



School Plan

[Print Version](#)

TERRY ELEMENTARY SCHOOL

Arkansas Comprehensive School Improvement Plan

2014-2015

Terry Elementary School, in partnership with family and community, will provide a nurturing, challenging and disciplined environment where meaningful learning experiences will inspire our diverse student population to become productive, lifelong learners with a vision for their future.

Grade Span: P-5

Title I: Title I Schoolwide

School Improvement: SI_2

Table of Contents

Priority 1: Literacy

Goal: (a) To improve all students' performance in literacy with particular attention given to students who are not proficient. (b) To insure that all students are reading at grade level by the end of grade 3.

Priority 2: Math

Goal: a) To narrow the achievement gap between proficient and non-proficient learners in mathematics. (b) To improve proficiency levels in mathematics problem solving skills and open response for all students with emphasis on our TAGG students.

Priority 3: Wellness

Goal: To increase academic achievement by improving the overall health and wellness of all students.

Priority 4: Parental and Community Engagement

Goal: To continue academic success by meeting AMO's for the majority of our population and to increase test scores for our ESL subpopulation.

Priority 1: To improve student academic achievement and performance in literacy at each grade level.

1. **COMPREHENSIVE NEEDS ASSESSMENT**

School Level Data

The building level review of the data included state mandated assessments, district assessments and/or perceptual surveys from 2011 - 2014. The assessment results analyzed from 2014 were the following: ACTAAP Benchmark Assessment, SOAR and the Developmental Reading Assessment.

Our team compared our most current data (2013-2014) with the results from 2012 and 2013. Our data reveals that all our student groups are making tremendous gains in literacy. Our literacy scores have increased annually and are stable with at least 80% of students in the "All Students" group scoring at the proficient and/or advanced level. Terry Elementary School has moved from a "NEEDS IMPROVEMENT" school designation to an "ACHIEVING" school designation.

Supporting Data:

Overall Student Performance

The vast majority of our students made academic gains in literacy. In Reading, our students demonstrated an understanding of the overall meaning of what they read. They were able to expand ideas in the text by making inferences, drawing conclusions, and making connections to their own experiences. In Writing, students demonstrated reasonable control over the features in the five writing domains.

Our students are currently, more proficient in their reading comprehension skills than they are in writing, and performed better on multiple choice items than open response items. Our team identified both grade level deficiencies and deficiencies that were evident across all grade levels. In grade 3, students seemed to have more difficulty with "content" passages; 4th grade students had more difficulty with "literary" passages and students in the 5th grade found practical passages more difficult. All three grades had more difficulty in the writing domain with content and style than with sentence formation, usage and mechanics.

To address these deficiencies, we will use professional learning communities (PLCs) with our staff. Vertical and horizontal planning will provide opportunities for the staff to review the curriculum content and develop effective instructional strategies to improve student performance in literacy. These planning opportunities will ensure that our staff clearly communicates, understands and embeds those concepts identified in our deficit areas in planning and instruction.

Literacy: Student Academic Achievement and Performance

• Non-TAGG and TAGG Student Performance

- The All Student Group's performance was 82.07% proficient or advanced; however, this group's performance target was 74.47%. The All Student Group exceeded their annual measurable performance objective. The All Student Group's growth was 85.42% proficient or advanced; however, their growth target was 85.13%. The All Student Group exceeded their annual measurable growth objective.
- The Targeted Achievement Gap Group's (TAGG) performance was 80.00% proficient or advanced; however, this group's performance target was 71.31%. The TAGG exceeded their annual measurable performance objective. The TAGG's growth was 85.37% proficient or advanced; however, their growth target was 83.81%. The TAGG exceeded their annual measurable growth objective.

Although ESEA subgroups are no longer used to solely determine our school's annual measurable objective, the data provided by each group made it possible to establish if all student groups were improving and that the achievement gap between subgroups is closing. The 2014 Literacy Benchmark Results by ESEA subgroup are as follows:

- The ESEA subgroup African American student performance was 83.16% proficient or advanced; however, the subgroup's performance target was 75.66%. The African American subgroup exceeded their annual measurable performance objective. The African American Group's growth was 82.54% proficient or advanced; however, their growth target was 87.50%. The African American ESEA subgroup failed to meet their annual measurable growth objective.
- The ESEA subgroup Hispanic student performance was 68.18% proficient or advanced; however, the subgroup's performance target was 68.75%. The Hispanic Group failed to meet their annual measurable performance objective. The Hispanic Group's growth was 100.00% proficient or advanced; however, their growth target was 71.88%. The Hispanic ESEA subgroup exceeded their annual measurable growth objective.
- The ESEA subgroup White student performance was 94.12% proficient or advanced; however, the subgroup's performance target was 78.57%. The White Group exceeded their annual measurable performance objective. The White Group's growth was 91.67% proficient or advanced, and their growth target was 87.50%. The White ESEA subgroup did not meet their annual measurable growth objective.
- The ESEA subgroup Economically Disadvantaged student performance was 81.15% proficient or advanced; however, the subgroup's performance target was 72.83%. The Economically Disadvantaged Group exceeded their annual measurable performance objective. The Economically Disadvantaged Group's growth was 68.42% proficient or advanced, and their growth target was 65.59%. The Economically Disadvantaged ESEA subgroup exceeded their annual measurable growth objective.
- The ESEA subgroup English Language Learners student performance was 67.86% proficient or advanced; however, the subgroup's performance target was 65.18%. The English Language Learners Group exceeded their annual measurable performance objective. The English Language Learners Group's growth was 100.00% proficient or advanced, and their growth target was 75.00%. The English Language Learners ESEA subgroup exceeded their annual measurable growth objective.
- The ESEA subgroup Students with Disabilities student performance was 50.00% proficient or advanced; however, the subgroup's performance target was 48.44%. The Students with Disabilities Group exceeded their annual measurable performance objective. The Students with Disabilities Group's growth was 66.67% proficient or advanced, and their target was 85.00%. The Students with Disabilities ESEA subgroup failed to meet their annual measurable growth objective.

School Improvement Practices

Our school is committed to providing a "guaranteed and viable curriculum" for all of our students. In addition to the common core state standards, our curriculum will include both Targeted (i.e., after school tutoring) and Intensive (i.e., reading interventionist) research-based interventions to support the curriculum and instructional needs of our students.

To address the needs of teachers, vertical and horizontal teaming will enhance job embedded professional development. An on-site literacy coach would be able to provide on-site and ongoing professional development to support both the curriculum and instructional needs of our teachers. Effective "coaching" is a proven research-based strategy that will benefit the entire literacy staff in our school. Our building level leadership team lead by our principal will also support teachers' content area needs as they develop and use more effective instructional strategies as they provide literacy instruction.

Our Plan of Actions

As a Title I Schoolwide Program, we will use supplementary funding to support those research-based activities intended to promote schoolwide reform. Our reform strategies will ensure that our students have access to scientifically based instructional strategies and challenging academic content. We will also improve the quality of

Instruction by providing our staff with substantial opportunities for consistent and comprehensive professional development. Our plan of actions have incorporated the ten (10) required components of a Title I Schoolwide Plan. These components are as follows:

- A comprehensive needs assessment of the entire school.
- Opportunities for all children using effective methods and strategies.
- Instruction by highly qualified teachers.
- High-quality, ongoing professional development for teachers, principals and paraprofessionals.
- Strategies to attract high-quality qualified teachers to high need schools.
- Strategies to increase parental involvement.
- Strategies for transition from early childhood programs to elementary school programs.
- Measures to include teachers in the decisions regarding the use of academic assessments.
- Provide effective, timely additional assistance for students experiencing difficulty mastering the proficient or advanced state standards.
- Coordination and integration between federal, state, and local services and programs.

Goal (a) To improve all students' performance in literacy with particular attention given to students who are not proficient. (b) To insure that all students are reading at grade level by the end of grade 3.

Benchmark All students will meet or exceed the Performance of 74.47% and Growth 85.13% AMO with the TAGG group meeting or exceeding 83.81% in literacy.

Benchmark

Intervention: Continue to align and implement the Little Rock School District Elementary Comprehensive Literacy Curriculum based on the Common Core State Standards.

Scientific Based Research: Paratore, J.R., and McCormack, R.L.(2007). Classroom Literacy Assessment: Making Sense of What Students Do. Guilford Press: New York. Gambrell, Linda B., Morrow, Lesley Mandel, Pressley, Michael, (2006). Guilford Press; New York, New York, Best Practices in Literacy Instruction.

Actions	Person Responsible	Timeline	Resources	Source of Funds
All general education and special education literacy teachers will have a copy of the LRSD Language Arts grade level core curriculum, Arkansas Frameworks, pacing guides and the necessary resources to support teachers' instructional needs. These materials and accompanying resources are online. Purchase paper for these materials. (http://ar.thelearninginstitute.net). Action Type: Collaboration	District Level Resources, Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff 	Title I - Materials & Supplies: \$2632.06 ACTION BUDGET: \$2632.06
All teachers will utilize grade level pacing guides and regularly (daily/weekly) monitor students for academic progress. Based on student progress, teachers will monitor and adjust their instructional practices. Teachers will develop an Academic Improvement Plan (AIP) for students not meeting proficient levels on the Benchmark Exam. An IRI will be developed for students in 1st-2nd grade who scored below basic on the Benchmark exam or K students who scored delayed in oral and written communication on the QUALLS test. The teachers will share the information with the parents and students on Parent Conference Day. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement	Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers • Teachers 	ACTION BUDGET: \$
The Process Steps: Teacher-Led/Student Centered Learning Environment should include the following: a. Introduce Unit/concepts with identified objectives b. Check for level of student understanding c. Establish learning goals and learning targets. d. Teach explicitly using Higher Order Thinking Skills and questioning skills- Smart Board technology e. Provide for guided practice with scaffold learning and progress checks for student understanding (re-teach if necessary) f. Allow for independent practice and progress check for student understanding g. Assess for mastery h. Re-teach (DI) or provide more independent practice i. Evaluate student learning for Mastery (Continue Tier 1 or Select Tier 2 targeted or Tier 3 intensive interventions for identified students). Action Type: Collaboration	Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	ACTION BUDGET: \$

<p>Action Type: Parental Engagement Action Type: Professional Development</p> <p>To address the implementation of the core curriculum, common planning time, PLC's, or grade level teams will,</p> <p>a. Discuss teaching strategies (mini lessons by instructional facilitator/coach) b. Plan common lessons c. Review student work d. Review selected student data e. Develop or select common assessments f. Score assessments to determine core instructional weaknesses. h. Purchase Learning A-Z</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development</p>	Classroom Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Performance Assessments Teachers 	<p>Title I - Materials & Supplies: \$125.00</p> <hr/> <p>ACTION BUDGET: \$125</p>
<p>All teachers will give and score the first HMH comprehensive screening assessment. Based on the outcome of the assessment, students who did not meet their learning targets will receive support with a Tier II or Tier III intervention. 1. Kindergarten(Fall) - QUALLS Early Learning Inventory, HMH Emerging Literacy Survey; HMH writing sample, WRAP for students who scored in proficient range on HMH Emerging Literacy Survey (January) - WRAP (Spring) 2. 1st grade (fall) HMH Emerging Literacy Survey; WRAP; HMH Reading Diagnostic Assessment to students who score below the "on level" range of the HMH Emerging Literacy Survey, & HMH Writing Assessment; 3. 2nd grade (fall) HMH Comprehensive Screening Assessment; WRAP & HMH Writing Assessment; 4. 3rd grade (fall) HMH Comprehensive Screening Assessment, HMH Reading Diagnostic Assessment for students scoring below the "on level" range in the Comprehension and Vocabulary section of the HMH Comprehensive Screening Assessment; students; HMH Writing Assessment & HMH Writing Assessment; 5. 4th grade (fall) HMH Comprehensive Screening Assessment; HMH Reading Diagnostic Assessment to students scoring below the "on level" range in the Comprehension and Vocabulary section of the HMH Comprehensive Screening Assessment; HMH Writing Assessment; and 6. 5th grade (fall) HMH Comprehensive Screening Assessment; HMH Reading Diagnostic Assessment for students scoring below the "on level" range in the Comprehension and Vocabulary section of the HMH Comprehensive Screening Assessment; HMH Writing Assessment. Purchase pink, yellow and teal assessment folders and labels for each student.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Computers District Staff Performance Assessments Teachers 	<p>Title I - Materials & Supplies: \$500.00</p> <hr/> <p>ACTION BUDGET: \$500</p>
<p>Based on the results of the student's progress monitoring, teachers who may need specific support will be identified and assisted through classroom observation, teacher conferencing, and individualized content support.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development</p>	Sandra Register, Sabrina Stout	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	<p>ACTION BUDGET: \$</p>
<p>Purchase materials and supplies that may include, but are not limited to printer ink and paper, so that all teachers may print supplemental core curriculum materials from Think Central (HMH).</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide</p>	Sandra Register	Start: 07/01/2014 End: 06/30/2015		<p>Title I - Materials & Supplies: \$4600.00</p> <hr/> <p>ACTION BUDGET: \$4600</p>
<p>To improve writing, research, and Scientific Process methods through organization and implementation of a Science Lab. In order to supplement and extend student learning in literacy and science, we will implement a science lab by purchasing science fair materials, printer supplies, Smart Board Program "Brain Pop," and other materials as needed.</p> <p>Action Type: Alignment Action Type: Collaboration</p>	Lena Gilliam	Start: 07/01/2014 End: 06/30/2113		<p>Title I - Materials & Supplies: \$4000.00</p> <hr/> <p>ACTION BUDGET: \$4000</p>

Action Type: Equity					BUDGET:
To provide reinforcement of the science and literacy curriculum to fifth grade students by providing "Field Trips 2 You." This program includes a constructed response and literacy component. Action Type: Alignment	Lena Gilliam, Jason Poss	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Outside Consultants 	Title I - Purchased Services: \$500.00	
				ACTION BUDGET: \$500	
All teachers will complete peer observations throughout the year to gain new instructional and classroom management strategies. Action Type: Collaboration	Sandra Register, Principal, Sarah Relano	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$	
Total Budget:					\$12357.06
Intervention: Tier 1 Core Interventions					
Scientific Based Research: White, T.G. (2005). Effects of systematic and strategic analogy-based phonics on grade 2 students' word reading and reading comprehension. Reading Research Quarterly, 40, 234-255. Hasbrouck, J. (2006). Drop Everything and Read—But How?: For Students Who Are Not Yet Fluent, Silent Reading Is Not the Best Use of Classroom Time. American Educator 30(2), Summer 2006.					
Actions	Person Responsible	Timeline	Resources	Source of Funds	
Collaborate with classroom teachers for the purchase of supplemental reading materials that will support classroom instruction. Selected materials will represent a variety of reading levels and genres. We will enhance the reading curriculum with guided reading books, purchase Scholastic News (non-fiction), other materials and supplies as needed. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Title I Schoolwide	Teacher, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	Title I - Materials & Supplies: \$4000.00	
				ACTION BUDGET: \$4000	
STAR, Early Literacy, English in a Flash, Rosetta Stone a. Students will utilize computers to take the STAR Reading Test, Early Star Literacy for PK-2nd, and English in a Flash for ESL students at the beginning of the year to determine their appropriate reading level. b. Parents will be given current AR reading levels at conferences and the principal will be updated throughout the year as to reading progress. c. It is given again mid-year and at the end of the year to ensure and measure growth. d. Students will take tests on the computer after reading books to test for comprehension. e. Media specialist will incorporate an AR goal setting lesson during her regular media classes. f. Inform classroom teachers, principal and instructional coach monthly with current student data and grade level reports to ensure that the Accelerated Reader program is being used effectively and efficiently for students. g. The media specialists will conference with teachers when appropriate and alert principal to any concerns. h. Purchase organizational folders/reading logs and other materials as needed for each student to assist with AR. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Technology Inclusion	Tommie Kelly, Stacy Gip	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers • School Library • Teachers 	Title I - Materials & Supplies: \$1000.00	
				ACTION BUDGET: \$1000	
To Implement an in house behavior program. Positive Intervention for Education Success Program (PIES) Action Type: Collaboration Action Type: Equity	Kristl Mann	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff 	ACTION BUDGET: \$	
In order for all students to succeed in the classroom, supplies such as pocket charts, dry erase boards, organizational materials, and other materials as needed will be purchased. Action Type: Equity	Sandra Register	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Teachers 	Title I - Materials & Supplies: \$1500.00	
				ACTION BUDGET: \$1500	

Total Budget: \$6500

Intervention: Tier II and Tier III intervention with a Tutoring After School Program. To provide support for students who fail to meet intermittent (quarterly) achievement/performance targets. Tier II or Tier III interventions are designed for approximately 15% of the student population.

Scientific Based Research: Beckett, M., Borman, G., Capizzano, J., Parsley, D., Ross, S., Schirm, A., and Taylor, J. (2009) Structuring out of school time to improve academic achievement: A practice guide (NCEE) #2009-012. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

Actions	Person Responsible	Timeline	Resources	Source of Funds
a. Provide an after school Literacy program for students who are below proficiency in Literacy. b. After school program will begin in October and continue through June two days a week. c. Snacks will be provided daily d. Additional resources will be purchased for the after school program	Jeaneau Julian	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
The Elementary Reading Interventionist (Jordan, T. M.) will provide intensive (Tier 3) support for students who need more than a targeted intervention. This is full time position with a 1.00 FTE. Action Type: Alignment Action Type: Equity	Sandra Register, Principal and Tiffany Jordan	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	NSLA (State-281) - Employee Salaries: ██████████ NSLA (State-281) - Employee Benefits: ██████████ ACTION BUDGET: ██████████
Purchase the Fountas & Pinnell Leveled Literacy Intervention System (LLI). The Leveled Literacy Intervention System is a small-group, supplementary literacy intervention for students who find reading and writing difficult. The LLI supports learning in both reading and writing, helps students expand their knowledge of language and words, and how they work. Each lesson in the LLI system also provides specific suggestions for supporting English Language Learners.	Tiffany Jordan	Start: 07/01/2014 End: 06/30/2015		Title I - Materials & Supplies: \$6000.00 ACTION BUDGET: \$6000

Total Budget: \$87144.54

Intervention: Tier II Targeted Intervention HMH Journeys

Scientific Based Research: A STUDY OF THE INSTRUCTIONAL EFFECTIVENESS OF HOUGHTON MIFFLIN HARCOURT JOURNEYS Report Number 368A June 2009 Educational Research Institute of America

Actions	Person Responsible	Timeline	Resources	Source of Funds
a. Administer SOAR Literacy assessments to 2nd-fifth grade students four times a year. b. Utilize coaches to provide professional development to first-fifth grade teachers on implementation of the HMH process throughout the year. c. Disaggregate SOAR Literacy Assessment results to identify students scoring less than 70% on SLE and group students for re-teaching. d. Re-teach targeted skills to students scoring less than 70% using HMH lessons. e. Analyze disaggregated Augmented Benchmark Exam results for fourth through fifth grade students to determine the percentage of students (by subgroup) scoring "proficient" or "advanced" and to assess the implementation of HMH. Action Type: Collaboration	Classroom Teachers and Sabrina Stout	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Performance Assessments Teachers 	ACTION BUDGET: \$

Total Budget: \$0

Intervention: Tier II Targeted Intervention RTI

Scientific Based Research: McCook, John E., Ed.D. (2006) The RTI Guide: Developing and Implementing a Model In Your Schools. Horsham, Pennsylvania: LRP Publications

Actions	Person Responsible	Timeline	Resources	Source of Funds
---------	--------------------	----------	-----------	-----------------

<p>1. Teachers and specialists will use phonics instruction intervention from 95% Group materials (Blueprint for Intervention) to target deficit areas based on assessment data three times a week, for four weeks.</p> <p>2. Teachers will use the Intervention Documentation form to record the data collected on each student.</p> <p>3. After four weeks of data collection, the teacher will meet with the grade level SBIT team to review intervention data and determine if adequate progress is being made or offer additional strategies that could be implemented. If warranted, proceed to building level SBIT referral to discuss options. Data will be reviewed on a monthly basis during grade level meetings.</p> <p>4. If a building level SBIT meeting is warranted, the teacher must complete the referral packet and give to Krisiti Mann. Mann will review packet and establish date for building level SBIT meeting.</p> <p>5. Teachers and Specialists will work with underachieving students on their deficits during Intervention blocks.</p> <p>6. An Intervention Documentation form will be used.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation</p>	<p>SBIT Team, Teachers</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	<p>ACTION BUDGET: \$</p>
<p>Early Literacy Support: AIDES District Goal: "... there will be no students at Below Basic or just Basic in Literacy and that virtually all students perform at grade level in reading by the end of Grade 3" (Strategic Plan, 2010 p.11). To provide supplemental support for early literacy in order to reach this goal by 2015, Terry Elementary will use NSLA funds to employ Pre K Paraprofessional</p> <p>Carolyn Conner (1.0 FTE) Holmes, G.M. (1.0 FTE) Stephanie King (1.0 FTE) Everette, E. (1.0 FTE) This action has an FTE of 4.0.</p> <p>Action Type: Alignment Action Type: Equity</p>	<p>Sandra Register, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>NSLA (State-281) - Employee Salaries: ██████████ NSLA (State-281) - Employee Benefits: ██████████</p> <p>ACTION BUDGET: ██████████</p>
<p>Early Literacy Support: K-5 PARAPROFESSIONALS District Goal: "... there will be no students at Below Basic or just Basic in Literacy and that virtually all students perform at grade level in reading by the end of Grade 3" (Strategic Plan, 2010 p.11). To provide supplemental support for early literacy in order to reach this goal by 2015, Terry Elementary will use NSLA funds to employ five (5) K-5 Paraprofessionals:</p> <p>Ailsworth, E.F. (.80 FTE), Carroll, C.K. (.73 FTE), Odle, L. K. (1.0 FTE), Deane, C.B. (1.0 FTE), Greenwood B.L. (.50 FTE) Robertson, C. M. (1.0 FTE) Smith, A. (1.0 FTE) Williams, A. R. (1.0 FTE) This action has a combined FTE of 7.03. Action Type: Alignment Action Type: Equity</p>	<p>Sandra Register, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>NSLA (State-281) - Employee Salaries: ██████████ NSLA (State-281) - Employee Benefits: ██████████</p> <p>ACTION BUDGET: ██████████</p>
<p>Early Literacy and Numeracy Support: K-5 PARAPROFESSIONALS (COMPUTER LAB) District Goal: "... there will be no students at Below Basic or just Basic in Literacy and that virtually all students perform at grade level in reading by the end of Grade 3" (Strategic Plan, 2010 p.11). To provide supplemental support for early literacy and numeracy in order to reach this goal by 2015, Terry Elementary will use NSLA funds to employ a Computer Lab paraprofessional (Scott, T.L.) at 1.0 FTE</p> <p>Action Type: Alignment Action Type: Equity Action Type: Technology Inclusion</p>	<p>Sandra Register, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Computers 	<p>NSLA (State-281) - Employee Salaries: ██████████ NSLA (State-281) - Employee Benefits: ██████████</p> <p>ACTION BUDGET: ██████████</p>

<p>Early Literacy Support: K-5 PARAPROFESSIONALS District Goal: "...there will be no students at Below Basic or just Basic in literacy and that virtually all students Perform at grade level in reading by the end of Grade 3" (Strategic Plan, 2010 p.11) To provide supplemental support for our ELL students (TAGG) for early literacy in order to reach this goal by 2015, Terry Elementary will use NSLA funds to employ a ESL Para. Gip, U. Q. (1.0 FTE)</p> <p>Action Type: Alignment Action Type: Equity</p>	Sandra Register	Start: 07/01/2014 End: 06/30/2015		<p>BUDGET:</p> <p>NSLA (State-281) - Employee Salaries: [REDACTED]</p> <p>NSLA (State-281) - Employee Benefits: [REDACTED]</p> <p>ACTION BUDGET: [REDACTED]</p>
Total Budget:				\$395412.9

Intervention: Professional Learning Communities				
Scientific Based Research: Marzano, Robert J. (2003). What Works In Schools: Translating Research Into Action. Alexandria, VA: Association for Supervision and Curriculum Development. Feuerstein, Reuven; Yaacov Rand and Raphael Feuerstein (2006). You Love Me! Don't Accept Me As I Am! Jerusalem, Israel: ICELP Press. Taylor, Jill Boite. (2006). My Stroke of Insight: A Brain Scientist's Personal Journey. New York, NY: The Penguin Group				
Actions	Person Responsible	Timeline	Resources	Source of Funds
a. Grade level teachers will have collaborative planning time several times a week. b. The teachers will use the time to develop common lesson plans and formative assessments; then, they will teach lessons simultaneously, followed by common end-of-unit assessments. c. Common formative assessments will guide the development of subsequent lesson plans to address the specific needs of students. Action Type: Collaboration Action Type: Professional Development	Sandra Register, Principal, Sarah Relano	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET: \$
Expectations for staff and students (bell to bell teaching, etc): b. One aspect of school culture-expectations for administrators, teachers and students for student behavior, punctuality, attendance and teaching/learning from "bell to bell"- will be the focus for improvement efforts. The expectations will be written, monitored and included in the personnel evaluations of staff. Action Type: Equity Action Type: Program Evaluation	Sandra Register, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Purchase books and binders for professional development. Action Type: Professional Development	Sandra Register, Principal, Sarah Relano	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teaching Aids 	Title I - Materials & Supplies: \$3000.00 ACTION BUDGET: \$3000
Total Budget:				\$3000

Intervention: Tier I Gifted and Talented Instruction. The GT Specialist is the advocate for students who have been formally identified for Gifted and Talented Services.				
Scientific Based Research: Davis, Joy L. (2010). "Bright, Talented, and Black." Great Potential Press Harris, Bryan, Plucker, Jonathan A., Rapp, Kelly E., & Martinez, Rebecca S. (2009). Identifying gifted and talented English Language Learners: A Case Study. Journal for the Education of the gifted, V 32, Number 3.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Establish a GT identification/review committee with at least five members. Action Type: Collaboration Action Type: Title I Schoolwide	Jill Wright	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$

a. Institute and maintain a fair GT identification process (blind screening). b. Increase the number of students from African-American, Hispanic, economically disadvantaged subgroups who participate in GT (top 5% from each subgroup-minimum) Action Type: Equity	Jill Wright	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
a. Incorporate and monitor best practices for differentiated instruction. b. Develop clubs and activities for advanced students, such as Spelling Bee, Destination Imagination, and Quiz Bowl. c. Incorporate art/music/drama/creativity into GT instruction. d. Actively initiate conversations about achievement. e. Gear thematic units of study to students' interests. f. Incorporate interactive, advanced technology into lessons as often as possible. Offer professional development to supplement and support the curriculum for gifted students. Provide opportunities for parents to learn more about the GT Program and be involved. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Technology Inclusion	Jill Wright	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers Teachers 	ACTION BUDGET: \$
Purchase materials to support the GT program.	Jill Wright	Start: 07/01/2014 End: 06/30/2015		Title I - Materials & Supplies: \$1500.00 ACTION BUDGET: \$1500
In order to develop a better GT program the GT teacher will attend AGATE. Action Type: Professional Development Action Type: Title I Schoolwide	Jill Wright	Start: 07/01/2014 End: 06/30/2015		Title I - Purchased Services: \$200.00 ACTION BUDGET: \$200
To supplement the Core Curriculum in literacy and math as well as to extend student learning with science, technology, engineering and math applications, we will purchase materials to support the engineering design process in K-5 classrooms.	Jill Wright	Start: 07/01/2014 End: 06/30/2015		Title I - Materials & Supplies: \$1500.00 ACTION BUDGET: \$1500
Total Budget:				\$3200

Priority 2: To Improve all students' performance in mathematics with particular attention given to students who are not proficient in mathematics.

- Grade 3: Math
The 3rd grade staff has reviewed at least three years of data (2011-2014) from the Benchmark Exam, ITBS and SOAR Math tests to determine the student achievement trends of third graders at Terry Elementary. Based on the trends identified from student assessment data as well as the perceptual data from our primary stakeholders (i.e., students, parents, and teachers), we noted both strengths and weaknesses in our building. Our examination of the data suggested that our professional development opportunities have been instrumental in improving classroom instruction; but as a whole our faculty continues to struggle with the Response to Intervention process and Classroom Management. The academic areas of concern for the majority of our students (male, African Americans, and Economically Disadvantaged students) are in rank order starting with the greatest need: Data Analysis and Probability, Measurement, Number and Operations, Geometry, and Algebra, as well as the constructed response to those areas. Based on our analyses, we are able to select and implement the appropriate interventions to support student learning needs and the professional development needs of our faculty, staff and parents. Our school improvement plan includes strategic interventions in the areas of "Academic Performance, Learning Environment and Leadership" (Arkansas Standards and Indicators for School Improvement 2006).
- Grade 4: Math
The 4th grade staff has reviewed at least three years of data (2011-2014) from the Benchmark Exam, ITBS and SOAR Math tests to determine the student achievement trends of fourth graders at Terry Elementary. Based on the trends identified from student assessment data as well as the perceptual data from our primary stakeholders (i.e., students, parents, and teachers), we noted both strengths and weaknesses in our building. Our examination of the data suggested that our professional development opportunities have been instrumental in improving classroom instruction; but as a whole our faculty continues to struggle with the Response to Intervention process and Classroom Management. The academic areas of concern for the majority of our students (male, African Americans, and Economically Disadvantaged students) are in rank order starting with the greatest need: Measurement, Data Analysis and Probability, Geometry, Algebra, and Number and

Supporting Data:

Operations, as well as the constructed response to those areas. Based on our analyses, we are able to select and implement the appropriate interventions to support student learning needs and the professional development needs of our faculty, staff and parents. Our school improvement plan includes strategic interventions in the areas of "Academic Performance, Learning Environment and Leadership" (Arkansas Standards and Indicators for School Improvement 2006).

3. Grade 5: Math

The 5th grade staff has reviewed at least three years of data (2011-2014) from the Benchmark Exam, ITBS and SOAR Math tests to determine the student achievement trends of fifth graders at Terry Elementary. Based on the trends identified from student assessment data as well as the perceptual data from our primary stakeholders (i.e., students, parents, and teachers), we noted both strengths and weaknesses in our building. Our examination of the data suggested that our professional development opportunities have been instrumental in improving classroom instruction; but as a whole our faculty continues to struggle with the Response to Intervention process and Classroom Management. The academic areas of concern for the majority of our students (male, African Americans, and Economically Disadvantaged students) are in rank order starting with the greatest need: Data Analysis and Probability, Measurement, Algebra, Number and Operations and Geometry, as well as the constructed response to those areas. Based on our analyses, we are able to select and implement the appropriate interventions to support student learning needs and the professional development needs of our faculty, staff and parents. Our school improvement plan includes strategic interventions in the areas of "Academic Performance, Learning Environment and Leadership" (Arkansas Standards and Indicators for School Improvement 2006).

4. Our Plan of Actions

As a Title I Schoolwide Program, we will use supplementary funding to support those research-based activities intended to promote schoolwide reform. Our reform strategies will ensure that our students have access to scientifically based instructional strategies and challenging academic content. We will also improve the quality of instruction by providing our staff with substantial opportunities for consistent and comprehensive professional development.

Our plan of actions have incorporated the ten (10) required components of a Title I Schoolwide Plan. These components are as follows:

- A comprehensive needs assessment of the entire school.
- Opportunities for all children using effective methods and strategies.
- Instruction by highly qualified teachers.
- High-quality, ongoing professional development for teachers, principals and paraprofessionals.
- Strategies to attract high-quality qualified teachers to high need schools.
- Strategies to increase parental involvement.
- Strategies for transition from early childhood programs to elementary school programs.
- Measures to include teachers in the decisions regarding the use of academic assessments.
- Provide effective, timely additional assistance for students experiencing difficulty mastering the proficient or advanced state standards.
- Coordination and integration between federal, state, and local services and programs.

Goal a) To narrow the achievement gap between proficient and non-proficient learners in mathematics. (b) To improve proficiency levels in mathematics problem solving skills and open response for all students with emphasis on our TAGG students.

Benchmark Will meet or exceed the (All Students) Performance AMO of 76.07% and (All Students) Growth AMO of 68.97%. The Performance AMO of the (TAGG) group at 73.83% and the Growth AMO of the (TAGG) group at 65.06%.

Intervention: Tier I Common Core State Standards for Mathematics

Scientific Based Research: "Principles and Standards - Standards 2000 Project." <http://standards.nctm.org/document/prepost/project.htm> Implementing Standards-Based Mathematics Instruction: A Casebook for Professional Development. Stein, Mary Kay; Schwan Smith, Margaret; Henningsen, Marjorie A.; and Silver, Edward A. Co-published with Teachers College Press, 2009.

Actions	Person Responsible	Timeline	Resources	Source of Funds
a. Assess students in grades 2-5 three times a year with SOAR. b. K-5 students will be given the state required Augmented Benchmark Exam in the spring. c. Additional assessments may be given for progress monitoring for students having difficulty mastering the curriculum and grade level skills. d. K-5 students will be given Calendar Math Pre and Post tests. e. K-5 students will be given the Universal Math Screener. Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide	Sarah Jane Relano, Math Coach	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers • Performance Assessments • Teachers 	ACTION BUDGET: \$
a. Develop and continuously monitor student AIPs b. Academic Improvement Plans for students scoring below proficiency on the Benchmark exams and for those experiencing difficulty mastering the curriculum in math. c. These plans include skills to improve upon, strategies needed to make this improvement, and frequent assessment and monitoring to ensure that the child is making progress. d. This plan is developed with parent input and will enable parents to assist their child in the	Sarah Jane Relano, Math Coach	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	ACTION BUDGET: \$

<p>acquisition of skills associated with the Arkansas Frameworks. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education Action Type: Title I Schoolwide</p>				
<p>Provide teachers time to plan for Instruction with Math Coach weekly and also the opportunity to attend math trainings to enhance their knowledge of Instructional strategies that specifically address the deficient areas so that all students will have the opportunity to achieve proficiency on the PARCC exam. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	Sarah Jane Relano, Math Coach	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Outside Consultants Teachers Title Teachers 	ACTION BUDGET: \$
<p>a. Utilize curriculum maps and ensure that all math manipulatives and resources suggested in the maps are available to staff. These materials are supplemental to the core. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	Sarah Jane Relano, Math Coach	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers Performance Assessments Teachers Teaching Aids 	Title I - Materials & Supplies: \$2876.31 ACTION BUDGET: \$2876.31
<p>K - 3 teachers will be trained in CGI (Cognitively Guided Instruction) and 4-5 teachers will be trained in Extending Children Mathematics a. CGI and Extending Children's Mathematics is a professional development opportunity that helps teachers and administrators learn to base mathematics instruction on children's thinking. b. It will enhance instruction with any mathematics curriculum, program and or textbook. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Title I Schoolwide</p>	Sarah Jane Relano, Math Coach	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	Title I - Purchased Services: \$2000.00 ACTION BUDGET: \$2000
<p>(MATH FACILITATOR) - 2294 Hire a highly qualified Math Coach, Sarah Jane Relano,(1.00 FTE) to assist teachers in aligning the LRSD curriculum with state standards and address achievement gaps between subpopulations. The Math Coach will also provide job embedded professional development opportunities, problem-solving strategies, and resources based upon needs, feedback and collaborations with building and district staff. The professional development for the staff will be on-site and on-going. The position will be supported with Materials and supplies such as building a professional math library for staff and parents as well as professional development opportunities to enhance a math coach's skills. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	Sandra Register, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Performance Assessments Teachers Teaching Aids Title Teachers 	Title I - Employee Benefits: ██████████ Title I - Employee Salaries: ██████████ ACTION BUDGET: ██████████
<p>A Math Data wall will be set up in the assistant principal's office for use with grade level meetings and campus leadership meetings. Action Type: Collaboration Action Type: Program Evaluation</p>	Sarah Jane Relano, Math Coach	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
<p>a. Teachers, Math Instructional Facilitator, and Specialists will work with underachieving students on their deficits during Intervention blocks. b. An intervention documentation form will be used to keep track of the students. Action Type: AIP/IRI Action Type: Collaboration Action Type: Program Evaluation</p>	Sarah Jane Relano, Math Coach	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
<p>Students will utilize the computer based math programs First In Math and SMI (Scholastic Math</p>	Sarah Jane	Start:		

Inventory) purchased by LRSD.	Relano, Math Coach	07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
All teachers will complete peer observations throughout the year to gain new instructional and classroom management strategies. Action Type: Collaboration	Sandra Register, Principal, Sarah Relano	Start: 07/01/2014 End: 06/30/2015	• Teachers	ACTION BUDGET: \$
To purchase an iMac (21.5", 2.9 GHz model) to support math instruction in K-5 classrooms. Students will be able to use a variety of applications and software to interpret math concepts and translate them into song and film (integrating music and art). Students will work through math vocabulary and concepts to work in groups to plan, produce, and share modern media. Action Type: Collaboration Action Type: Title I Schoolwide	Jeannie Guthrie	Start: 07/01/2014 End: 06/30/2015	• Computers • Teachers	Title I - Materials & Supplies: \$1500.00 ACTION BUDGET: \$1500
Total Budget:				\$77856.32

Intervention: Tier I Core Intervention: Every Day Counts Calendar Math.

Scientific Based Research: Every Day Counts Calendar Math. (2005) "Program Effectiveness and Research Base." www.greatsource.com National Council of Teachers of Mathematics (2007). Principles and standards of school mathematics. Reston, VA: Author. National Mathematics Advisory Panel Report (2008). Foundations for success: The National Mathematics Advisory Panel Final Report.

Actions	Person Responsible	Timeline	Resources	Source of Funds
a. Implement curriculum maps and plan for instruction including all components of Calendar math throughout the year. b. Teachers will receive Calendar Math Books, Smartboard calendar Math and quality professional development in Calendar Math and will differentiate instruction as needed based on student levels c. Administer Calendar Math pre-test in the fall and post-test in the spring to ensure growth for all students and to provide teachers with the data to plan for instruction and implement interventions when necessary. d. Teachers will use the "Every Day Counts" Calendar Math program on a daily basis. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide	Sarah Jane Relano, Math Coach	Start: 07/01/2014 End: 06/30/2015	• Outside Consultants • Teachers • Teaching Aids	Title I - Materials & Supplies: \$200.00 ACTION BUDGET: \$200
a. Use daily Planning Guide: Fostering Effective Discussion for every teacher. b. Purchase additional Calendar Math books, resources and Partner Games as needed. Action Type: Technology Inclusion	Sarah Jane Relano, Math Coach	Start: 07/01/2014 End: 06/30/2015	• Computers • Teachers • Teaching Aids	Title I - Materials & Supplies: \$550.00 ACTION BUDGET: \$550
Total Budget:				\$750

Intervention: Tier II (RTI)Core Intervention After School Program

Scientific Based Research: Kenaga, H., Bates, J.A. Inan, F., Nummeru, J. (2006) Evaluation of 21st Century Community Learning Center, Little School District, 2005-06. Memphis, TN: The University of Memphis Center for Research in Educational Policy

Actions	Person Responsible	Timeline	Resources	Source of Funds
a. Provide an after school Math program for students who are below proficiency in Math. b. SOAR assessments will be used to identify skills that need remediation. c. After school program will begin October 2014 and run two days a week. d. Snacks will be provided daily. e. Additional resources will be purchased for the after school program. Action Type: AIP/IRI Action Type: Collaboration Action Type: Parental Engagement	Jeaneau Julian	Start: 07/01/2014 End: 06/30/2015	• Outside Consultants • Teachers	Title I - Materials & Supplies: \$2190.00 Title I - Employee Salaries: \$22617.00 Title I - \$5111.00

				Employee Benefits:
				ACTION BUDGET: \$30918
Teachers will use the Intervention form provided to assess learning. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Sarah Jane Relano, Math Coach	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$30918

Priority 3:

According to Act 1220 of 2003 all schools will create a child health advisory committee to coordinate statewide efforts to combat child obesity and related illness, and to improve the overall health and wellness of the next generation of Arkansans. The Wellness committee will analyze the SHI-School Health Index Evaluation for the school environment and the school nurse will screen all students for obesity by annually assessing body mass index (BMI).

- In the 2013-2014 school year, the overall BMI results were as follows :

Approximately 19.2% of all students measured were in the overweight category (males-18.8% and females -19.8%). Approximately 23.6% of all students measured were in the obese category (males-21.8% and females-25.9%)

The BMI classifications for male and female students by grade level are as follows:
 Kindergarten: 57.9% of males and 57.9% of females fell in the healthy or underweight category and 42.1% of males and 42.1% of females fell in the overweight or obese category.
 2nd grade: 56.2% of males and 45.5% of females fell in the healthy or underweight category and 43.8% of males and 54.5% of females fell in the overweight or obese category.
 4th grade: 64.5% of males and 57.1% of females fell in the healthy or underweight category and 35.5% of males and 42.9% of females fell in the overweight or obese category.

In the 2012-13 school year the overall BMI results were as follows:
 Approximately 17.7% of all students measured were in the overweight category (males - 14.9%)and females - 22%. Approximately 20.7% of all students measured were in the obese category (males and females 20.7%)

In the 2011-2012 school year the overall BMI results were as follows:
 Approximately 15.6% of all students measured were in the overweight category (males - 16.8% and females - 14.4%) and approximately 20.5% of all students measured were identified as obese (males - 23.9% and females - 17.1%) based on the BMI results. Therefore, approximately 36.1% of all Terry students were identified as overweight or obese.

The BMI classifications for male and female students by grade level are as follows:
 Kindergarten: 61.4% of males and 75% of females fell in the healthy or underweight category and 38.6% of males and 25% of females fell in the overweight or obese category.
 2nd grade: 70.6% of males and 78.6% of females fell in the healthy or underweight category and 29.4% of males and 21.4% of females fell in the overweight or obese category.
 4th grade: 45.7% of males and 48.5% of females fell in the healthy or underweight category and 54.3% of males and 51.5% of females fell in the overweight or obese category.

In the 2010-11 school year the overall BMI results were as follows:
 Approximately 13.8% of all students measured were in the overweight category (males - 16.9% and females - 10.1%) and approximately 20.8% of all students measured were identified as obese (males - 17.5% and females - 24.6%) based on the BMI results. Therefore, approximately 34.6% of all Terry students were identified as overweight or obese.

The BMI classifications for male and female students by grade level are as follows:
 Kindergarten: 66.7% of males and 64.3% of females fell in the healthy or underweight category and 33.3% of males and 35.7% of females fell in the overweight or obese category.
 2nd grade: 69.4% of males and 70.9% of females fell in the healthy or underweight category and 30.6% of males and 29.1% of females fell in the overweight or obese category.
 4th grade: 60.4% of males and 58.5% of females fell in the healthy or underweight category and 39.6% of males and 41.5% of females fell in the overweight or obese category.

In the 2009-10 school year the overall BMI results were as follows:
 Approximately 16.1% of all students measured were in the overweight category (males - 13.2% and females - 19%) and approximately 17.4% of all students measured were identified as obese (males - 18.4% and females - 16.3%) based on the BMI results. Therefore, approximately 33.5% of all Terry students were identified as overweight or obese.

The BMI classifications for male and female students by grade level are as follows:
 Kindergarten: 78.6% of males and 73.8% of females fell in the healthy or underweight category and 21.4% of males and 26.2% of females fell in the overweight or obese category.
 2nd grade: 73.1% of males and 66% of females fell in the healthy or underweight category and 26.9% of males and 34% of females fell in the overweight or obese category.

Supporting Data:

- category.
4th grade: 50% of males and 51.1% of females fell in the healthy or underweight category and 50% of males and 48.9% of females fell in the overweight or obese category.
2. The results of the School Health Index Evaluation were as follows:
School Health Index Evaluation (SHI) - required by Act 1220 of 2003 requires that we annually assess the school environment as a basis for determining the goals and priorities for ACSIP and analyze the school health performance indicators to identify and address areas of weakness and strengths in the plan.
In 2013-2014:
School Health Policies and Environment - 80%
Health Education - 12%
Physical Education and Other Physical Activity Programs - 88%
Nutrition Services - 94%
Family and Community Involvement - 92%
- In 2012-2013:
School Health Policies and Environment - 92%
Health Education - 85%
Physical Education and Other Physical Activity Programs - 92%
Nutrition Services - 94%
Family and Community Involvement - 100%
3. **OVERALL ANALYSIS:** The three year history of available student data strongly encourages priority concerns for all students in the area of Health Education. This analysis is the basis of interventions, programs, strategies, and activities identified from this point forward in this plan.

Goal To increase academic achievement by improving the overall health and wellness of all students.
Benchmark Reduce the number of at risk or overweight students by 2%.

Intervention: The Child Health Advisory committee will provide recommendations for interventions in physical activity and physical education and also provide school-level strategies for increasing and promoting physical activity at Terry Elementary.

Scientific Based Research: Arkansas School BMI Assessment Vol. 12, No.1 (2007) Alexandria, VA: National Association of State Boards of Education www.nasbe.org

Actions	Person Responsible	Timeline	Resources	Source of Funds
The BMI assessment will be administered by the nurse twice a year, once during the fall and once during the spring to monitor BMI. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide Action Type: Wellness	Beth Toland, School Nurse	Start: 07/01/2014 End: 06/30/2015	• Outside Consultants	ACTION BUDGET: \$
Participate in "Walk Across Arkansas" and "Jump Rope for Life". Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide Action Type: Wellness	Joseph Gregory, PE Teacher	Start: 07/01/2014 End: 06/30/2015	• Community Leaders • Teachers	ACTION BUDGET: \$
Basketball team and cheerleading squad for boys and girls will be implemented at the intermediate level. Action Type: Parental Engagement Action Type: Wellness	Joe Gregory, Brandon Greenwood, Shannon Smith,	Start: 07/01/2014 End: 06/30/2015	• Teaching Aids	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Playworks

Scientific Based Research: School Recess and Group Classroom Behavior Romina M. Barros, MD, Ellen J. Silver, PhD, Ruth E. K. Stein, MD PEDIATRICS Vol. 123 No. 2 February 2009, pp. 431-436

Actions	Person Responsible	Timeline	Resources	Source of Funds
To improve the health and well-being of children by increasing opportunities for physical activity and safe, meaningful play, students will participate in playworks daily.	Elijah Everett, Eric Alleworth, Curtis Carroll	Start: 07/01/2014	• Teachers	

Action Type: Wellness		End: 06/30/2015	• Teaching Aids	ACTION BUDGET: \$
Enhance the core curriculum for students who participate in the "Exercise Breaks" Initiative. This condensed exercise break has been proven to stimulate the brain and increase test scores. Action Type: Title I Schoolwide Action Type: Wellness	Beth Toland, Nurse	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$0

Priority 4:

1. Parent and Community Involvement Comprehensive Needs Assessment THE MISSION AT TERRY ELEMENTARY IN PARTNERSHIP WITH FAMILY AND COMMUNITY WILL PROVIDE A NURTURING, CHALLENGING AND DISCIPLINED ENVIRONMENT WHERE MEANINGFUL LEARNING EXPERIENCES TAKE PLACE. IT IS ESSENTIAL THAT OUR SCHOOL FUNCTIONS AS AN EFFECTIVE LEARNING COMMUNITY THAT SUPPORTS A CLIMATE OF PERFORMANCE EXCELLENCE. WE BELIEVE THAT A STRONG PARTNERSHIP BETWEEN OUR SCHOOL, PARENTS AND COMMUNITY IS CRITICAL TO OUR STUDENTS' ACADEMIC ACHIEVEMENT AND PERFORMANCE. CURRENTLY, THE STUDENTS IN OUR SCHOOL MET THEIR PERFORMANCE AMO IN LITERACY AND MATH.
2. All Students and TAGG Student Performance and Growth Trend Data

Literacy

- The All Student Group's three year performance average was 81.18% proficient or advanced; however, this group's three year performance target was 74.47%. The All Student Group met and exceeded their three year annual measurable performance objective. The All Student Group's three year growth average was 88.81% proficient or advanced; however, their three year growth target was 85.13%. The All Student Group met and exceeded their annual measurable growth objective.
- The Targeted Achievement Gap Group's(TAGG) three year performance was 78.74% proficient or advanced; however, this group's three year performance target was 71.31%. The TAGG met and exceeded their three year measurable performance objective. The TAGG's growth was 88.24% proficient or advanced; however, their three year growth target was 83.81%. The TAGG met and exceeded their annual measurable three year growth objective.

Math

Supporting Data:

- The All Student Group's three year performance average was 77.80% proficient or advanced; however, this group's three year performance target was 76.07%. The All Student Group met their annual measurable performance objective. The All Student Group's three year growth average was 66.55% proficient or advanced; however, their three year growth target was 68.97%. The All Student Group failed to meet their annual measurable growth objective.
- The Targeted Achievement Gap Group's(TAGG) three year performance was 75.85% proficient or advanced; however, this group's three year performance target was 73.83%. The TAGG met their three year measurable performance objective. The TAGG's growth was 64.45% proficient or advanced; however, their three year growth target was 65.06%. The TAGG failed to meet their annual measurable three year growth objective.

We will support all students' performance and close the achievement gap by providing a standards-based core curriculum delivered by qualified teachers using research based instructional strategies. In order to meet the intellectual, social, career and developmental needs of students, we will identify and address any potential barriers to learning in our school by partnering with our parents and community stakeholders. The building level review of selected data included student assessment data, student attendance and/or discipline data as well as perceptual surveys from parents, teachers and students. FROM 2011 THROUGH 2014, OUR ATTENDANCE DATA HAS NOT VARIED SIGNIFICANTLY. WE CURRENTLY HAVE 430 CHILDREN ENROLLED IN OUR SCHOOL WITH AN AVERAGE ATTENDANCE RATE OF 98% BASED ON THE PREVIOUS THREE YEARS OF ATTENDANCE DATA. DISCIPLINE IS NOT AN ISSUE AT OUR SCHOOL. HOWEVER, EARLY CHECKOUTS AND LATE ARRIVALS WILL BE ADDRESSED SINCE OUR RECORDS SHOW THE AVERAGE NUMBER OF TARDIES PER DAY IS 38% AND AT LEAST 10 EARLY CHECKOUTS PER DAY. To address concerns as indicated by perceptual surveys from parents, teachers, and students, our school, along with the district, will join the National Network for Partnership Schools (NNPS). NNPS supports six (6) types of Parent Involvement :

- Type 1: Parenting – Activities are designed to help families understand young adolescent development, acquire developmentally appropriate parenting skills, set home conditions to support learning at each grade level.
- Type 2: Communicating - Activities focus on keeping parents informed through such things as notices, memos, report cards, conferences about student work and school functions.

- Type 3: Volunteering – Activities incorporate strategies to improve volunteer recruiting, training, and scheduling.
- Type 4: Learning at Home – Activities allow coordination of schoolwork with work at home (e.g., goal setting, interactive homework).
- Type 5: Decision Making – Activities are designed to solicit the voice of parents in decisions about school policies and practices.
- Type 6: Collaborating with the Community – Activities acknowledge and bring together all community entities (e.g., with the community businesses, religious organizations) with a vested interest in the education of young adolescents.

To support the six types of involvement, our school participates on the LRSD NNPS WEST School Cluster Team. Our parental involvement and community engagement plan/policy will be fully implemented. Our parental involvement plan/priority reflects a response to our parents' needs to support a partnership that positively impacts student performance. Each intervention has been developed with multiple, sequential actions and will be EVALUATED TO DETERMINE ITS OVERALL EFFECTIVENESS.

3. Our Plan of Actions

As a Title I Schoolwide Program, we will use supplementary funding to support those research-based activities intended to promote schoolwide reform. Our reform strategies will ensure that our students have access to scientifically based instructional strategies and challenging academic content. We will also improve the quality of instruction by providing our staff with substantial opportunities for consistent and comprehensive professional development.

Our plan of actions have incorporated the ten (10) required components of a Title I Schoolwide Plan. These components are as follows:

- o A comprehensive needs assessment of the entire school.
- o Opportunities for all children using effective methods and strategies.
- o Instruction by highly qualified teachers.
- o High-quality, ongoing professional development for teachers, principals and paraprofessionals.
- o Strategies to attract high-quality qualified teachers to high need schools.
- o Strategies to increase parental involvement.
- o Strategies for transition from early childhood programs to elementary school programs.
- o Measures to include teachers in the decisions regarding the use of academic assessments.
- o Provide effective, timely additional assistance for students experiencing difficulty mastering the proficient or advanced state standards.
- o Coordination and integration between federal, state, and local services and programs.

2014-2015 School Allocation

The Title I School Allocation (\$145,366.76) and Title I Parent Involvement Allocation (\$1712.23) will be used to provide supplemental support for allowable activities.

Goal To continue academic success by meeting AMO's for the majority of our population and to increase test scores for our ESL subpopulation.
 Benchmark All students will meet or exceed the AMO Performance of 74.47% and AMO Growth of 85.13% with the TAGG group meeting or exceeding 83.81% in literacy. All students will meet or exceed the AMO Performance of 76.07% and AMO Growth of 68.97% with the TAGG group meeting or exceeding 65.06%.

Intervention: To utilize a parent school compact that articulates the role of the school, parents and students as well as other federally required activities to ensure parent participation that will positively impact student achievement and performance of economically disadvantaged students.

Scientific Based Research: Scientific Based Research: Scientific Based Research: Speth, T., Saifer, S., and Forehand, G.(2008) Parent involvement activities in school improvement plans in the Northwest Region (Issues and Answers Report, REL 2008 -NO.064 "176 Ways to Involve Parents: Practical Strategies for Partnering with Families" Thousand Oaks, CA: Corwin Press, Inc.

Actions	Person Responsible	Timeline	Resources	Source of Funds
The school parent compact which was developed jointly with parents will be given out at registration, discussed, and kept on file with each teacher and at the end of the year it will be placed in each student's permanent record folder. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Nancy David	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$

The staff will be given an in service on ways to use technology (email, texts, blogs) to better inform parents of their child's progress and classroom expectations. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion	Sarah Jane Relano, Math Coach	Start: 07/01/2014 End: 06/30/2015	• Teachers	ACTION BUDGET: \$
Teachers will communicate with parents through communication folders, THE READING CONNECTION NEWSLETTER, weekly newsletters, Ed Line, and agendas. Agendas and communication folders will be purchased for students/teachers/parent communication. Action Type: Equity Action Type: Parental Engagement	Mr. Armstrong	Start: 07/01/2014 End: 06/30/2015	• Teachers	Title I - Materials & Supplies: \$2785.38 ACTION BUDGET: \$2785.38
Update the National Network of Partnership Schools at Johns Hopkins University. 2171 money will be used for this. (\$200.00) Budget Code [06.501.2171.0047.000.997.00.66100] Action Type: Equity Action Type: Parental Engagement	Nancy David	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Conduct parent involvement activities such as: a. Open House to communicate school and district goals. b. Hispanic Heritage Night to address our ESL population c. Meetings to provide parents with an understanding of state-performance standards and state and local assessments. 2171 money will be used for this action. (\$200.00) Action Type: Equity Action Type: Parental Engagement	Nancy David	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
As new students enroll at Terry Elementary the Parent Facilitator will meet and greet them. The Facilitator will give a tour of the building including the parent center and all that center has to offer parents. They will leave with an Informational packet to take home. This will be funded by 2171 funds (\$200.00). Action Type: Parental Engagement	Nancy David	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
A Parental needs assessment survey will be given to parents during the fourth 9 week period in order to identify areas and specific strategies to implement for the upcoming year. Action Type: Parental Engagement	Nancy David	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
In order to increase test scores for our ESL population and to increase ESL parent involvement, a parent workshop will be conducted once a week for 27 weeks. Community resources will be used during these workshops. Action Type: Parental Engagement	Ms. Gipp	Start: 07/01/2014 End: 06/30/2015	• Outside Consultants	ACTION BUDGET: \$
Terry Elementary will purchase Home and School Connection to provide an additional opportunity to communicate and connect with the families of the students who attend our school. This subscription (materials and supplies) will be purchased with our parent involvement district allocation (\$227.81). [06.501.2171.0047.000.997.00.66100] Action Type: Equity Action Type: Parental Engagement	Sandra Register, Principal and David, N., Parent Facilitator	Start: 07/01/2014 End: 06/30/2015	• Teaching Aids	ACTION BUDGET: \$
Provide a Math Game Family Fun Night for all students and parents to enhance their knowledge of instructional strategies to increase student achievement. Action Type: Parental Engagement Action Type: Title I Schoolwide	Sarah Jane Relano, Math Coach and Nancy David	Start: 07/01/2014 End: 06/30/2015	• Teachers	Title I - Materials & Supplies: \$1000.00 ACTION BUDGET: \$1000
Provide a Literacy Night for all students and parents to enhance their knowledge of instructional strategies to increase student achievement.	Sandra Register, Principal/Nancy	Start: 07/01/2014	• District Staff	Title I - \$1000.00

Action Type: Equity Action Type: Parental Engagement	David/Classroom Teachers	End: 06/30/2015	• Teachers	Materials & Supplies: ACTION BUDGET: \$1,000
Total Budget:				\$4785.38

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Almee Freeman	2nd Grade	Literacy
Classroom Teacher	Andrea Pennington	3rd Grade	Literacy
Classroom Teacher	Benita Robinson	Kindergarten	Literacy
Classroom Teacher	Brenda Osborne	Kindergarten	Literacy
Classroom Teacher	Catherine Durham	Kindergarten	Wellness
Classroom Teacher	Hannah Rosson	4th Grade	Mathematics
Classroom Teacher	Heldi King	2nd Grade	GT Placement
Classroom Teacher	Jane Roody	4th Grade	Literacy
Classroom Teacher	Jason Poss	Fifth Grade	Mathematics
Classroom Teacher	Jeaneau Julian	Music Teacher	Mathematics
Classroom Teacher	Jessica Johnston	3rd Grade	Mathematics
Classroom Teacher	Jill Wright	Gifted and Talented Specialist	Mathematics, ACSIP (School-Wide) Planning Team
Classroom Teacher	Lena Gilliam	5th Grade	Wellness
Classroom Teacher	Matthew Hartley	1st Grade	Literacy
Classroom Teacher	Meghan Chisnall	1st Grade	Literacy
Classroom Teacher	Michélene Meachum	Kindergarten	Mathematics
Classroom Teacher	Nancy David	Pre K Grade	Wellness
Classroom Teacher	Nona Grubbs	Kindergarten	Literacy
Classroom Teacher	Olivia Piazza	Pre-Kindergarten	Literacy
Classroom Teacher	Rachelle Hankins	2nd Grade	Literacy
Classroom Teacher	Sandra Wilkinson	Pre K	Parent Involvement
Classroom Teacher	Sarah Jane Relano	Mathematics Coach	ACSIP Co-Chair (School-Wide)
Classroom Teacher	Shannon Smith	3rd Grade	ACSIP (School-Wide) Planning Team
Classroom Teacher	Stephanie Garner	1st Grade Teacher	Mathematics
Non-Classroom Professional Staff	Angela Williams	Para Pro	Mathematics
Non-Classroom Professional Staff	Benita Terry	Counselor	SBIT, Parent Involvement
Non-Classroom Professional Staff	Beth Toland	Nurse	Wellness
Non-Classroom Professional Staff	Brandon Greenwood	Para Pro	Wellness
Non-Classroom Professional Staff	Christy Deane	Para Pro	Wellness
Non-Classroom Professional Staff	Curtis Carroll	Para Pro	Wellness
Non-Classroom Professional Staff	Elijah Everette	Para Pro	Wellness
Non-Classroom Professional Staff	Eric Allsworth	Para Pro	Literacy
Non-Classroom Professional Staff	Gloria Holmes	Pre K Para Pro	Literacy
Non-Classroom Professional Staff	Jeannie Guthrie	Art Teacher	Mathematics
Non-Classroom Professional Staff	Joseph Gregory	PE	Wellness
Non-Classroom Professional Staff	Kristi Mann	Resource Teacher	SBIT
Non-Classroom Professional Staff	Lisa Knighton	OT	SBIT
Non-Classroom Professional Staff	Ronald Armstrong	Principal's Secretary	Parent Involvement

Non-Classroom Professional Staff	Sheri Brown	Speech	SBIT
Non-Classroom Professional Staff	Stacey Gip	Para Pro	Literacy
Non-Classroom Professional Staff	Susan White	Speech	SBIT
Non-Classroom Professional Staff	Tiffany Gilletta	Para Pro	Literacy
Non-Classroom Professional Staff	Tiffany Scott	Technology	Technology
Non-Classroom Professional Staff	Tommie Kelly	Media Specialist	Technology
Parent	Tamara Thomas	Member	ACSIP (School-Wide) Planning Team
Principal	Patricia Boykin	Assistant Principal	Parental Involvement, SBIT



School Budget Report for Title I

Name: TERRY ELEMENTARY SCHOOL
LEA: 6001047

Title I	Employee Salaries	Employee Benefits	Purchased Services	Materials & Supplies	Capital Outlay	Other Objects	Total
1511 Before/After School Programs	22617	6111		2190	n/a	-	30918
1550 Language Arts					-	-	0
1550 Early Childhood					-	-	0
1555 Literacy					-	-	0
1560 Reading					-	-	0
1570 Mathematics					-	-	0
1591 Title I Schoolwide Instruction			500	39768.75	-	-	40268.75
1592 Title I Summer School					n/a	-	0
2113 Social Work					-	-	0
2120 Guidance					-	-	0
2130 Health	n/a	n/a			-	-	0
2170 Parent Involvement					-	-	0
2210 Improvement of Instruction				500	-	-	500
2213 Instructional Staff Training			2200		n/a	-	2200
2220 Library/Media Services					-	-	0
2230 Instruction-related Technology					-	-	0
2240 Student Assessment	n/a	n/a			n/a	n/a	0
2294 Instructional Facilitator, Math	54700.93	56729.08			-	-	111430.01
2295 Instructional Facilitator, Science					-	-	0
2297 Instructional Facilitator, Literacy					-	-	0

2540 Planning, Research, Dev. & Eval. Serv.	n/a	n/a			-	-	0
2610 Operation of Buildings	n/a	n/a			-	-	0
2640 Care & Upkeep of Equipment Serv.	n/a	n/a			-	-	0
2700 Pupil Transportation	n/a	n/a			-	-	0
2790 Other Student Transportation Serv.				n/a	n/a	-	0
3190 Other Food Service	n/a	n/a			n/a	n/a	0
3355 Homeless	n/a	n/a			n/a	n/a	0
Total Allocated							145366.76
Total Budget	77367.93	22840.08	2700	42456.75			145366.76



ACSIP
Arkansas Consolidated School Improvement Program

[District Menu Page](#) | [Walk On Your ACSIP](#) | [Reports](#) | [Federal/State Budgets](#) | [School Completion Status](#) | [FAQ](#) | [Feedback](#) | [Logout](#)

School Budget Report for NSLA (State-281)

Name: TERRY ELEMENTARY SCHOOL
LEA: 6001047

NSLA (State-281)	Employee Salaries	Employee Benefits	Purchased Services	Materials & Supplies	Capital Outlay	Other Objects	Total
1103 K-3 Summer School Remediation			-	-	-	-	0
1105 Preschool	3605.00	3605.00	-	-	-	-	7210.00
1110 Kindergarten			-	-	-	-	0
1120 Elementary	151304.93	151304.93	-	-	-	-	302609.86
1130 Middle/Junior High			-	-	-	-	0
1140 High School			-	-	-	-	0
1170 Summer School			-	-	-	-	0
1190 Other Regular Instructional Programs			-	-	-	-	0
1210 Itinerant Instruction			-	-	-	-	0
1220 Resource Room			-	-	-	-	0
1230 Special Class 1:15 Ratio			-	-	-	-	0
1240 Special Class 1:10 Ratio			-	-	-	-	0
1250 Special Class 1:16 Ratio			-	-	-	-	0
1290 Preschool Special Needs			-	-	-	-	0
1300 Workforce Education Programs			-	-	-	-	0
1510 Basic Skills/Tutors	1050.00	1050.00	-	-	-	-	2100.00
1511 Before/After School Programs			-	-	n/a	-	0
1515 School Improvement			-	-	-	-	0

1530 Language Arts			-	-	-	-	0
1550 Early Childhood			-	-	-	-	0
1551 Kindergarten Early Childhood Education			-	-	-	-	0
1552 1st Grade Early Childhood Education			-	-	-	-	0
1555 Literacy			-	-	-	-	0
1560 Reading	52680.74	18463.8	-	-	-	-	81144.54
1570 Mathematics			-	-	-	-	0
1590 Other Comp. Education			-	-	-	-	0
1593 Title I Supplement Services	n/a	n/a	-	-	n/a	n/a	
1800 Other Instructional Progs.			-	-	-	-	0
2113 Social Work			-	-	-	-	0
2120 Guidance			-	-	-	-	0
2130 Health			-	-	-	-	0
2170 Parent Involvement			-	-	-	-	0
2210 Improvement of Instruction			-	-	-	-	0
2212 Instructional & Curriculum Development			-	-	-	-	0
2213 Instructional Staff Training			-	-	n/a	-	0
2220 Library/Media Services			-	-	-	-	0
2230 Instruction-Related Technology			-	-	-	-	0
2240 Student Assessment	n/a	n/a	-	-	n/a	n/a	
2294 Instructional Facilitator, Math			-	-	-	-	0
2295 Instructional Facilitator, Science			-	-	-	-	0
2296 Pre-K Director			-	-	-	-	0
2297 Instructional Facilitator, Literacy			-	-	-	-	0
2298 Instructional Facilitator, Social Studies			-	-	-	-	0
2540 Planning, Research, Dev. & Eval. Serv.			-	-	-	-	0
2560 Public Information Services			-	-	-	-	0
2580 Administrative Technology Services	n/a	n/a	-	-	n/a	n/a	
2600 Operation & Maintenance			-	-	-	-	0
2650 Security Services			-	-	-	-	0
2790 Other Student Transportation Serv.			-	n/a	n/a	-	0
2792 Transportation for Choice			-	n/a	n/a	-	0
3100 Food Services			-	-	-	-	0
3120 Food Preparation and Dispensing Services			-	-	-	-	0
Total Allocated							476557.44
Total Budget	336967.42	136570.02					476557.44