

School Plan

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ARMOREL ELEMENTARY SCHOOL
4555 North State Hwy. 137, Blytheville, AR. 72315

Arkansas Comprehensive School Improvement Plan

2014-2015

It is the mission of Armorel Elementary School 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: K-6

Title I: Title I Schoolwide

School Improvement: MS

Table of Contents

Priority 1: To improve mathematics skills

Goal: To improve performance on mathematics standards by vertically and horizontally aligning the math curriculum, incorporating CGI strategies into the daily instruction, and analyzing interim assessments to determine what areas need to be readdressed and which students need additional instruction, and to provide ongoing professional development so teachers have access to the best instructional practices. We will also have PLC meetings once a month to foster a deeper understanding of student learning and develop an understanding of how to implement research based teaching strategies.

Priority 2: To improve literacy skills

Goal: To improve literary performance in both comprehension of informational text and writing skills, the Elementary realizes we have a need to continue to increase our resources of informational books. Our district has the technology to impliment student learning growth and tools to foster organization, referencing, and vocabulary. Professional Development has been available to all Literacy teachers in Ella/Elf, Writing Across the Curriculum, and CLASS. Our 6th grade teacher has been trained in Lit Lab. Therefore, our areas of concern K-6 will be addressed through PLC meetings during which teachers will analyze specific Common Core Standards and collaborate to differentiate instruction to correct problem areas.

Priority 3: Wellness

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.

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 and disproportionality within the special education program will be reduced.

Priority 5: Parental Involvement

Goal: Increase student achievement and foster a positive working relationship between the school, home and the community.

- Priority 1: To improve and gain a more in-depth understanding of Mathematics, mathematical procedures and practices, multi-step problems, and incorporate real world problem solving activities.
1. 2011 KINDERGARTEN IOWA TEST OF BASIC SKILLS-The lowest identified areas were Numbers and Operations, and Problem Solving. 2012 KINDERGARTEN WAS NOT TESTED 2013 KINDERGARTEN WAS NOT TESTED
 2. 2011- 1st GRADE -The lowest identified areas were Geometry, and Problem Solving. Single Step was the lowest identified areas for problem solving. 2012-1st GRADE IOWA TEST OF BASIC SKILLS Data indicated 79% of our students scored Advanced or proficient with the lowest identified area in Problem Solving.
 3. 2011- 2nd GRADE IOWA TEST OF BASIC SKILLS- The lowest identified areas were in Problem Solving and Data Interpretation. Multi Step and Approaches and Procedures were the lowest areas within Problem Solving. Implementation of CGI should address this problem. 2012- 2nd GRADE IOWA TEST OF BASIC SKILLS- Data indicated 71% of the students scored Advanced and Proficient with the lowest identified areas in Computation and Problem Solving.
 4. 3rd GRADE BENCHMARK MATHEMATICS 2011- Data indicates 97% of our students scored Proficient or higher. However, the lowest identified areas are in Geometry, Measurement, and Data analysis and Probability open response items with over 75% of the group scoring a 4 or below. THIS INDICATES THE THIRD GRADE NEEDS ARE IN THE AREA OF OPEN RESPONSE QUESTIONS. 2012- 3rd GRADE BENCHMARK MATHEMATICS Data indicated 100% of the students scored Advanced or Proficient with the lowest identified areas in Number and Operations, Geometry, and Data Analysis and Probability. 2013-3rd GRADE BENCHMARK MATHEMATICS Data indicates the lowest identified areas are in measurement
 5. 4th GRADE BENCHMARK MATHEMATICS
2011- 4th GRADE BENCHMARK MATHEMATICS data indicates 81% of the students scored Advanced or Proficient. The lowest areas are Numbers and Operations, Algebra, and Geometry in Open Response Items with 66% of the group scoring a 4 or below. 2012- 4th GRADE BENCHMARK MATHEMATICS Data indicated 85% of the students scored Advanced or Proficient with the lowest identified areas in Geometry, Measurement, and Data Analysis and Probability. 2013-4th GRADE BENCHMARK MATHEMATICS data indicates the lowest areas are in Geometry and Measurement.
 6. 5th GRADE BENCHMARK MATHEMATICS

2011- 5th GRADE BENCHMARK MATHEMATICS data indicates 78% of the students scored Proficient or higher. The lowest areas are in Algebra, Geometry, Measurement, and Data Analysis and Probability Open Response with 93% of the students scoring a 4 or below. All areas except Geometry and Algebra were low in Multiple Choice items. 2012 5th GRADE BENCHMARK MATHEMATICS Data indicated 71% of the students scored Advanced or Proficient with the lowest identified areas in Number and Operations, and Geometry. 2013- 5th GRADE BENCHMARK MATHEMATICS Data indicates the lowest areas are in Data Analysis and Probability and Geometry.
 7. 6th GRADE BENCHMARK MATHEMATICS

2011- 5th GRADE BENCHMARK MATHEMATICS data indicates 74% of the students scored proficient or higher. The lowest identified areas are in Numbers and Operations, and Measurement Open Response with 76% of the students scoring a 4 or below. 2012- 6th GRADE BENCHMARK
- Supporting Data:

MATHEMATICS Data indicates 85% of our students scored Advanced or proficient with the lowest identified areas in Number and Operations and Measurement. 2013-6th GRADE BENCHMARK MATHEMATICS Data indicates our lowest areas are in Measurement and Data Analysis and Probability.

8. 2011-2012-The elementary school attendance rate of 95.91% exceeds the attendance goal for 2012. The elementary school is in the category of NEEDS IMPROVEMENT FOR MATHEMATICS. Our areas of concern are in All Students, Economically Disadvantaged, and Students with Disabilities for performance and growth as well as the three year projection of performance and Growth. We missed Growth in the All Students category by 10.69%, White Subgroup by 11.88%, Economically Disadvantaged Group by 16.24% and Performance of Students with Disabilities Group by 30.95% 2013 The elementary attendance rate is 97.65% This exceeds our attendance goal for 2013. The Armored Elementary School is a NEEDS IMPROVEMENT School in the area of Mathematics. We are .78% below the AMO of 84.77% for performance. Our Growth Performance was 10.69% below the AMO of 74.33%. Our TAGG is Students with Disabilities and Economically Disadvantaged.
- 9.

Goal
To improve performance on mathematics standards by vertically and horizontally aligning the math curriculum, incorporating CGI strategies into the daily instruction, and analyzing interim assessments to determine what areas need to be readdressed and which students need additional instruction, and to provide ongoing professional development so teachers have access to the best instructional practices. We will also have PLC meetings once a month to foster a deeper understanding of student learning and develop an understanding of how to implement research based teaching strategies.

Benchmark
2013-2014 Benchmark data indicates our students scored 86.40% which is .29% above the AMO of 86.11%. However, our growth percentage is 60.92% which is 15.75% below the AMO of 76.67%. Our TAGG growth percentage is 57.78% which is 6.76% below the AMO of 64.54. 2012-2013 Benchmark data indicates our students scored 86.40% which is an increase of 2.94% from last year. We met the AMO of 86.11% by .29% however, our TAGG performance was 75.38% which is below the AMO of 78.86% by 3.48%. Our Growth performance for all students for 2013 was 60.92%. This is 15.75% below the AMO of 76.67%, and the TAGG growth of 57.78% was 6.76% below the AMO of 64.54%. Growth for all students declined by 2.72% Our TAGG groups are; Hispanics, Economically Disadvantaged, and Students with Disabilities. Armored Elementary School Status is : Achieving
2011-2012 Benchmark data indicates Armored students scored 83.94% proficient or advanced. This is .78% Below the AMO of 84.72. Student Growth percentages were 63.64% which is 10.69% below the 2012 AMO of 74.33 The TAGG Growth Performance of 46.81% is 14.19% below the AMO of 61.00% Armored Elementary School is an achieving school. Our Special Education population and the Economically Disadvantaged are our two lowest performing groups. Our special education students are at a deficiency of 16.07%, and the economically disadvantaged were deficient by 1.73%. 2010-2011 72% of the overall student population were meeting Growth in Mathematics. Hispanics, Economically Disadvantaged and Students with Disabilities are those showing the least amount of Growth.

Intervention: Implement a standards based curriculum by providing technology and supplemental materials that will enhance higher order thinking and problem solving skills. Teachers will implement research based teaching strategies that scaffold and support all learners including struggling learners to close the achievement gap.

Scientific Based Research: Carpenter, Thomas P., Elizabeth Fennema, Megan Loef Franke, Linda Levi, Susan B. Empson (1999). Children's Mathematics: Cognitively Guided Instruction, Portsmouth, NH: Heinemann, NCTM (1999); Balanced Assessment: Elementary Grades Assessment, Parsippany, NJ: Dale Seymour Publications (1999); Balanced Assessment: Middle Grades Assessment, Parsippany, NJ: Dale Seymour Publications (1999); Erickson, Tim (1989). Get It Together: Math

Problems for Groups Grades 4-12, Berkeley, CA: EQUALS.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Students will use hands-on manipulatives, I-pads, Smartboards, computers, and calculators to support a standards based instruction, both for the traditional classroom and resource rooms. According to our data, Open Response items in Geometry, Measurement, fractions, and Data Analysis are our weakest areas. Integrating Science and Math instruction on a weekly basis will increase learning, improve problem solving skills, and incorporate critical thinking to close the achievement gap.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide</p>	Joey Carr and teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers • Teaching Aids 	<hr/> ACTION BUDGET: \$
<p>Teachers will continue the use of "Skills for the Day" through Daily Workbooks and questions for math practice in solving multi-step open response questions. Teachers will also infuse math vocabulary into the curriculum at each level k-6.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide</p>	Joey Carr and Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	<hr/> ACTION BUDGET: \$

<p>Teaches will incorporate Literature & Science into the Math curriculum. Books relating to various jobs and real world topics have been purchased and more will be purchased for the teachers to incorporate into their math curriculum. This will build an awareness of how math and science are intertwined and used in jobs and everyday life. Action Type: Alignment Action Type: Collaboration</p>	<p>Joey Carr, Teresa Lawrence, and Teachers</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers • Teaching Aids 	<p>Title I - Materials & Supplies: \$3646.45</p> <hr/> <p>ACTION BUDGET: \$3646.45</p>
<p>Teachers who attend professional development related to Common Core Mathematics, Cognitively Guided instruction, or other standards based professional development will meet with the other math teachers to share information learned in the professional development. We have one teacher who has not been trained in CGI. She will attend Training this year. Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion</p>	<p>Joey Carr, Stephanie Carter and math committee members</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • Performance Assessments • Teachers • Teaching Aids 	<p>Title II-A - Purchased Services: \$1500.00 PD (State-223) - Purchased Services: \$1000.00</p> <hr/> <p>ACTION BUDGET: \$2500</p>
<p>Classroom teachers will meet to write Academic Improvement Plans for identified students. Parents</p>	<p>Joey Carr and Teachers</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Title Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>will be asked to participate in the planning of the Academic Improvement Plans. These identified students will be targeted for extra help.</p> <p>Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>				
<p>The highly qualified teachers and administrators will receive additional hours of professional development in their content area.</p> <p>Action Type: Alignment Action Type: Professional Development</p>	Sally Bennett & Joey Carr	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	<p>Title II-A - Purchased \$1000.00 Services: PD (State-223) - Materials \$125.00 & Supplies:</p> <hr/> <p>ACTION BUDGET: \$1125</p>
<p>To encourage technology use in the classroom and continued implementation i-pad use teachers and administrators will participate in 6 hours of professional development relative to technology.</p> <p>Action Type: Professional Development Action Type: Technology Inclusion</p>	Sally Bennett & Joey Carr	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Outside Consultants • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>The person(s) responsible for teaching Arkansas History will participate in a minimum of 2 hours of professional development in that area.</p> <p>Action Type:</p>	Joey Carr	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

Alignment Action Type: Professional Development				
<p>PROGRAM EVALUATION 1. Teachers will collect samples of student activities to be evaluated and submitted to a CGI/Standards Based Team. 2. K - 6th grade teachers will submit three classroom sets of CGI problem solving activities every grading period. These materials will be reviewed by the math committee, and building principal. Based on 2014 data, teachers who are fully implementing CGI in their classroom continue to have a marked increase in student achievement over those who are not fully implementing CGI. Implementation of CGI began in the Spring 09 and will continue through the 14-15 school year with data analysis. However, initial data shows students within a fully implemented CGI classroom has resulted in a minimum of 95% proficient or advanced for that grade level for the past three years. This would indicate that CGI should produce positive results in the future.</p> <p>Action Type: Alignment Action Type: Collaboration</p>	Joey Carr	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education				
Elementary teachers will utilize technology equipment (Smart boards, Airliners, document cameras, etc.) as classroom teaching and student interaction tools. Nine additional computers, with an approximate cost of \$1,200.00 each 10 printers, with an approximate cost of \$300.00 each and a scanner with an approximate price of \$200.00 will be purchased to replace a couple of computers and printers that are no longer working. Action Type: Technology Inclusion	Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers Teaching Aids 	Title VI Federal - Materials \$6000.00 & Supplies: Title I - Materials \$11135.07 & Supplies: <hr/> ACTION BUDGET: \$17135.07
The Armorel Elementary School is dedicated to the approach that all children will be educated by highly qualified teachers who are striving to teach all students in his/her respective class. The Elementary School will integrate Federal, State and local services and programs.	Sally Bennett	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
Kindergarten through sixth grade mathematics teachers will continue implementation of "Cognitively Guided	Joey Carr	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	Title I - Materials \$1054.72 & Supplies: <hr/> ACTION \$1054.72

<p>Instruction". Graph paper, markers, and colored paper will be purchased for student use</p>			<ul style="list-style-type: none"> • Teaching Aids 	<p>BUDGET:</p>
<p>Professional texts will be used to establish genuine discussion within professional learning communities. These discussions will promote a deeper understanding of implementation of research based instructional strategies, and mathematical progressions and practice. Professional text will be chosen based on needs indicated in the data. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide</p>	<p>Joey Carr, Teresa Lawrence, Teachers</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>The Armorel School District will employ a certified teacher to implement the new CTE requirements. She has received training on the CTE courses for certification. We will continue to implement a computer based curriculum which will consist of learning proper techniques for using the computer, and basic functions of the keyboard. Students will also continue to use research based math software such as "Math Facts in a</p>	<p>Joey Carr, Teachers</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers 	<p>Title I - Purchased \$1675.00 Services:</p> <hr/> <p>ACTION BUDGET: \$1675</p>

<p>Flash". In addition to provided math software, a three year subscription to Education City was purchased to be used in the computer lab and the classrooms to enhance the math curriculum and provide additional support and practice for our students. Action Type: Alignment Action Type: Equity Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>				
<p>To foster a better understanding of how math and science are integrated and used in the real world on a daily basis, a science lab has been established. Teachers can integrate math and science using real world scenarios incorporating technology, research techniques, with lab experiences. The Science specialist from the Crowley's Ridge Educational Cooperative will assist teachers with setting up labs and implementation of lessons. Materials will be purchased to continue to improve implementation of our Science curriculum. Action Type: Alignment Action Type: Title I Schoolwide</p>	<p>Joey Carr, Teresa Lawrence, Teachers</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers • Teaching Aids 	<p>NSLA (State-281) - Materials & Supplies: \$1000.00</p> <hr/> <p>ACTION BUDGET: \$1000</p>
<p>Armored Elementary will host a family</p>	<p>Stephanie Carter, Joey</p>	<p>Start: 07/01/2014</p>	<ul style="list-style-type: none"> • Administrative Staff 	<hr/> <p>ACTION BUDGET: \$</p>

math night. This event will provide activities for parents to become familiar with CGI strategies and mathematical terminology. This event will provide parents with the tools and knowledge to better assist their children at home with homework. Action Type: Parental Engagement	Carr	End: 06/30/2015	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	
16 Apple laptops at a cost of approximately \$1,100.00 each will be purchased for teachers to check out and use in their classrooms, library, and in the math/science lab. Action Type: Equity Action Type: Technology Inclusion	Joey Carr, teachers	Start: 07/01/2014 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • School Library • Teachers • Teaching Aids 	NSLA (State-281) - Materials & Supplies: \$21750.00 <hr/> ACTION BUDGET: \$21750
Total Budget:				\$49886.24

Intervention: Develop formative and summative assessments including multiple choice and multi-step open response items requiring students to think critically to solve real world problems in all strand areas.

Scientific Based Research: Children's Mathematics: Cognitively Guided Instruction, Portsmouth, NH: Heinemann, NCTM (1999); Balanced Assessment: Elementary Grades Assessment, Parsippany, NJ: Dale Seymour Publications (1999); Balanced Assessment: Middle Grades Assessment, Parsippany, NJ: Dale Seymour Publications (1999); Ben-Hur, Meir (2006). Concept-Rich Mathematics Instruction: Building a Strong Foundation for Reasoning and Problem Solving, Alexandria, VA: ASCD.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Continually review Benchmark, DIEBELS, & TLI interim assessment data and classroom formative and summative assessments to identify mathematical trends, assessing strengths and weaknesses. Utilize information analysis to make adjustments in teaching to decrease the achievement gap	Joey Carr and Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	<hr/> <hr/> ACTION BUDGET: \$

among all students. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation				
Administrators will use data gathered from classroom walk throughs and informal observations to help coach the teachers in using research based teaching strategies to be more effective in the classroom. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion	Joey Carr	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <hr/> ACTION BUDGET: \$
PROGRAM EVALUATION (1) K-2 students will be given the DIEBLs Benchmark probe three times a year. Students performing below grade level will be progress monitored weekly. Students in grades 3-6 will be given TLI interim assessments quarterly. (2) Results of these assessments will be reviewed by individual teachers and the building administrator and a determination will be made if any changes are needed in instructional programming. 2014-K: data showed gain throughout the year in all Math areas assessed. 1st Grade: Data showed continued improvement in all areas of Math. 2nd grade: Data showed marked improvement in all areas of Math. 2013-K: Data indicates students remained	Joey Carr	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> <hr/> ACTION BUDGET: \$

<p>stagnant in all areas of Math. A few students showed gains, however Students with Disabilities did not show any gain in Math.</p> <p>2013- 1st grade: Data showed improvement in all areas of Math.</p> <p>2nd Grade: Marked improvement throughout the year. Started the year at 80% below target area, with gains to 80% above target.</p> <p>2012- Math computation went from 43% above target at the start of the year, to 82% above target ending the year.</p> <p>2014-3rd Grade: Started the year with 90% above target and remained approx. the same.</p> <p>2010-Math computation started at 56% above target and showed gains to 69% above target.</p> <p>4th Grade: Started the year at approx. 70% above target and showed gains to approx. 93% above target.</p> <p>2010- Math computation started at 75% above target and ended with gains to 78% above target.</p> <p>5th Grade: Started the year at approx. 53% above target and showed a loss to 38% above target. This is an area of concern, however, we don't know if this is a class group problem, or grade level problem. When we compared data from the past two years it was split. We will continue to analyze data throughout the 09-10 year.</p> <p>2010- Math computation started at 53% above target and data is</p>				
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<p>incomplete for the year. 6th Grade: Started the year at approx. 78% above grade level and showed growth to 92% above target. 2010- Math computation started with 42% above target and ended with 28% above target. This is an area of concern. We are currently analyzing the problem to see if calculator usage needs to decrease when it comes to computations. We want to make sure mathematical foundations are secured in knowledge and application. Action Type: Program Evaluation</p>				
<p>K-2 teachers and administrators will develop and administer interim assessment to monitor student achievement. They will be conducted to correlate with TLI dates. These tests should be of equivalent length and style to TLI modules. Teachers will use all data collected from TLI to: determine strengths and weaknesses of the curriculum; differentiate instruction to accomodate all students, build timelines, adjust curriculum maps and analyze expected student growth.</p>	<p>Joey Carr</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>The Armorel Elementary teachers will administer the TLI interim assessments consisting of multiple choice and open-response questions. Interim data will be collected to determine the progress of student</p>	<p>Teresa Lawrence</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Teachers 	<p>NSLA (State-281) - Materials & Supplies: \$3766.50</p> <hr/> <p>ACTION BUDGET: \$3766.5</p>

achievement. The testing modules will be given to grades 3-6 for math and science. NSLA funds will be used to purchase the assessments. Action Type: Alignment Action Type: Collaboration Action Type: Equity				
Total Budget:				\$3766.5

Intervention: Align mathematics curriculum to the Common Core State Standards

Scientific Based Research: Scientific Based Research: Jacobs, Heidi Hayes (1997). Mapping the Big Picture: Integrating Curriculum & Assessment K-12, Alexandria, VA: ASCD; Jacobs, Heidi Hayes (2004). Getting Results: with Curriculum Mapping, Alexandria, VA: ASCD; Carter, Lisa (2007). Total Instructional Alignment: From Standards to Student Success, Bloomington, IN: Solution Tree.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Math teachers will continue to develop and improve their own Common Core State Standard curriculum focusing on CGI strategies. The Crowley's Ridge Co-operative Math Specialist will consult with teachers. Teachers involved include J. Lindsey, I. Casey, A. Bailey, L. Burnside, C. Glaser, S. Davies, M. Smith, S. Lampe, L. Barnes, A. Hopper, and S. Carter. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Joey Carr, S. Carter, and teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Computers • Outside Consultants • Teachers 	ACTION BUDGET: \$
Classroom and Special Education teachers will meet to align math curriculum with Individual Educational Plans to Common Core State Standards, making the appropriate modifications for students in Special Education.	Joey Carr, math and resource teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$

<p>Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education</p>				
<p>Progress monitoring with Mathematics Curriculum Based Assessments (K-2) and TLI (3-6) will be used to help teachers determine deficient skills for individual students and assist teachers to create a plan that is ability appropriate for early intervention. Teachers will use but are not limited to - Harcourt, CGI(K-6), Mountain Math, and/or Math Facts in a Flash as tools for intervention in grade appropriate manners. The Mountain Math resource will be purchased through an on-line subscription. Strong regular class intervention strategies will be provided for those students identified as "at risk" to close the achievement gap. Action Type: Equity Action Type: Technology Inclusion</p>	<p>Joey Carr and teachers</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers 	<p>Title I - Materials & Supplies: \$336.00</p> <hr/> <p>ACTION BUDGET: \$336</p>
<p>The Armorel School District will employ a certified teacher who will work part time with students identified as struggling learners in math. S. Carter(FTE: 0.25) Action Type: Equity</p>	<p>Joey Carr</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers • Teaching Aids 	<p>Title I - Employee Salaries: \$12974.93 Title I - Employee Benefits: \$540.62</p> <hr/> <p>ACTION BUDGET: \$13515.55</p>
<p>The ACSIP plan will be reviewed, revised and updated</p>	<p>Joey Carr and teachers</p>	<p>Start: 07/01/2014 End:</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	<hr/> <p>ACTION BUDGET: \$</p>

<p>annually. Committee meetings will be held periodically for staff to review the ACSIP plan. Action Type: Collaboration</p>		06/30/2015	<ul style="list-style-type: none"> Teachers 	
<p>PROGRAM EVALUATION (1) Elementary teachers will continue to update their curriculum and curriculum maps based on Common Core State Standards. They will also document which strategies and resources were effective. (2) The teachers and administrators will critically evaluate the outcome of the curriculum alignment process as well as the curriculum map and amend the document for clarification. This will be done prior to the 2014-2015 school year. Curriculum maps will be analyzed and updated for accuracy throughout the 2014-15 school year. Action Type: Alignment Action Type: Program Evaluation</p>	Joey Carr	<p>Start: 07/01/2014 End: 06/30/2015</p>		<hr/> <p>ACTION BUDGET: \$</p>
<p>Professional development opportunities will be made available for the elementary principal, and gifted and talented coordinator, to attend AAEA conferences. Action Type: Professional Development</p>	Sally Bennett	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants 	<p>PD (State-223) - Purchased Services: \$1000.00 Title II-A - Purchased Services: \$2500.00</p> <hr/> <p>ACTION BUDGET: \$3500</p>
Total Budget:				\$17351.55

Priority 2: Improve reading comprehension, vocabulary development, and writing skills across the curriculum for all students.

Supporting Data: 1. 2009 KINDERGARTEN MAT 8 LITERACY

The lowest identified area for the combined population was Decoding Letter Sound Matching, Phonemic Awareness, Ask and Answer Questions About Text, and Vocabulary.

THIS DATA INDICATES THAT KINDERGARTEN NEEDS ARE IN VARIETY OF TEXT, PHONEMIC AWARENESS, AND VOCABULARY.

2010-2011 -KINDERGARTEN IOWA TEST OF BASIC SKILLS-Data indicated the lowest identified areas are in Vocabulary and Reading. 2012- KINDERGARTEN NO STATE ASSESSMENT DATA

2. 2011 1st GRADE IOWA TEST OF BASIC SKILLS

The lowest identified area for the combined population was Vocabulary and Reading Comprehension.

THIS DATA INDICATES THAT FIRST GRADE NEEDS ARE IN THE AREA OF COMPREHENSION AND VARIETY OF TEXT.

2012-1st GRADE IOWA TEST OF BASIC SKILLS Data indicated 89% of the students scored Advanced or proficient, and the lowest identified area is in Vocabulary Development.

3. 2011 2nd GRADE IOWA TEST OF BASIC SKILLS

The lowest identified area for the combined population was Reading Comprehension and Vocabulary.

THIS DATA INDICATES THAT SECOND GRADE NEEDS ARE IN VARIETY OF TEXT, PROCESS, AND VOCABULARY.

2012-2nd GRADE IOWA TEST OF BASIC SKILLS Data indicated 79% of the students scored Advanced or Proficient, and the lowest identified areas are in Vocabulary Development and Reading Comprehension.

4.

3rd GRADE BENCHMARK LITERACY

88% of the students scored proficient or above. Data indicated the lowest identified area for the combined population was in Practical Passages. THIS DATA INDICATES THAT THIRD GRADE NEEDS ARE IN THE AREA OF COMPREHENSION OF PRACTICAL TEXT.

2012- 3rd GRADE BENCHMARK LITERACY Data indicated 100% of the students scored Advanced or Proficient, and the lowest identified area for the combined population was in Practical Passages.

5.

4th GRADE BENCHMARK LITERACY

2011- data indicated the lowest identified area for the combined population was Content Passages and Sentence Formation.

THIS DATA INDICATES THAT FOURTH GRADE NEEDS ARE IN THE AREAS OF COMPREHENSION OF CONTENT PASSAGES.

4th GRADE BENCHMARK LITERACY 2012 4th GRADE BENCHMARK LITERACY Data indicated 85% of the students were Advanced and Proficient with the lowest identified areas in Practical and Content Passages.

6.

5th GRADE BENCHMARK LITERACY 2011 data indicated 88% of the students scored Proficient or higher and the lowest identified area for the combined population was in Literary Passages.

THIS DATA INDICATES THAT FIFTH GRADE NEEDS ARE IN THE AREAS OF COMPREHENSION AND VARIETY OF TEXT. 2012-5th GRADE BENCHMARK LITERACY Data indicated 87% of the students scored Advanced or Proficient with the lowest identified area in Practical Passages.

7.

6th GRADE BENCHMARK LITERACY

2011 data indicated 79% of the students scored proficient or higher with the lowest identified area for the combined population was Practical

Passages

THIS DATA INDICATES THAT SIXTH GRADE NEEDS ARE IN THE AREA OF PRACTICAL PASSAGES.

2012- 6TH GRADE BENCHMARK LITERACY Data indicated 90% of the students scored Advanced or Proficient with the lowest identified area in Practical Passages.

8. The 2011-2012 elementary school attendance rate of 95.91% met the ESEA Accountability Report goal. Armorel Elementary School received an Improvement School Rating of 4 which represents the category of Schools Exceeding Improvement Standards. The 2011-2012 ESEA Accountability Report indicates the elementary school is in the category of NEEDS IMPROVEMENT FOR LITERACY. Our areas of concern are in the Subgroups of Economically Disadvantaged and Students with Disabilities. Literacy scores indicate we met Performance and Growth AMOs for the All Students group, but did not meet Performance and Growth for the Targeted Achievement Gap Group of Economically Disadvantaged and Students with Disabilities. The TAGG group shows a 1.42% deficiency between growth and AMO.

Goal

To improve literary performance in both comprehension of informational text and writing skills, the Elementary realizes we have a need to continue to increase our resources of informational books. Our district has the technology to impliment student learning growth and tools to foster organization, referencing, and vocabulary. Professional Development has been available to all Literacy teachers in Ella/Elf, Writing Across the Curriculum, and CLASS. Our 6th grade teacher has been trained in Lit Lab. Therefore, our areas of concern K-6 will be addressed through PLC meetings during which teachers will analyze specific Common Core Standards and collaborate to differentiate instruction to correct problem areas.

Benchmark

Armorel Elementary is an Achievement School 2012-2013 Benchmark data indicates our students Scored 89.60% this is 2.28% above the AMO. Growth Performance is 86.21%. This is 2.96% below the AMO of 89.17%. Performance Growth for the TAGG is 88.89%. This is 3.07% above AMO. TAGG for literacy are African- Americans, Hispanics, and Students with disabilities. 2011-2012 Benchmark Data indicates our students were at 89.05% which is 3.00% above AMO. the TAGG Scores were 80.00% which is .84% below AMO. Growth Performance was 90.91%. This is 2.83% above the AMO of 88.08%. The TAGG Scores were 82.98% which is 1.42% below the AMO of 84.40%. The TAGG was Economically Disadvantaged. 2010-2011 Benchmark scores were 84.4% proficient or advanced 87% of our students were meeting growth. onstrates a decrease in scores. Armorel Elementary School did meet standards on AYP for the 2010-2011 school year.

Intervention: To improve learning for all students K-6 regular and special education teachers will apply effective balanced literacy strategies learned in ELLA, ELF, CLASS, and Literacy Lab.				
Scientific Based Research: Fountas, Irene C. and Pinnell, Gay Sue, Guiding Readers and Writers, 3-6: teaching Comprehension Genre and Content Literacy, Portsmouth NH, Heinemann Inc. 2001; Harvey, Stephanie and Goudvis, Anne, Strategies That Work: Teaching for Comprehension and Understanding 2nd Edition Portland MN. Stenhouse Publishers 2007; Dorn, Linda and Soffos, Carla Teaching for Deep Comprehension, Protland MN. Stenhouse Publishers 2005; Dorn, Linda and Soffos, Carla, Scaffolding Young Writers: A Writers' Workshop Approach Portland MN. Stenhouse Publishers 2001; Beck, Isabel, McKeown, Margaret, and Kucan, Linda, Bringing Words to Life Robust Vocabulary Instruction New York Guilford Press 2002; Gansky, Kathy Word Journeys, NewYork, Guilford Press 2000; Clay, Marie, Observation Survey of Early Literacy Achievement Portsmouth NH. Heinemann 2002, Special Education Intervention Research Based resources Crawley, Sharon, Merritt King Remediating Reading Difficulties, McGraw Hill 2004				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will meet in	Joey Carr	Start:	• Administrative	_____

<p>monthly PLCs. They will reflect on best practices, and how to improve classroom instruction using research based instructional strategies . Teachers will use Professional texts already purchased to supplement PLC's. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Special Education</p>	<p>and Teachers</p>	<p>07/01/2014 End: 06/30/2015</p>	<p>Staff</p> <ul style="list-style-type: none"> • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</p>
<p>K-3 Teachers will implement Phonetic Connections, Start Up, Build Up, Spiral Up and/or Ella or Elf strategies to teach Phonemic awareness, Phonics,vocabulary, and spelling strategies. 4-6 teachers will utilize Words their Way to implement effective Spelling strategies in their classrooms. Professional development will be made available for teachers to attend refresher classes. Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education</p>	<p>Joey Carr and Teachers</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>PD (State-223) - Purchased Services: \$250.00</p> <hr/> <p>ACTION BUDGET: \$250</p>
<p>Materials such as post it notes, colored paper, chart tablets, flip chart markers, dry erase markers, and highlighter tape will be purchased to help teachers implement effective literacy strategies</p>	<p>Joey Carr and teachers</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	<p>Title I - Materials & Supplies: \$2559.02</p> <hr/> <p>ACTION BUDGET: \$2559.02</p>

<p>learned through ELLA, ELF, CLASS, and Lit Lab,, Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education</p>				
<p>Armored School district will provide training through the co-op to the new Special Education Resource Para-Professionals in order to prepare them for their position. Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion</p>	<p>Sally Bennett, Joey Carr</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff • Outside Consultants 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Document cameras and ceiling mounted projectors, I-Pads, and Apple TVs will be available for teachers to use in classrooms to enhance student participation and achievement. Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion</p>	<p>Joey Carr</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
<p>The Armored Elementary School is dedicated to the approach that all children will be educated by highly qualified teachers who are striving to teach all students in his/her respective class. The Elementary School will integrate Federal, State and local services and programs.</p>	<p>Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff • Teachers • Title Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>Action Type: Collaboration Action Type: Title I Target Assistance</p>				
<p>Teachers will implement Readers and Writers Workshop by modeling effective strategies used to comprehend different genres, expose students to different genres through read alouds and literature circles, as well as writing styles, build vocabulary through reading and word study, conferencing with students, and providing time for independent reading and writing. Reading and writing materials and will be purchased for teachers to use in their classrooms. Action Type: Alignment Action Type: Title I Schoolwide</p>	<p>Joey Carr</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff 	<p>Title I - Materials & \$4318.51 Supplies:</p> <hr/> <p>ACTION BUDGET: \$4318.51</p>
<p>Teachers will maintain an RTI portfolio on individual students who are identified as lacking in skill areas. Appropriate intervention strategies will be used with the students identified as "at-risk" to close the achievement gap. Documentation to progress monitor student's achievement levels will include but is not limited to running records, writing samples, graphic organizers, and fluency checks. Teachers and parents will develop an Academic Improvement Plan and a Response to Intervention Plan for</p>	<p>Joey Carr, Teresa Lawrence</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Performance Assessments • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>

identified students. Action Type: Equity Action Type: Title I Schoolwide				
K-2 teachers will use DIBELs Benchmark probes; reading passages, and Maze passages to assess a child's reading level for intervention. 3-6 teachers will use TLI interim assessments and quiz builder to assess student's current level of learning.	Joey Carr, Stephanie Carter, and teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	ACTION BUDGET: \$
PROGRAM EVALUATION (1) Teachers will administer four writing prompts and three Performance Tasks through TLI during the school year as an outcome based measurement to determine writing needs of the students. Teachers will meet as a group to assess student progress. Teachers will use the 6 + 1 Writing Traits program, a school wide adopted writing program. . Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	Stephanie Nixon, Genya Ruddick, Amy Bailey, Leigh Ann Casey, Debbie Moody, Teresa Lawrence	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
The RTI Assessment team will meet to plan interventions for struggling readers. Action Type: Collaboration Action Type: Title I Schoolwide	Joey Carr, Teresa Lawrence, Christie Zielinski, Stephanie Carter, Debbie Moody, Leigh Ann Casey, Sarah Davies	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Performance Assessments • Teachers • Teaching Aids 	ACTION BUDGET: \$

<p>PROGRAM EVALUATION (2) Students in grades K-2 will be given a DIBELS Benchmark probe three times a year. Students performing below grade level will be progress monitored weekly and probes will be administered and downloaded every week. Results of these tests will be reviewed by individual teachers and the building principal. A determination will be made if any changes need to be made in instructional programming. Data from Kindergarten . 1st Grade: Started in the Fall with % above target and ended the year with 60% above target. 2014- Showed improvement in every area except nonsense word fluency. 2nd Grade: Started the year with 25% above target and ended the year with 48% above target. 2014- Showed gains throughout the year in every area. 3rd Grade: Started the year with 82% above target and ended the year at 88% above target. 2014- Started the year with 68% above target and ended the year with 87% above target. 4th Grade: 2014- Started the year with 74% above target and ended the year with 83% above target. 5th Grade: Started the year with 48% above target and</p>	<p>Joey Carr, Stephanie Carter, and teachers</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
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ended the year with 50% above target. 201- Started the year with 82% target and remained the same. 6th Grade: Started the year with 51% above target and ended the year with 60% above target. 201- Started the year with 61% above target and ended the year with 76% above target. Action Type: Program Evaluation				
The ACSIP plan will be reviewed, revised and updated annually. Committee meetings will be held periodically for staff interpretation and analysis. Action Type: Professional Development	Joey Carr, Teresa Lawrence	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
Armored Elementary will employ a certified teacher who will provide individualized instruction to identified students. Stephanie Carter (FTE. 0.25) Action Type: Equity Action Type: Title I Schoolwide	Joey Carr, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	Title I - Employee \$12974.93 Salaries: Title I - Employee \$540.62 Benefits: ACTION BUDGET: \$13515.55
Total Budget:				\$20643.08

Intervention: Teachers in grades K-6 will encourage students to utilize technology to conduct research, create power points and other types of presentations, photo stories, charts, graphs, etc.. the Accelerated Reader Program, a computer based reading program, to foster wide spread reading in the school, Education City to enhance reading skill development and Mountain Language to enhance grammar and writing skills.

Scientific Based Research: Action Research: How Does Accelerated Reading Program Effect Student Reading?; Janet Murley; 2001

Actions	Person Responsible	Timeline	Resources	Source of Funds
All teachers will utilize the Accelerated Reader Program in grades K-6 to help improve literacy skills. Students will take STAR Reading	Joey Carr and Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Computers District Staff School Library 	Title I - Purchased \$1675.00 Services: ACTION BUDGET: \$1675

<p>Renaissance test to determine the student's Zone of Proximal Development. This will help teachers identify each student's approximate reading level. Action Type: Alignment Action Type: Equity Action Type: Technology Inclusion</p>			<ul style="list-style-type: none"> Teachers 	
<p>Enhance student academic performance through the Gifted & Talented program by providing opportunities through Quiz Bowl, Odyssey of the Mind, etc. to challenge students to excel. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Technology Inclusion</p>	Mrs. Harms	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Outside Consultants Teachers 	<hr/> ACTION BUDGET: \$
<p>Continue the subscription to the Accelerated Reader Enterprise guided reading program. Action Type: Alignment Action Type: Equity Action Type: Title I Target Assistance</p>	Joey Carr	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
<p>PROGRAM EVALUATION (1) Teachers in grades K-6 will encourage students to utilize the Accelerated Reader Program, a computer based reading program to foster wide spread reading in the school. (2) The Librarian will monitor student folders for evidence of student participation. 2014 Evaluation: This</p>	Joey Carr, Mrs. Harrah	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff School Library 	<hr/> ACTION BUDGET: \$

<p>program has been revised and this is the most current data analysis. 2nd Grade: 59% are reading at grade level or above (16 above and 11 below) 3rd Grade: 32% are reading at grade level or above (11 above and 23 below) 4th Grade: 48% are reading at grade level or above (19 above and 21 below) 5th Grade: 52% are reading at grade level or above (15 above and 14 below) 6th Grade: 47% are reading at grade level or above (16 above and 18 below) Action Type: Program Evaluation</p>				
<p>Armored Elementary will continue to use a purchased program, Education City, a supplementary computer based reading program to enhance classroom instruction and interventions as well as increase student achievement and participation. Action Type: AIP/IRI Action Type: Equity Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Joey Carr, Ross Harms</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Renew subscription to Mountain Language, a computer based language arts program designed to enhance grammar and writing skills. Action Type: Alignment Action Type: Technology Inclusion</p>	<p>Joey Carr, Teachers</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • Outside Consultants • Teachers • Teaching Aids 	<p>Title I - Materials & Supplies: \$336.00</p> <hr/> <p>ACTION BUDGET: \$336</p>
<p>To encourage technology use in the classroom each</p>	<p>Joey Carr, Ross Harms</p>	<p>Start: 07/01/2014 End:</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	<hr/> <p>ACTION BUDGET: \$</p>

<p>literacy teacher received an I-pad. The Armorel School District will continue to provide professional development to assist teachers in downloading apps, and effective use of the I-Pad in the classroom.</p> <p>Action Type: Alignment Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>		06/30/2015	<ul style="list-style-type: none"> Teachers Teaching Aids 	
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Total Budget:	\$2011
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Intervention: Map and align reading curriculum to the Common Core State Standards.

Scientific Based Research: "Mapping the big Picture"; Heidi Hayes Jacobs, ASCD; Alexandria, Virginia; 1997

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Parents will be notified about the literacy curriculum at Parent Night. Armorel elementary will also host a family reading night.</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>	Joey Carr and Teachers	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>The Literacy Committee will meet to review current TLI interim data to determine strengths and weaknesses in classroom curriculum.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation</p>	Joey Carr and Teachers	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Teachers will periodically meet to review Total Instructional</p>	Joey Carr and Teachers	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Administrative Staff District Staff 	<hr/> <p>ACTION BUDGET: \$</p>

Alignment to determine strengths and weaknesses in the horizontal and vertical alignment. Action Type: Collaboration Action Type: Professional Development			<ul style="list-style-type: none"> • Outside Consultants • Teachers 	
Teachers and administrators will participate in 6 hours of professional development relative to technology. Action Type: Professional Development Action Type: Technology Inclusion	Sally Bennett	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
The person(s) responsible for teaching Arkansas History will participate in a minimum of 2 hours of professional development in that area. Action Type: Professional Development	Joey Carr	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	ACTION BUDGET: \$
PROGRAM EVALUATION (1) Teachers will look at , Dolch/Frye word lists, DRA, DSA, lesson plans, 2014Evaluation: Through developed curriculum maps, that are open working documents, teachers and administrators will critically evaluate the outcome of the curriculum alignment process and make amendments for clarification as needed for maximum student learning growth. Action Type: Program Evaluation	, Joey Carr, Teachers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Armored Elementary School will use The Learning Institute interim assessments. Literacy, multiple	Joey Carr	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff 	NSLA (State-281) - Purchased \$2782.50

choice, and written response exams will be administered to grades 3 - 6. First and second grades will administer a writing assessment. Constructed response items will be graded by the grade level teachers. Action Type: Alignment Action Type: Collaboration Action Type: Technology Inclusion			<ul style="list-style-type: none"> Teachers 	Services: <hr/> ACTION BUDGET: \$2782.5
6+1 Writing Traits will be used in grades K-6 to provide a uniform writing curriculum across all grade levels. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Genya Ruddick, Teresa Lawrence	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers Teaching Aids 	<hr/> <hr/> ACTION BUDGET: \$
Professional development opportunities will be made available for the librarian to attend the ARA fall conference. The elementary principal and gifted and talented coordinator to attend AAEA conferences and for a teacher to attend Dyslexia training. Action Type: Professional Development	Sally Bennett	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants 	Title II-A - Purchased Services: \$2600.00 <hr/> ACTION BUDGET: \$2600
The librarian will be provided with opportunities to receive professional development by attending conferences for school librarians. Action Type: Professional Development	principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Outside Consultants 	<hr/> ACTION BUDGET: \$
Total Budget:				\$5382.5

Priority 3: The district will provide support for students in making healthy lifestyle choices.
Supporting 1. The Armored District is composed of 2 schools with a total of 206 students

- Data: in grades K,2,4,6,8 and 10 for which BMI assessments are mandated. Body Mass Index data presented indicates the percentage of students who may be at risk of poor academic performance. Body Mass Index Data SY 2007-2008: 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%
2. 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%
 3. Body Mass Index Data SY 2005-2006: of the 418 student population, 347 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 - 36.4% Elementary: Males - 39.6%, Females - 35.8% High School: Males - 40.1%, Females - 37.1%
 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 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
 6. Free and Reduced Price Meal Eligibility SY 2006-07: District - 74.4% paid, 7.4% reduced, 18.2% free Elementary - 74.3% paid, 7.6% reduced, 18.1% free High School - 74.5% paid, 7.1% reduced, 18.4% free
 7. Free and Reduced Price Meal Eligibility SY 2005-06: District - 75.1% paid, 8.3% reduced, 16.6% free Elementary - 73.3% paid, 9.0% reduced, 17.6% free High School - 77.0% paid, 7.5% reduced, 15.5% free
 8. Mississippi County Unemployment Rate: 2008 - 9.7%; 2007 - 7.5%; and 2006 - 8.1%.
 9. Mississippi County Percent Population in Poverty, 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 SY 2010-2011 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: By the SY2007-2008 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.				
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 Elementary School will support alignment and	Sally Bennett, Joey Carr	Start: 07/01/2014 End:	<ul style="list-style-type: none"> • Administrative Staff 	ACTION \$

<p>implementation of the current Arkansas Nutrition and Physical Education and Physical Activity Standards and Arkansas Curriculum Frameworks. Resources, professional development 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</p>		06/30/2015	<ul style="list-style-type: none"> • Central Office • Community Leaders • District Staff • Outside Consultants • Teachers • Teaching Aids 	BUDGET:
<p>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</p>	Shannon Miller, Joey Carr,	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
<p>The Armorer Elementary 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>	Sally Bennett, Joey Carr, T. Alerd	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Teachers 	ACTION BUDGET: \$
<p>The Armorer Elementary School has developed wellness policies in collaboration with the district Nutrition and</p>	Sally Bennett, Tina Byrd, Joey Carr	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders 	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"> • District Staff • Outside Consultants 	
<p>The Armorel Elementary School will: (1) 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 the health and physical activity curriculum and student health. Action Type: Professional Development Action Type: Wellness</p>	<p>Joey Carr, Tina Byrd, Shannon Miller</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>
<p>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.</p>				
<p>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).</p>				
<p>Actions</p>	<p>Person Responsible</p>	<p>Timeline</p>	<p>Resources</p>	<p>Source of Funds</p>
<p>The Armorel Elementary School will ensure that the Wellness Committee will observe and assist in the evaluation of the various methods used to distribute and collect</p>	<p>Tina Byrd</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders 	<hr/> <p>ACTION BUDGET: \$</p>

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			<ul style="list-style-type: none"> District Staff 	
The Armorel Elementary School will make physical 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	Sally Bennett, Tina Byrd, Joey Carr	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Teachers 	<hr/> <hr/> ACTION BUDGET: \$
The Armorel Elementary School staff will exhibit qualities of positive role models for healthy eating and physical activity. Action Type: Collaboration Action Type: Wellness	Sally Bennett, Joey Carr	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Teachers 	<hr/> <hr/> ACTION BUDGET: \$
The Armorel Elementary School will ensure that the Wellness Committee will evaluate the effectiveness of the Health 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	District Wellness Chair	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office Community Leaders District Staff Teachers 	<hr/> <hr/> ACTION BUDGET: \$
The Armorel District will offer the students choices of : two (2) entrees offered daily at	Tina Byrd, District Child Nutrition	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Community 	<hr/> <hr/> ACTION BUDGET: \$

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	Director		<ul style="list-style-type: none"> Leaders District Staff 	
Armored Elementary will provide an LPN to assist the school nurse with all duties. Action Type: Wellness	Sally Bennett, Joey Carr	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

- Priority 4: The need to reduce disproportionality in the Special Education program
- 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.
 - According to the Arkansas Department of Education Focus Monitoring Data for 2005 □ 2006, the difference between the minority representation, specifically African Americans, in the Armored 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 Armored School District. The evaluation of the disproportionality data indicates consistent stability until last year.
 - Based on district data, there are a total of 44 African American students in the Armored 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 Armored School District. Prior to the 2005-2006 school year, the disproportionality trigger did not exist for the Armored School District
 - 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 and disproportionality within the special education program will be reduced.

Benchmark The Armored Elementary School 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.

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-6 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
<p>The Armorel Elementary School Academic Success Intervention Team will meet to address deficit skill areas through scientifically based, skill specific probes aligned with the State Frameworks. This team will meet at least every six weeks consist of K-6 general education teachers, administration, and other district-based specialists.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education</p>	Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Performance Assessments • Teachers 	<hr/> ACTION BUDGET: \$
<p>The Academic Success Intervention Team will monitor and evaluate data collected through the DIBELS TLI software for students that the teachers refer, providing individually tailored goals and interventions.</p> <p>Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education</p>	Principal and Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers 	<hr/> ACTION BUDGET: \$
<p>DIBELS, DRA, DSA and math probes will be given to all students K-2 to establish a base-line and identify "at risk" students.</p> <p>Action Type: Equity Action Type: Special Education</p>	Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
<p>Progress will be monitored on a weekly basis by classroom teachers to determine effectiveness of the supports and interventions. Teachers will use one minute reads, Maze passages, and math probes for data collection. This data will be analyzed and trends will be evaluated to address emerging needs.</p>	Joey Carr and teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	<hr/> ACTION BUDGET: \$

Action Type: Equity Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion				
Professional Development will be provided for new teachers in Response to Intervention Models, technology, and implementation. Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion	Rtl Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Outside Consultants Teachers 	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: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	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: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 5:

Supporting Data:

Goal Increase student achievement and foster a positive working relationship between the school, home and the community.

Benchmark 90% of the elementary parents returned their school survey. Data indicates 87% of those who responded reported they felt teachers, principal, and other school staff held high expectations for their child(ren) and they felt they and their child(ren) were treated with respect. The reception staff is friendly and very helpful. 85% felt

the community, teachers and principal were able to articulate and were committed to the school mission. Everyone responding to the survey felt a teacher web page with assignments, upcoming events, projects, test dates, and study guides would be very helpful. Parents also reported they felt we needed to focus on more creative ways of teaching instead of Benchmark prep. They also reported the school facebook page has been helpful as a form of communication between the teacher school, and home. The elementary parents reported they felt the best way to receive information from the school was through the school reach phone system, school website, e-mail, and newsletter/memos. The survey indicated parents would like to see the parent center conduct more specialized meetings once a month to help them learn how to help their child with homework, computer safety, and ways to encourage learning outside of the classroom. 5-7p.m. was indicated as the best time to hold parent meetings.

Intervention: To increase student performance				
Scientific Based Research:				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Include parents in the process of academic achievement from the beginning of school by involving them in the transition period from preschool to kindergarten. Invite day care givers to tour the school, to ask questions and to give the school advice about individual students. Continue the transition process by involving parents in open house, walk throughs, parent nights, and parent and grandparent lunches with students. All caregivers should take ownership for the success of students. Action Type: Parental Engagement	Joey Carr, Melissa Booker, Teresa Lawrence	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	<hr/> ACTION BUDGET: \$
Parents will be notified about the Mathematics Curriculum throughout the year using the Family Involvement Book with the Harcourt series. Action Type: Parental Engagement Action Type: Title I Schoolwide	Joey Carr, Stephanie Carter, Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
Teachers will participate in 2 hours of professional development concerning Parental Involvement	Sally Bennett	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Outside 	<hr/> ACTION BUDGET: \$

and administrators will participate in 3 hours of professional development concerning Parental Involvement. Action Type: Professional Development Action Type: Technology Inclusion			<ul style="list-style-type: none"> Consultants Teachers 	
Parents will be advised of policies on parent visitation, pick-up procedures, and classroom visitation as described in the student handbook. The school's process for resolving parental concerns will be included in the student handbook. Action Type: Parental Engagement	Joey Carr	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff 	<hr/> <hr/> ACTION BUDGET: \$
Information will be available in the parent center that addresses different grade levels and any needs of the school requiring parental assistance. This exceeds the requirement of ACT 307 of 2007. Action Type: Parental Engagement Action Type: Title I Schoolwide	Melissa Booker and Alicia Bell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> <hr/> ACTION BUDGET: \$
The Parental Involvement Plan will be reviewed and/or revised annually. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Joey Carr, Teresa Lawrence, Melissa Booker	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Teachers 	<hr/> <hr/> ACTION BUDGET: \$
Information packets, developed by the Parent Center Facilitators, will be distributed to all students during the first month of school or upon entry into the school system. These kits will include the student handbook, school telephone numbers and e-mail addresses for	Melissa Booker, Teresa Lawrence	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff 	<hr/> <hr/> ACTION BUDGET: \$

certified personnel. The kit will also include student planners for every student, school web page information and bookmark size cards listing tips for parents to help their children be successful. Action Type: Parental Engagement				
Maintain a parent center on the school campus located in the cafeteria building. Action Type: Parental Engagement	Sally Bennett, Teresa Lawrence, Melissa Booker	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff 	ACTION BUDGET: \$
Parent information will be displayed at the school entrance with additional information available at the parent center. Action Type: Parental Engagement	Melissa Booker, Teresa Lawrence	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
The local newspaper will be notified of the dates for the two parent conferences. Action Type: Parental Engagement	Joey Carr	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Develop a volunteer resource book for the school. Action Type: Parental Engagement	Melissa Booker, Teresa Lawrence	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
Parent Center Facilitator will provide information for resolving parents' concerns on school matters. Action Type: Parental Engagement	Melissa Booker, Teresa Lawrence	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
An alumni advisory committee and a parent facilitator will be appointed to address the needs of all students including special education students. Action Type: Parental Engagement	Melissa Booker, Teresa Lawrence, Joey Carr	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Teachers 	ACTION BUDGET: \$
Hold parental involvement meetings based on needs and requests of parents. The elementary school will	Melissa Booker, Stephanie Carter, and Sandra	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	NSLA (State-281) - \$500.00 Materials &

<p>also host interactive family reading and math/science nights to present information and foster community involvement in the success of our students. Math manipulatives, Science materials such as; cotton balls, tin foil, straws, food coloring, paper, colored pencils, markers, glue, and other supplies needed for parents/guardians/grandparents to make books, conduct experiments and play math, reading, and/or science games will be purchased to implement our family night activities. The elementary will also host a parent night to inform parents of the upcoming PARCC assessments and to review Common Core State Standards. Parent booklets will be purchased to give to parents. Action Type: Parental Engagement</p>	Harrah			<p>Supplies:</p> <hr/> <p>ACTION BUDGET: \$500</p>
<p>Parent Center Facilitators will promote parent involvement by advocating parent/teacher communication. Action Type: Parental Engagement</p>	Teresa Lawrence, Melissa Booker	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> District Staff 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Provide Family Nights for parents of Students taking the State mandated assessemnts, providing information about what is expected of students and how to help them. Also provided will be information about AIP, RTI, and programs offered by the parent center. Provide information about Title I and garner input from parents as to how we</p>	Joey Carr, Teresa Lawrence, Melissa Booker	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

can improve our school. Action Type: Parental Engagement Action Type: Title I Schoolwide				
Armored Elementary will have Parental Involvement Nights for families. The CGI and RTI, programs will be explained to the parents. The staff will also offer suggestions on how parents can help their children at home succeed in school. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Joey Carr, Melissa Booker	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Performance Assessments • Teachers 	<hr/> ACTION BUDGET: \$
The school will provide opportunities for a parent organization as support for programs to benefit all students. Action Type: Parental Engagement	Joey Carr	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	<hr/> ACTION BUDGET: \$
Armored Elementary School requires all parents or guardians to sign and return the School Parent Compact found in the student's handbook. This Compact will include the following: 1. provide assistance to parents in understanding content and how to monitor a child's progress; standards, academic assessments 2. provide materials and training to help parents work with their children to improve academic achievement; 3. educate teachers, principals, and other staff in the importance of effective communication, value and utility of contributions of parents; 4. coordinate and integrate parent involvement programs and activities; 5. ensure	Joey Carr	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> ACTION BUDGET: \$

<p>that information related to school and parent programs is sent to parents to the extent practical in a language parents can understand; and 6. provide other reasonable support for parental involvement activities as parents may request. Title I requirement. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Title I Schoolwide</p>				
<p>Parents will be notified about the literacy curriculum at Parent Night. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education Action Type: Title I Schoolwide</p>	<p>Teresa Lawrence, Melissa Booker, Joey Carr</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Purchase supplemental resource information for parents to be placed in parent center. This information will be used in safe and drug free activities, for literacy and math manipulatives for parent use, and activity materials. This exceeds the requirement of ACT 307 of 2007. Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	<p>Teresa Lawrence, Melissa Booker</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff • Outside Consultants 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Armored Elementary recognizes two key components to student success are organization and home & school communication. In an effort to foster both of these components 5th and 6th grade students at Armored Elementary</p>	<p>Parent Center Coordinator</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

School will receive a student planner. Students will record homework, upcoming tests, or events. Parents can view homework assignments and check for upcoming tests or events. Teachers will create their own communication folder for home school communication Action Type: Collaboration Action Type: Parental Engagement				
Total Budget:				\$500

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Amy Bailey	1st Grade Teacher	Literacy Committee
Classroom Teacher	Amy Bailey	member	Student Handbook Committee
Classroom Teacher	Amy Bailey	1st Grade Teacher	Academic Success Intervention Team
Classroom Teacher	Andrea Hopper	6th grade teacher	Math Committee
Classroom Teacher	Angela Deeter	High School Chairperson	Personnel Policy Committee
Classroom Teacher	Charlie Brown	member	Parent Center Alumni Advisory Committee
Classroom Teacher	Christy Glaser	2nd grade Teacher	Book Objection Committee
Classroom Teacher	Christy Glaser	2nd grade Teacher	Math Committee
Classroom Teacher	Deanna Carr	member	Personnel Policy Committee
Classroom Teacher	Debra Harms	Chairman	Gifted and Talented Advisory Committee
Classroom Teacher	Debra Moody	6th Grade Teacher	Academic Success Intervention Team
Classroom Teacher	Debra Moody	6th -Teacher	Gifted and Talented Advisory Committee
Classroom Teacher	Debra Moody	6th Grade Teacher	Literacy Committee
Classroom Teacher	Donna Skelton	member	Parent Center Alumni Advisory Committee
Classroom Teacher	Gayla Tidwell	member	Literacy Committee
Classroom Teacher	Gayla Tidwell	member	Child Find Committee
Classroom Teacher	Geneya Ruddick	4th-Teacher	Gifted and Talented Identification Committee
Classroom Teacher	Geneya Ruddick	4th Grade Teacher	Literacy Committee
Classroom Teacher	Jacy Lindsey	K Teacher	Academic Success Intervention Team
Classroom Teacher	Jacy Lindsey	K- Teacher	Math Committee
Classroom Teacher	Jacy Lindsey	member	Personnel Policy Committee
Classroom Teacher	Jacy Lindsey	member	Gifted and Talented Identification Committee
Classroom Teacher	Lana Burnside	member	Math Committee
Classroom Teacher	Leigh Ann Casey	K Teacher	Academic Success Intervention Team
Classroom Teacher	Leigh Ann Casey	member	Parent Center Alumni Advisory Committee
Classroom Teacher	Leigh Ann Casey	K -Teacher	Literacy Committee
Classroom Teacher	Lisa Reynolds	member	School Nutrition and Physical Activity Advisory Committee
Classroom Teacher	Lora Barnes	member	Articulation Team Committee

Classroom Teacher	Lora Barnes	5th Grade Teacher	Math Committee
Classroom Teacher	Lora Barnes	member	Gifted and Talented Advisory Committee
Classroom Teacher	Marsha Smith	member	Math Committee
Classroom Teacher	Mrs. Fulper	member	Math Committee
Classroom Teacher	Polly Owens	member	Articulation Team Committee
Classroom Teacher	Polly Owens	member	Child Find Committee
Classroom Teacher	Polly Owens	member	Pre-Referral Team Committee
Classroom Teacher	Polly Owens	member	Math Committee
Classroom Teacher	Sandra Simmons-Harrah	member	Book Objection Committee
Classroom Teacher	Sarah Davies	member	Crisis Committee
Classroom Teacher	Sarah Davies	2nd Grade Teacher	Math Committee
Classroom Teacher	Shannon Miller	member	School Nutrition and Physical Activity
Classroom Teacher	Sheila Lampe	member	Gifted and Talented Advisory Committee
Classroom Teacher	Sheila Lampe	4th Grade Teacher	Math Committee
Classroom Teacher	Shiela Lampe	member	School Nutrition and Physical Activity Advisory Committee
Classroom Teacher	Shiela Lampe	member	Crisis Committee
Classroom Teacher	Shiela Lampe	member	Student Handbook Committee
Classroom Teacher	Stephanie Darby	Chairperson	Math Committee
Classroom Teacher	Stephanie Darby	member	Crisis Committee
Classroom Teacher	Stephanie Darby	member	Academic Success Intervention Team
Classroom Teacher	Stephanie Darby	Elementary Chairperson	Personnel Policy Committee
Classroom Teacher	Stephanie Darby-Carter	Member	Personnel Policy Committee
Classroom Teacher	Stephanie Nixon	member	Gifted and Talented Advisory Committee
Classroom Teacher	Stephanie Nixon	member	Book Objection Committee
Classroom Teacher	Stephanie Nixon	3rd Grade Teacher	Academic Success Intervention Team
Classroom Teacher	Stephanie Nixon	Chairman	Literacy Committee
Classroom Teacher	Theresa Bruce	member	School Nutrition and Physical Activity
Community Representative	Brittany Miles	member	School Nutrition and Physical Activity Advisory Committee
Community Representative	Foy Skelton	member	Math Committee
Community Representative	Lana Burnside	member	Parent Center Alumni Advisory Committee
Community Representative	Lisa Lempke	member	Literacy Committee
Community Representative	Ryan Sullivan	member	School Nutrition and Physical Activity
Community Representative	Steve Zielinski	member	Child Find Committee
Community Representative	Susan Hughes	member	School Nutrition and Physical Activity Advisory Committee
District-Level Professional	Christy Glaser	2nd grade Teacher	Parent Center Alumni Advisory Committee
District-Level Professional	Melissa Booker	member	Child Find
District-Level Professional	Melissa Booker	counselor	Parent Center Alumni Advisory Committee
District-Level Professional	Nikki Campbell	LEA Supervisor	Pre-Referral Team Committee
District-Level Professional	Scott Smith	member	Student Handbook Committee
District-Level Professional	Teresa Lawrence	member	Pre-Referral Team Committee
District-Level Professional	Teresa Lawrence	member	Literacy Committee
District-Level Professional	Teresa Lawrence	District Literacy Specialist	Academic Success Intervention Team Leader
District-Level Professional	Teresa Lawrence	RtI Coordinator/Chairman	Child Find Committee
District-Level Professional	Teresa Lawrence	member	Articulation Team Committee

District-Level Professional	Teresa Lawrence	RtI Coordinator	Parent Center Alumni Advisory Committee
District-Level Professional	Teresa Lawrence	RtI Coordinator	Crisis Committee
District-Level Professional	Tina Byrd	member	School Nutrition and Physical Activity
Non-Classroom Professional Staff	Fothoma Allard	member	Pre-Referral Team Committee
Non-Classroom Professional Staff	Fothoma Allard	member	Child Find Committee
Non-Classroom Professional Staff	Fothoma Allard	chairperson	School Nutrition and Physical Activity
Non-Classroom Professional Staff	Kimberly Luellen	member	Literacy Committee
Non-Classroom Professional Staff	Sandra Simmons-Harrah	member	Literacy Committee
Non-Classroom Professional Staff	Susan Massey	member	Crisis Committee
Non-Classroom Professional Staff	Terri Razer	member	Personnel Policy Committee
Non-Classroom Professional Staff	Tina Ellis	member	Literacy Committee
Parent	Brian Schaeffer	member	Gifted and Talented Advisory Committee
Parent	Charlie Brown	member	Child Find Committee
Parent	Christie Glaser	member	Student Handbook Committee
Parent	Deborah Huffman	member	School Nutrition and Physical Activity
Parent	Detsil Turner	member	Parent Center Alumni Advisory Committee
Parent	Detsil Turner	member	Gifted and Talented Advisory Committee
Parent	Mike Smith	member	Parent Center Alumni Advisory Committee
Parent	Robbie Lawrence	member	Parent Center Alumni Advisory Committee
Parent	Samantha Collard	member	Literacy Committee
Parent	Stacy Harris	member	Crisis Committee
Parent	Tim Ruddick	member	School Nutrition and Physical Activity
Parent	Victoria Blain	member	Literacy Committee
Parent	Wanda Luttrell	member	Gifted and Talented Advisory Committee
Principal	Joey Carr	member	Parent Center Alumni Advisory Committee
Principal	Joey Carr	member	Articulation Team Committee
Principal	Joey Carr	member	Student Handbook Committee
Principal	Joey Carr	member	Personnel Policy Committee
Principal	Joey Carr	member	Child Find Committee
Principal	Joey Carr	member	Pre- Referral Team Committee
Principal	Joey Carr	member	School Nutrition and Physical Activity
Principal	Joey Carr	member	Crisis Committee
Principal	Joey Carr	member	Book Objection Committee
Principal	Joey Carr	member	Gifted and Talented Advisory Committee
Principal	Scott Smith	member	Personnel Policy Committee
Principal	Scott Smith	member	School Nutrition and Physical Activity
Principal	Scott Smith	member	Gifted and Talented Advisory Committee