

## **WESTERN GROVE ELEM. SCHOOL**

### **Arkansas Comprehensive School Improvement Plan**

**2013-2014**

The mission of Western Grove Elementary School is to accept the uniqueness of each student and empower them to reach their intellectual, social, emotional, moral, and physical potential.

Grade Span: K-6 Title I: Title I School wide

School Improvement: SI\_2

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### **Table of Contents**

#### **Priority 1: Literacy**

**Goal:** Goal 1: K-2 The 2013 Kindergarten Readiness Test results indicated a higher need for early interventions with 77% of the students in the below average range. Data does indicate a continued need to focus on letter naming in kindergarten. Data indicates improvement in the area of phonics in first and second grades. Teachers will utilize quality children's literature and big books during Shared Reading and Read Aloud Vocabulary/Comprehension lessons as well as vocabulary development picture cards during Circle Time in kindergarten. Teachers will continue to incorporate decodable texts into the literacy block on a weekly basis. The second grade teacher will incorporate advanced decoding strategies during the literacy block. The kindergarten teacher will focus interventions to build Letter Naming Fluency. Teachers will enhance vocabulary development instruction by incorporating quality informational texts during Read Aloud Vocabulary/Comprehension lessons. • Results of the Beginning-of Year DIBELS Oral Reading Fluency assessment indicates a need of focus with the following percentages of students per grade in the Below/At Risk range: .4% of second graders 52% of third graders 74% of fourth graders 3-6: The goal for Western Grove Elementary literacy for grades 3-6 is to develop a comprehensive literacy approach and implement assessments to drive instruction. The 2013 CRT data indicates the need to improve in literary and practical passage in the reading section of the test. In the writing section of the 2013 CRT content and style was the lowest area. Teachers in grades 1-6 will incorporate Quick Reads, grade-level fluency passages, Readers' Theater texts, and advanced decoding strategies for multi-syllabic words in the literacy block. In addition, teachers in grades K-3 will utilize high frequency word texts during the core reading program and as an intervention for At Risk/Some Risk students.

#### **Priority 2: Comprehensive Math Program**

**Goal:** Math skills will improve in all areas with emphasis on open ended instruction in measurement, data analysis, numbers and operations, and geometry based on three years of data. Data from SAT-10 test indicates a need in math computation at all grade levels. Data from the 2013 CRT indicates continued areas of need in third grade in geometry and numbers and operations in the open response questions and geometry in the multiple choice area. In fourth grade algebra, geometry and numbers and operations are the areas of concern, especially in open response.

Measurement was the lowest area in the multiple choice section in fourth grade. The area of concern in fifth grade was geometry and numbers and operations in open response and data analysis and numbers and operations in multiple choice. In sixth grade the lowest areas are number and operations, measurement, and numbers and operations and data analysis in the open response section of the CRT. Numbers and operations, algebra, and data analysis were the lowest areas in the multiple choice section of the test for the sixth grade.

**Priority 3: Wellness**

**Goal:** Students and staff will learn to take responsibility for their own health and become health-literate individuals with a life-long commitment to making positive choices. The school will provide support for students in making choices about their health by implementing systems and programs to aid in decreasing the average BMI on routine annual student screenings.

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Priority 1:	<p>The priority of Western Grove Elementary is to implement a complete language program that will combine data and resources to assure student achievement.</p> <ol style="list-style-type: none"><li>1. Literacy Priority Grade 1: ITBS: (07) SAT-10 (08-09) ITBS (11): Combined (Total) Population: Reading Comprehension, In 2012, 80% had an NPR score of 50, or above. In 2011, 64% had an NPR score of 50, or above. In 2010, 50% had an NPR score of 50, or above. Norm Referenced Test (NRT) Data Literacy Priority Grade 2: ITBS: (07) SAT-10 (08-09) ITBS (11): Combined (Total) Population: Reading Comprehension, In 2012, 66% had an NPR score of 50, or above. In 2011, 80% had an NPR score of 50, or above. In 2010, 49% had an NPR score of 50, or above. Norm Referenced Test (NRT) Data Literacy Priority Grade 3: ITBS: (07) SAT-10 (08-09) ITBS (11): Combined (Total) Population: Reading Comprehension, In 2012, 57% had an NPR score of 50, or above. In 2011, 49% had an NPR score of 50, or above. In 2010, 50% had an NPR score of 50, or above. Norm Referenced Test (NRT) Data Literacy Priority Grade 4: ITBS: (07) SAT-10 (08-09) ITBS (11): Combined (Total) Population: Reading Comprehension, In 2012, 58% had an NPR score of 50, or above. In 2011, 40% had an NPR score of 50, or above. In 2010, 84% had an NPR score of 50, or above. Norm Referenced Test (NRT) Data Literacy Priority Grade 5: ITBS: (07) SAT-10 (08-09) ITBS (11): Combined (Total) Population: Reading Comprehension, In 2012, 43% had an NPR score of 50, or above. In 2011, 58% had an NPR score of 50, or above. In 2010, 62% had an NPR score of 50, or above. Norm Referenced Test (NRT) Data Literacy Priority Grade 6: ITBS: (07) SAT-10 (08-09) ITBS (11): Combined (Total) Population: Reading Comprehension, In 2012, 61% had an NPR score of 50, or above. In 2011, 47% had an NPR score of 50, or above. In 2010, 67% had an NPR score of 50, or above.</li><li>2. Augmented/Benchmark Exam Data Literacy Priority 1. Combined Population Grade 3 Augmented/Benchmark Exams: In 2013, 45% scored proficient or advanced. In 2012, 90% scored proficient or advanced. In 2011, 72% scored proficient or advanced. 2. Students with Disabilities (IEP): Grade 3 Augmented/Benchmark Exams: In 2013, 20% scored</li></ol>
Supporting Data:	

proficient or advanced. In 2012, 0% scored proficient or advanced. In 2011, 0% scored proficient or advanced. 4. Economically Disadvantaged (FRLP): Grade 3 Augmented/Benchmark Exams: In 2013, 45% scored proficient or advanced. In 2012, 85.7% scored proficient or advanced. In 2011, 62% scored proficient or advanced. 5. Caucasian: Same Format Grade 3 Augmented/Benchmark Exams: In 2013, 45% scored proficient or advanced. In 2012, 90% scored proficient or advanced. In 2011, 72% scored proficient or advanced. 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 area (s) are: Literary Passages. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area (s) are: Literary Passages. Augmented/Benchmark Exam Data Literacy Priority 1. Combined Population Grade 4 Augmented/Benchmark Exams: In 2013, 91% scored proficient or advanced. In 2012, 94.1% scored proficient or advanced. In 2011, 62% scored proficient or advanced. 2. Students with Disabilities (IEP): Grade 4 Augmented/Benchmark Exams: In 2013, 0% scored proficient or advanced. In 2012, 0% scored proficient or advanced. In 2011, 11% scored proficient or advanced. 4. Economically Disadvantaged (FRLP): Grade 4 Augmented/Benchmark Exams: In 2013, 94% scored proficient or advanced. In 2012, 90.9% scored proficient or advanced. In 2011, 61% scored proficient or advanced. 5. Caucasian: Same Format Grade 4 Augmented/Benchmark Exams: In 2013, 91% scored proficient or advanced. In 2012, 94.1% scored proficient or advanced. In 2011, 62% scored proficient or advanced. 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 area (s) are: Practical and Literary Passages. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area (s) are: Content and Style. Augmented/Benchmark Exam Data Literacy Priority 1. Combined Population Grade 5 Augmented/Benchmark Exams: In 2013, 86% scored proficient or advanced. In 2012, 65.2% scored proficient or advanced. In 2011, 54% scored proficient or advanced. 2. Students with Disabilities (IEP): Grade 5 Augmented/Benchmark Exams: In 2013, 0% scored proficient or advanced. In 2012, 0% scored proficient or advanced. In 2011, 25% scored proficient or advanced. 4. Economically Disadvantaged (FRLP): Grade 5 Augmented/Benchmark Exams: In 2013, 80% scored proficient or advanced. In 2012, 66.7% scored proficient or advanced. In 2011, 50% scored proficient or advanced. 5. Caucasian: Grade 5 Augmented/Benchmark Exams: In 2013, 86% scored proficient or advanced. In 2012, 65.2% scored proficient or advanced. In 2011, 54% scored proficient or advanced. 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 area (s) are: Content and Practical Passages. The 3 year trend analysis of the open response

questions in the five writing domains revealed that the lowest identified area (s) are: Style and Content. Augmented/Benchmark Exam Data Literacy Priority 1. Combined Population Grade 6 Augmented/Benchmark Exams: In 2013, 50% scored proficient or advanced. In 2012, 70% scored proficient or advanced. In 2011, 80% scored proficient or advanced. 2. Students with Disabilities (IEP): Grade 6 Augmented/Benchmark Exams: In 2013, 0% scored proficient or advanced. In 2012, 0% scored proficient or advanced. In 2011, 0% scored proficient or advanced. 4. Economically Disadvantaged (FRLP): Grade 6 Augmented/Benchmark Exams: In 2013, 45% scored proficient or advanced. In 2012, 70% scored proficient or advanced. In 2011, 73% scored proficient or advanced. 5. Caucasian: Same Format Grade 6 Augmented/Benchmark Exams: In 2013, 50% scored proficient or advanced. In 2012, 70% scored proficient or advanced. In 2011, 80% scored proficient or advanced. 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 area (s) are: Content and Literary Passages. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area (s) are: Content and Style.

3. Attendance rate for Western Grove Elementary for 2012-2013 was 94.12%. The attendance rate for 2011-2012 was 94.2%. The attendance rate for 2010-2011 was 94.2%. The attendance rate for 2009-2010 was 92.6%.
4. Western Grove Elementary ACSIP Literacy Data 2012-2013 • .4% of first graders scored in the At Risk Range on the Beginning-of-Year DIBELS Nonsense Word Fluency assessment. • Results of the Beginning-of Year DIBELS Oral Reading Fluency assessment indicate the following percentages of students per grade in the At Risk range: .4% of second graders 52% of third graders 74% of fourth graders In an effort to enhance the teaching strategies of the elementary staff, members will participate in high quality professional development: •The Reading Specialist Teacher will participate in ELF (Effective Literacy For Grades 2-4).
- 5.

Goal 1: K-2 The 2013 Kindergarten Readiness Test results indicated a higher need for early interventions with 77% of the students in the below average range. Data does indicate a continued need to focus on letter naming in kindergarten. Data indicates improvement in the area of phonics in first and second grades. Teachers will utilize quality children’s literature and big books during Shared Reading and Read Aloud Vocabulary/Comprehension lessons as well as vocabulary development picture cards during Circle Time in kindergarten. Teachers will continue to incorporate decodable texts into the literacy block on a weekly basis. The second grade teacher will incorporate advanced decoding

strategies during the literacy block. The kindergarten teacher will focus interventions to build Letter Naming Fluency. Teachers will enhance vocabulary development instruction by incorporating quality informational texts during Read Aloud Vocabulary/Comprehension lessons. • Results of the Beginning-of-Year DIBELS Oral Reading Fluency assessment indicates a need of focus with the following percentages of students per grade in the Below/At Risk range: .4% of second graders 52% of third graders 74% of fourth graders 3-6: The goal for Western Grove Elementary literacy for grades 3-6 is to develop a comprehensive literacy approach and implement assessments to drive instruction. The 2013 CRT data indicates the need to improve in literary and practical passage in the reading section of the test. In the writing section of the 2013 CRT content and style was the lowest area. Teachers in grades 1-6 will incorporate Quick Reads, grade-level fluency passages, Readers' Theater texts, and advanced decoding strategies for multi-syllabic words in the literacy block. In addition, teachers in grades K-3 will utilize high frequency word texts during the core reading program and as an intervention for At Risk/Some Risk students.

Benchmark The 2013 AMO target of 72.62 was met by all students and 68.18 was met by the targeted group. It is expected that all students will meet the AMO of 75.36 and the targeted group will meet their AMO of 71.37 for the year of 2014.

Intervention: A comprehensive literacy program will be implemented to attain the goal of improving literacy scores and achievement at the elementary level.				
Scientific Based Research: Anderson, J. 2005. Mechanically Inclined: Building Grammar, Usage, and Style into Writers' Workshop. Portland, ME: Stenhouse. Harvey, Stephanie, and Anne Goudvis. 2007. Strategies That Work: Teaching Comprehension for Understanding and Engagement. 2nd ed. Portland, ME: Stenhouse Dillon, D.R., O'Brien, D.G., & Heilman, E.E. (2002). Literacy Research in the Next Millennium: From Paradigms to Pragmatism and Practicality. Reading Research Quarterly, 35(1), 10–26. doi: 10.1598/RRQ.35.1.2 Additional Research-Based Resources: The CAFÉ Book: Engaging All Students in Daily Literacy Assessment & Instruction By G. Boushey & J. Moser 2009 Teaching with Intention: Defining Beliefs, Aligning Practice, Taking Action K-5 by D. Miller 2008 When Readers Struggle: Teaching that Works by I. Fountas & G. Pinnell 2009 To Understand: New Horizons in Reading Comprehension by E. Keene 2008				
Actions	Person Responsible	Timeline	Resources	Source of Funds
ACTION #13 A variety of tools will be used to assess student progress. These tools will include the use of data to map student progress from results of ACTAAP, formative, norm-	Mr. Willis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$

<p>referenced, criterion-referenced, and informal and computer based assessments. Results of these assessments will also be used to develop Academic Improvement Plans (AIP) and Intensive Reading Interventions (IRI) for students in the at-risk category.  Action Type:  AIP/IRI  Action Type:  Program Evaluation</p>				
<p>ACTION #19 Direct Instruction will be used for remediation and growth purposes in Special Education. This program will help students meet Individual Educational Plans (IEP), Academic Improvement Plans (AIP), and Intensive Reading Interventions (IRI). DI will be evaluated during IEP meetings.  Action Type:  Program Evaluation  Action Type: Special Education</p>	Gwen Vance	<p>Start:  07/01/2013  End:  06/30/2014</p>		<hr/> <p>ACTION BUDGET: \$</p>
<p>ACTION #12 Teachers will be encouraged to participate in a variety of professional</p>	Mr. Willis	<p>Start:  07/01/2013  End:  06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>development activities that will instruct them in the use of best practices in the classroom in all areas of literacy. Teachers will be paid to attend approved professional development above and beyond the state required 60 hours. These opportunities can include and are not limited to the Arkansas Reading Association Conference, Early Literacy Conference/Reading Recovery, The Conference on Teaching, the use of the Renaissance Software Suite, and other computer based software programs.</p> <p>Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion</p>				
<p>ACTION #20 There will be multiple opportunities to recognize and reward students for improvement in literacy. Students scoring at Proficient/Advanced or showing growth</p>	<p>Cathy Jones, Vicki Shipman</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>on Benchmark assessments and students meeting the goals of school wide and classroom programs that promote improvement in literacy will be recognized and rewarded to help promote school wide improvement and achievement on all forms of assessment. Action Type: Equity</p>				
<p>ACTION #21 Library automation software and Renaissance Enterprise updates will be purchased to provide access to books and media materials, provide reading assessments maintain records, provide access to books for all students and provide secure internet services. A new book scanning system will be purchased for maintaining accusation of books in the library and textbooks in classrooms. The Star Reading Assessment will be utilized to evaluate reading progress and library circulation records will utilized to</p>	<p>Connie Hill, Vicki Shipman</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• School Library</li> <li>• Teachers</li> </ul>	<p>NSLA (State-281) - Purchased Services: \$3700.00</p> <hr/> <p>ACTION BUDGET: \$3700</p>



<p>evaluate library programs. The school will continue to purchase upgrades and new components, such as but not limited to, Discovery Education that will focus on literacy growth. Teachers will continue to be offered professional development opportunities in the use, implementation and management of this software. Materials and supplies (books, paper, toner, tests, etc.) necessary for the implementation of this program will be purchased.</p> <p>Action Type: Program Evaluation</p> <p>Action Type: Technology Inclusion</p>				
<p>ACTION #11 Western Grove School will employ three paraprofessionals, two at .8571 FTE each and one at .8095 working under the direct supervision of a highly qualified teacher to tutor students in reading, writing, and math that have been identified as functioning at basic</p>	<p>Cathy Jones, Nina Acuff, Hope Carter, Melissa Jones</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<p>Title I - Employee \$26782.56 Salaries: Title I - Employee \$11614.96 Benefits: NSLA (State- 281) - \$2440.76 Employee Benefits: NSLA (State- 281) - \$6750.00</p>

<p>or below basic in literacy or math in grades K-6. Materials and supplies will be purchased to support this program. This activity is supplemental to the program already implemented with state or local funds. Action Type: Collaboration Action Type: Equity</p>				<p>Employee Salaries:</p> <hr/> <p>ACTION BUDGET: \$47588.28</p>
<p>ACTION #17 To accommodate a variety of learning styles, visual and auditory materials and supplies (including, but not limited to, journals, student marker boards, video/audio materials, intervention activities, etc.) will be purchased to support all activities and programs designed to promote growth in literacy. Action Type: Title I School wide</p>	Chris Pearson	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teaching Aids</li> </ul>	<p>Title I - Materials &amp; \$2500.00 Supplies:</p> <hr/> <p>ACTION BUDGET: \$2500</p>
<p>ACTION #9 Literacy Lab, a reading and writing immersion program, implemented in 4th-6th grades will continue. Books, software, and writing materials will be provided to all</p>	Connie Hill	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>students to support this program. Substitute teachers will be employed so that teachers may attend continuing necessary training. This purchase is supplemental to the program already implemented with state or local funds. Action Type: Equity Action Type: Professional Development</p>				
<p>ACTION #10 Each year teachers and ACSIP committee members will evaluate the ACSIP plan to determine if the interventions and actions are promoting growth and improvement for the students. Actions considered ineffective will be discontinued and additional actions will continue to be added in an effort to improve instruction. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation</p>	Mr. Willis	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>ACTION #22 Materials and supplies will be purchased to support</p>	Vicki Shipman	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<p>NSLA (State-281) \$4000.00 - Materials &amp; Supplies:</p>

<p>the following programs: Library-\$250, Gifted and Talented-\$250, Guidance Counselor-\$250, and Special Education-\$500, PE-\$250, Art-\$750, Music-\$750, Literacy Specialist-\$500, Title I CR-\$500. Action Type: Equity</p>				<hr/> <p>ACTION BUDGET: \$4000</p>
<p>ACTION #23 Students will be encouraged to participate in off-campus activities designed to promote application of skills learned in the classroom. These can include Quiz Bowl, Spelling Bee, local and regional science fairs, and Math Carnival. Action Type: Collaboration</p>	<p>Donna Moore, Vicki Shipman</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> </ul>	<p>NSLA (State-281) - Purchased Services: \$850.00</p> <hr/> <p>ACTION BUDGET: \$850</p>
<p>ACTION #18 Students will participate in The Learning Institute (TLI), a curriculum mapping and formative assessment program, throughout the year. The effectiveness of this program will be evaluated by Benchmark Test scores. Action Type: Program Evaluation</p>	<p>Rose Saylor</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Performance Assessments</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>ACTION #16 Web based instructional programs, such as but not limited to Study Island and Brain Pop will be implemented to provide interventions for students scoring below grade level. These programs will be evaluated using TLI and Benchmark Test scores. Action Type: Equity Action Type: Program Evaluation Action Type: Technology Inclusion</p>	<p>Kelley Stretton</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>NSLA (State-281) - Purchased Services: \$1400.00</p> <hr/> <p>ACTION BUDGET: \$1400</p>
<p>ACTION #25 Parent-Teacher conferences will be held twice a year to inform parents of student progress and allow parents to be involved in the decisions affecting the students' academic needs. Parents of students with AIPs and IRI's will work with instructors to develop strategies to address remediation in deficient areas. Action Type: AIP/IRI Action Type: Parental Engagement</p>	<p>Mr. Willis</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>ACTION #24 Teachers will meet</p>	<p>Gwen Vance</p>	<p>Start: 07/01/2013</p>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<hr/>

<p>collaboratively with special education instructors to discuss strategies for implementing, using, and evaluating Direct Instruction, specifically Corrective Reading, in the classrooms. Action Type: Collaboration Action Type: Special Education</p>		<p>End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>
<p>ACTION #26 Kindergarten through fourth grade teachers will collaborate with the Literacy Specialist to analyze literature needs, assessments and instructional materials needed to supplement the core reading program. As a supplement to the Saxon Phonics and Basil Reader programs being used in the classroom the literacy specialist will work with classroom teachers to use leveled readers, grade level comprehension kits with non-fiction leveled readers, and appropriate literacy materials necessary to accommodate students diverse needs and interests toward the</p>	<p>Connie Hill, Cathy Jones</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• School Library</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>implementation of the components of a balanced literacy program: phonemic awareness, phonics, fluency, vocabulary development and comprehension. Action Type: Collaboration Action Type: Equity</p>				
<p>ACTION #27 A 1.0 FTE Elementary Literacy Teacher has been employed to work with at risk students. This teacher will supervise the three reading interventionists and will be responsible for assessing K-4 students using such tests as the Dibels and DRA assessment and to assist classroom teachers in improving students' reading fluency and comprehension. Action Type: Collaboration Action Type: Equity</p>	Cathy Jones	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<p>NSLA (State-281) - \$44759.71 Employee Salaries: NSLA (State-281) - \$11649.24 Employee Benefits:</p> <hr/> <p>ACTION BUDGET: \$56408.95</p>
<p>ACTION #29 To equip teachers with the skills and knowledge for effective literacy instruction, elementary teachers will attend Co-op meetings and state conferences (including the</p>	Mr. Willis	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Outside Consultants</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

Arkansas Reading Conference) related to literacy. Action Type: Professional Development				
ACTION #28 During monthly literacy team meetings, the K-3 team will discuss professional literature, analyze student data, study strategies for implementation, and plan future interventions. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation	Cathy Jones	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
ACTION #30 Special Education students with an identified disability in literacy will receive supplemental instruction with Direct Instruction from the Special Education teacher and Aides to improve their decoding skills. Action Type: Equity Action Type: Special Education	Gwen Vance	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> ACTION BUDGET: \$
ACTION #31 Kindergarten through sixth grade teachers, special education instructors, paraprofessionals,	Mr. Willis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Outside Consultants</li> </ul>	<hr/> ACTION BUDGET: \$



<p>the media specialist, and the principal will meet each semester for planning and evaluating school wide reform strategies. Professional literature materials will be purchased and utilized toward professional growth to provide instructors with researched methods and strategies to accommodate students' diverse interests and needs.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Title I School wide</p>			<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	
<p>ACTION #32 The Special Education instructors will work with classroom teachers and parents to ensure that students identified with special needs will be provided the materials and modifications necessary to accommodate those needs.</p> <p>Action Type: Parental Engagement</p>	Gwen Vance	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

Action Type: Special Education				
<p>ACTION #33  Kindergarten through sixth grade teachers, special education instructors, paraprofessionals, the media specialist, and the principal will meet quarterly for reviewing and evaluating the curriculum, pacing guides, the school ACSIP plan, and for aligning the curriculum to the new Common Core language arts and reading standards. Professional literature materials will be purchased and utilized toward professional growth to provide instructors with researched methods and strategies to accommodate students' diverse interests and needs.</p> <p>Action Type:  Alignment  Action Type:  Collaboration  Action Type:  Professional Development  Action Type:  Program Evaluation</p>	Mr. Willis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
<p>ACTION #34  Classroom teachers,</p>	Mr. Willis	Start: 07/01/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	<hr/>

<p>the school counselor, administrators, and technology personnel will utilize Accelerated Math, Accelerated Reader, Star Reader, and Standards Based Curriculum software to identify students' deficient skills in reading, math, literacy, science, and social studies. Action Type: Technology Inclusion</p>		<p>End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>ACTION #35 To provide instructional strategies to meet the needs of all students, staff members will attend state and regional literacy and technology conferences, (ARA Conference, Updated ELLA, ELF, Literacy Lab, RTEC, AAIM, HSTI, OUR Cooperative, state and regional literacy conferences, and other meetings related to Arkansas Standards for Literacy), to enrich literacy and technological skills and keep up with trends in literacy and technology and updates in hardware and software. Substitutes will be</p>	<p>Mr. Willis</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>hired to allow teachers to attend necessary training. Action Type: Professional Development Action Type: Technology Inclusion</p>				
<p>ACTION #36 Academic improvement plans will be written for students scoring below proficient on the Benchmark exams to identify inadequacies and design remedial programs related to deficient skills. Action Type: AIP/IRI</p>	<p>Mr. Willis</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>ACTION #37 The Western Grove Elementary ACSIP plan will be reviewed and updated annually. A Needs Assessment Committee consisting of parents, students, teachers, staff members, and administrators will formulate the goals, interventions, and actions based on research and assessment results to meet the academic needs of the students. Action Type: Alignment</p>	<p>Mr. Willis</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Community Leaders</li> <li>• Computers</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• School Library</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I School wide</p>				
<p>ACTION #38 Teachers will assess student progress and establish educational baselines using DIBELS, DRA, Star Reading, and other recommended assessments related to the curriculum guidelines. Assessment will be used to evaluate student reading abilities, for administration in programs, and to determine appropriate curriculum for individual student needs. The literacy specialist will purchase additional assessment materials as needed to implement assessments. Action Type: Equity Action Type: Program Evaluation</p>	<p>Mr. Willis, Cathy Jones</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• School Library</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>ACTION #39 Character education</p>	<p>Micki Marshall</p>	<p>Start: 07/01/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	<hr/>

<p>and drug free assemblies will be organized and presented to encourage character growth and a drug free lifestyle. Character education materials and drug free materials will be distributed in the classrooms to encourage positive character traits. Action Type: Equity Action Type: Wellness</p>		<p>End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>ACTION #40 Homeless and economically disadvantaged students will be provided the materials and supplies necessary to be educated. Action Type: Equity</p>	<p>Micki Marshall</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>ACTION #41 Data will be analyzed using combined population and subgroup information from ACTAAP and SAT 10 tests, attendance rates, DRA's, DIBELS, and other relevant sources to determine student learning needs. Specific grade levels and/or content information will be recognized as a main concern.</p>	<p>Micki Marshall, Cathy Jones</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>Achievement gaps between subpopulations will be identified. Action Type: Program Evaluation</p>				
<p>ACTION #42 Assessment Materials will be purchased to enable students to participate in assessments and TLI tests. The on-going formative assessments will be utilized to formulate individual instruction plans to address specific academic needs of students, to provide students with test taking skills, and provide teachers with curriculum assessments, materials and supplies necessary for practice, implementation, and scoring for formative assessments (TLI Tests), and CRT and NRT, (EOC exams, and SAT 10), will be purchased. Action Type: Alignment</p>	<p>Mr. Willis</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Performance Assessments</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>ACTION #43 Classroom sets of books, book materials, magazines, and literacy assessment materials</p>	<p>Kelley Stretton</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• School Library</li> <li>• Teachers</li> </ul>	<p>Title I - Materials &amp; Supplies: \$250.00</p> <hr/> <p>ACTION BUDGET: \$250</p>

<p>will be purchased for classroom libraries and the school library to provide a wider range of literature to accommodate the needs of all students. Teachers of elementary students will be provided \$50 each to spend at the school Book Fair to increase classroom libraries.</p> <p>Action Type: Equity</p>				
<p>ACTION #6 The STAR Reading assessment function of the Renaissance software will be utilized throughout the year to assess student reading levels and progress. It will also be used to assist in locating appropriate interest and grade level books for all students.</p> <p>Action Type: Technology Inclusion</p>	Mr. Willis	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>ACTION #3 Library resources such as videos, audio book sets, DVD's, Accelerated Reader books for varied reading levels, book processing and assessment materials will be purchased by the school media</p>	Vicki Shipman, Connie Hill	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• School Library</li> <li>• Teaching Aids</li> </ul>	<p>Title VI State - Materials &amp; Supplies: \$1941.03</p> <hr/> <p>ACTION BUDGET: \$1941.03</p>



<p>specialist to increase interest in reading, engage students in reading, and provide assessment on reading comprehension.  Action Type: Equity  Action Type: Technology  Inclusion</p>				
<p>ACTION #7 To accommodate students' diverse interests and reading levels, elementary classroom teachers will purchase books for classroom libraries.  Action Type: Equity</p>	<p>Mary Hornbacher</p>	<p>Start: 07/01/2013  End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<p>Title I - Materials &amp; Supplies: \$187.71</p> <hr/> <p>ACTION BUDGET: \$187.71</p>
<p>ACTION #44 Technology will be utilized in elementary classrooms for media presentations, displaying instructional materials, presenting information to parents at literacy events, data analysis, professional development, and integrating technology in instruction. Software, web applications, internet based intervention programs will be purchased.  Action Type:</p>	<p>Mr. Willis</p>	<p>Start: 07/01/2013  End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

Technology Inclusion				
<p>ACTION #8 Academic Improvement Plans will be written for students scoring below proficient on the Benchmark exams to identify inadequacies. Students with AIP's will receive supplemental instruction in the classroom and additional remediation instruction to attain proficiency in deficient instructional areas. Action Type: AIP/IRI</p>	Mr. Willis	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>ACTION #5 ELLA (Effective Literacy Learning in Arkansas), a reading and writing immersion program implemented in grades K-1 in 2008-2009 will be continued. All books, software, and materials necessary to fully support the program will be purchased and provided so that all students will have equal access. Substitute teachers will be employed so</p>	Cathy Jones	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>that classroom teachers may attend necessary training. This purchase is supplemental to the program already implemented with state or local funds. Action Type: Equity Action Type: Professional Development</p>				
<p>ACTION #4 ELF (Effective Literacy), a reading and writing immersion program begun in 2008-2009 in grades 2 and 3 will be continued. All books, software, and materials necessary to fully implement the program will be purchased and provided so that all students will have equal access. Substitute teachers will be employed so that classroom teachers may attend necessary training. This purchase will be supplemental to the program already implemented with state or local funds. Action Type: Equity Action Type: Professional Development</p>	<p>Kelley Stretton</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>ACTION #46 Western Grove School has employed</p>	<p>Mr. Willis</p>	<p>Start: 07/01/2013</p>		<hr/> <p>ACTION BUDGET: \$</p>

<p>a parental involvement facilitator/liaison to supervise and carry out the parental involvement plan. Action Type: Parental Engagement</p>		<p>End: 06/30/2014</p>		
<p>ACTION #50 A volunteer resource book has been established to match availability and interests of volunteers to school needs. Action Type: Parental Engagement</p>	<p>Micki Marshall</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>ACTION #47 Computer access will be made available for parent participation to aid in helping children. Software will be available for check out. All parents will have equal access to computers. Action Type: Parental Engagement</p>	<p>Micki Marshall, Vicki Shipman</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>ACTION #51 INFORMATIONAL PACKETS: A parent center will include informational packets for check out by parents. Parents will be given tips on successful parenting and ways foster success in the classroom and at home. Books,</p>	<p>Micki Marshall</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• School Library</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

software, and magazines will be purchased and made available for parent checkout. Action Type: Equity Action Type: Parental Engagement				
ACTION #2 A school website has been established for parents to access information about the school and district. A teacher email list is included on the website to aid parents in communicating with teachers. Parents will also be informed of ways to access student academic information via technology and the web. Action Type: Parental Engagement	Micki Marshall	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	<hr/> ACTION BUDGET: \$
ACTION #53 Two Parent-Teacher Conferences will be held during the year. All parents will have equal access to conferences with teachers and administrators. Action Type: Equity Action Type: Parental Engagement	Mr. Willis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> <li>Title Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
ACTION #14 A copy of the school handbook that includes the school	Mr. Willis	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET: \$

<p>rules, visitation procedures, pick-up procedures, classroom rules, and a processes of resolving parental concerns will be distributed at the time of enrollment of each student. Parents will be asked to review and sign the booklet for verification purposes Action Type: Parental Engagement</p>				
<p>ACTION #54 An annual meeting will give parents the opportunity to hear a report of the financial and academic programs available to each child. The school status report will be given to the public. ACSIP, smart core, and Title 1 will also be discussed. There will be additional Parent Involvement meetings held throughout the year to share ideas and suggestions with parents on ways to make a difference outside the school. Action Type: Parental Engagement</p>	<p>Mr. Willis, Micki Marshall</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>Title I - Materials &amp; Supplies: \$150.00</p> <hr/> <p>ACTION BUDGET: \$150</p>
<p>ACTION #15 An alumni advisory committee will be</p>	<p>Micki Marshall</p>	<p>Start: 07/01/2013</p>	<ul style="list-style-type: none"> <li>• Community Leaders</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

used as a resource for students who need advice concerning career issues, safety, technology, and health issues. These will include local firemen, the forestry department, and other local officials. Action Type: Parental Engagement		End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	
ACTION #55 Parent surveys will evaluate the effectiveness of the program. Action Type: Parental Engagement	Micki Marshall	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
ACTION #45 A Back to School Bash will be held before school starts to offer the opportunity for parents, teachers, and students to interact. Open House will also be held during this activity. Food and educational prizes will be offered. Parents will be informed of programs available through the school, parent center, Watch Dog Dads, and other programs. Action Type: Parental Engagement	Micki Marshall, Kathy Sparks	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	Title I - Materials & Supplies: \$150.00 <hr/> ACTION BUDGET: \$150
ACTION #56 The Learning Institute Program (TLI), has been purchased and is being used for	Mr. Willis	Start: 07/01/2013 End: 06/30/2014		NSLA (State-281) - Purchased Services: \$3166.67 <hr/>

curriculum mapping, assessment, remediation, and data analysis of any test taken by students Grade 1-6				ACTION BUDGET: \$3166.67
ACTION #57 Tutoring will be provided that will be supplemental to the required state remediation. This program will be evaluated by TLI and Benchmark Test. Action Type: Equity	Mr. Willis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	Title I - Materials & Supplies: \$118.20 Title I - Employee Salaries: \$1800.00 Title I - Employee Benefits: \$375.00 <hr/> ACTION BUDGET: \$2293.2
ACTION #1 PROGRAM EVALUATION: According to our program evaluation our students gained an average of 0.85 grade equivalence on the STAR Reading exam for the year 2010-2011. Saxon Phonics and Study Island have been purchased this year and base data will be gathered to evaluate these programs after this initial year of implementation. After the first year of implementation of TLI we are experiencing some positive and negative	Kelley Stretton	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$



gains in reading and writing. We saw an 8.7% increase in content passage in grades 3-5 and a 17.6% increase in practical passage. Sixth grade did experience a 2% decrease in literary passage, but 3-5 went up 0.7%. Materials & supplies will be purchased to supplement these programs. Action Type: Program Evaluation				
ACTION #58 First Grade teacher and students will participate in the Black Stallion/ Horse Tales Literacy Project.	Mary Hornbacher	Start: 07/01/2013 End: 06/30/2014		NSLA (State-281) - \$300.00 Purchased Services: <hr/> ACTION BUDGET: \$300
ACTION #49 A .2513 FTE of certified personnel will be hired to enrich the guidance programs at the elementary level to provide academic interventions to improve student achievement. Action Type: Equity	Mr. Willis, Micki Marshall	Start: 07/01/2013 End: 06/30/2014		NSLA (State-281) - \$11527.40 Employee Salaries: NSLA (State-281) - \$2987.91 Employee Benefits: <hr/> ACTION BUDGET: \$14515.31
ACTION #59 A .0256 FTE School Data Team will be implemented above	Mr. Willis, Kelley Stretton	Start: 07/01/2013 End: 06/30/2014		NSLA (State-281) - \$983.23 Employee Salaries:

and beyond state requirements.				NSLA (State-281)     \$263.09 - Employee Benefits: <hr/> ACTION BUDGET:     \$1246.32
ACTION #48 A computer lab facilitator at a 0.7857 FTE has been hired to assist the teachers and provide greater student access in using the Study Island, Renaissance Place and other computer based programs.	Mr. Willis, Amber Chaney	Start: 07/01/2013 End: 06/30/2014		Title I - Employee     \$4654.88 Benefits: Title I - Employee     \$13050.31 Salaries: <hr/> ACTION BUDGET:     \$17705.19
ACTION #60 PARENTAL INVOLVEMENT: The district has updated and renovated the district website. The website now allows teachers to post lesson plans, class calendars and news giving parents greater access to their child's daily education. The new website also offers Edline Webhosting. Each parent now has their own user name and password and are able to go online and check their child's grades any time they wish. The parents have also been given user names and	Mr. Willis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	NSLA (State-281) -     \$200.00 Purchased Services: <hr/> ACTION BUDGET:     \$200

<p>passwords to access the Accelerated Reader and Math programs. Parents are now able to check on their child's activity and status in both of those programs as well.</p> <p>Action Type: Parental Engagement Action Type: Technology Inclusion</p>				
<p>ACTION #61 Multiple opportunities will be provided for parents to participate and engage in activities at the school. The implementation of Family Literacy Night will show parents how they can help their children perform better in literacy. There will be other meetings such as parent-teacher conferences designed to encourage parents to come to the school and learn about programs and academics. Parents will be provided information and assistance regarding formation of parent led organizations such as PTA/PTO. Materials and supplies will be</p>	<p>Kelley Stretton</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>Title I - Materials &amp; \$150.00 Supplies:</p> <hr/> <p>ACTION BUDGET: \$150</p>

purchased to supplement these activities. Action Type: Parental Engagement Action Type: Title I School wide				
Total Budget:				\$158702.66

Intervention: Required Improvement status interventions will be implemented at the school level.

Scientific Based Research:

Actions	Person Responsible	Timeline	Resources	Source of Funds
WSI-2 ACTION #1 Through state, district, and school professional development we insure that each student experiences a rigorous curriculum that is aligned to the new Common Core Standards. Action Type: Equity Action Type: Professional Development Action Type: Title I School wide	Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
WSI-2 ACTION #3 Targeted research-based practices will be implemented that will address the specific needs of the subpopulation identified for literacy. Action Type: Equity	Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
WSI-2 ACTION #4 Public School Choice will be offered to all students as required for all schools in school improvement year 1. Action Type: Equity Action Type: Parental Engagement	Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Central Office</li> </ul>	<hr/> ACTION BUDGET: \$

WSI-2 ACTION #5 Using TLI, literacy and math AIP's will be posted online. Action Type: Technology Inclusion	Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
WSI-2 ACTION #6 Teachers will participate in professional development on how to analyze and effectively use data. Action Type: Professional Development	Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• Outside Consultants</li> </ul>	<hr/> ACTION BUDGET: \$
WSI-2 ACTION #7 Teachers will make individual professional development plans based on student data and classroom observations. Action Type: Alignment Action Type: Professional Development	Principal	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET: \$
WSI-2 ACTION #8 Documentation of daily "classroom walk through" observations by the building administrator to monitor classroom instruction will be required. Action Type: Alignment	Superintendent & Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> </ul>	<hr/> ACTION BUDGET: \$
WSI-2 ACTION #9 School improvement plan progress will be reported to the superintendent quarterly, who in turn will report the progress to the school board. Action Type: Program Evaluation	Superintendent & Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Outside Consultants</li> </ul>	<hr/> ACTION BUDGET: \$
WSI-2 ACTION #11 To determine any barriers to student achievement, policies, procedures and	Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> </ul>	<hr/> ACTION BUDGET: \$

practices will be reviewed. Action Type: Alignment			<ul style="list-style-type: none"> <li>Teachers</li> </ul>	
WSI-2 ACTION #12 Scientific Based Reading Research (SBRR) and clearinghouses will be used to provide information and direction on best classroom practices. Action Type: Program Evaluation	Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Outside Consultants</li> </ul>	<hr/> ACTION BUDGET: \$
WSI-2 ACTION #13 School leadership teams will be provided opportunities for leadership training. Action Type: Collaboration Action Type: Professional Development	Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
WSI-2 ACTION #14 Co-op and state specialty staff will be utilized to provide professional development on how to analyze and effectively use data to build school capacity and improve student performance. Action Type: Professional Development	Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Outside Consultants</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
ACTION #17 Targeted research-based practices will be implemented that address the specific needs of all students identified as below proficient.	Mr. Willis	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET: \$
ACTION #18 Student learning will be assessed frequently using standards-based assessments.	Mr. Willis	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET: \$
ACTION #19 An audit of time resource allocation will be conducted for the	Mr. Willis, Superintendent	Start: 07/01/2013		<hr/>

principal and increase the amount of time for instructional leadership.		End: 06/30/2014		ACTION BUDGET: \$
ACTION #20 Assistance will be provided in the development and implementation of a school leadership team that will focus on the targeted subpopulation missing the AMO. The leadership team will be responsible for reviewing progress monitoring data and making adjustments in student interventions monthly and overseeing the implementation of the school improvement plan.	Mr. Willis, Superintendent	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
ACTION #21 A school improvement plan will be developed that follows the school improvement process and clearly outlines the necessary interventions and actions to move all students to proficiency by 2013-2014.	Mr. Willis	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
ACTION #57 PROGRAM EVALUATION: According to our program evaluation Renaissance Place our students gained an average of 0.85 grade equivalence on the STAR Reading exam for the year 2010-2011. Saxon Phonics and Study Island have been purchased this year and base data will be gathered to evaluate these programs after this initial year of implementation.	Kelley Stretton	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

Action Type: Program Evaluation				
Total Budget:				\$0

Priority 2: The Western Grove Elementary School will implement a comprehensive math program.

1. Math Priority Grade 1 ITBS: (07) SAT-10 (08-09): Combined (Total) Population: Math Problem Solving, In 2012, 61% had an NPR score of 50, or above. In 2011, 72% had an NPR score of 50, or above. In 2010, 59% had an NPR score of 50, or above. Norm Referenced Test (NRT) Data Math Priority Grade 2: ITBS: (07) SAT-10 (08-09): Combined (Total) Population: Math Problem Solving, In 2012, 50% had an NPR score of 50, or above. In 2011, 65% had an NPR score of 50, or above. In 2010, 47% had an NPR score of 50, or above. Norm Referenced Test (NRT) Data Math Priority Grade 3 ITBS: (07) SAT-10 (08-09): Combined (Total) Population: Math Problem Solving, In 2012, 54% had an NPR score of 50, or above. In 2011, 52% had an NPR score of 50, or above. In 2010, 57% had an NPR score of 50, or above. Norm Referenced Test (NRT) Data Math Priority Grade 4: ITBS: (07) SAT-10 (08-09): Combined (Total) Population: Math Problem Solving, In 2012, 68% had an NPR score of 50, or above. In 2011, 39% had an NPR score of 50, or above. In 2010, 87% had an NPR score of 50, or above. Norm Referenced Test (NRT) Data Math Priority Grade 5 ITBS: (07) SAT-10 (08-09): Combined (Total) Population: Math Problem Solving, In 2012, 40% had an NPR score of 50, or above. In 2011, 55% had an NPR score of 50, or above. In 2010, 64% had an NPR score of 50, or above. Norm Referenced Test (NRT) Data Math Priority Grade 6: ITBS: (07) SAT-10 (08-09): Combined (Total) Population: Total Math, In 2012, 69% had an NPR score of 50, or above. In 2011, 59% had an NPR score of 50, or above. In 2010, 82% had an NPR score of 50, or above.

Supporting Data:

2. Augmented/Benchmark Exam Data Mathematics Priority 1. Combined Population Grade 3 Augmented/Benchmark Exams: In 2013, 55% scored proficient or advanced. In 2012, 95% scored proficient or advanced. In 2011, 89% scored proficient or advanced. 2. Students with Disabilities (IEP): Grade 3 Augmented/Benchmark Exams: In 2013, 20% scored proficient or advanced. In 2012, 0% scored proficient or advanced. In 2011, 0% scored proficient or advanced. 4. Economically Disadvantaged (FRLP): Grade 3 Augmented/Benchmark Exams: In 2013, 50% scored proficient or advanced. In 2012, 92.9% scored proficient or advanced. In 2011, 85% scored proficient or advanced. 5. Caucasian: Grade 3 Augmented/Benchmark Exams: In 2013, 55% scored proficient or advanced. In 2012, 95% scored proficient or advanced. In 2011, 89% scored proficient or advanced. The lowest identified area (s) (based on the 3 year trend analysis of the open responses and) in the five mathematics strands, revealed weaknesses in Data Analysis and



Probability, Measurement and Geometry. The lowest identified area (s) (based on the 3 year trend analysis of the multiple-choice questions) in the five mathematics strands, revealed weakness in Measurement and Geometry. Augmented/Benchmark Exam Data Mathematics Priority 1. Combined Population Grade 4 Augmented/Benchmark Exams: In 2013, 76% scored proficient or advanced. In 2012, 88.2% scored proficient or advanced. In 2011, 69% scored proficient or advanced. 2. Students with Disabilities (IEP): Grade 4 Augmented/Benchmark Exams: In 2013, 0% scored proficient or advanced. In 2012, 0% scored proficient or advanced. In 2011, 22% scored proficient or advanced. 4. Economically Disadvantaged (FRLP): Grade 4 Augmented/Benchmark Exams: In 2013, 82% scored proficient or advanced. In 2012, 81.8% scored proficient or advanced. In 2011, 65% scored proficient or advanced. 5. Caucasian: Grade 4 Augmented/Benchmark Exams: In 2013, 76% scored proficient or advanced. In 2012, 88.2% scored proficient or advanced. In 2011, 69% scored proficient or advanced. The lowest identified area (s) (based on the 3 year trend analysis of the open responses) in the five mathematics strands, revealed weaknesses in Number and Operations and Algebra. The lowest identified area (s) (based on the 3 year trend analysis of the multiple-choice questions), in the five mathematics strands, revealed weakness in Data Analysis and Probability and Measurement. Augmented/Benchmark Exam Data Mathematics Priority 1. Combined Population Grade 5 Augmented/Benchmark Exams: In 2013, 86% scored proficient or advanced. In 2012, 56.5% scored proficient or advanced. In 2011, 63% scored proficient or advanced. 2. Students with Disabilities (IEP): Grade 5 Augmented/Benchmark Exams: In 2013, 0% scored proficient or advanced. In 2012, 0% scored proficient or advanced. In 2011, 50% scored proficient or advanced. 4. Economically Disadvantaged (FRLP): Grade 5 Augmented/Benchmark Exams: In 2013, 80% scored proficient or advanced. In 2012, 57.1% scored proficient or advanced. In 2011, 63% scored proficient or advanced. 5. Caucasian: Grade 5 Augmented/Benchmark Exams: In 2013, 86% scored proficient or advanced. In 2012, 56.5% scored proficient or advanced. In 2011, 63% scored proficient or advanced. The lowest identified area (s) (based on the 3 year trend analysis of the open responses) in the five mathematics strands, revealed weaknesses in Geometry 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 weakness Data Analysis and Probability and Algebra. Augmented/Benchmark Exam Data Mathematics Priority 1. Combined Population Grade 6 Augmented/Benchmark Exams: In 2013, 50% scored proficient or advanced. In 2012, 80% scored proficient or advanced. In 2011, 73% scored proficient or advanced. 2. Students with Disabilities (IEP): Grade 6 Augmented/Benchmark Exams: In 2013, 0% scored proficient or advanced. In 2012, 0% scored proficient or advanced. In 2011, 0% scored proficient or advanced. 4. Economically Disadvantaged

(FRLP): Grade 6 Augmented/Benchmark Exams: In 2013, 39% scored proficient or advanced. In 2012, 80% scored proficient or advanced. In 2011, 63% scored proficient or advanced. 5. Caucasian: Grade 6 Augmented/Benchmark Exams: In 2013, 50% scored proficient or advanced. In 2012, 80% scored proficient or advanced. In 2011, 73% scored proficient or advanced. The lowest identified area (s) (based on the 3 year trend analysis of the open responses) in the five mathematics strands, revealed weaknesses in Algebra, Numbers and Operations, and Data Analysis and Probability. The lowest identified area (s) (based on the 3 year trend analysis of the multiple-choice questions), in the five mathematics strands, revealed weakness Numbers and Operations.

- Attendance rate for Western Grove Elementary in 2012-2013 was 94.12%. The attendance rate in 2011-2012 was 94.2%. Attendance rate for 2010-2011 was 94.2%. The attendance rate for 2009-2010 was 92.6%.

**Goal** Math skills will improve in all areas with emphasis on open ended instruction in measurement, data analysis, numbers and operations, and geometry based on three years of data. Data from SAT-10 test indicates a need in math computation at all grade levels. Data from the 2013 CRT indicates continued areas of need in third grade in geometry and numbers and operations in the open response questions and geometry in the multiple choice area. In fourth grade algebra, geometry and numbers and operations are the areas of concern, especially in open response. Measurement was the lowest area in the multiple choice section in fourth grade. The area of concern in fifth grade was geometry and numbers and operations in open response and data analysis and numbers and operations in multiple choice. In sixth grade the lowest areas are number and operations, measurement, and numbers and operations and data analysis in the open response section of the CRT. Numbers and operations, algebra, and data analysis were the lowest areas in the multiple choice section of the test for the sixth grade.

**Benchmark** The combined population met their AMO of 78.58 for 2013 and the targeted group met their 2013 AMO of 74.24. It is expected that the combined population will meet, or exceed, their 2014 AMO of 80.72 and the targeted group will meet, or exceed their 2014 AMO of 76.82.

Intervention: A standards based math curriculum will be implemented to attain the goal of improving math scores, especially in the areas of measurement, data analysis, algebra, statistics, and open ended response.

Scientific Based Research: Eisenhower National Clearinghouse. (2004). Looking into a standards-based curriculum. ENC Focus, 12(5).

Actions	Person Responsible	Timeline	Resources	Source of Funds
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<p>ACTION #15 Teachers will be encouraged to participate in a variety of professional development activities that will instruct them in the use of best practices in the classroom in all areas of math. These opportunities can include and are not limited to The Conference on Teaching, CGI math, Smart Start/Smart Step, the use of the Renaissance Software Suite, and other computer based software programs. Substitute teachers will be hired so that teachers may attend necessary training. Action Type: Professional Development</p>	<p>Mr. Willis</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Outside Consultants</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>ACTION #14 There will be multiple opportunities to recognize and reward students for improvement in mathematics. Students scoring at Proficient/Advanced or showing growth on Benchmark assessments and students meeting the goals of school wide and classroom programs (The Reward Store) that promote improvement in math will be recognized and rewarded to help</p>	<p>Mr. Willis, Kyra Sisco</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<hr/> <p>ACTION BUDGET: \$</p>

<p>promote school wide improvement and achievement on all forms of assessment. Action Type: Equity</p>				
<p>ACTION #12 Multiple opportunities will be provided for parents to participate and engage in activities at the school. The implementation of Family Math/Literacy Night will show parents the complexity of Benchmark questions and how they can help their children perform better. There will be other meetings such as parent-teacher conferences designed to encourage parents to come to the school and learn about programs and academics. Parents will be provided information and assistance regarding formation of parent led organizations such as PTA/PTO. Materials and supplies will be purchased to supplement these activities. Action Type: Parental Engagement Action Type: Title I School wide</p>	<p>Mary Nelson</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>Title I - Materials &amp; \$150.00 Supplies:</p> <hr/> <p>ACTION BUDGET: \$150</p>
<p>ACTION #13 Direct Instruction will be used for remediation and growth purposes in Special Education. This</p>	<p>Gwen Vance</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<hr/> <p>ACTION BUDGET: \$</p>

<p>program will help at risk students meet growth goals work toward meeting the proficient level on Benchmark assessments. DI will be evaluated for effectiveness during IEP meetings. Action Type: Program Evaluation Action Type: Special Education</p>				
<p>ACTION #11 Each year teachers and ACSIP committee members will evaluate the ACSIP plan to determine if the interventions and actions are promoting growth and improvement for the students. Actions considered ineffective will be discontinued and additional actions will continue to be added in an effort to improve instruction. Action Type: Program Evaluation</p>	Mr. Willis	<p>Start: 07/01/2013 End: 06/30/2014</p>		<hr/> <p>ACTION BUDGET: \$</p>
<p>ACTION #10 SUMMATIVE ASSESSMENT: A variety of tools will be used to assess student progress. Teachers will map student progress from results of Benchmark, formative, norm-referenced, criterion-referenced, and informal and computer based assessments such</p>	Micki Marshall, classroom teachers	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>as STAR MATH. Outside professionals may also be used to determine data trends. Action Type: Collaboration</p>				
<p>ACTION #9 Materials and supplies (paper, math based reading books, manipulatives, technology (such as, but not limited to, computers, tablets, calculators etc.), software, etc.) will be purchased to support all activities designed to promote growth in math. All students will have access to these materials to support math activities. Action Type: Equity Action Type: Technology Inclusion</p>	<p>Kelley Stretton</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>Teaching Aids</li> </ul>	<p>Title I - Materials &amp; \$2500.00 Supplies:</p> <hr/> <p>ACTION BUDGET: \$2500</p>
<p>ACTION #16 Teachers will continue to focus on practices such as small group instruction, one-on-one instruction, peer tutoring, and individual instruction to focus on students who need additional assistance. They will also incorporate software learning programs such as Accelerated Math, an individualized skills software program, and other computer based programs that promote growth in math. Materials and supplies</p>	<p>Randi Ramsey</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>will be purchased to support this action such as, but not limited to, calculators, manipulatives, material carts, etc.  Action Type: Alignment  Action Type: Equity  Action Type: Technology Inclusion</p>				
<p>ACTION #17 Western Grove Elementary School meets the requirements of a school wide program. School reform will include: 1. A needs assessment committee will meet to analyze data in test scores, subgroup data, attendance, graduation rates, and rate of improvement on test scores; 2. use reform strategies to align curriculum with scientifically-based strategies; 3. hire highly qualified teachers to teach in their certified field; 4. provide quality professional development based on the needs assessment; 5. recruit and retain highly qualified teachers; 6. involve parents in the development of the parent involvement policy and plan activities to increase parental participation; 7. provide assistance to elementary students for transition from early</p>	<p>Mr. Willis</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<hr/> <p>ACTION BUDGET: \$</p>

<p>childhood to elementary programs; 8. take measures to include teachers in decision making on assessments, analysis of data, and development of the instructional program to improve student achievement; 9. provide students with timely assistance and remediation in an effort to promote higher achievement-including early identification of problem areas; and 10. Coordinate federal, state, and local funds and integrate services to improve instruction as well as increase student achievement. Action Type: Title I School wide</p>				
<p>ACTION #18 Materials and supplies will be purchased to supplement the existing science program. Action Type: Equity Action Type: Technology Inclusion</p>	<p>Randi Ramsey</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>Teaching Aids</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>ACTION #19 Software and web based programs such as, but not limited to, Study Island and Kahne Academy will be implemented to provide remediation and instruction to students scoring below grade level. These programs will be evaluated by the</p>	<p>Amber Chaney</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>Teaching Aids</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>



use of TLI tests, Benchmark tests, and student grades. Action Type: Equity Action Type: Program Evaluation				
ACTION #8 FORMATIVE ASSESSMENT: Students will participate in The Learning Institute (TLI), a comprehensive curriculum mapping and formative assessment program. Formal assessments will be given multiple times throughout the year with teachers having the ability to monitor student progress by creating formative assessments using the TLI program. Action Type: Program Evaluation	Rose Saylor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Performance Assessments</li> </ul>	<hr/> ACTION BUDGET: \$
ACTION #22 Surveys, inventories, test scores, and subjective tests will be the basis for evaluating technology use and effectiveness in the school. Action Type: Program Evaluation Action Type: Technology Inclusion	Mr. Willis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
ACTION #23 ITBS, MAT 8, Benchmarks and classroom grades will be reviewed annually to establish a target population so that	Micki Marshall	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$

<p>curriculum and instruction can be adapted and modified to meet the needs of all students and early intervention can occur.  Action Type: AIP/IRI  Action Type: Equity  Action Type: Program Evaluation  Action Type: Special Education  Action Type: Title I  School wide</p>			<ul style="list-style-type: none"> <li>Title Teachers</li> </ul>	
<p>ACTION #24 School ACSIP goals and objectives will be discussed with parents attending parent conferences to inform parents of instructional programs and encourage parental participation in education.  Action Type: Parental Engagement</p>	Micki Marshall	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
<p>ACTION #25 Teachers and administrators will attend local, state, national or regional conferences related to mathematics and to programs addressing curriculum objectives aligned with state standards and/or endorsed through the Arkansas Department of Education to increase students' math comprehension, applications, and computations abilities and to promote higher</p>	Mr. Willis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	<hr/> ACTION BUDGET: \$

<p>level thinking skills and receive updated information, alternative teaching methods, and training in recommended and researched programs so that students may be provided instruction by highly trained instructors. Teachers will implement learned strategies in their classrooms. Action Type: Professional Development</p>				
<p>ACTION #26 The Special Education instructors and resource aides will work with classroom teachers and parents to ensure that students identified with special needs will be provided the materials and modifications necessary to accommodate those needs. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education</p>	Gwen Vance	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>ACTION #27 All math instruction will be aligned with the Common Core Standards to provide students with a curriculum correlated with assessment. Pacing</p>	Mr. Willis	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>guides will be followed school and district wide to ensure curriculum matches assessment. Professional Learning Committees (PLC's) will be formed at school and district level to review pacing guides and lesson plans throughout the year. Action Type: Alignment</p>				
<p>ACTION #7 Academic Improvement Plans will be written for students scoring below proficient on the Math section of the Benchmark Exams and parents will work with teachers to determine learning strategies for remediation. Action Type: AIP/IRI</p>	Mr. Willis	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>ACTION #28 The K-6 staff will meet to determine gaps or redundancies in the math curriculum. Each teacher will review the math curriculum and pacing guides and note topics covered throughout the year to ensure that all areas of the math curriculum are utilized in instruction. TLI testing will be utilized as assessment for implementing the curriculum. Testing materials will be purchased and utilized in each classroom.</p>	Rose Saylor	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>Action Type: Alignment Action Type: Collaboration</p>				
<p>ACTION #20 Data will be analyzed using combined population and subgroup information from ACTAAP, ITBS tests, TLI Tests, attendance rates, and other relevant sources to determine student learning needs. Specific grade levels and/or content information will be recognized as a main concern. Achievement gaps between subpopulations will be identified. Action Type: Program Evaluation</p>	<p>Micki Marshall, Mr. Willis</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>ACTION #21 The Technology Coordinator and trained school personnel will develop and conduct student, staff and parental training sessions in all phases of computer technology, including but not limited to: Windows, Internet, Web-page design, and technology integration into the classroom. Staff members will attend OUR Cooperative media and technology meetings, state and regional technology, science, and media conferences to enrich</p>	<p>Angela Huddleston</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>technological skills and keep up with technology trends and updates in hardware and software.  Action Type:  Professional Development  Action Type:  Technology Inclusion</p>				
<p>ACTION #29 TLI tests will be utilized to track student progress and pace the curriculum to ensure all state standards and school curriculum goals are addressed. The on-going formative assessments will be utilized to formulate individual instruction plans to address specific academic needs of all students. Funding will be provided for analysis of the assessments. The effectiveness of this program will be evaluated from scores of Benchmark tests.  Action Type: Alignment  Action Type: Program Evaluation</p>	<p>Rose Saylor,  Micki Marshall</p>	<p>Start:  07/01/2013  End:  06/30/2014</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>ACTION #31 PROGRAM EVALUATION:  According to our program evaluation Renaissance Place our students gained an average of 0.85 grade equivalence on the STAR MATH exam for the year 2010-2011.</p>	<p>Kelley Stretton</p>	<p>Start:  07/01/2013  End:  06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>Saxon Phonics and Study Island have been purchased this year and base data will be gathered to evaluate these programs after this initial year of implementation. After the first year of implementation of TLI we are experiencing some positive and negative gains in math. We saw a 4.2% increase in geometry and a 1.2% increase in numbers and operations in grades 3-5. Sixth grade did experience a 26.4% decrease in algebra, with 3-5 also going down by 8.8%. We will be monitoring this data to evaluate the effectiveness of the program at the end of this year. Action Type: Program Evaluation</p>				
<p><b>ACTION #32</b> <b>INSTRUCTION BY HIGHLY QUALIFIED TEACHERS:</b> Our faculty is licensed or on a state approved ALP 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 each teacher is acquiring the training</p>	<p>Mr. Willis</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> </ul>	<hr/> <p><b>ACTION BUDGET:</b> \$</p>

<p>they need to grow and develop in their ability to meet the needs of our various populations.  Action Type: Equity  Action Type: Professional Development  Action Type: Title I  School wide</p>				
<p><b>ACTION #33 STRATEGIES TO ATTRACT HIGHLY QUALIFIED TEACHERS:</b> We advertise on our district website, in local and statewide newspapers, all of our faculty openings. We make every attempt to secure the most highly qualified candidates for each position that becomes available. We work with the University in the placement of their best teacher candidates in our school. When necessary, we attend job fairs for the purpose of attracting highly qualified candidates.  Action Type: Equity  Action Type: Title I  School wide</p>	Mr. Willis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> </ul>	<hr/> <b>ACTION BUDGET:</b> \$
<p><b>ACTION #34 PROFESSIONAL DEVELOPMENT:</b> We meet on a semi-annual basis in order to evaluate our school wide needs. We provide</p>	Mr. Willis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<hr/> <b>ACTION BUDGET:</b> \$



<p>the training needed for our faculty to meet the required 60 hours of professional development...including training in parental involvement, technology, special education, and Arkansas History as required. Our administrators are also trained in data analysis, instructional leadership and fiscal management. Our teachers, principals and paraprofessionals are all included in the design and implementation of our professional development plan. We survey our teachers after each professional development activity and use the results to make planning decisions about PD, in our building.  Action Type: Professional Development  Action Type: Title I School wide</p>				
<p><b>ACTION #35 PARENT INVOLVEMENT:</b> We use a variety of strategies to involve our parents in the education of their students. Parents serve on ACSIP and other committees. We hold 2 parent teacher conferences each year in order to inform the parents of the progress</p>	<p>Mr. Willis, Micki Marshall</p>	<p>Start: 07/01/2013  End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Teachers</li> </ul>	<hr/> <p><b>ACTION BUDGET:</b> \$</p>

<p>of their child. Progress reports are sent home quarterly. Parents are informed of the programs and opportunities available to them and their children, and are provided support and assistance if additional involvement activities are requested. We involve parents in the development and evaluation of our parent involvement plan. We have a parent-school compact that is sent home with each student, which the parent signs and returns to the school. To the greatest extent possible all information is provided in a language that parents can understand.  Action Type:  Collaboration  Action Type: Parental Engagement  Action Type: Special Education  Action Type: Title I  School wide</p>				
<p><b>ACTION #5</b>  <b>TRANSITION:</b>  Conferences are held in the spring to transition students into kindergarten. Each student is given a kindergarten readiness assessment. After the results are discussed with the parents, parents</p>	<p>Micki Marshall,  Mr. Willis</p>	<p><b>Start:</b>  07/01/2013  <b>End:</b>  06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Teachers</li> </ul>	<p>Title I -  Materials &amp; \$100.00  Supplies:</p> <hr/> <p><b>ACTION BUDGET:</b>            \$100</p>

<p>are provided with a kindergarten readiness checklist at the time of registration. Parents of sixth grade students will attend a transition conference to preregister for seventh grade. Parents will be given information pertaining to immunization, graduation requirements and Smart Core/Common Core. Current students in grades K-6 will spend an afternoon with their next year's assigned teacher for orientation prior to the end of the school year.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education Action Type: Title I School wide</p>				
<p>ACTION #4 Teachers participate in the decision making process through membership on the ACSIP committees. Teachers are frequently asked for guidance in policy making. All teachers will influence the Title I program by having input concerning changes in the ACSIP plan. We survey all faculty to assess the validity of each</p>	<p>Pam Grice, Kelley Stretton</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>professional development that is provided. Those results are used to make decisions about what PD is offered, going forward.</p> <p>Action Type: Collaboration</p> <p>Action Type: Equity</p> <p>Action Type: Program Evaluation</p> <p>Action Type: Title I School wide</p>				
<p>ACTION #30 POINT IN TIME</p> <p>REMEDATION: When considering students at risk we look beyond NRT and CRT scores and include the DRA, DIBELS, STAR MATH, and teacher created assessments 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 for students who have difficulty mastering standards. Parents are involved in creating AIP's and IRI's and must sign the plan when completed. The plans are adjusted based</p>	<p>Mr. Willis</p>	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>according to the progress monitoring. Students are provided focused small group and individual remediation periods for those students who have either AIP or are determined to be at risk or some risk based on the on-going formative assessment of students. Progress information and implemented interventions are collected on data walls and viewed at least monthly. Intervention plans are implemented by Title I paraprofessionals and teachers on a daily basis.</p> <p>Action Type: AIP/IRI  Action Type: Collaboration  Action Type: Equity  Action Type: Parental Engagement  Action Type: Special Education  Action Type: Technology Inclusion  Action Type: Title I  School wide</p>				
<p>ACTION #36 We coordinate and integrate our programs by using various funding sources to support an aligned curriculum in our school. Wherever possible we combine state and federal resources in order to</p>	<p>Rose Saylor,  Mr. Willis</p>	<p>Start:  07/01/2013  End:  06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>provide supplemental services for our students. NSLA and Title I funds are used to hire instructional facilitators who help coordinate our literacy curriculum, as well as provide mentoring activities.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Title I School wide</p>				
<p>ACTION #6 Tutoring will be provided that will be supplemental to the required state remediation. This program will be evaluated by TLI and Benchmark Test.</p>	Mr. Willis	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>Title I - Employee \$375.00 Benefits: Title I - Employee \$1800.00 Salaries: Title I - Materials &amp; \$100.00 Supplies:</p> <hr/> <p>ACTION BUDGET: \$2275</p>
<p>ACTION #1 A paraprofessional math interventionist will be hired to work with at-risk students and students requiring remediation. Action Type: Equity</p>	Mr. Willis, Latasha Samons	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<p>NSLA (State-281) - Employee Salaries: \$12861.18 NSLA (State-281) - Employee Benefits: \$4613.93</p> <hr/> <p>ACTION BUDGET: \$17475.11</p>
<p>ACTION #2 A para professional has been</p>	Mr. Willis, Kyra Sisco	<p>Start: 07/01/2013</p>	<ul style="list-style-type: none"> <li>Computers</li> </ul>	<hr/>

hired at 0.0833 FTE to print, assemble and scan TLI Assessments. Action Type: Program Evaluation		End: 06/30/2014		ACTION BUDGET: \$
ACTION #3 A 0.3334 FTE Math Facilitator has been employed to work with K-6 teachers to improve math teaching strategies and to increase the use of technology in the math classroom. Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion	Mr. Willis, Angela Huddleston	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	NSLA (State-281) - \$12036.33 Employee Salaries: NSLA (State-281) - \$3258.72 Employee Benefits: <hr/> ACTION BUDGET: \$15295.05
Total Budget:				\$37795.16

Priority 3: To improve student's lifelong eating and physical activity habits.

1. Body Mass Index Data SY 2012-2013. Of 125 student population, 80 were assessed. Of the students assessed, the following represents the students at risk of overweight and overweight. Western Grove Elementary Males 44.1% Females 37.3%
2. Body Mass Index Data SY 2011-2012. Of 142 student population, 80 were assessed. Of the students assessed, the following represents the students at risk of overweight and overweight. Western Grove Elementary Males 41% Females 35.4%
3. Body Mass Index Data SY 2010-2011. Of 130 student population, 78 were assessed. Of the students assessed, the following represents the students at risk of overweight and overweight. Western Grove Elementary Males 40.8% Females 39.3%
4. In 2013 there were 92.3% economically disadvantaged students identified by the free-and-reduced lunch program.
5. Attendance rate for Western Grove Elementary in 2012-2013 was 94.12%.
6. Body Mass Index Data SY 2004-2005. Of 126 students, 89 were assessed. Of the students assessed, the following represents the students at risk of overweight or overweight. Males 35.5% Females 34.1%
7. Body Mass Index Data SY 2005-2006-of 119 student population, were assessed. Of the students assessed, the following represents the students at risk of overweight and overweight. Western Grove Elementary Males 33.3% Females 29%

Supporting Data:

8. Body Mass Index Data SY 2007-2008. Of 119 student population, 92 were assessed. Of the students assessed, the following represents the students at risk of overweight and overweight. Western Grove Elementary Males 37.8% Females 31.9%

**Goal** Students and staff will learn to take responsibility for their own health and become health-literate individuals with a life-long commitment to making positive choices. The school will provide support for students in making choices about their health by implementing systems and programs to aid in decreasing the average BMI on routine annual student screenings.

**Benchmark** By August, 2012, there will be a decrease in the percentage of male students at risk for overweight from 2010-20101 levels of 52% to 36% and a decrease from 39.5% for females to 30% as evaluated by the annual Body Mass Index Screening.

Intervention: The school classroom programs will focus on choices to develop awareness of nutrition and physical activity throughout the curriculum.				
Scientific Based Research: Bridging student health risks and academic achievement through comprehensive school health programs, Journal of School Health, 2003; 67(6):220-227; {23}				
Actions	Person Responsible	Timeline	Resources	Source of Funds
ACTION #9 Educational programs will focus on appropriate nutritional and physical activity programs to educate and exercise students. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I School wide Action Type: Wellness	Micki Marshall	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> ACTION BUDGET: \$
ACTION #8 Appoint a school health coordinator who will be responsible for administering the requirements the wellness plan.	Mr. Willis/Kathy Sparks	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$



<p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Title I School wide Action Type: Wellness</p>				
<p>ACTION #19 Adhere to existing physical education requirements and engage students in healthy levels of vigorous physical activity. The physical education program will be evaluated by lesson plans and administrative evaluations. Action Type: Alignment Action Type: Equity Action Type: Program Evaluation Action Type: Title I School wide Action Type: Wellness</p>	Cody Hudson	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>ACTION #3 Improve the quality of vigorous activity of physical education curricula and increase the training of physical education teachers. Action Type: Equity Action Type:</p>	Kathy Sparks, Cody Hudson	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

Professional Development Action Type: Title I School wide Action Type: Wellness				
ACTION #4 Follow Arkansas Frameworks for Physical Education and Health Education in grades K-6. Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Title I School wide Action Type: Wellness	Cody Hudson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
ACTION #11 The building principal will confirm that fountain drinking water is available to all students at no charge. Action Type: Equity Action Type: Title I School wide Action Type: Wellness	Mr. Willis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
ACTION #5 School schedules and bus routes will be established to prevent denying meal access. Action Type: Collaboration Action Type: Equity Action Type: Title I School wide	Mr. Willis, Duane Ingram	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	<hr/> ACTION BUDGET: \$

Action Type: Wellness				
ACTION #10 Students will have ample time to eat meals in a comfortable dining area. Action Type: Equity Action Type: Title I School wide Action Type: Wellness	Mr. Willis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	<hr/> ACTION BUDGET: \$
ACTION #2 No more than nine school-wide events will permit exceptions to the food and beverage limitations established by the Rules. A schedule of events will be approved by the principal. Action Type: Equity Action Type: Title I School wide Action Type: Wellness	Mr. Willis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
ACTION #6 Meet or exceed the Arkansas and United States Department of Agriculture's Nutrition Standards for meals and a la carte foods served in dining areas. Portion standards will be closely monitored. Action Type: Equity Action Type: Title I School wide	Krlin Hilles	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> </ul>	<hr/> ACTION BUDGET: \$

Action Type: Wellness				
ACTION #7 Restrict vended foods and foods with minimal nutritional value as required by law and the rules. Action Type: Collaboration Action Type: Equity Action Type: Title I School wide Action Type: Wellness	Mr. Willis, Krilin Hilles	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> </ul>	<hr/> ACTION BUDGET: \$
ACTION #17 Review and conform new vending contracts to rules and restrictions contained in the rules. Action Type: Collaboration Action Type: Equity Action Type: Title I School wide Action Type: Wellness	Mr. Willis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> </ul>	<hr/> ACTION BUDGET: \$
ACTION #16 Provide professional development to all district staff on nutrition and physical activity. Action Type: Equity Action Type: Professional Development Action Type: Title I School wide Action Type: Wellness	Mr. Willis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
ACTION #15 Utilize the Cooperative Extension Service for	Micki Marshall, Kathy Sparks	Start: 07/01/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	<hr/>

<p>nutrition programs. School counselors will work with students at scheduled times on nutrition and physical activity.  Action Type: Alignment  Action Type: Collaboration  Action Type: Equity  Action Type: Title I  School wide  Action Type: Wellness</p>		<p>End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>ACTION #14 Use the School Health Index to assess how well the district is implementing the wellness policy and to evaluate it.  Action Type: Alignment  Action Type: Collaboration  Action Type: Equity  Action Type: Title I  School wide  Action Type: Wellness</p>	<p>Rhonda Page, Kathy Sparks</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>ACTION #13 Food or beverages will not be used as rewards for academic, classroom, or sports performances.  Action Type: Collaboration  Action Type: Equity  Action Type: Title I  School wide  Action Type: Wellness</p>	<p>Mr. Willis</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>ACTION #12 A School Nutrition and Physical Activity Advisory Committee will be established. The committee shall use the components of the School Health Index to review and assess progress in meeting goals of the wellness program. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Title I School wide Action Type: Wellness</p>	<p>Mr. Willis</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>ACTION #18 Materials from Team Nutrition will be utilized to supplement health education in the classroom. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I School wide Action Type: Wellness</p>	<p>Rhonda Page, Kathy Sparks</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>ACTION #22 The school nurse will evaluate and report changes in the BMI index to evaluate the effectiveness of the wellness program.  Action Type: Equity  Action Type: Program Evaluation  Action Type: Title I  School wide  Action Type: Wellness</p>	<p>Mr. Willis/Rhonda Page</p>	<p>Start: 07/01/2013  End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• District Staff</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>ACTION #20 Staff members will be trained to respond to emergency situations including allergic reactions, epilepsy, CPR, and other health issues and medical emergencies. A rapid response team of students trained to respond to emergencies will continue training throughout the year.  Action Type: Wellness</p>	<p>Mr. Willis</p>	<p>Start: 07/01/2013  End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>ACTION #21 Western Grove Elementary School will comply with fire, weather, and safety regulations by posting required documents and implementing an approved crisis plan, and by providing adequate supervision in all classrooms and</p>	<p>Mr. Willis</p>	<p>Start: 07/01/2013  End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>school areas. The crisis plan will be evaluated annually by a committee to ensure safety measures are maintained.</p> <p>Action Type: Collaboration</p> <p>Action Type: Parental Engagement</p> <p>Action Type: Program Evaluation</p> <p>Action Type: Wellness</p>				
<p>ACTION #1 The school nurse will conduct health assessments (vision and hearing screenings, Scoliosis screening, BMI) and will examine students for health related problems to ensure all students are provided needed services. Parents will be notified of health related services and will be provided reports of screenings.</p> <p>Action Type: Equity</p> <p>Action Type: Parental Engagement</p> <p>Action Type: Wellness</p>	Rhonda Page	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>ACTION #23 An additional school nurse will be hired at .1667 FTE</p> <p>Action Type: Wellness</p>	Joe Hulsey, Rhonda Page	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</p>		<p>NSLA (State-281)</p> <p>- \$3368.92</p> <p>Employee Salaries:</p> <p>NSLA (State-281) \$1055.89</p> <p>-</p>



				Employee Benefits:
				ACTION BUDGET: \$4424.81
ACTION #24 The district will provide breakfast and lunch to all economically disadvantaged students at no cost to them.	Joe Hulsey, Rose Saylor	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$4424.81

- Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Connie Hill	Language Arts/Literacy Lab	Literacy-Language/Written Expression Chairperson
Classroom Teacher	Ann Still	Second Grade Teacher	Math Chairperson
Classroom Teacher	Billy Carter	Music Teacher	Parent Involvement
Classroom Teacher	Cathy Jones	Title I Reading Teacher	Literacy-Language/Written Expression
Classroom Teacher	Chris Pearson	History Teacher	Literacy
Classroom Teacher	Cody Hudson	Physical Education	Wellness Chairperson
Classroom Teacher	Contessa Tramell	Kindergarten Teacher	Math/ Science
Classroom Teacher	Cyndi Brummund	Math Teacher	Math
Classroom Teacher	Donna Moore	Gifted and Talented	Parental Involvement
Classroom Teacher	Gwen Vance	Special Education Teacher	Literacy-Reading
Classroom Teacher	Kathy Sparks	Art Teacher	Parental Involvement
Classroom Teacher	Kelley Stretton	Third Grade Teacher	ACSIP Chairperson
Classroom Teacher	Mary Hornbacher	First Grade Teacher	Math/ Science
Classroom Teacher	Mary Nelson	Literacy Teacher	Literacy
Classroom Teacher	Micki Marshall	Counselor	Parent Involvement Chairperson
Classroom Teacher	Randi Ramsey	Science Teacher	Parent Involvement

Community Representative	Pebble Davidson		Parent Involvement
District-Level Professional	Rhonda Page	School Nurse	Wellness
District-Level Professional	Vicki Shipman	Librarian	Literacy-Reading
Non-Classroom Professional Staff	Krlin Hilles	Head Cook/ Lunchroom Manager	Wellness
Non-Classroom Professional Staff	Latasha Samons	Math Interventionist	Math
Parent	Amber Baker	Parent	Math
Parent	Amber Chaney		Wellness
Parent	Judy Jones	Parent	Parent Involvement
Parent	Trish Lewis	Parent	Literacy-Reading
Principal	Wayne Willis	Principal	