY SCHOOL IS IN COMPLIANCE with all 10 of the schoolwide components as identified in the ACSIP Handbook: needs assessment, schoolwide reform strategies, instruction by highly qualified teachers. professional</p>	Tammy Madden, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Outside Consultants 	ACTION BUDGET: \$

<p>development, strategies to attract highly qualified teachers, parent involvement, transition, measures to include teachers in decisions, point-in-time remediation, coordination and integration of programs. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Title I Schoolwide</p>			<ul style="list-style-type: none"> • Teachers 	
<p>(Amend salaries)TRANSITION: A Kindergarten Academy will be held with activities designed to transition upcoming kindergarten students into the elementary school setting. It will be provided for all incoming kindergarten students and their parents. Community members are also invited to attend. It will be held after the Extended Year Programs end. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	<p>Tammy Madden, Principal</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers 	<p>Title I - Materials & \$205.00 Supplies: Title I - Employee \$634.00 Salaries: Title I - Employee \$137.25 Benefits: <hr/>ACTION BUDGET: \$976.25</p>
<p>COORDINATE AND INTEGRATE STATE AND FEDERAL PROGRAMS: We coordinate and integrate our programs by using various funding sources to support a seamless curriculum in our school. Whenever possible we combine federal and state resources in order to provide supplemental services for our students. NSLA and Title I Funds are used to hire Instructional Facilitators who help coordinate our Literacy and Math Curriculum as well as provide mentoring activities. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide</p>	<p>Tammy Madden, Principal</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Outside Consultants • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>POINT IN TIME REMEDIATION: We ensure that all our students experience a rigorous curriculum that is aligned to the Arkansas Curriculum Frameworks. When considering students at risk we look beyond NRT and CRT scores and include the Qualls, DIBELS, DRA, and DSA which give us a complete assessment to determine intervention needs. Based on these needs, intervention plans are written on an individual basis to continually monitor student achievement and progress. The intervention (AIP and IRI) plans include scientifically based strategies</p>	<p>Tammy Madden, Principal</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Outside Consultants • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>for students who have difficulty mastering standards. The plans are adjusted based on bi-monthly progress monitoring. Intervention plans are implemented by the Title I Paraprofessionals and Licensed teachers, on a daily basis. Parents are required to sign off on the AIP's.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide</p>				
<p>PARENT INVOLVEMENT: According to ACT 397: We implement Ed Line/Grade Quick online for the staff and parents. As needed regular classroom teachers will be provided training on using Ed Line/Grade Quick to enter grades, attendance, and print various reports as needed. Parents will be able to access their child's information online to monitor their child's progress and information.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Technology Inclusion</p>	<p>Sherri Wright, Grade Quick Consultant</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Outside Consultants • Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>PROGRAM EVALUATION: ACSIP Literacy Team: Periodic meetings of our (Literacy) ACSIP Leadership Committee will be held. Written minutes of each meeting, along with a sign-in sheet, will be kept and made available upon request. The Committee will collect and establish data from teacher surveys to obtain teacher perceptions of the effectiveness of the systems organization intervention for the current school year. Those interventions/actions which prove ineffective can be revised, or abandoned. Our ACSIP Plan will be revised each spring, and fall, in order to keep it timely and valid in our efforts to improve teaching and learning.</p> <p>EVALUATION RESULTS: We have analyzed the success of this intervention over the past three years and have shown a cumulative 38.4%, 34.7%, and 36% (Always/Often Effective) 31%, 41.4%, and 37% (Sometimes Effective) and 24.8, 22.3%, and 27% (Rarely/Never Effective) Results are important and based on teacher perceptions. The results have been reviewed and</p>	<p>Lynn Metcalf, ACSIP Literacy Chair</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>

<p>changes to the ACSIP plan have been adjusted. The survey will continue for this intervention and an increase of 3% on the Always/Often/or Sometimes effectiveness of the System Organization Intervention for the 2011-2012 school year. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education</p>				
<p>3rd and 4th Grade Teachers will review the literacy strands in testing and will concentrate additional time-on-task through mock benchmark test questions as measurement and curriculum instruction to promote understanding and mastery in the low-performing areas. 3rd and 4th Grade Teachers will receive Professional Development in Differentiated Instruction to meet the individual needs of the identified subpopulation. The Professional Development will be ongoing throughout the year. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development</p>	<p>Tammy Madden, Principal</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>PARENT INVOLVEMENT-SIX COMPONENTS-BUILDING CAPACITY: 1. Shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the State's academic content standards and State academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; 2. Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement; 3. Shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents and in how to reach out to, communicate with, and work with parents as equal partners. implement</p>	<p>Ryan Walker, Assistant Principal</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Outside Consultants • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>and coordinate parent programs, and build ties between parents and the school; 4. Shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents ad Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; 5. Shall insure that information related to school and parents programs, meetings, and other activities, is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand; 6. Shall provide such other reasonable support for parental involvement activities under this section as parents may request. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>				
<p>NEEDS ASSESSMENT: We are continually planning for how best to serve our students. Our staff meets on a regular basis for the purpose of reviewing the results from our formative and summative assessments. Those interventions that continue to support increasing the level of student achievement are kept and those that the data does not support, as being effective, are either modified or abandoned. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Title I Schoolwide</p>	<p>Tammy Madden, Principal</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>NEEDS ASSESSMENT: We are continually planning for how best to serve our students. Our staff meets on a regular basis for the purpose of reviewing the results from our formative and summative assessments. Those interventions that continue to support increasing the level of student achievement are kept and those that the data does not support, as being effective, are either modified or abandoned. Action Type: Alignment</p>	<p>Tammy Madden, Principal</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

Action Type: Collaboration				
Action Type: Equity				
Action Type: Parental Engagement				
Action Type: Professional Development				
Action Type: Title I Schoolwide				
Total Budget:				\$6162.35

Priority 3: To improve the wellness and nutrition of our students.

1. The results of the 2010-2011 School Health Index report made the following recommendations: appoint a school health committee, reconvene crisis committee, have counselors inform all new faculty of the Second Step Curriculum and provide materials to facilitate program, more physical education professional development, observe and make recommendations about students with special health needs, advertise better beverage choices, train staff for choking emergencies and food allergies, collaborate with science teacher on food unit, community-based program and involve parents in planning meals. The results of the 2009-2010 School Health Index report made the following recommendations: appoint a school health committee, reconvene crisis committee, have counselors inform all new faculty of Second Step curriculum and provide materials to facilitate program, involve parents in meal planning, making students aware of better beverage choices, collaboration between the science teacher and the cafeteria manager on a food unit, and provide professional development to teachers on physical education with an emphasis on special health care needs of students, choking emergencies, and food allergies. The 2008-2009 School Health Index report made the following recommendations: implement and enforce policy for bullying and follow the policy regardless, asthma awareness, 150 minutes of PE time each week, display informational materials on nutrition in the cafeteria, provide free on-site physical activity after school for staff, and promote the use of our parent center.
2. According to the School Report Card for Waldron Elementary School, 79% of students were eligible for free and reduced lunches in 2010-2011; 78% of students were eligible for free and reduced lunches in 2009-2010; 70% in 2008-2009
3. The 2010-2011 BMI results for Waldron Elementary School indicate that out of 129 males assessed, 62.8% were healthy or underweight, 16.3% were overweight, and 20.9% were obese. Out of 121 females, 61.2% were healthy or underweight, 17.4% were overweight, and 21.5% were obese.
4. The 2009-2010 BMI results for Waldron Elementary School indicate that out of 120 males assessed, 63.3% were healthy or underweight, 22.8% were overweight, and 14.2% were obese. Out of 95 females, 75.8% were healthy or underweight, 9.5% were overweight, and 14.7% were obese.
5. The 2008-2009 BMI Results for Waldron Elementary School indicate that out of 147 males 59.2% were normal or underweight, 25.2% were at risk of being overweight, and 15.6% were considered overweight. Out of 122 females 69.7% were normal or underweight, 17.2% were at risk of being overweight, and 13.1% were overweight.
- 6.

Supporting Data:

Goal To provide students with information on living a healthier lifestyle.

Benchmark Healthier BMI results will be evident by June 30, 2012. There will be a 1% difference in the 2011-2012 BMI results indicating healthier lifestyles are being practiced.

Intervention: Students and faculty will be given opportunities for nutrition education during the school year.				
Scientific Based Research: Powers, A., Struempfer, B., Guarino, A., & Parmer, S. (2005). Effects of a nutrition education program on the dietary behavior and nutrition knowledge of second-grade and third-grade students. Journal of School Health, 75(4), 129-131. Director of Health Promotion and Education - School Employee Wellness: A Guide for Protecting the Assets of our Nation's Schools. Atlanta, GA: Coordinating Center for Health Promotion of the Centers for Disease Control and Prevention. Retrieved: Monday, September 15, 2008.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Students will participate in a minimum of 60 minutes of physical education each calendar week of the school year with a certified PE teacher. The physical activity	Tammy Madden, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> District Staff Outside Consultants 	ACTION BUDGET: \$

<p>is provided through scheduled recess periods and the integration of physical activity into the academic curriculum. Provide students with the importance/benefits of a balanced nutrition and physical lifestyle. Action Type: Equity Action Type: Wellness</p>			<ul style="list-style-type: none"> Teachers 	
<p>Provide students with instruction on diabetes. Action Type: Equity Action Type: Wellness</p>	Linda Stuart, Science Teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Community Leaders Outside Consultants Teachers 	<hr/> <hr/> <p>ACTION BUDGET: \$</p>
<p>The Waldron Elementary School will host a Community Health Fair. Action Type: Parental Engagement Action Type: Wellness</p>	Tammy Madden, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Outside Consultants 	<hr/> <hr/> <p>ACTION BUDGET: \$</p>
<p>PROGRAM EVALUATION: Students will participate in a variety of nutrition programs, during a weekly science lab, provided through school funds and the University of Arkansas County Extension Office. These programs include: Professor Popcorn, Organ Wise, Food Groupies, Five A Day, and Food Pyramid. Pre and post nutrition assessments will be used to evaluate the effectiveness of the program. In 2009-2010, our focus was on improving students understanding of the importance of healthy habits. EVALUATION RESULTS: In 2010-2011, there was an average 66.2% increase in the achievement of K-4 students. Kindergarten showed an 82% increase, 1st showed an 86% increase, 2nd showed an 83% increase and 3rd and 4th showed a 14% average increase. We have analyzed the success of this intervention with grades 2, 3, and 4 over the past two years and have shown a cumulative 20% improvement rate when it comes to student achievement. Because of this growth, we are going to continue to use this intervention strategy. We have collected baseline data on K-1 student's with the following results: Kindergarten experienced an average 34% improvement after instruction. First graders experienced average 27% improvement after instruction. This program will continue with a 5% gain between pre assessment and post</p>	Linda Stuart, Science Lab Teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Central Office Community Leaders District Staff Outside Consultants Teachers Teaching Aids 	<hr/> <hr/> <p>ACTION BUDGET: \$</p>

assessment at each grade level. While the survey showed positive gains, an in-house survey will be used and implemented in 2011-2012 year. Survey results of an in-house survey can be disaggregated by teachers and not outside individuals. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Wellness				
Provide PROFESSIONAL DEVELOPMENT on diabetes, asthma, choking emergencies, and food allergies for faculty as funds become available. Have color posters with information on handling these situations in the cafeteria and classrooms. Action Type: Collaboration Action Type: Professional Development Action Type: Wellness	Billie Jo Nelson, School Nurse	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
Provide PROFESSIONAL DEVELOPMENT in health/nutrition education to staff as funds become available. Action Type: Collaboration Action Type: Professional Development Action Type: Wellness	Linda Stuart, Science Teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
Provide health screening to faculty and staff as funds become available. Action Type: Collaboration Action Type: Wellness	Teresa Holleman, ACSIP Wellness Chairperson	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
Provide stress management program for staff as funds become available. Action Type: Equity Action Type: Wellness	Teresa Holleman, ACSIP Wellness Chairperson	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
Continue to keep teachers and staff updated on current world health issues, such as H1N1, MRSA, hepatitis, etc., with attention paid to symptom recognition and proper protocol for dealing with possible cases in the classroom. Action Type: Equity Action Type: Professional Development	Billie Jo Nelson, School Nurse	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
Provide direct, grade-level appropriate instruction in basic hygiene, including hand washing, blowing noses, covering coughs, head lice, use of deodorant, tooth brushing, etc. Also, have color posters about hand washing in all	Ryan Walker, Vice Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$

classrooms and restrooms. Action Type: Equity				
Schedule Body Walk Exhibit from the University of Arkansas every other year to instruct students on healthy behaviors and their importance. Action Type: Alignment Action Type: Collaboration	Linda Stuart, Science Teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Outside Consultants • Teachers 	<hr/> ACTION BUDGET: \$
Classroom teachers will provide nutritional information and fun facts about fruits and vegetables; and explain why it's important to eat healthy, while passing out healthy snacks. Action Type: Wellness	Jacy Thompson, Wellness Chairperson	Start: 09/01/2011 End: 05/31/2011	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Priority 5:

To improve English and academic skills for ESL students.

1. ELDA for 2009
Percent Advanced/Fluent.
Grade 0: 14% of 15
Grade 1: 6% of 18
Grade 2: 12% of 17
Grade 3: 0% of 13
Grade 4: 0% of 10
ELDA for 2010
Percent Advanced/Fluent.
Grade 0: 11% of 18
Grade 1: 5% of 19
Grade 2: 8% of 13
Grade 3: 0% of 17
Grade 4: 0% of 12

ELDA for 2011
Percent Advanced/Fluent.
Grade 0: 12% of 17
Grade 1: 50% of 19
Grade 2: 47% of 12
Grade 3: 17% of 12
Grade 4: 69% of 16

2. Augmented Benchmark for 2009.
Percent scoring proficient/advanced.
Literacy: 3rd grade-62%; 4th grade-40%.
Math: 3rd grade-53%; 4th grade-30%.

Augmented Benchmark for 2010
Percent scoring proficient/advanced.
Literacy: 3rd grade-100%; 4th grade-58% Math: 3rd grade-94%; 4th grade-84%

Augmented Benchmark for 2011
Percent scoring proficient/advanced.
Literacy: 3rd grade-55%; 4th grade-93% Math: 3rd grade-91%; 4th grade-93%

3. In 2008-2009, 3 out of 73 students exited the ESL program at Waldron Elementary.
In 2009-2010, 4 out of 79 students exited the ESL program at Waldron Elementary.

Supporting Data:

In 2010-2011, 2 out of 79 students exited the ESL Program at Waldron Elementary.

Goal To provide a comprehensive second language instruction program.
 Benchmark Students will show a 9.3% increase at the end of the 2010-2011 school year on the ELDA. There will be 1.1% of students who will score proficient.

Intervention: Provide practice daily using ESL research based strategies with grade level appropriate materials to improve language skills of ESL students.				
Scientific Based Research: Collier, Virginia P. (1995). Promoting Academic Success for ESL Students (Understanding Second Language Acquisition for School) Hill, Jane D. and Flynn, Kathleen. (2006) Classroom Instruction that Works for English Language Learners. Alexandria: ASCD.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Students who qualify for the ESL Classroom will be provided English Language and academic lessons by a certified ESL teacher. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Chaisty Bell, ESL Teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Teachers Teaching Aids 	<hr/> ACTION BUDGET: \$
(Amend Money)Will host an ESL parent night to teach parents academic strategies to help their students at home. Action Type: Parental Engagement	Chasity Bell, ESL Teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers Teaching Aids 	Title I - Materials & Supplies: \$374.00 <hr/> ACTION BUDGET: \$374
Provide curriculum, supplies, and other teaching aids for the ESL students identified for this program. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Kristi Sigman, ESL Coordinaor	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Teachers Teaching Aids 	<hr/> ACTION BUDGET: \$
PROGRAM EVALUATION: Parents and teachers will fill out an annual survey about the ESL program. The information will be used to make improvements to the ESL program. EVALUATION RESULTS: The ESL Priority was added in 2009-2010 year. The 2009-2010 Parent annual evaluation of the ESL program reflects that 83% of parent's feel the program is always effective. 29 of 61 parent surveys were returned. The 2009-2010 Teacher annual evaluation of the ESL program reflects that 55% of teachers feel the program is sometimes effective. 29 of 32 teacher surveys were returned. Based on the results of both surveys the intervention shows positive effectiveness. The survey will continue to be used with a projected 10% increase in both the parent and teacher program effectiveness. The 2010-2011 Parent annual evaluation of the ESL program reflects that 84% of parent's feel the program	Rebekah Goodner, ESL Chairperson	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$

<p>is always effective. 12 of 79 parent surveys were returned.</p> <p>The 2010-2011 Teacher annual evaluation of the ESL program reflects that 55% of teachers feel the program is sometimes effective. 22 of 32 teacher surveys were returned.</p> <p>Based on the results of both surveys the intervention shows positive effectiveness. The survey will continue to be used to show an increase in the effectiveness of the program and number of surveys returned.</p> <p>Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation</p>				
<p>The ESL program will utilize ESL certified regular classroom teachers by placing ELL students in those classrooms. Research based ELL strategies will be used in all classrooms, such as visuals, differentiated activities, repetition, etc.</p> <p>Action Type: Alignment Action Type: Collaboration</p>	Chasity Bell, ESL Teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>PROFESSIONAL DEVELOPMENT: Provide annual professional development for all teachers and paraprofessionals on ESL laws and strategies.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development</p>	Tammy Madden, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>The ESL Classroom will use research based curriculum and strategies that utilize listening, speaking, reading, and writing skills.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>	Kristi Sigman, ESL Coordinator	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Teachers Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
<p>A Home Language Survey is used to identify potential ESL students. Students who are identified are then given the LAS Links assessment to determine their English language level. The LPAC decides on the most effective placement for each student. Students are placed in either pullout, pushin, sheltered, or mainstream. To exit the program students must score all 5's on the ELDA, proficient or advanced in literacy and math on the ACTAAP, and maintain a C or higher in all content areas.</p> <p>Action Type: Equity Action Type: Parental Engagement</p>	Chasity Bell, ESL Teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

The ESL teacher is a resource for classroom teachers who have students in this program. Action Type: Collaboration Action Type: Equity	Chasity Bell, ESL Teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Parental information will be provided in a language that the parents can understand, to the extent practicable. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Kristi Sigman, ESL Coordinator	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
Total Budget:				\$374

• Planning Team

Classification	Name	Position	Committee
Business Representative	Carla Dorr	Member	Special Education
Business Representative	Debra Fuller	Member	Math
Business Representative	Jessica Butler	Member	Literacy
Business Representative	Tina Patel	Member	ESL
Classroom Teacher	Adam Elliott	Member	Math/Wellness
Classroom Teacher	Alisha Moad	Member	Math/Wellness
Classroom Teacher	Amelia Sanford	Member	Math/ESL
Classroom Teacher	Angela Allen	Member	Literacy/ESL
Classroom Teacher	Anna Haberer	Member	Literacy/ESL
Classroom Teacher	Anna Jo Smith	Member	Literacy/Sp Ed CoChair
Classroom Teacher	Bridget Duffield	Member	Literacy/Wellness
Classroom Teacher	Chasity Bell	ASCIP Building Chair	
Classroom Teacher	Christy Dees	Member	Math/Wellness
Classroom Teacher	Connie Crotts	Member	Math/ESL
Classroom Teacher	Connie Sell	Member	Math/ESL
Classroom Teacher	Darla Jeffery	Member	Literacy/ESL
Classroom Teacher	Deanna Connelly	Member	Math/Wellness
Classroom Teacher	Debbie Rogers	Member	Math/ESL
Classroom Teacher	Debra Brantley	Member	Math/Sp Ed
Classroom Teacher	Donna Gaines	Member	Literacy/ESL
Classroom Teacher	Elodee Cash	Member	Literacy/Sp Ed
Classroom Teacher	Erica Truelove	Member	Math/SpEd
Classroom Teacher	Erin Leslie	Member	Math/ESL
Classroom Teacher	Ginger Hobbs	Member	Math/Wellness
Classroom Teacher	Jacy Thompson	Wellness Chairperson	Literacy/Wellness Chairperson
Classroom Teacher	Janice Brewster	Member	Literacy/ESL
Classroom Teacher	Jessica Owens	Literacy Co-Chairperson	Literacy Co-Chairperson/SpEd
Classroom Teacher	Jolene Yother	Member	Math/Wellness
Classroom Teacher	Joseph Majors	member	Literacy/SpEd
Classroom Teacher	Joy Carmean	Member	Math/SpEd
Classroom Teacher	Kerry Stark	Member	Literacy/SpEd
Classroom Teacher	Larissa House	Member	Literacy/Wellness
Classroom Teacher	Laura Fielding	Member	Literacy/SpEd
Classroom Teacher	LeAnn Atchley	Member	Math/SpEd

Classroom Teacher	Linda Stuart	Member	Math/Wellness
Classroom Teacher	Lisa Lane	Member	Literacy/SpEd
Classroom Teacher	Lynn Metcalf	Literacy Co-Chairperson	Literacy Co-Chairperson/SpEd
Classroom Teacher	Mary Brown	Member	Math/SpEd
Classroom Teacher	Nancy Powers	Member	Literacy/SpEd
Classroom Teacher	Nerinda Elliott	Member	Literacy/ESL
Classroom Teacher	Rachelle Watkins	Member	Math/ESL
Classroom Teacher	Robin Bowles	Member	Math/Sp Ed
Classroom Teacher	Seirra Waddle	Member	Literacy/Wellness
Classroom Teacher	Sharon Rice	Member	Literacy/Sp Ed CoChair
Classroom Teacher	Shelley Welch	Member	Math/ESL
Classroom Teacher	Sherri Parker	Member	Literacy/ESL
Classroom Teacher	Sherri Wright	Math Chairperson	Math Chairperson/ESL
Classroom Teacher	Tasha Self	Member	Math/ESL
Classroom Teacher	Teresa Holleman	member	Math/Wellness
Classroom Teacher	Teresa Malone	member	Literacy/SpEd
Classroom Teacher	Tina Pickens	Member	Literacy/Wellness
Classroom Teacher	Tommy Hill	Member	Literacy/Wellness
Classroom Teacher	Valerie Black	Member	Math/ESL
Classroom Teacher	Vicki Moore	Member	Math/Wellness
Classroom Teacher	Victoria Chapman	Member	Literacy/Wellness
Community Representative	Judy Bloush	Member	Wellness/Nutrition
Community Representative	Randy Butler	Member	Literacy
District-Level Professional	Krisi Sigman	Member	ACSIP District Contact
Non-Classroom Professional Staff	Billie Jo Nelson	Member	Wellness/Nutrition
Non-Classroom Professional Staff	Brenda Charleson	Member	Wellness/Nutrition
Non-Classroom Professional Staff	Chelsea Defoor	Member	ESL
Non-Classroom Professional Staff	Cherry Gaston	Member	Literacy
Non-Classroom Professional Staff	Denise Mourton	Member	Special Education
Non-Classroom Professional Staff	Erin Owens	Member	Literacy
Non-Classroom Professional Staff	Gina Brown	Member	Special Education
Non-Classroom Professional Staff	Jana Pschier	Member	Sp Ed
Non-Classroom Professional Staff	Janet Owens	Member	ESL
Non-Classroom Professional Staff	Jennifer Galinato	memeber	Wellness
Non-Classroom Professional Staff	Karri Owens	Member	Special Education
Non-Classroom Professional Staff	Kayla Sparks	Member	Literacy
Non-Classroom Professional Staff	Lynda Hunt	Member	Wellness/Nutrition
Non-Classroom Professional Staff	Lynn Barr	Member	Literacy
Non-Classroom Professional Staff	Mandy Pennington	memeber	Special Education
Non-Classroom Professional Staff	Odilia Banderas	Member	Math
Non-Classroom Professional Staff	Shelly Daud	Member	Sp Ed
Non-Classroom Professional Staff	Silvia Diaz	Member	ESL
Non-Classroom Professional Staff	Tammy Forest	Member	Math
Parent	Courtney Metcalf	Member	Special Education
Parent	Crystal Triana	Member	Math
Parent	Emily Parkhurst	Member	Special Education
Parent	Jim Sher	Member	ESL
Parent	Kanisha Sexton	Member	ESL
Parent	Katy Slater	Member	Literacy
Parent	Rebecca Goodner	ESL Chairperson	Literacy/ESL Chairperson
Parent	Stacey Cox	member	Wellness

Principal	Ryan Walker	Assistant Principal	Assistant Principal/Math/ESL
Principal	Tammy Madden	Principal	Principal/Literacy/Wellness
