



School Plan

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ARMOREL SCHOOL DISTRICT

Arkansas Comprehensive School Improvement Plan

2013-2014

Our mission is to provide a safe environment that promotes active student participation in a rigorous, balanced education that focuses on critical thinking and problem solving skills utilizing technology and collaborative strategies for college and career readiness.

Grade Span: Title I: Not Applicable School Improvement:

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Priority 4: Special Education: Early Intervention to Prevent Over Identification of Special Education Students

Goal: The number of minority referrals and placements in special education will be decreased.

Priority 1:	To provide administrative support in the coordination and use of local, state, and federal funds to improve student academic achievement and build teacher capacity through professional development at both the elementary and high school levels.
Supporting Data:	<ol style="list-style-type: none"> 1. Armorel Elementary needs continued support in mathematics. They are not making gains in addressing those students who perform below the proficient level. Our literacy scores are stagnant. More specialized professional development in both areas is needed to address these concerns. 2. Armorel High School is on Alert status due to the large decline in Literacy scores. End-of Course Algebra and Geometry scores continue to remain below state average. Continued support and intense implementation of reading and writing is needed in the literacy classrooms, with the emphasis being placed on writing. Standards based professional development is needed for our Math teachers to implements hands-on real world problems for students to solve.

Goal To improve academic achievement through improvement of instruction, parental involvement and central office support.

Benchmark To continually improve student achievement by closing the achievement gap.

Intervention: To provide administrative support for improvement of schools.				
Scientific Based Research: Zmuda, A. (2004). Transforming Schools: Creating a Culture of Continuous Improvement.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The Superintendent and Federal Coordinator will give the Annual Public Meeting address to the parents of the school district covering the areas of State & Federal Funding, Student Benchmark Scores, Technology, Parental Involvement for the previous year and the expectations for the coming year. Action Type: Parental Engagement Action Type: Technology Inclusion	Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff 	ACTION BUDGET: \$
The District will employ a Parent/Teacher Facilitator in each of the district's school buildings. This will be a part-time position. The stipend for each person is \$500.00 and will come from local revenue. (FTE: .125) The facilitators are responsible for gathering information for parents, assisting parents with needs concerning their child or	Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff 	ACTION BUDGET: \$

children, and coordinating parent events in each building. Action Type: Parental Engagement				
The Central Office Administrative Staff, the building principals, and the assistant principal will participate in the appropriate three hours of training in Parental Involvement and six hours of training in Technology. Action Type: Parental Engagement Action Type: Professional Development Action Type: Technology Inclusion	Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Computers • Outside Consultants 	<hr/> ACTION BUDGET: \$
The District has appointed a homeless liaison, Melissa Booker, and requires all new enrollees to have a homeless survey on file which identifies any persons who might be guardians and allows for investigation leading to the identification of any homeless student. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	Melissa Booker, Homeless Liaison	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers • Title Teachers 	<hr/> ACTION BUDGET: \$
The District will identify a foster care liaison in	Elementary Principal, Secondary Principal	Start: 07/01/2013 End:	<ul style="list-style-type: none"> • Administrative Staff • Central Office 	<hr/> ACTION BUDGET: \$

each school as stated in Arkansas Act 1255. The liaison for both buildings is Melissa Booker Action Type: Equity Action Type: Parental Engagement		06/30/2014	<ul style="list-style-type: none"> • Community Leaders • District Staff • Teachers 	
Armored School District ensures the teachers daily 40 minute planning period occurs during the student's instructional day. The schedules for the 2013-2014 school year reflects this. Act 1943 Action Type: Program Evaluation	Elementary Principal, Secondary Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	<hr/> ACTION BUDGET: \$
Armored School District will work with the State Department of Education and the Department of Human Services to establish a method to inform students about ARKids First program. ACT 882 Action Type: Collaboration Action Type: Equity	Elementary Principal, Secondary Principal, Elementary Counselor, Secondary Counselor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Outside Consultants 	<hr/> ACTION BUDGET: \$
To attain and retain our staff's highly qualified status for both the Armored Elementary School and the Armored High School, Armored School District will encourage professional development by providing 60	Superintendent, Elementary Principal, Secondary Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Outside Consultants • Teachers • Title Teachers 	<hr/> ACTION BUDGET: \$

<p>hours of local training for all certified employees. The district will allow professional development hours for taking college courses. Up to 15 hours a year will be allowed for professional development as long as the course is related to and enhances the teacher's knowledge of the subject area in which the teacher is currently teaching. Included in the 60 hours of professional development will be 12 hours of credit at the beginning of the school year for planning and preparing a curriculum and other instructional materials for their assigned classes. Professional Development funds will be used. ACT 83 ACT 1183 ACT 1185 Action Type: Professional Development Action Type: Technology Inclusion</p>				
<p>Armored School District will continue to bill medicaid on eligible children. ACT 1527 Action Type: Special Education</p>	<p>Tracy Myers, Speech Pathologist</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff 	<hr/> <p>ACTION BUDGET: \$</p>

<p>Armored School District will do a School Health Index, Body Mass Index Screenings and meet the physical education requirements set by the State Department of Education. A wellness committee will be formed and meet and make recommendations to each principal. ACT 1220 Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Elementary Principal, Secondary Principal, School Nurse</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Teachers 	<hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/> <p>ACTION BUDGET: \$</p>
<p>All Armored School District teachers meet the highly qualified teacher status. In the event that one does not, Armored School District will notify the parents, in writing, if their child's teacher is not highly qualified in the area they are teaching. Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Superintendent, Elementary Principal, Secondary Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office 	<hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/> <p>ACTION BUDGET: \$</p>
<p>Armored School District requires all parents or guardians to sign and return the School - Parent Compact found in the student's handbook. On the secondary level seventh graders' parents must sign the</p>	<p>Sally Bennett, Scott Smith, Melissa Booker</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Performance Assessments • Teachers • Title Teachers 	<hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/> <p>ACTION BUDGET: \$</p>

compact regarding the choice of Smart Core or Core curriculum for their children and at the end of the eighth grade year a four (4) year plan is drawn up between the student's advisor and the parent. Action Type: Collaboration Action Type: Parental Engagement				
Armored School District requires both the Elementary and the High School to have one Parent Involvement Meeting each semester. The details are in the building plans. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation	Superintendent, Principals, Parent Center Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Outside Consultants • Teachers • Title Teachers 	<hr/> <hr/> ACTION BUDGET: \$
The Armored School District will employ a Federal Coordinator and a District ACSIP Coordinator. This individual's salary comes from local revenue. (FTE: .125) Action Type: Collaboration Action Type: Equity	Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Central Office • District Staff 	<hr/> <hr/> ACTION BUDGET: \$
Purchase software, materials and supplies that will be used in the district Parent	Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Computers 	<hr/> <hr/> ACTION BUDGET: \$

<p>Center. This exceeds the requirement of ACT 307 of 2007. Action Type: Parental Engagement Action Type: Technology Inclusion</p>			<ul style="list-style-type: none"> • District Staff • Teaching Aids 	
<p>Armorel School District will provide a Title I Coordinator. The Title I students in Armorel Elementary will be identified by Free or reduced lunch, performance assessments, and teacher referrals, The Title I coordinator will be responsible for working with the elementary teachers to insure the identified students receive individualized help as needed, and materials and supplies are purchased and maintained. The Title I Coordinator will also meet with the interventionist, teachers, and elementary building principal to review assessment data and identify students educational needs. (FTE: .21) This person will work directly with the elementary faculty and staff. Action Type: Equity Action Type: Title</p>	<p>Superintendent</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • Outside Consultants • Performance Assessments • Teachers • Teaching Aids 	<p>Title I - Employee \$9032.41 Salaries: Title I - Employee \$2007.71 Benefits: <hr/>ACTION BUDGET: \$11040.12</p>

I Schoolwide				
Armored School District will retain records and documentations for federal programs for 5 years at the district level.	Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers 	<hr/> <hr/> ACTION BUDGET: \$
The Armored School District will support the Title V counseling and administrative conflict resolution initiatives by using recording equipment for data collection that will direct instructional strategies both formatively and summatively.	Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • Computers • District Staff 	<hr/> <hr/> ACTION BUDGET: \$
Armored School District will provide welfare money to be used for homeless children. Title I Funds will be used to purchase needed items. Our homeless liason is Melissa Booker. Our funding formula is based on previous year need from the 2012-2013 school year. Action Type: Equity	Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Teachers 	Title I - Materials & \$1001.87 Supplies: <hr/> <hr/> ACTION BUDGET: \$1001.87
Armored School District will provide training through the co-op to the Special Education Resource Para-Professionals in order to prepare them for their position. Expenditures will be listed in the	Superintendent, Special Education LEA	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Computers • Outside Consultants 	<hr/> <hr/> ACTION BUDGET: \$

<p>elementary and high school plan. Title VIB Funds Action Type: Professional Development Action Type: Special Education</p>				
<p>The federal coordinator will attend professional development at other sites. Action Type: Collaboration Action Type: Professional Development</p>	Federal Coordinator	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Outside Consultants 	<p>Title II-A - Materials & Supplies: \$500.41 Title II-A - Purchased Services: \$2500.00</p> <hr/> <p>ACTION BUDGET: \$3000.41</p>
<p>To support our staff's highly qualified status, Armorel School District will cooperate with staff members who are fulfilling requirements for shortage area positions.</p>	Superintendent	<p>Start: 07/01/2013 End: 06/30/2014</p>		<hr/> <p>ACTION BUDGET: \$</p>
<p>In the 2013-2014 school year NSLA money will be used to pay a portion of the salary for the District Literacy Specialist. The Literacy Specialist is responsible for meeting with teachers to assist them in implementing literacy in all areas of the curriculum, providing resources for teachers, gathering data, assessing students to discover any deficiencies of students, and working with teachers and</p>	Superintendent	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Performance Assessments 	<p>PD (State-223) - Purchased Services: \$2225.00 NSLA (State-281) - Employee Benefits: \$5928.27 NSLA (State-281) - Employee Salaries: \$26488.38</p> <hr/> <p>ACTION BUDGET: \$34641.65</p>

<p>parents in developing plans for academic improvement for those students. T. Lawrence (FTE: .52) Professional Development will also be provided for the Literacy specialist to attend the ASCD Conference, Co-op Meetings. Action Type: AIP/IRI Action Type: Equity Action Type: Parental Engagement</p>				
<p>Professional Development for the parental involvement facilitators will be supported by the Armorel School District. The training focuses on how to involve parents in their child's education. Action Type: Parental Engagement</p>	Sally Bennett	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Outside Consultants 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Armorel School District will provide professional development for the school counselor. Action Type: Professional Development</p>	Sally Bennett	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Outside Consultants 	<p>PD (State-223) - Purchased Services: \$1640.00 PD (State-223) - Materials & Supplies: \$200.00</p> <hr/> <p>ACTION BUDGET: \$1840</p>
<p>The Armorel School District's purpose is to prepare our students to meet the everchanging demands of the modern world and workplace. The District will</p>	Tech Administrator	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff 	<hr/> <p>ACTION BUDGET: \$</p>

<p>purchase additional bandwidth, increase firewall protection, add wi-fi access points, and upgrade networking to improve classroom instruction, retrieve Internet-based learning resources, and increase our students ability to conduct research and utilize other resources available in the World Wide Web. Action Type: Technology Inclusion</p>				
<p>The Armorel School District will support the elementary and high school buildings in the implementation of building parental capacity by ensuring parent meeting will be held to address state assessment results, Our Response to Intervention Program, ways to help their child or children succeed in school. Action Type: Parental Engagement</p>	<p>Superintendent</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>=====</p> <p>ACTION BUDGET: \$</p>
<p>The Armorel School District will provide reasonable support for any additional requested parent involvement activities.</p>	<p>Superintendent, Elementary Principal, Secondary Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>=====</p> <p>ACTION BUDGET: \$</p>

Action Type: Parental Engagement				
The Armorel School District is dedicated to ensuring parents receive information about school activities and parental meetings and/or activities in a timely manner, and in a language parents can understand. To disperse the information the district will utilize The School Reach Telephone System, the school website, the school facebook page, the marquee, notes and newsletters. Action Type: Parental Engagement	Superintendent, Elementary Principal, Secondary Principal	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET: \$
The Armorel School District will establish a task force on closing the achievement gap. This will be a collaborative effort between personnel, parents, students, staff, and board member of the Armorel School District, representatives from the local vocational college, community college, area businesses, local law enforcement, a juvenile court	Sally Bennett, Teresa Lawrence	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • Computers • District Staff • Outside Consultants • Performance Assessments • Teachers • Teaching Aids • Title Teachers 	<hr/> ACTION BUDGET: \$

<p>counselor, and a representative from the local Communities in Schools Program. This task force will be charged with disaggregating various types of data, to identify and prioritize problems with student achievement, identify and eliminate barriers associated with student achievement, identify and review current programs in place. The team will then build an action plan to establish timelines, determine responsibilities of each party and determine the changes that are expected to be seen in the school. The task force will report their findings to the school and local community.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation</p>				
<p>The Armorel School District will employ a part time Intervention Coordinator for Coordinated Early Intervening</p>	<p>Nikki Campbell, Teresa Lawrence</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • Performance Assessments • Teachers 	<p>Special Ed. IDEA: \$9916.15</p> <hr/> <p>ACTION BUDGET: \$9916.15</p>

<p>Services. This person will organize and maintain the DIBELS program for k-2 teachers and the TLI program for 3-12 teachers. The program is aimed at closing the achievement gap and reducing the overall number of children being referred for special education services. (FTE:0.17) This FTE will be paid from VI-B money as budgeted by the LEA supervisor. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education</p>			<ul style="list-style-type: none"> Teaching Aids 	
<p>Professional development will be provided for the Superintendent to attend the Superintendent Institute and Seminar, Co-op meetings, AAEA Conferences, and other leadership meetings. Action Type: Collaboration Action Type: Professional Development</p>	<p>Superintendent, Sally Bennett</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Administrative Staff 	<p>PD (State-223) - Purchased \$3403.00 Services: <hr/>ACTION BUDGET: \$3403</p>
<p>Total Budget:</p>				<p>\$64843.2</p>

Priority 2: To train and encourage students to live nonviolent and drug free lives and to provide a safe school environment.

Supporting Data: 1. In our efforts to provide a safe and drug free school in a safe environment attention was given to the following: 2008 discipline reflected 0% expulsions, 0% weapons incidents, 0.2% staff assaults, and 0.4% student assaults; 2007

- discipline reflected 0% expulsions, 0% weapons incidents, 0% staff assaults, and 6.7% student assaults; 2006 discipline reflected 0.2% expulsions, 0% weapons incidents, 0% staff assaults, and 4.8% student assaults.
2. We had no drug related disciplines during the time span from 2006-2008, as reported in the APSCAN discipline report.
 3. The continued improvement of security and security systems will be ongoing to facilitate the safety of the students and employees of the district as well as visitors to the campus.
 4. According to the Arkansas Prevention Needs Assessment Student Survey data for the students in the Armorel School District: 54.9% had used alcohol in 2008, 44.3% in 2007, and 53.8% in 2006; 28% had used cigarettes in 2008, 39.1% in 2007, and 35.9% in 2006; 13.6% had used chewing tobacco in 2008, 21.4% in 2007, and 24.1% in 2006; 7.4% had used marijuana in 2008, 15.9% in 2007, and 13.8% in 2006; the use of hallucinogens and cocaine were all under 3%. Other "hard core" drugs had been used by under varying amounts of 7.5% and less. Prescription drugs and over-the-counter drugs were added to the survey in 2008 and they showed use of 19.5% and 8.5% respectively.

Goal To increase more responsible student behavior and healthy choices.

Benchmark APSCAN Records will reflect a decrease in student on student violence and a reduction in drug and alcohol related incidents.

Intervention: To provide administrative support for students to receive positive character guidance through pedagogical thoughts and practices, including human development, to promote a safe school climate.				
Scientific Based Research: Armstrong, T. (2006). The Best Schools: How Human Development Research Should Inform Educational Practice. Alexandria, Virginia: ASCD.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Armorel School District will improve and update its communication system to strengthen parental involvement that assists in ensuring the safety and security of all students. Action Type: Parental Engagement	Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Central Office 	ACTION BUDGET: \$
EVALUATION: The Armorel School District will support the counseling and administrative staff to develop local initiatives for conflict resolution strategies that train and mobilize all students, k-12, to strengthen both the school and local communities through nonviolence, responsibility, compassion, respect, and moral courage. According to the Arkansas Prevention Needs Assessment Student Survey data for the students in the Armorel School District: 50.9% had used alcohol in 2009.	Principals	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$

<p>54.9% in 2008, and 44.3% in 2007; 30.4% had used cigarettes in 2009, 28% in 2008, and 39.1% in 2007; 14.5% in 2009 reported using chewing tobacco, 11.3% had used chewing tobacco in 2008, and 15.6% in 2007; 12.07% of the students reported using marijuana in 2009, 5.2% in 2008, and 11.5% in 2007; the use of hallucinogens and cocaine were all under 3%. In 2008 under 7.5% of our student body had admitted to using other "hard core" drugs. In 2009 under 5% had admitted to using other "hard core" drugs. Prescription drugs and over-the-counter drugs were added to the survey in 2008 and they showed use of 19.5% and 8.5% respectively. In 2009 the survey indicated those number to be 13.6% and 5.4% respectively.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness</p>				
<p>EVALUATION: The Armorel School District will document the Principles of Effectiveness of this intervention by the percentage of students who have agreed to maintain a drug free lifestyle and the percentage of reductions in violent interactions between students. 83% of the students 7-12 have signed a commitment form to remain drug/alcohol free.</p> <p>Action Type: Program Evaluation</p>	Counselors	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Armorel School District will continue to improve security systems and communication systems in order to better provide a</p>	Superintendent	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants 	<hr/> <p>ACTION BUDGET: \$</p>

safe and secure learning environment for our students. This will reassure our parents that we are doing everything we know to do to ensure their children's safety. Action Type: Collaboration Action Type: Equity				
Armored School District will use local professionals to provide professional development for the Armored staff that addresses the following: conflict resolution, child abuse, and local statistics regarding violent activities and/or drugs. Action Type: Professional Development	Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Outside Consultants 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: To increase student awareness of how to remain safe and drug free.

Scientific Based Research: "Transforming Schools: Creating a Culture of Continuous Improvement", Allison Zmuda: ASCD, 2004

Actions	Person Responsible	Timeline	Resources	Source of Funds
Guest speakers will be invited to address all of our students on living drug free lives. Students will be surveyed two months after the speakers present to evaluate the impact of the presentation. Students will interact with speakers and they will be asked to participate in drug-free organizations and take part in activities (Red Ribbon Week including auto safety, drug and alcohol free, abstinence; Dating Drama - dilemmas, perils, handling difficult situations, etc. involving parents, parent center coordinator, and students; Operation Prom Night for safety) that support living drug free. The elementary counselor and high school counselor work	Superintendent, Counselor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Outside Consultants 	Title VI Federal - Materials \$700.00 & Supplies: <hr/> ACTION BUDGET: \$700

<p>together to present and unified front about remaining safe and drug free. The counselor is searching for new and better ideas for decreasing the amount of drug use, including alcohol, and bullying as well as other problems ongoing in the school environment. Community leaders and outside consultants are invited to help with self-esteem presentations and motivational presentations when appropriate. The junior high students, grades 7 - 9, have representatives chosen who are trained at Teen Summit in the spring of each school year. Those students receive that training at Arkansas Northeastern College in Blytheville, AR. Upon the completion of training the Armored High School, which includes junior high, present role playing skits, role model testimonials and the rally songs and activities at presentations for the younger children as well as their peers when time is available. The students are surveyed in the upper grades soon after each presentation to support the continuation of those types of activities. Action Type: Equity Action Type: Program Evaluation Action Type: Wellness</p>				
<p>The district will provide presentations and programs for Drug Free environment and safety issues (fire prevention, hazardous situations, bullying, and student behavior in stressful situations). 6th through</p>	<p>Counselor</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Outside Consultants 	<p>ACTION BUDGET: \$</p>

<p>12th graders attended the presentations and were asked to evaluate the presentations. EVALUATION: The student evaluations yielded the following results: 1. 87% of the students considered the presentations had a positive effect, 2. 92% of the students thought the presentations were good enough to do a similar one next year, and 3. 51% of the students thought some of the younger students should be included in the presentations. Action Type: Collaboration Action Type: Equity</p>			<ul style="list-style-type: none"> • Teachers 	
<p>During the school year the elementary counselor will address many areas of concern for character education, child safety and child health. For the safe and drug free elements of the frameworks she addresses all components which she receives communication from the state and federal health publications, as well as those suggested by parents, community persons, staff, and students. The students have classes during the school day for the appropriate requirements of the state of Arkansas. She stresses units in Stamp Out Smoking, Suicide Prevention, Fire Prevention and Bus Safety. Red Ribbon Week is also observed. Ongoing units include practicing drug-free habits, alcohol-free habits, no bullying, and abstinence. Activities that relate to these units include grade</p>	<p>School Counselor</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>

<p>appropriate videos, color sheets, workbooks, and puzzle sheets, etc. These students take part in presentations made by high school students who have been trained in the "drama" of life's challenges for all children. At the end of February and April the children, K-6, will fill out an evaluation and from the data collected the elementary school counselor hopes to be able to evaluate effectiveness of the program. Action Type: Equity Action Type: Wellness</p>				
<p>EVALUATION: The Arkansas Prevention Needs Assessment Student Survey is conducted every year in the Armored School District. It includes students from the 6th, 8th, 10th, and 12th grades. Armored School District has collected this data since 2004 for those grades. The elementary evaluations will be done in February and April. The high school evaluations will be done soon after presentations and once close to the end of the school year as proof of retention or not. The surveys are being developed so improvement on those over a period of time should show usefulness or not. Action Type: Program Evaluation Action Type: Wellness</p>	Counselor	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> District Staff 	<p>ACTION BUDGET: \$</p>
Total Budget:				\$700

- Priority 3: The district will provide support for students in making healthy lifestyle choices.
- Supporting Data: 1. The Armored District is composed of 2 schools with a total of 461 students in grades K through 12. Body Mass Index data presented indicates the percentage of students who may be at risk of poor academic performance due to unhealthy lifestyle. Body Mass Index Data SY 2008-2009: of the student

- population, 186 students were assessed. Of the students assessed, the following represents the percent of students at risk of overweight and overweight: District: Underweight - 3.08%, Healthy Weight - 67.18%, Overweight - 29.74% Elementary: Underweight - 3.79%, Healthy Weight - 68.18%, Overweight - 28.3% High School: Underweight - 0%, Healthy Weight - 66.67%, Overweight - 33.33%
2. Body Mass Index Data SY 2007-2008: of the student population, 186 students were assessed. Of the students assessed, the following represents the percent of students at risk of overweight and overweight: District: Males - 39.8%, Females - 46.3% Elementary: Males - 46.8%, Females - 52.2% High School: Males - 25.8%, Females - 30.8%
 3. Body Mass Index Data SY 2006-2007: of the 433 student population, 403 students were assessed. Of the students assessed, the following represents the percent of students at risk of overweight and overweight: District: Males - 42.3%, Females - 36.7% Elementary: Males - 41.8%, Females - 38.7% High School: Males - 43.0%, Females - 34.7%
 4. School Health Index Module 1, School Health and Safety Policies and Environment: High School -Fundraising efforts supportive of healthy eating identified as an area needing improvement. Module 2, Health Education: Elementary - Professional development in health education identified as an area needing improvement. Module 3, Physical Education and Other Physical Activity Programs: Elementary and Middle and High School - Prohibit substitution for physical education identified as an area needing improvement.
 5. Free and Reduced Price Meal Eligibility SY 2009-10: District - 56.4% paid, 9.0% reduced, 34.6% free Elementary - 53.5% paid, 10.3% reduced, 36.2% free High School - 59.9% paid, 7.4% reduced, 32.7% free
 6. Free and Reduced Price Meal Eligibility SY 2008-09: District - 71.2% paid, 9.2% reduced, 19.6% free Elementary - 68.0% paid, 11.8% reduced, 20.2% free High School - 75.0% paid, 6.3% reduced, 18.7% free
 7. Free and Reduced Price Meal Eligibility SY 2007-08: District - 71.9% paid, 5.9% reduced, 22.2% free Elementary - 73.2% paid, 4% reduced, 22.8% free High School - 78.1% paid, 3.9% reduced, 18% free
 8. Mississippi County Unemployment Rate: 2009 - 13.1%; 2008 - 9.7%; 2007 - 7.5%
 9. Mississippi County Percent Population in Poverty, 2009 - 23.0%; 2007 - 23.9%; 2005 - 24.0%; and 2004 - 22.1%

Goal The Armorel School District will provide support for students in making Healthy Lifestyle Choices by implementing systems to aid in decreasing the average BMI on routine annual student screening and increasing collaboration between all segments of the school community in support of positive lifestyle choices.

Benchmark By the SY2011-2012 there will be a decrease of the average Body Mass Index for students by 1/2% as evaluated by the annual Body Mass Index Screening.

Intervention: Administrative Support for Wellness				
Scientific Based Research: "Journal of the American Dietetic Association", 103(7): 887-93. 2003.NAL Call Number: 389.8 Am34 Position of the American Dietetic Association: Child and adolescent food and nutrition programs. J. Stang, C.T. Bayerl. Food and Nutrition Information Center's (FNIC) web site at http://www.nal.usda.gov/fnic/pubs_and_db.html . "Clinical Pediatrics", 40(2): 63-70. 2001.NAL Call Number: RJ1-C55, Behavioral and cognitive status in school-aged children with a history of failure to thrive during early childhood. R.A. Dykman, et al.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The Armorel School District has developed wellness policies in collaboration with the district Nutrition and	Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff 	<hr/> ACTION BUDGET: \$

<p>Physical Activity Committee. Policies have been approved by the district school board. Policies include the five (5) federal requirements: Goals for nutrition education, physical activity and other school-based activities, Nutrition guidelines, Guidelines for reimbursable school meals, a Plan for measuring implementation of the local wellness policy, and Community involvement. The Policy Statement has been submitted to ADE, Child Nutrition Unit, per the required submission deadline of May 15, 2006. Action Type: Collaboration Action Type: Wellness</p>			<ul style="list-style-type: none"> • Outside Consultants 	
<p>The Armored School District will: (1) provide support to schools to ensure successful implementation of the Wellness Policies; (2) provide resources and professional development to District and School staff to improve the overall school nutrition environment; and (3) will promote</p>	<p>Superintendent</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>the health and physical activity curriculum and student health. Action Type: Professional Development Action Type: Wellness</p>				
<p>The Armorel School District will ensure each school provides a pleasant environment and monitors schedules and other factors which may interfere with students' access to health information, resources, and a healthy environment. The School Health Index (SHI) Modules will be used to evaluate district and school effectiveness. Action Type: Equity Action Type: Program Evaluation Action Type: Wellness</p>	<p>Superintendent/Principals</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>The Armorel School District will support schools in the alignment and implementation of the current Arkansas Nutrition and Physical Education and Physical Activity Standards and Arkansas Curriculum Frameworks. Resources, professional development</p>	<p>Superintendent/Principals</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Outside Consultants • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>

opportunities and training will be provided to increase knowledge and advance skills for successful implementation. Action Type: Alignment Action Type: Professional Development Action Type: Wellness				
The Nutrition and Physical Activity Committee as part of the ACSIP Committee will frequently monitor goals and will evaluate the effectiveness of Interventions by reviewing data results, and other assessments related to Wellness (School Health Index Modules, Wellness Policy Checklist, etc.). ACSIP will be modified as needed. Action Type: Collaboration Action Type: Program Evaluation Action Type: Wellness	ACSIP Committee Chair	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Outside Consultants • Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Schools will implement practices to provide opportunities for students to practice healthy behaviors at school and encourage them to make healthy food and physical activity choices resulting in increased academic performance.				
Scientific Based Research: Guidelines for School Health Programs to Promote Lifelong Healthy Eating (June 14, 1996/Vol. 45/No. RR-9); Guidelines for School Health Programs to Promote Lifelong Physical Activity (March 7, 1997/Vol. 46/No. RR-6).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The Armored District will support the schools in making physical	Superintendent/Wellness Committee Chair/District Child Nutrition Director	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff 	<hr/> ACTION BUDGET: \$

<p>activity and healthy foods widely available in all areas of the school campus and encourage students to make healthy behavior choices outside the school. Action Type: Wellness</p>			<ul style="list-style-type: none"> Teachers 	
<p>The Armored District will support schools offering the students choices of : two (2) entrees offered daily at lunch; two (2) choices of fruit or 100% fruit juice offered daily at lunch; two (2) choices of vegetables offered daily at lunch; and five (5) foods containing whole grain offered weekly. Action Type: Wellness</p>	<p>District Child Nutrition Director</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff 	<hr/> <p>ACTION BUDGET: \$</p>
<p>The Armored district will support school staff exhibiting qualities of positive role models for healthy eating and physical activity. Action Type: Collaboration Action Type: Wellness</p>	<p>Superintendent/Principals</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>The Armored District will ensure that the Wellness Committee will evaluate the effectiveness of the Health</p>	<p>District Wellness Chair</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Administrative Staff Central Office Community Leaders District Staff 	<hr/> <p>ACTION BUDGET: \$</p>

<p>Program by conducting pre and post assessment of School Health Index Module results and surveys given to students and teachers. Results of evaluation will be shared with staff and modifications will be addressed per survey results. Action Type: Program Evaluation Action Type: Wellness</p>			<ul style="list-style-type: none"> • Teachers 	
<p>The Armored District will ensure that the Wellness Committee will observe and assist in the evaluation of the various methods used to distribute and collect free and reduced price meal applications as well as the student collection procedures to support the Child Nutrition Director in making appropriate changes that improve access to the program by all students. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Wellness</p>	<p>Child Nutrition Director</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff 	<hr/> <p>ACTION BUDGET: \$</p>

Total Budget:	\$0
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Priority 4: The need to reduce over identification in the Special Education program

1. In the past, we were triggered for disproportionality. Presently we are not triggered but have kept this priority as a proactive measure for this subpopulation.
2. According to the Arkansas Department of Education Focus Monitoring Data for 2005 □ 2006, the difference between the minority representation, specifically African Americans, in the Armorel School District□s overall student population and the minority representation in Special Education exceeds the state□s 3-year average benchmark plus one standard deviation. Special Education Focus Monitoring District Data show that the number of minority children exceeded the number of minority students in the general population by 6.71% in the 2005□2006 school year; however in school years 2004-2005 and 2003-2004 there was not an over-representation of minority children receiving special education services in the Armorel School District. The evaluation of the disproportionality data indicates consistent stability until last year.
3. Based on district data, there are a total of 44 African American students in the Armorel School District. Of those 44 students 10 have IEPs (7BM and 3BF). Of the 10 students with IEPs, six (6) students transferred into the district with an IEP from another school district. Only one of those students with an IEP has always received special education services from the Armorel School District. Prior to the 2005-2006 school year, the disproportionality trigger did not exist for the Armorel School District
4. Student due process evaluation data show that disproportionality became evident with the influx of special education transfer students.

Supporting Data:

Goal The number of minority referrals and placements in special education will be decreased.
 The Armorel School District will perform within one standard deviation of the state averages in the percentage of African American students identified for placement in Special Education by the end of the 2006-2007 and 2007-2008 school years and the disproportionality within the special education program will be addressed by reducing the number of African American students identified for special education services.

Benchmark

Intervention: Assessment interventions to reduce the need for the referral and placement of students in special education will be implemented school wide. Early intervening services will focus on students in grades K-2 to target and implement interventions for those identified as at-risk.

Scientific Based Research: Boyd, D. A., Crowley, M. A., Buffington, J., & Hilliard, B. (2004?). A working paper on preventing disproportionality and over-identification in special education. Reynolds, C.R., & Kamphaus, R.W., (2003). Reynolds intellectual assessment scales. Psychological Assessment Resources.

Actions	Person Responsible	Timeline	Resources	Source of Funds
The district will select and use a culture fair intelligence test, the RIAS, for reevaluation and initial evaluation of referred students to obtain a more culture fair assessment of cognitive functioning based on reports from Dr. Cecil Reynolds, RIAS author, whose research indicated that cultural bias had been minimized on the RIAS. Consequently, Dr. Reynolds reported that African American students tend to score higher on the RIAS than	Kim Cooper, Special Ed. Supervisor; and the special education teachers in both buildings	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • District Staff • Outside Consultants 	ACTION BUDGET: \$

<p>on the Wechsler intelligence scales. Preliminary results of the RIAS in the Armored district have shown that some African American students have been disqualified when reevaluated and some others have been reclassified as learning disabled rather than mentally retarded. The Crowley's Ridge Educational Cooperative (further referral - CREC) has evaluated the Armored students with the RIAS test and will continue to use that assessment for the 2010-2011 school year. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education</p>				
<p>A licensed psychological evaluator provided by the local cooperative, CREC, will be contracted to administer the RIAS to referred students and reevaluate special education students. An inservice will be provided during the 2012-2013 school year, demonstrating the evaluator's knowledge of the test's research, administration and interpretation. At the end of the current school year a data analysis of the educational psychological evaluation test results with the RIAS will be conducted and analyzed. Action Type: Collaboration Action Type: Equity Action Type: Special Education</p>	<p>Kim Cooper, Special Ed. Supervisor</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Outside Consultants 	<hr style="border-top: 1px solid black;"/> <p>ACTION BUDGET: \$</p>
<p>An early intervention specialist (Rita Lynn Jones) will collaborate with teachers and parents and work directly with elementary students who are at risk of academic failure or under consideration for referral for special education based on scores on the AIMSweb and math assessments which document below grade level performance in literacy and mathematics. Academic and behavioral interventions in individual or small group settings will be provided by the</p>	<p>Superintendent</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Central Office 	<hr style="border-top: 1px solid black;"/> <p>ACTION BUDGET: \$</p>

early intervention specialist and/or aide working under her direction to reduce the need for special education referrals. By implementing Response to Intervention, academic and behavioral interventions will be monitored by the intervention specialist and the Curriculum Coordination and Integration Response to Intervention Building Teams. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education				
Data and curriculum based measurements such as AIMSweb will be used to assess the needs of students. Curriculum based assessment data will then be used to incorporate the Response to Intervention prior to student referral and evaluation. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education	Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Central Office 	<hr/> <hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: A review of student records will be made to determine eligibility of African American students for speech therapy.				
Scientific Based Research: The Goldman-Fristo Test of Articulation Disorder, The Arizona-3, The Celf-4, and the Casle				
Actions	Person Responsible	Timeline	Resources	Source of Funds
A building-by-building review of data will be made to determine if too many black students are receiving speech-language services. Those students' records will be reviewed to determine if the student should remain in speech. Action Type: Special Education	LEA supervisor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff 	<hr/> <hr/> ACTION BUDGET: \$
All results from norm referenced speech assessments given are reviewed to ensure cultural dialect is not a factor in placement. It must be determined the child has a true language processing disorder before being served in speech-language therapy. Action Type: Special Education	Speech Therapist	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff 	<hr/> <hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: To reduce the number of minority referrals for discipline.

Scientific Based Research:

Actions	Person Responsible	Timeline	Resources	Source of Funds
A Psychological evaluator will be contracted from the local education agency, Crowley's Ridge Educational Cooperative, to provide inservice for a behavioral intervention professional development. This professional development will provide strategies for proactive approaches to handling behavior issues within the classroom. Action Type: Equity Action Type: Professional Development Action Type: Special Education	LEA Supervisor, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
The Academic Success Intervention Team will meet to review behavior issues, determine the best course of action for addressing the issue and provide teachers with behavior plans to assist them in addressing behavior issues through scientifically based research. Action Type: Equity Action Type: Program Evaluation Action Type: Special Education	LEA Supervisor, Superintendent, RTI Team Leader	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
The Building level administrators will evaluate and analyze behavior incidents to determine areas of concern and ways to address discrepancies.	LEA Supervisor, Superintendent, Principals	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Lisa Reynolds	member	School Nutrition and Physical Activity Advisory Committee
Classroom Teacher	Lora Barnes	Classroom Teacher	Title I
Classroom Teacher	Shannon Miller	member	School Nutrition and Physical Activity Advisory Committee

Classroom Teacher	Sheila Lampe	member	School Nutrition and Physical Activity Advisory Committee
Classroom Teacher	Stephanie Darby	3rd Grade Teacher	Title VI
Classroom Teacher	Theresa Bruce	member	School Nutrition and Physical Activity Advisory Committee
Community Representative	Jeff Hopper	Nucor	Title I
Community Representative	Susan Hughes	member	Title VI and School Nutrition and Physical Activity Advisory Committee
District-Level Professional	Heather Cato	Administrative Assistant to Superintendent	Title I, Title VI
District-Level Professional	Nikki Campbell	Special Education LEA	Title I, Title VI
District-Level Professional	Sally Bennett	Superintendent	Title I, Title VI
District-Level Professional	Teresa Lawrence	Title I Coordinator	Title I, Title VI
District-Level Professional	Tina Byrd	member	School Nutrition and Physical Activity Advisory Committee
Non-Classroom Professional Staff	Fothoma Allard	Chairperson	School Nutrition and Physical Activity Advisory Committee
Non-Classroom Professional Staff	Melissa Booker	Counselor	Title I, Title VI
Non-Classroom Professional Staff	Sandra Harrah	Librarian	Title I, Title VI
Parent	Christy Kennedy	Blytheville Special Education Teacher	Title I
Parent	Deborah Huffman	member	School Nutrition and Physical Activity Advisory Committee
Parent	Donna Skelton	Member	Title I, Title VI
Principal	Joey Carr	member	Title I, Title VI and School Nutrition and Physical Activity Advisory Committee
Principal	Scott Smith	member	Title I, Title VI and School Nutrition and Physical Activity Advisory Committee
