

School Plan

GLENN DUFFY ELEMENTARY SCHOOL
601 EL PASO ST SE, GRAVETTE, AR 72736

Arkansas Comprehensive School Improvement Plan

2011-2012

Partnering with parents and the community, Glenn Duffy Elementary offers a diverse learning environment which fosters mutual respect and encourages students to achieve their utmost potential.

Grade Span: K-2

Title I: Title I Schoolwide

School Improvement: SI_2

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Priority 1: Literacy

Goal: First and second grade students will demonstrate a higher level of competency in reading comprehension, affixes, usage & expression and vocabulary. Kindergarten students will demonstrate a higher level of competency in singular/plural usage. **COMPREHENSIVE NEEDS ASSESSMENT:** We formed an ACSIP Leadership Team and analyzed the test scores from the past three years of administration of the (K and 1-2) grade MAT 8, SAT 10, and ITBS Exams. We examined the results of the exams to determine our areas of greatest need. In addition, we studied our attendance over the past three years. We used this data for the purpose of determining if our efforts building wide increased our overall attendance rate. Our Supporting Data Statements show the discrepancies in achievement throughout Glenn Duffy Elementary. We are modifying our curriculum, instruction, assessment and Professional Development practices to better meet the needs of all our students. Our data analysis led us to conclude that the following areas reflect our greatest need: reading comprehension, affixes, usage & expression, and sounds & print. In addition, we meet in teams, (weekly) and as an entire faculty (monthly) for the purpose of making on-going decisions regarding the direction, and focus, of our classroom Instruction. Action Type: Collaboration, Professional Development Action Type: Equity Action Type: Plan Evaluation, Title I Schoolwide

Priority 2: Mathematics

Goal: Second grade students will show an improved competency in approaches & procedures and problem solving. First grade students will show an improved competency in data interpretation and problem solving. Kindergarten will show an improved competency in number properties & operations and problem solving. **COMPREHENSIVE NEEDS ASSESSMENT:** We formed an ACSIP Leadership Team and analyzed the test scores from the past three years of administration of the (K and 1-2) grade MAT 8, SAT 10, and ITBS Exams. We examined the results of the exams to determine our areas of greatest need. In addition, we studied our attendance over the past three years. We used this data for the purpose of determining if our efforts building wide increased our overall attendance rate. Our Supporting Data Statements show the discrepancies in achievement throughout Glenn Duffy Elementary. We are modifying our curriculum, instruction, assessment and Professional Development practices to better meet the needs of all our students. Our data analysis led us to conclude that the following areas reflect our greatest need: measurement, number sense, operations, reasoning, and mathematical connections. In addition, we meet in teams, (weekly) and as an entire faculty (monthly) for the purpose of making on-going decisions regarding the direction, and focus, of our classroom Instruction. Action Type: Collaboration, Professional Development Action Type: Equity Action Type: Plan Evaluation, Title I Schoolwide

Priority 3: Health and Wellness

Goal: All students will receive nutrition education and participate in healthy levels of physical activity. **COMPREHENSIVE NEEDS ASSESSMENT:** We formed an ACSIP Leadership Team and analyzed the results from the past three years of administration of the Body Mass Index at Glenn Duffy Elementary. In 2010-2011 Body Mass Index Data indicated that of 91 male students in kindergarten and second-grade for which data was collected, 77.9% were determined to be within the Healthy or Underweight range and 22.1% were determined to be in the Overweight or Obese range. Data collected for 92 females students in kindergarten and second grade, 85.9% were determined to be within the Healthy or Underweight range and 14.1% were determined to be within the Overweight or Obese range. In 2009-2010 Body Mass Index Data indicated that of 85 males students in kindergarten through second grade for which data was collected, 81.2% were determined to be within the Healthy or Underweight range and 18.8% were determined to be At Risk for Overweight or Overweight range. Data collected for 87 females students in kindergarten through second grade, 85.1% were determined to be within the Healthy or Underweight range and 14.9% were determined to be within the At Risk for Overweight or Overweight range. In 2008-2009 Body Mass Index Data indicated that of 91 males students in kindergarten through second grade for which data was collected, 75.8% were determined to be within the Healthy or Underweight range and 24.2% were determined to be At Risk for Overweight or Overweight range. Data collected for 94 females students in kindergarten through second grade, 83% were determined to be within the Healthy or Underweight range and 17% were determined to be within the At Risk for Overweight or Overweight range.

Glenn Duffy representatives participate in a Health & Wellness committee that addresses the following issues: Implementation of nutrition and physical activity standards, professional development in the area of school nutrition and physical activity into the curriculum, nutrition education for all students and increasing training of physical education teachers. To ensure student wellness is being addressed, the School Nutrition/Physical Activity Advisory Committee will meet regularly throughout the 2011-2012 school year to ensure programs and services are developed and implemented at both the district and building levels.

Priority 1: To improve literacy scores on the Iowa Test of Basic Skills (ITBS) and the third-grade Benchmark.

- Supporting Data:
1. Attendance Rate: In 2011, the attendance rate for Glenn Duffy Elementary as stated by the AYP School Improvement Report was 91.13%, which met the attendance goal. In 2010, the attendance rate for Glenn Duffy Elementary was 95.4% .In 2009, the attendance rate for Glenn Duffy Elementary was 95%.
 2. Glenn Duffy Elementary has been notified by the Arkansas Department of Education that our school has been placed on "School Improvement Year II" because we are a "feeder school" to the Gravette Upper Elementary. The Upper Elementary failed to meet the expected Literacy performance level for the third-grade literacy in the sub-populations of economically disadvantaged and Special Education during the 2011-2012 school year.
 - 3.

Goal

First and second grade students will demonstrate a higher level of competency in reading comprehension, affixes, usage & expression and vocabulary. Kindergarten students will demonstrate a higher level of competency in singular/plural usage. **COMPREHENSIVE NEEDS ASSESSMENT:** We formed an ACSIP Leadership Team and analyzed the test scores from the past three years of administration of the (K and 1-2) grade MAT 8, SAT 10, and ITBS Exams. We examined the results of the exams to determine our areas of greatest need. In addition, we studied our attendance over the past three years. We used this data for the purpose of determining if our efforts building wide increased our overall attendance rate. Our Supporting Data Statements show the discrepancies in achievement throughout Glenn Duffy Elementary. We are modifying our curriculum, instruction, assessment and Professional Development practices to better meet the needs of all our students. Our data analysis led us to conclude that the following areas reflect our greatest need: reading comprehension, affixes, usage & expression, and sounds & print. In addition, we meet in teams, (weekly) and as an entire faculty (monthly) for the purpose of making on-going decisions regarding the direction, and focus, of our classroom Instruction. Action Type: Collaboration, Professional Development Action Type: Equity Action Type: Plan Evaluation, Title I Schoolwide

Benchmark

In order to meet or exceed expected performance levels for Adequate Yearly Progress, Glenn Duffy Elementary will increase to 85.60, as determined by the Arkansas Department of Education for the 2011-2012 school year.

Intervention: Glenn Duffy Elementary will maintain a Professional Development Plan reflective of the needs of the student assessment data.

Scientific Based Research: Stenhouse Publishers, Learning Along the Way: Professional Development by and for Teachers, Sweeney, D., February 2003. Solution Tree Press, Learning By Doing: 2nd Edition, Rick Dufour, 2010 Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement, NES Videotape Series. Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning, Mike Schmoker,2006.

Actions	Person Responsible	Timeline	Resources	Source of Funds
#L-1. A Professional Development Committee will be formed at both the district and the building level as a MEASURE TO INVOLVE TEACHERS IN DECISION MAKING ACTIVITIES. The will be comprised of representatives from the following groups: administrator, teacher, and classified personnel. Action Type: Collaboration Action Type: Professional Development	Amber Sisemore	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers 	ACTION BUDGET: \$
#L-3. Glenn Duffy professional development opportunities will involve COORDINATION AND INTEGRATION OF FUNDS AND SERVICES PROVIDED WITHIN THE	Zane Vanderpool	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Outside Consultants 	ACTION BUDGET: \$

<p>SCHOOL. The goals of the building-level Professional Development Committee will be to implement the district Professional Development Plan, formulate building-level goals that provide and explore professional development opportunities for building and staff that align to approved activities at both the federal and state-level. The school will retain documentation that corresponds to building-level professional development planning that promotes SCHOOLWIDE REFORM STRATEGIES. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>			<ul style="list-style-type: none"> • Teachers 	
<p>#L-4. Professional development opportunities will be made available to administrators, certified, and classified personnel in attempt to RECRUIT AND RETAIN HIGHLY QUALIFIED TEACHERS AND PARAPROFESSIONALS. Professional development will be defined as, "coordinated set of planned learning activities for teachers, administrators, and classified employees that are standards-based and continuous." Professional development opportunities may include "approved conferences, workshops, institutes, individual learning, mentoring, peer coaching, study groups, National Board for Professional Teaching Standards certification, distance learning, internships, and college or university course work." Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	<p>Elain Hodges</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>
<p>#L-5. Evaluation of professional development will be made available to administrators, teachers, and classified personnel. Data gathered during the evaluation process will be used as a catalyst in the improvement of professional development opportunities and long-range planning. Professional development focus areas and corresponding plan development will be retained by building-level committee. Professional development requests will demonstrate alignment with approved areas of professional development defined at both the state and federal level. The effectiveness of each focus area within the professional development plan will be evaluated through informal assessments such as a teacher survey and building-wide</p>	<p>Zane Vanderpool</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>

assessment. A synopsis of the effectiveness of the professional development plan will be included in an evaluative report distributed to the building faculty. RESULTS: 2011 ITBS Scores were reported as follows: Kindergarten NPR for Reading Vocabulary was 64, Words was 85, Language was 89 and Mathematics was 67. The 2011 First-grade NPR for Reading Vocabulary was 45, Comprehension was 64, Reading Total was 56, Spelling was 68, Language Total was 56, Mathematics Concepts was 53, Problems was 51 and Mathematics Total was 53. The 2011 Second-grade NPR for Reading Vocabulary was 53, Comprehension was 68, Reading Total was 61, Spelling was 57, Language Total was 62, Mathematics Concepts was 59, Problems was 53 and Mathematics Total was 56. 2010 Kindergarten MAT-8 scores; NPR was 50 for Sounds and Print while the NPR was 47 for Math Problem Solving. SAT-10 scores; First grade NPR was 47 for Reading Comprehension and 51 for Mathematics Problem Solving. Second grade NPR was 46 for Reading Comprehension and 58 for Mathematics Problem Solving. 2009 Kindergarten MAT-8 scores; NPR was 58 for Sounds and Print while the NPR was 50 for Math Problem Solving. SAT-10 scores; First grade NPR was 34 for Reading Comprehension and 45 for Mathematics Problem Solving. Second grade NPR was 41 for Reading Comprehension and 47 for Mathematics Problem Solving. Based on the 2008-2009 teacher feedback on professional development (WE Lead Whole Staff Survey Report and faculty meeting activities), we were able to cultivate a plan that more effectively targets the growth needs of teachers in our building in relation to student achievement. 88% of the total staff agreed that professional objectives were aligned to student achievement. 73% of the total staff agreed that professional development was aligned to school goals. 82% of the total staff have clearly defined objectives that meet the needs of students. General emphasis will be placed on small group literacy instruction through ELLA and ELF training and implementation of Professional Learning Communities.

Action Type: Professional Development
Action Type: Program Evaluation

<p>#L-6. Documentation will be retained by administrators, teachers, and classified personnel pertaining to professional development accrued during the 2011-2012 school year. Action Type: Professional Development</p>	<p>Zane Vanderpool</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>#L-7. Glenn Duffy faculty, staff, and committees will continue to implement Professional Learning Communities as a PROCESS OF COORDINATION & INTEGRATION OF PROGRAMS. A Professional Learning Community is a collaboration of teachers, students, parents, and administrators who work together to seek out best practices, test those practices in the classroom, continuously improve their processes, and focus always on results. The cultural and structural elements of a PLC are: 1) shared mission, vision, & values 2) collective inquiry 3) collaborative teams 4) action orientation & experimentation 5) continuous improvement and 6) result orientation. Action Type: Collaboration Action Type: Professional Development</p>	<p>Zane Vanderpool</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers • Title Teachers 	<p>ACTION BUDGET: \$</p>
<p>#L-15. PARENTAL INVOLVEMENT: The Parental Involvement Action Committee will be utilized to review and revise the Parent Involvement Plan and SCHOOL/PARENT COMPACT. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	<p>Faith Hendricks</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	<p>ACTION BUDGET: \$</p>
<p>#L-10. One teacher will attend the Arkansas Leadership Academy Teacher institute during the 2011-2012 school year. This institute requires a commitment to examine teaching and learning practices, improve student and adult learning, and model professional leadership in our school. Mileage reimbursements for 4 trips to the Rockefeller Institute on Petit Jean Mountain will be allotted as well travel/meal expenses. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	<p>Elain Hodges</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	<p>PD (State-223) - Purchased Services: \$370.00 ACTION BUDGET: \$370</p>
<p>#L-2. The goals of the district-level Professional Development will include the development of a district-wide Professional Development Plan for the 2011-2012 school year, which is designed to increase student achievement and teacher knowledge, provide guidance to building-level committees in areas relating to approved professional development, as outlined in both federal and state-level legislation, and retain</p>	<p>Dr. Pat Hastings</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	<p>Title I - Materials & Supplies: \$2000.00 PD (State-223) - Purchased Services: \$6500.00 ACTION BUDGET: \$8500</p>

documentation pertaining to professional development of certified staff. Opportunities will include but not be limited to: parental involvement, Arkansas History, pre-k frameworks, ECERS, COPA, math/science index, applied behavior analysis, speech therapy, administrative updates, So Many Picture Books, RTI, TLI, writing, ELLA, guided reading, music, etc. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Special Education				
#L-9. Glenn Duffy Elementary will implement The Learning Institute program, including Quiz Builder, promote student achievement, assess student learning, and guide teacher instruction. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education	Amber Sisemore	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants Teachers 	Title I - Purchased Services: \$10099.45 Title I - Materials & Supplies: \$4000.00 <hr/> ACTION BUDGET: \$14099.45
#L-11. In cooperation with district level professional development plans, ten days of building-level professional development will be provided. Costs will include, but not limited to, speaker expense, meals, mileage, meal reimbursement, and supplies. Title I funds will be used to purchase supplies, software, and low-value technology to support the professional development attended. Action Type: Collaboration Action Type: Professional Development	Amber Sisemore	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Outside Consultants Teachers Title Teachers 	PD (State-223) - Materials & Supplies: \$2000.00 Title I - Materials & Supplies: \$800.00 <hr/> ACTION BUDGET: \$2800
#L-12. One Physical Education teacher may attend a PE conference. Action Type: Professional Development Action Type: Wellness	Melissa Pittman	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Teachers 	PD (State-223) - Purchased Services: \$600.00 <hr/> ACTION BUDGET: \$600
#L-13. District and school administration as well as teacher representatives will attend the Arkansas Leadership Academy "Team Institute". This is includes commitment to a continuous improvement effort of the school to investigate the work of Cynthia Coburn in areas of depth, spread, ownership, and sustainability. January 17-20, 2011 and July 12-13, 2012. Action Type: Collaboration Action Type: Professional Development	Zane Vanderpool	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> District Staff Teachers 	NSLA (State-281) - Purchased Services: \$7000.00 <hr/> ACTION BUDGET: \$7000

<p>#L-14. One Media Specialist will attend an AAIM conference in April. Action Type: Professional Development</p>	<p>Faith Hendricks</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> School Library Teachers 	<p>PD (State-223) - Purchased Services: \$770.00</p> <hr/> <p>ACTION BUDGET: \$770</p>
<p>#L-16. The Glenn Duffy Elementary Principal will serve as a coach in attendance at Phase II of the Arkansas Leadership Academy. May 8-10, 2012. Action Type: Collaboration Action Type: Professional Development</p>	<p>Zane Vanderpool</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> Administrative Staff 	<p>PD (State-223) - Purchased Services: \$180.00</p> <hr/> <p>ACTION BUDGET: \$180</p>
<p>Total Budget:</p>				<p>\$34319.45</p>

Intervention: Utilize a Comprehensive Literacy Approach for phonological and phonemic awareness and writing instruction.

Scientific Based Research: Word Journeys: Assessment-Guided Phonics 2000. Phonemic Awareness in Young Children, Phonetic Connections Benchmark 2006. CIERA. Put Reading First, 2nd ed. Washington D.C.: Partnership for Reading, 2003 Gear, Adrienne. Reading Power. Ontario, Canada: Pembroke Publishers, 2006. Miller, Debbie. Reading with Meaning. Portland, Maine: Stenhouse Publishers, 2002. Dorn, Linda, and Carla Soffos. Shaping Literate Minds. Portland, Maine: Stenhouse Publishers, 2001. Adams, Marilyn Jager, Barbara R. Foorman, Ingvar Lundberg, and Terri Beeler. Phonemic Awareness in Young Children. Baltimore, Maryland: Paul H. Brookes Publishing Co., 2007. Fountas, Irene C., and Gay Su Pinnell. Guided Reading. Portsmouth, NH: Heinemann, 1996. Rasinski, Timothy V. The Fluent Reader. Scholastic Professional Books, 2003. Beck, Isabell L, McKeown, Margaret G., Kucan, Linda. Bringing Words to Life. Guilford Press, NY, 2002. Fletcher, Ralph, Portalupi, JoAnn. Writing Workshop. Portsmouth, NH: Heinemann, 2001. Fletcher, Ralph, Portalupi, JoAnn. Craft Lessons Teaching Writing K-8. Portland, Maine: Stenhouse Publishers, 2007. Daniels, Harvey. Literature Circles. Portland, Maine: Stenhouse, Markham Ontario: Pembroke Publishers Limited, 2002. Invernizzi, Marcia, Johnston, Francine, Bear, Donald R., Templeton, Shane. Words Their Way. Greensboro, NC.: Pearson, 2009.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>#L-17. Glenn Duffy kindergarten through second grade students will participate in Phonetic Connections, a research-based explicit and systematic solution for the phonics block in comprehensive literacy classrooms. Phonetic Connections will provide instruction in all of the phonemic awareness and phonics skills that researchers and the National Reading Panel have identified as necessary to develop good readers and writers. AIP and IEP goals will be integrated with the curriculum to facilitate POINT IN TIME, or TIMELY AND EFFECTIVE REMEDIATION. Consultant services may be made available to certified personnel. Action Type: AIP/IRI Action Type: Alignment Action Type: Special Education</p>	<p>Mary Jo Norberg</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> Outside Consultants Performance Assessments Teachers Teaching Aids Title Teachers 	<p>ACTION BUDGET: \$</p>
<p>#L-18. All students, kindergarten - second grade, will participate in daily systematic spelling and word study instruction. This includes teacher explanation and modeling of all word study/spelling skills, followed by guided and</p>	<p>Audrea Vore</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> Performance Assessments Teachers Teaching Aids Title Teachers 	<p>ACTION BUDGET: \$</p>

<p>independent practice. Word study/spelling progress will be monitored with a weekly spelling assessment. Parents will be informed of student progress in word study/spelling on a weekly basis. RESULTS: Parents were informed of skills being covered and student progress through newsletters, graded work, and/or websites. Glenn Duffy teachers have found that by including parents in the spelling and word study learning of their child, leads to an increase in student achievement. Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education</p>				
<p>#L-19. Kindergarten through second grade students will participate in writing instruction including but not limited to Writing Workshop. Instruction includes teacher explanation and modeling of all writing skills, followed by guided and independent practice. Action Type: Alignment Action Type: Equity Action Type: Parental Engagement</p>	Stephanie Farmer	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Teachers • Teaching Aids • Title Teachers 	ACTION BUDGET: \$
<p>#L-21. DRA and DIBELS documentation will provide a baseline to measure student progress. DIBELS will be administered three times yearly. Results will be analyzed to determine future strategies for student improvement. RESULTS: We have chosen to continue DIBELS documentation and DRA testing in order to more effectively determine the needs and achievement of our students. Data assists in determination of reading instruction and remediation groups. Action Type: AIP/IRI Action Type: Program Evaluation</p>	Elain Hodges	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	ACTION BUDGET: \$
<p>#L-22. PARENTAL INVOLVEMENT: Resource materials will be placed in the Parent Center and will provide information and strategies for skill attainment at each grade level. Leveled books will also be available. The resource materials will be available for check-out during regular school hours. Action Type: Alignment Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Faith Hendricks	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$
<p>#L-23. Kindergarten and First grade will receive professional development and continue to implement the Early Literacy Language Approach, ELLA, as its core literacy program. Resource</p>	Zane Vanderpool	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	Title I - Purchased Services: \$500.00

<p>texts will be purchased to assist with implementation. Additional supplies may be purchased as needed for the implementation. Teachers will visit another school district to observe best practices. Substitute cost, miles and meals costs will be incurred. Two teachers on year two. Others have "make-up days". Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development</p>				<p>PD (State-223) - \$600.00 Purchased Services:</p> <hr/> <p>ACTION BUDGET: \$1100</p>
<p>#L-20. Supplemental electronic DIBELS software subscriptions will be purchased for teachers to use in assessing students. Results will be transferred from the mClass Wireless Generation software to the NORMES website to report progress-monitoring for student AIPs and IRIs. mClass reports may also be used for interpreting data and conferencing with parents. Action Type: AIP/IRI Action Type: Parental Engagement Action Type: Technology Inclusion</p>	<p>Shelly Cripps</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Teachers • Title Teachers 	<p>NSLA (State-281) - \$5587.00 - Materials & Supplies:</p> <hr/> <p>ACTION BUDGET: \$5587</p>
<p>Total Budget:</p>				<p>\$6687</p>

Intervention: Utilize strategies and resources that support fluency instruction of kindergarten through second grade students.

Scientific Based Research: Rasinski, Timothy. The Fluent Reader 2nd Edition. Scholastic Professional Books, 2010. Hall, Susan. I've Dibel'd Now What. Sopris West, 2006.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>#L-24. All students will participate in fluency instruction. This includes teacher explanation and modeling of all fluency skills, followed by guided and/or independent practice, choral reading, and buddy reading based on student needs. Glenn Duffy Elementary expects students to meet the end-of-year fluency benchmarks as stated in the Developmental Reading Assessment (DRA) which is 40 letters per minute for kindergarten, 40 wpm for first grade, and 90 wpm for second grade. Action Type: Alignment Action Type: Equity</p>	<p>Misty Harris</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Performance Assessments • Teachers • Title Teachers 	<p>ACTION BUDGET: \$</p>
<p>#L-25. Glenn Duffy Elementary classroom teachers, special education teachers, parents, and administrators will develop an AIP or IRI for each student scoring below proficient in literacy. Staff will implement an Intensive Reading Plan (IRI) for students who possess a substantial deficiency in reading. A substantial deficit in reading for kindergarten students will be determined if a student is delayed in both written</p>	<p>Jennifer Davis, Tori Hunt</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers • Title Teachers 	<p>ACTION BUDGET: \$</p>

<p>and oral communication on the Qualls Early Learning Inventory. Students who score below basic on the previous year's administration of the ITBS will be determined to have a substantial deficiency in reading. Students who have an IRI will be assessed bi-monthly utilizing Dynamic Indicators of Basic Early Literacy Skills (DIBELS). DIBELS will be administered to determine a child's reading progress and appropriate interventions will be made. IRIs will be aligned with scientifically-based reading research and will be individualized. Systematic, explicit, coherent, supplemental instruction will be provided by a Highly Qualified Teacher and/or Title 1 teacher. RESULTS: Teachers will continue to implement IRI and/or AIP documentation for students scoring below the 50th percentile on standardized testing or developing on the QUELI in order to provide point-in-time remediation. RESULTS: 2010-2011, Total number of students for kindergarten who were on an AIP and/or IRI. AIP: 12 IRI: 4. Total number of students for first-grade who were on an AIP and/or IRI. AIP: 58 IRI: 30. Total number of students for second grade who were on an AIP and/or IRI. AIP: 20 IRI: 10. 2009-2010, Total number of students for kindergarten who were on an AIP and/or IRI. AIP: 4 IRI: 5 Total number of students for first grade who are on an AIP and/or IRI. AIP: 17 IRI: 22 Total number of students for second grade who are on an AIP and/or IRI. AIP: 35 IRI: 8 Action Type: AIP/IRI Action Type: Program Evaluation</p>				
<p>#L-29. Classroom teachers and special education teachers will use the newly installed amplification system in each classroom. The "Front Row" amplification system allows for hearing impaired students as well as regular education students to be more advantaged to hear the instructor. This is likely to increase student attentiveness and decrease inappropriate student behavior. Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion</p>	Paula Wood	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>#L-26. NSLA funds will be used to renew subscriptions from Reading A-Z, Writing A-Z, and EdHelper. Strategies and techniques incorporated into the leveled book</p>	Zane Vanderpool	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Computers • Teachers • Teaching Aids 	<p>Title I - Materials & Supplies: \$600.00</p>

program will be aligned to the Common Core State Standards. Action Type: Alignment Action Type: Equity Action Type: Technology Inclusion				NSLA (State-281) - Materials & Supplies: \$850.00 ACTION BUDGET: \$1450
#L-27. The Gravette School District will employ one Class Size Reduction Teacher (1.0 FTE) at the first grade level. The student teacher ratio without the CSR teacher would be 24:1 and with the CSR teacher the student teacher ratio is 20:1. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Zane Vanderpool	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Teachers 	Title II-A - Employee Salaries: \$39500.00 Title II-A - Employee Benefits: \$8690.00 ACTION BUDGET: \$48190
#L-30. Kindergarten through second grade students will receive instruction using leveled reading libraries. Furthermore, teachers will instruct students in guided reading groups as part of ELLA and ELF implementation. Leveled reading libraries will be located in the teacher workroom. Additionally, books for classroom libraries will be purchased for K-2 classrooms to provide further resources for improving the comprehensive literacy program. NSLA funds will be used to purchase common core book sets for each grade level. The book sets include recommended titles to supplement instruction of the integrated common core units. Action Type: AIP/IRI Action Type: Alignment Action Type: Professional Development	Zane Vanderpool	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers Title Teachers 	Title I - Materials & Supplies: \$3800.00 NSLA (State-281) - Materials & Supplies: \$9100.00 ACTION BUDGET: \$12900
The Glenn Duffy Elementary plan was peer reviewed by faculty and staff from the other buildings in the district in a collaborative effort to ensure the building's plan contained appropriate interventions/actions necessary to address the academic needs of the specific sub-populations of students - Special Education. Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education	Dr. Pat Hastings	Start: 08/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$62540

Intervention: Glenn Duffy Elementary Pre-Kindergarten program will promote increased student achievement by providing a high quality program to prepare students for kindergarten and promoting academic, physical, and social development of pre-k children.

Scientific Based Research: Abrams & Company Publishers, Inc: Big Book Series, 2005. Abrams & Company Publishers, Inc: The Letter People, 2004. Teachers College Press, All About The ECERS-R, Cryer, D., Harms, T., & Riley, C., 2003.

Actions	Person Responsible	Timeline	Resources	Source of Funds
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<p>#L-31. The Gravette School District will employ three full time "HIGHLY QUALIFIED" early childhood teachers to facilitate the 4-year old pre-kindergarten program as a way to IDENTIFY AND PROMOTE EARLY CHILDHOOD TRANSITION ACTIVITIES of at risk children into an instructional environment. Four 1.0 FTE and one .5 FTE "HIGHLY QUALIFIED" paraprofessionals will be employed to provide assistance in all aspects of the preschool program. Action Type: Alignment</p>	<p>Dr. Andrea Kelly</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>
<p>#L-33. The Preschool Program Director will schedule regular meetings of preschool staff with the purpose of reviewing the current program. Students enrolled in the preschool program will engage in an age appropriate curriculum. Pre and post screenings as well as quarterly assessments will be used to communicate with parents and review the effectiveness of the program. RESULTS: In order to meet the requirements for the ABC grant Pre-K teachers regularly participate in both team meetings and workshops/in-service training for the purpose of reviewing the current program and implementing best practices for effective instruction. Pre-K teachers perform the DIAL screening early in the school year and again at the end of the year to assess the development of individual students. 2010 Pre-Screening Results: Below Average Range - 1 Within Average Range - 59. 2011 Dial 3 results show that 5 students were in the Below Average Range while 55 students were in the Within Average Range. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion</p>	<p>Carol Sumter</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Computers • District Staff • Performance Assessments • Teachers • Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>#L-35. Kindergarten teachers will conduct a Kindergarten Readiness screening of Pre-K students which tests the basic skills that the Arkansas Department of Education believes all children should have mastered prior to entering kindergarten. Parents will receive the results of the screening. Action Type: Alignment Action Type: Collaboration</p>	<p>Tabby Crane</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Performance Assessments • Teachers • Teaching Aids 	<p>ACTION BUDGET: \$</p>

Action Type: Parental Engagement				
#L-32. Certified Preschool Teachers will participate in professional development in areas relating to early childhood education. NSLA funds will be used to supplement the Pre-K program for attending recommended training. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Carol Sumter	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	PD (State-223) - \$2500.00 Purchased Services: NSLA (State-281) - \$1000.00 Purchased Services: <hr/> ACTION BUDGET: \$3500
#L-34. The Gravette School District will participate in the Arkansas Better Chances (ABC) Pre-K Program through a grant awarded by the Division of Health and Human Services during the 2011-2012 school year. The grant will provide funding for fifty children who qualify for the ABC program, as outlined in the ABC program requirements, and CARE Foundation funding will be used to support staff salaries. NSLA funds will be used to supplement the Pre-k program for staff/student meals as well as general instructional materials and supplies in accordance with ECERS requirements. Action Type: Collaboration Action Type: Equity	Zane Vanderpool	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers • Teaching Aids 	NSLA (State-281) - \$10250.00 - Materials & Supplies: <hr/> ACTION BUDGET: \$10250
Total Budget:				\$13750

Intervention: Participate in student oriented activities that promote a Drug Free and Character Based Education Program.

Scientific Based Research: "No Child Left Behind". Title IV, Part A Safe and Drug Free Communities Act: Section 4115 9(b) (1) (A) (C)(ii), Section 4115 (b)(1)(D)(i)(ii). Marsh Media Key Concepts in Personal Development, (2006)

Actions	Person Responsible	Timeline	Resources	Source of Funds
#L-36. The Character Based Education Program will continue in all grade levels at Glenn Duffy Elementary. The school counselor will provide whole class instruction to each classroom in kindergarten through second grade. In order to supplement the existing curriculum, Character First, additional curriculum materials will be purchased to enhance classroom instruction focusing on problem solving, conflict resolution, and anger management skills. The drug free education program will be provided for kindergarten through second Grade at Glenn Duffy Elementary. The school counselors will provide whole group instruction to each classroom. Action Type: Alignment Action Type: Equity Action Type: Wellness	Barbara Roberts	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • District Staff • Teachers • Teaching Aids 	ACTION BUDGET: \$

<p>#L-37. One teacher from each grade, kindergarten-second, will be selected to serve as a representative on the Character Based and Drug Free Education Program Committee. The committee will meet to coordinate school-wide activities and notify parents of program activities including the character word of the month and Red Ribbon Week Activities. Action Type: Collaboration Action Type: Equity</p>	<p>Barbara Roberts</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>
<p>#L-38. A committee representing all grade levels, including specials, will be formed for the purpose of planning and organizing Rise and Shine, the monthly assembly. Rise and Shine will highlight the character education program, behavior and citizenship within the school community, and incorporate Great Expectations principles and strategies. Parents will be notified of the monthly assembly by newsletter or web posts. Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Angie Denver</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Public Library • Teachers 	<p>ACTION BUDGET: \$</p>
<p>#L-40. PARENTAL INVOLVEMENT. The school will hold ANNUAL TITLE I meetings and a REPORT TO THE PUBLIC meeting to provide information to stakeholders. The school will provide to parents of student receiving Title I services information about the following components: Proficiency level, Curriculum, Parents Right to Know (Highly Qualified letter), Annual Report Card, Individual Student Assessment Report, Progress Review, Written State Complaint Procedures, Parental Communication, include Disabled Parents to ensure meaningful participation in Title I Part A Programs. Action Type: Parental Engagement Action Type: Special Education Action Type: Wellness</p>	<p>Zane Vanderpool</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	<p>ACTION BUDGET: \$</p>
<p>#L-41. The Glenn Duffy school counselor will conduct a pre and post parent survey requesting that they indicate how their children exemplify the character traits which are the focus of whole group instruction provided by the counselor. Initial results will serve as a baseline; final results will be used to develop future instructional goals. RESULTS: The results of the initial parent survey indicate that a majority of students display the character traits covered in the character education curriculum. Areas of concern include: responsibility, self-discipline, and determination. We will continue to survey parents in order to ensure the effectiveness of our character education program. Action Type: Equity Action Type: Parental Engagement</p>	<p>Barbara Roberts</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • District Staff 	<p>ACTION BUDGET: \$</p>

Action Type: Program Evaluation Action Type: Wellness				
#L-39. The Drug Free activities will include literacy activities aligned to the Common Core State Standards and/or state frameworks. Activities will be documented and retained by the school counselor. A presenter may be secured to lead an informative assembly for the students of Glenn Duffy Elementary in support of Drug Free Week. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Wellness	Barbara Roberts	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	Title IV-A - Purchased Services: \$300.00 ACTION BUDGET: \$300
Total Budget:				\$300

Intervention: Faculty and staff at Glenn Duffy Elementary will collaborate to maintain a Schoolwide Literacy Inclusionary Program.

Scientific Based Research: Prentice Hall, The Inclusive Classroom: Strategies for Effective Instruction, Scruggs, T., March 2006.

Actions	Person Responsible	Timeline	Resources	Source of Funds
#L-42. A letter of Principal Attestation, or "Parent Right to Know" letter will be made available to all parents and community members at the building-level and district offices. The attestation will include statements that validate teachers employed within the building meet the "HIGHLY QUALIFIED" requirements of "No Child Left Behind." Teachers may be required to complete the Arkansas Department of Education's "Highly Qualified" form on an annual basis. The letter will be mailed to parents and posted on the school website. Action Type: Alignment Action Type: Parental Engagement	Zane Vanderpool	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Teachers 	ACTION BUDGET: \$
#L-45. PARENTAL INVOLVEMENT: Both the Parent Volunteer Center and the Parent Section of the school library will be accessible during regular school hours. Resources available will be advertised through school newsletters and will be available for check-out. Action Type: Equity Action Type: Parental Engagement Action Type: Technology Inclusion	Faith Hendricks	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Community Leaders • Computers • Teaching Aids 	ACTION BUDGET: \$
#L-48. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) will be Glenn Duffy Elementary's literacy screening instrument for students, including special education students who are physically and cognitively capable. Individualized data generated through the DIBELS assessment will allow highly qualified teachers to provide reading "point in time" remediation which can be periodically revised. The Learning Institute (TLI) assessments	Elain Hodges	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	ACTION BUDGET: \$

<p>that complement the common core state standards will be used to assess student progress. Teachers conduct regular DIBELS screenings for every student who are physically and cognitively capable. Action Type: Alignment Action Type: Equity Action Type: Special Education</p>				
<p>#L-49. All teachers will meet regularly with their grade level to identify instructional strategies, best practices and revisit the ACSIP. Special areas such as art, music, computer lab, physical education, GATE, and library will meet regularly to support respective instructional planning in relation to grade level units or topics of study. RESULTS: Regular meetings of grade level teachers as well as specials teachers provides additional collaboration in order to align curricular instruction and encourage development of a Professional Learning Community. Agenda and/or meeting notes are kept on file. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation</p>	<p>Faith Hendricks</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers • Title Teachers 	<p>ACTION BUDGET: \$</p>
<p>#L-51. HOMELESS: Glenn Duffy Elementary will provide all students, including those identified as homeless, with equal learning opportunities as well as equal access to all school supplies, thus enabling them to be successful. Action Type: Alignment Action Type: Equity Action Type: Title I Schoolwide</p>	<p>JoEllen Hastings, Zane Vanderpool</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>
<p>#L-43. The Gravette School District will employ one 1.0 FTE certified teacher, two 1.0 FTE, and one 0.5 FTE paraprofessionals to assist K-2 teachers and students in the delivery of supplemental literacy and mathematics programs and services. Action Type: Collaboration Action Type: Title I Schoolwide</p>	<p>Zane Vanderpool</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers • Title Teachers 	<p>Title I - Employee \$21565.00 Benefits: Title I - Employee \$98020.00 Salaries: ACTION BUDGET: \$119585</p>
<p>#L-44. The Supplemental Instruction certified teacher and paraprofessionals will assist all students and teachers by providing individualized instruction in grade level skills as a part of the K-2 Early Intervention Program. Instructional materials and supplies including Essential Skills software program and license will be purchased to supplement instruction. Targeted assistance and POINT IN TIME or TIMELY AND EFFECTIVE REMEDIATION will be provided, but</p>	<p>Shelly Cripps</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers • Teaching Aids • Title Teachers 	<p>Title I - Purchased \$6300.00 Services: ACTION BUDGET: \$6300</p>

not limited to students on an AIP or IRI. Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide				
#L-46. Kindergarten through second grade students (including students serviced by the district special education program) will participate in mathematics and literacy activities as presented in the computer lab. Programs may include but not be limited to: Essential Skills and Read Naturally. Assessment data will be collected to monitor individual student progress. Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	Jean Dover	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Computers • Teachers • Title Teachers 	Title I - Materials & Supplies: \$2500.00 ACTION BUDGET: \$2500
#L-50. The Title I teacher will use Read Naturally as a supplemental instructional tool to support reading achievement in the Title I classroom. Read Naturally will be used in addition to remediation requirements set by the Arkansas Department of Education. The program may be used for kindergarten, first grade, or second grade students based on student need according to teacher recommendation. Action Type: Alignment Action Type: Equity Action Type: Title I Schoolwide	Shelly Cripps	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Teachers • Teaching Aids • Title Teachers 	ACTION BUDGET: \$
Total Budget:				\$128385

Intervention: Glenn Duffy Elementary will increase student achievement of children participating in the English Language Learner (ELL) Program.

Scientific Based Research: Rosetta Stone, Rosetta Stone Language Series (3rd ed.), September 2007 The University of Michigan Press, Keys to teaching Grammar to English Language Learners, Folse, Keith S., 2009 Teacher College Press, Teaching and Learning in Two Languages, Garcia, Eugene E., 2005

Actions	Person Responsible	Timeline	Resources	Source of Funds
#L-52. The Gravette School District will employ one .5 ELL aide to assist the certified ELL teacher and instruct all Glenn Duffy ELL students. ELL personnel will attend in-service meetings and meet to review program goals and objectives, delivery of instruction, assessment, and modifications. (Aide's salary .5 gde, .5 gue) Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Dr. Andrea Kelly	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Performance Assessments • Teachers 	ACTION BUDGET: \$
#L-53. ELL trained personnel will use assessment strategies and measurement tools to evaluate and place students within the program. ELL students will participate in educational opportunities and activities provided by personnel under the supervision/direction of the ESL Coordinator. Student achievement will be noted. Leveled reading books may be used to provide literacy opportunity both at home and school. Bilingual books will be available in the library. Parents will be informed of assessment	Meghan Reimer	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • District Staff • School Library • Teachers 	ACTION BUDGET: \$

results and program goals and objectives. Action Type: Alignment Action Type: Equity Action Type: Parental Engagement				
#L-54. Glenn Duffy Elementary will continue to utilize the Rosetta Stone instructional language program designed to assist in language acquisition through the use of technology. Action Type: Equity Action Type: Technology Inclusion	Leta Witt	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Computers District Staff Teachers Teaching Aids 	ACTION BUDGET: \$
#L-55. The English Language Development Assessment (ELDA) will be used to determine progress of ELL students. RESULTS: In 2010-2011, eleven kindergarten students were tested and 9% scored proficiency level 2. 64% scored proficiency level 3. 72% scored proficiency level 4. Seven first-grade students were tested and 14% scored proficiency level 1. 14% scored proficiency level 2. 29% scored proficiency level 3. 14% scored proficiency level 4. 29% scored proficiency level 5. Six second grade students were tested and 50% scored proficiency level 2 while 50% scored proficiency level 4. In Spring 2009, three kindergarten students were tested and 33% scored proficiency level 1. 33% scored proficiency level 3. 33% scored proficiency level 4. Three first grade students were tested and 33% scored proficiency level 1. 33% scored proficiency level 2. 33% scored proficiency level 3. Six second grade students were tested and 33% scored proficiency level 1. 17% scored proficiency level 2. 33% scored proficiency level 3. 17% scored proficiency level 2. 33% scored proficiency level 4. The ELL paraprofessional administers the ELDA in the beginning of the year and provides classroom teachers with strategies that will enable them to provide the most effective instruction for each ELL student. Action Type: Collaboration Action Type: Program Evaluation	Meghan Reimer	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
#L-66. Three Glenn Duffy teachers will begin the ESL training program offered by the University of Arkansas. The program is pending grant funds. This is a two-year program for a total of twelve hours of college credit toward and ESL endorsement. Teachers will implement their new learning to enhance delivery of strategies to improve achievement and learning styles of each child's diverse learning needs. Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation	Mary Jo Norberg	Start: 07/01/2011 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Glenn Duffy Elementary will encourage and facilitate parental engagement at home and at school through a PARENTAL INVOLVEMENT PLAN which aligns to National PTA Standards and Act 307 of 2007 and Act 603 of 2003..				
Scientific Based Research: Beyond the Bakesale, Henderson, Mapp, Johnson, and Davies (2007)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
#L-56. PARENTAL INVOLVEMENT: Glenn Duffy Elementary will continue to expand the Parent Volunteer Resource Center. Curriculum materials, instructional aides, tutorial resources,	Faith Hendricks	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Community 	ACTION BUDGET: \$

<p>parent letter, and access to the internet will be available to families through the Parent Volunteer Center, as well as a Parent Section, located within the school library. Both the Parent Volunteer Center and the Parent Section of the school library will be accessible during regular school hours. Available resources will be advertised through school newsletters and WILL BE AVAILABLE FOR CHECKOUT TO INCORPORATE DEVELOPMENTALLY APPROPRIATE LEARNING ACTIVITIES IN THE HOME ENVIRONMENT. Action Type: Equity Action Type: Parental Engagement Action Type: Technology Inclusion</p>			<ul style="list-style-type: none"> • Leaders • Computers • School Library • Teachers • Teaching Aids 	
<p>#L-57. PARENTAL INVOLVEMENT: Glenn Duffy Elementary will continue to implement a Volunteer Program that promotes a variety of avenues for parents to become actively involved in the school. The PARENT FACILITATOR (CERTIFIED TEACHER) will distribute information pertaining to volunteer opportunities to parents, students, and community members, thus ENGAGING PARENTS IN OTHER ACTIVITIES TO ASSIST IN THEIR CHILD'S LEARNING. Furthermore, a VOLUNTEER RESOURCE BOOK will be published and made available through the Parent Center. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	Faith Hendricks	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	ACTION BUDGET: \$
<p>#L-58. PARENTAL INVOLVEMENT: To encourage communication with parents, Glenn Duffy will prepare a family INFORMATIONAL PACKET to be distributed to the parents of each child in the school. It will include information describing the school's parental involvement program, tips for parents, a copy of the SCHOOL'S PROCESS FOR RESOLVING PARENTAL CONCERNS PUBLISHED IN THE HANDBOOK, character education, and the SCHOOL-PARENT COMPACT. Furthermore, it will include ways for parents to become involved in the school and their child's education, activities planned throughout the school year to encourage parental involvement, and a system to allow the parents and teachers to communicate in a regular, two-way, meaningful manner with the child's teacher and the school principal. The packet, compact, and handbook will be sent home to parents and posted on the school website. Action Type: Parental Engagement</p>	Faith Hendricks	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
<p>#L-59. PARENTAL INVOLVEMENT: The Parental Involvement plan will be evaluated annually by the Parental Involvement Committee by obtaining and reviewing data that reflects the number of parents participating in school events, parent/teacher conferences and the volunteer program. Data will also be gathered that reflects the utilization of the Parent Center. RESULTS: Data will be reviewed annually by the Parental Involvement Committee and strategies will be implemented to foster an increase in parent involvement and participation in subsequent years. The Parental Involvement Plan will be sent home to parents and posted on</p>	Faith Hendricks	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$

the school website. Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation				
Total Budget:				\$0

Intervention: Implement the Comprehensive Literacy Approach for comprehension instruction with an emphasis on critical analysis and strategies.
 Scientific Based Research: Heinemann, Mosaic of Thought: The Power of Comprehension Strategy Instruction, Keene, E., Newkirk, T., Zimmerman, S., May 2007.

Actions	Person Responsible	Timeline	Resources	Source of Funds
#L-61. All teachers will utilize explicit teaching procedures for comprehension instruction. Whole group instruction and small group instruction will be used which includes teacher explanation and modeling of all comprehension strategies, followed by guided practice, independent practice, and progress monitoring. Professional development and consultant services will be made available to staff. Action Type: Alignment Action Type: Equity Action Type: Professional Development	Shannon Hubanks	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Outside Consultants • Performance Assessments • Teachers • Teaching Aids • Title Teachers 	ACTION BUDGET: \$
#L-62. Following DIBELS assessments throughout the school year, the ITBS will be the summative assessment for reading comprehension. Students' scores will be made available to parents. RESULTS: Student score reports were discussed at the Annual Report to the Public, the Title I Meeting, and the first P/T conferences. 2011 ITBS Scores were reported as follows: Kindergarten NPR for Reading Vocabulary was 64, Words was 85, Language was 89 and Mathematics was 67. The 2011 First-grade NPR for Reading Vocabulary was 45, Comprehension was 64, Reading Total was 56, Spelling was 68, Language Total was 56, Mathematics Concepts was 53, Problems was 51 and Mathematics Total was 53. The 2011 Second-grade NPR for Reading Vocabulary was 53, Comprehension was 68, Reading Total was 61, Spelling was 57, Language Total was 62, Mathematics Concepts was 59, Problems was 53 and Mathematics Total was 56. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Technology Inclusion	Misty Harris	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	ACTION BUDGET: \$
#L-64. Utilizing the leveled reading library, students will participate in small group instruction and discussion with particular focus on developing critical analysis skills and strategies. Activities will include reviews of critical analysis questions. Examples of critical analysis will be modeled and discussed. Students	Brenda Bontke	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$

will complete activities that specifically address using critical analysis skills. Action Type: Alignment Action Type: Equity				
#L-65. Kindergarten through second grade students will participate in literacy activities that develop critical thinking through the use of inference, explicit and evaluative questioning strategies. Action Type: Alignment Action Type: Equity	Audrea Vore	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
#L-60. PARENTAL INVOLVEMENT: The parental involvement FACILITATOR will attend a supplemental parental involvement conference on November in Hot Springs. This professional development opportunity will promote facilitation of growth in parental engagement at Glenn Duffy Elementary and help build parental capacity among our stakeholders. Action Type: Parental Engagement Action Type: Professional Development	Faith Hendricks	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Outside Consultants School Library Teachers 	Title I - Purchased \$315.00 Services: ACTION BUDGET: \$315
Total Budget:				\$315

Intervention: SCHOOL IMPROVEMENT INTERVENTION for SI Year II. Glenn Duffy Elementary staff will focus on targeted sub-populations during implementation of the comprehensive literacy approach to increase student achievement. **THIS IS A TWO YEAR PLAN.**

Scientific Based Research: Scientific Based Research: Heinemann, Guided Writing Practical Lessons, Powerful Results. Lori Oczkus, 2007. Beyond the Bakesale, Henderson, Mapp, Johnson, and Davies (2007)

Actions	Person Responsible	Timeline	Resources	Source of Funds
#L-67. A letter will be sent to Glenn Duffy Elementary parents notifying them that our school is on SCHOOL IMPROVEMENT YEAR II status due to not making AYP for the expected Literacy and Mathematics performance levels for the third-grade literacy and mathematics in the sub-populations of economically disadvantaged and Special Education during the 2011-2012 school year. The letter will include the description of how parents may apply to other schools for SCHOOL CHOICE and notification that Supplemental Educational Services will be offered. Action Type: Equity Action Type: Parental Engagement	Zane Vanderpool	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
#L-68. The principal will conduct daily classroom walk-through (CWT) investigations to insure that the comprehensive literacy approaches are being used by teaching staff and the new mathematics curriculum is begin implemented by the teaching staff. CWT reports of findings will be shared with the staff to promote collaboration and deep knowledge of teaching and learning. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion	Zane Vanderpool	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$

<p>#L-69. Benchmark Preparation activities will be administered in second grade. Activities will include reviews of open response questions from the Third Grade Benchmark Released Items manual. Examples of prompts will then be modeled and discussed in class. Students, including those with an IEP will complete related prompts that will be scored by teachers. Analysis of students scores will be logged and reported anonymously by levels of proficiency per Released Item completed. Student scores will be tabulated to compare growth from first to second attempts on selected passages. Due to the continued success of third grade students on the Benchmark exams, second grade teachers will continue instruction based on third grade released Benchmark items for Literacy. Action Type: Alignment Action Type: Equity Action Type: Program Evaluation Action Type: Special Education</p>	<p>Stephanie Farmer</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>#L-71. Teachers will set aside a time for remediation each day to address student weaknesses and address AIP/IRI on the NORMES website. Parents will be involved with the AIP/IRI process including discussion at parent/teacher conferences. Smart Core information will also be distributed at parent/teacher conferences. Action Type: AIP/IRI Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion</p>	<p>Zane Vanderpool</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>#L-72. Professional development may be provided to Glenn Duffy second-grade teachers in the form of visiting other school districts to observe and compare instruction, curriculum, and assessment. This action is part of a TWO YEAR PLAN to address the needs of students in populations that caused the school to become in School Improvement Year II. The school district will SET ASIDE 10% OF SCHOOL'S ALLOCATION over and above that for Title I schools to be used in professional development opportunities to improve instruction for targeted sub-populations and school choice. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development</p>	<p>Zane Vanderpool</p>	<p>Start: 07/01/2011 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	<p>PD (State-223) - Purchased Services: \$750.00 ACTION BUDGET: \$750</p>
<p>#L-28. Classroom teachers and special education teachers will use common core book sets as their main</p>	<p>Lacey Knoedl</p>	<p>Start: 07/01/2011 End:</p>	<ul style="list-style-type: none"> • Administrative Staff 	<p>ACTION BUDGET: \$</p>

<p>instructional resource. These series of literacy units are aligned with the Common Core State Standards. NWAESC Literacy Specialists will be used as support in training and implementation. This is part of a TWO YEAR PLAN to promote student achievement in reading fluency and comprehension. PARENTAL INVOLVEMENT will be promoted as classroom newsletters are sent home and parents volunteer at school or from home. Action Type: Parental Engagement Action Type: Professional Development Action Type: Special Education</p>		06/30/2013	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	
<p>#L-73. PEER REVIEW. The school will annually review and revise its ACSIP and conduct a peer review prior to submission to the LEA. Parent representatives and district staff will be included in the review and documentation of the meeting will maintained on file. The ACSIP will list current and accurate members and their titles. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation</p>	Zane Vanderpool	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • District Staff • Teachers 	ACTION BUDGET: \$
<p>#L-74. The school will incorporate TEACHER MENTORING ACTIVITIES and PROGRAMS by communicating with the Mathematics and Literacy coaches employed by the Northwest Arkansas Educational Service Cooperative (NWAESC). This is part of a TWO YEAR PLAN plan so that teachers will be able to use modeling services and other resources provided by the NWAESC coaches to assist teachers in addressing the academic achievement of students who are below proficient. Action Type: Collaboration Action Type: Professional Development Action Type: Special Education</p>	Zane Vanderpool	Start: 07/01/2011 End: 06/30/2013	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	ACTION BUDGET: \$
<p>#L-75. Additional strategies to promote parental involvement will be used to reach students scoring below proficiency. Strategies will include contacting parents because of excessive student tardiness or absenteeism. Parents may also be contacted for excessive incomplete or missing student work. Action Type: Parental Engagement Action Type: Special Education</p>	Carrie Eyberg	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
<p>#L-76. SUPPLEMENTAL EDUCATIONAL SERVICES (SES) will be offered to students in the special education and economically disadvantaged sub-populations. A letter will be sent to appropriate parents to explain the</p>	Zane Vanderpool	Start: 07/01/2011 End: 06/30/2013	<ul style="list-style-type: none"> • District Staff • Outside Consultants 	ACTION BUDGET: \$

purpose of the SES services, the date of the SES fair, and the process of enrollment for the available agencies. Funds are allocated at the district level. Action Type: Special Education				
Total Budget:				\$750

Priority 2: To improve student scores in mathematics on the Iowa Test of Basic Skills (ITBS) and the third-grade Benchmark.

Supporting Data: 1. Glenn Duffy Elementary has been notified by the Arkansas Department of Education that our school has been placed on "School Improvement Year II" because we are a "feeder school" to the Gravette Upper Elementary. The Upper Elementary failed to meet the expected Mathematics performance level for the third grade mathematics in the sub-populations of economically disadvantaged and Special Education during the 2010-2011 school year.

2.

Goal: Second grade students will show an improved competency in approaches & procedures and problem solving. First grade students will show an improved competency in data interpretation and problem solving. Kindergarten will show an improved competency in number properties & operations and problem solving. COMPREHENSIVE NEEDS ASSESSMENT: We formed an ACSIP Leadership Team and analyzed the test scores from the past three years of administration of the (K and 1-2) grade MAT 8, SAT 10, and ITBS Exams. We examined the results of the exams to determine our areas of greatest need. In addition, we studied our attendance over the past three years. We used this data for the purpose of determining if our efforts building wide increased our overall attendance rate. Our Supporting Data Statements show the discrepancies in achievement throughout Glenn Duffy Elementary. We are modifying our curriculum, instruction, assessment and Professional Development practices to better meet the needs of all our students. Our data analysis led us to conclude that the following areas reflect our greatest need: measurement, number sense, operations, reasoning, and mathematical connections. In addition, we meet in teams, (weekly) and as an entire faculty (monthly) for the purpose of making on-going decisions regarding the direction, and focus, of our classroom Instruction. Action Type: Collaboration, Professional Development
Action Type: Equity Action Type: Plan Evaluation, Title I Schoolwide

Benchmark In order to meet or exceed performance levels for Adequate Yearly Progress, Glenn Duffy Elementary will increase to 85.00, as determined by the Arkansas Department of Education.

Intervention: Implement intensive instruction with an emphasis on problem solving, critical thinking, mathematical connections, number sense, measurement, and operations.

Scientific Based Research: Cavendish, Marshall and Kheong Fong. Math in Focus Singapore Math, 2011. Distributed by: Great Source, a division of Houghton Mifflin Harcourt Publishing Company.

Actions	Person Responsible	Timeline	Resources	Source of Funds
#M-2. Utilizing The Learning Institute program and Quiz Builder, educators will develop common objectives, essential questions, and common assessments to strengthen identified areas of deficiency. RESULTS: Glenn Duffy personnel collaborate frequently to discuss curriculum and lesson planning in grade level team meetings or vertically with other grades. Teachers may meet on a quarterly basis to determine common objectives, develop collaborative instructional plans, and review student performance and/or assessment. Strategies are discussed and implemented that address deficiencies. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Title I Schoolwide	Margaret Martin	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET: \$

<p>#M-3. Special education students will practice and apply mathematical connections, reasoning, and number sense skills as is appropriate to the goals outlined in their IEP. Teachers will collaborate to identify effective strategies and techniques that align skills to the state standards. All teachers will use this information to prepare students for ITBS and third-grade Benchmark Exams. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion</p>	<p>Serena Scheele</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>#M-4. Kindergarten through second grade students will participate in activities that focus on problem solving, critical thinking, understanding measurements, number properties & operations, data interpretation, and approaches & procedures. This will be accomplished via the Math in Focus mathematics curriculum. Teachers will provide instruction in both whole and small group settings. Action Type: Alignment Action Type: Equity</p>	<p>Sonja Smith</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Teachers • Title Teachers 	<p>ACTION BUDGET: \$</p>
<p>#M-1. Students will practice and apply number sense, reasoning, approaches & procedures, problem solving, and mathematical connections. Lesson plans will reflect student learning expectations found within the description of Common Core State Standards. Teachers will collaborate to identify effective instructional strategies and to access materials. Progress will be measured by an increase in scores on common assessments on the ITBS. SECOND YEAR ACTION: Based on the SAT 10, MAT 8, and ITBS summative assessments, measurements and operations were found to be two of the areas of greatest need. They will therefore be targeted specifically in classroom instruction. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation</p>	<p>Margaret Martin</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Performance Assessments • Teachers • Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>#M-6. PARENTAL INVOLVEMENT: TWO PARENT/TEACHER CONFERENCES will be scheduled during the 2011-2012 school year. The fall conference is September 2011 and the spring conference is March 29-30, 2012. Action Type: AIP/IRI Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education</p>	<p>Faith Hendricks</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Community Leaders • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>

Intervention: Implement standards-based mathematics instruction in relation to student achievement results according to state and local assessments.

Scientific Based Research: McTighe, Jay, and Wiggins, Grant. Understanding by Design, 1998. Carter, Lisa, Total Instructional Alignment From Standards to Student Success, 2007. Cavendish, Marshall and Kheong Fong. Math in Focus Singapore Math, 2011. Distributed by: Great Source, a division of Houghton Mifflin Harcourt Publishing Company.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>#M-7. Educators will utilize standards-based mathematics instruction. Teachers will identify core mathematics concepts to be taught, develop common assessments, and essential questions to guide both instruction and assessment for each quarter. AIP's will be developed for all students in grades K-2 who score below the proficient level on either the ITBS or QUELI. Assessment reports will be provided to parents through Parent/Teacher conferences, report cards, progress reports, and on an individual basis as needed.</p> <p>Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	<p>Amber Sisemore</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Performance Assessments • Teachers • Title Teachers 	<p>ACTION BUDGET: \$</p>
<p>#M-8. Math manipulatives are available as an extension of the regular math curriculum. Special education staff will provide experiences with manipulatives that are reflective of individual student's ability levels and IEPs. Parents may have access to math manipulatives at the Parent Center in order to reinforce classroom instruction at home.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education</p>	<p>Angie Denver</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>#M-11. Benchmark Preparation activities will be administered in second grade. Activities will include reviews of open response questions from the Third Grade Benchmark Released Items manual. Examples of prompts will then be modeled and discussed in class. Students will complete related prompts that will be scored by teachers. Analysis of students scores will be logged and reported anonymously by levels of proficiency per Released Item completed. Due to the continued success of third grade students on the Benchmark exams, second grade teachers will continue instruction based on third grade released Benchmark items. Student scores will be tabulated to compare growth from first to second attempts on selected passages.</p> <p>Action Type: Alignment Action Type: Equity Action Type: Program Evaluation Action Type: Technology Inclusion</p>	<p>Stephanie Farmer</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</p>
<p>#M-12. PARENTAL INVOLVEMENT: Glenn Duffy Elementary will work cooperatively with parent representatives to maintain FORMATION OF A PARENT TEACHER ORGANIZATION (PTO) and SCHEDULE PARENT INVOLVEMENT MEETINGS which may include, but are not limited to, Meet the Teacher Night, SLAM Night (science, literacy, and math) and Testing Information Night. Instruction will be provided to parents on how to incorporate developmentally appropriate learning activities in the home environment.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	<p>Faith Henricks</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Community Leaders • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>

<p>#M-13. The school will incorporate TEACHER MENTORING ACTIVITIES and PROGRAMS by communicating with the Mathematics and Literacy coaches employed by the Northwest Arkansas Educational Service Cooperative (NWAESC). This is part of a TWO YEAR PLAN plan so that teachers will be able to use modeling services and other resources provided by the NWAESC coaches to assist teachers in addressing the academic achievement of students who are below proficient. Action Type: Collaboration Action Type: Professional Development Action Type: Special Education</p>	<p>Zane Vanderpool</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>
<p>#M-14. Mathematics teachers and special education teachers will use the new text book series "Math in Focus" as their main instructional resource. This text and series of professional development opportunities is part of a TWO-YEAR PLAN to promote student achievement in problem solving, critical thinking, and mathematical connections. PARENTAL INVOLVEMENT will be promoted as informative letters are sent home with each new unit of study. Action Type: Parental Engagement Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion</p>	<p>Misty Reece</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>
<p>#M-15. Mathematics teachers and special education teachers will use the newly installed amplification system in each classroom. The "Front Row" amplification system allows for hearing impaired students as well as regular education students to be more advantaged to hear the instructor. This is likely to increase student attentiveness and decrease inappropriate student behavior. ((Not sure if \$\$\$ goes with this one.)) Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion</p>	<p>Paula Wood</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>

Priority 3: All students will receive nutrition education and participate in healthy levels of physical activity.

Supporting Data:

Goal

All students will receive nutrition education and participate in healthy levels of physical activity. COMPREHENSIVE NEEDS ASSESSMENT: We formed an ACSIP Leadership Team and analyzed the results from the past three years of administration of the Body Mass Index at Glenn Duffy Elementary. In 2010-2011 Body Mass Index Data indicated that of 91 male students in kindergarten and second-grade for which data was collected, 77.9% were determined to be within the Healthy or Underweight range and 22.1% were determined to be in the Overweight or Obese range. Data collected for 92 females students in kindergarten and second grade, 85.9% were determined to be within the Healthy or Underweight range and 14.1% were determined to be within the Overweight or Obese range. In 2009-2010 Body Mass Index Data indicated that of 85 males students in kindergarten through second grade for which data was collected, 81.2% were determined to be within the Healthy or Underweight range and 18.8% were determined to be At Risk for Overweight or Overweight range. Data collected for 87 females students in kindergarten through second grade, 85.1% were determined to be within the Healthy or Underweight range and 14.9% were determined to be within the At Risk for Overweight or Overweight range. In 2008-2009 Body Mass Index Data indicated that of 91 males students in kindergarten through second grade for which data was collected, 75.8% were determined to be within the Healthy or Underweight range and 24.2% were determined to be At Risk for Overweight or Overweight range. Data collected for 94 females students in kindergarten through second grade, 83% were determined to be within the

Healthy or Underweight range and 17% were determined to be within the At Risk for Overweight or Overweight range. Glenn Duffy representatives participate in a Health & Wellness committee that addresses the following issues: Implementation of nutrition and physical activity standards, professional development in the area of school nutrition and physical activity into the curriculum, nutrition education for all students and increasing training of physical education teachers. To ensure student wellness is being addressed, the School Nutrition/Physical Activity Advisory Committee will meet regularly throughout the 2011-2012 school year to ensure programs and services are developed and implemented at both the district and building levels.

Benchmark There will be a cumulative decrease of 10% of students in grades prekindergarten through third grade reported as "At Risk" on the Body Mass Index data.

Intervention: Glenn Duffy Elementary will promote strategies and activities that encourage a non-sedentary lifestyle and provide health and nutrition education for all students.				
Scientific Based Research: School Health Index: A Self-Assessment and Planning Guide. Center for Disease Control, Department of Health and Human Services. Washington, D.C., 2004. McGraw-Hill Companies, Children Moving: A Reflective Approach to Teaching Physical Education, Graham, G., Hale, S., & Parker, M., March 2006.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
#W-1. All students will participate in the Health/PE curriculum provided by the district and carried out by the physical education teacher. The physical education teacher will provide health and nutrition tips to parents in newsletters. Websites that offer tips and activities will be made available to parents and teachers. Action Type: Alignment Action Type: Equity Action Type: Parental Engagement Action Type: Technology Inclusion Action Type: Wellness	Melissa Pittman	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Community Leaders Computers Teachers Title Teachers 	ACTION BUDGET: \$
#W-2. The "Kids for Health" program will be available to all K-2 Glenn Duffy students. Adaptations may be made for students with physical limitations. Program components, objectives, and activities will be shared with Glenn Duffy staff members and parents. RESULTS, 2010-2011: Based on BMI data reports, there is evidence of a continued need for nutritional education for students and their families through the "Kids for Health" program. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education Action Type: Title I Schoolwide Action Type: Wellness	Melissa Pittman	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
#W-3. All Glenn Duffy students will participate in a minimum of 60 minutes of physical education and activity per week including formal physical education classes and daily recess. Activities and instruction will correlate with Arkansas Frameworks and Common Core State Standards and be modified for students with special needs and/or physical challenges. Action Type: Alignment Action Type: Equity Action Type: Special Education Action Type: Wellness	Melissa Pittman	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
#W-4. All Glenn Duffy students may participate in a Buddy Day, an annual day of physical activities and games. Parents and community	Melissa Pittman	Start: 07/01/2011 End:	<ul style="list-style-type: none"> Community Leaders 	ACTION BUDGET: \$

members will be invited to participate in this event. Older students at the Upper Elementary will be invited to chaperone the Glenn Duffy students. PTO and physical education staff will work together in planning this event. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Wellness	06/30/2012	<ul style="list-style-type: none"> • Outside Consultants • Teachers • Title Teachers
Total Budget:		\$0

Intervention: Glenn Duffy Elementary will encourage strategies and activities that promote better dietary habits.

Scientific Based Research: Arkansas Fights Fat: Translating Research Into Policy to Combat Childhood and Adolescent Obesity. Health Affairs, 20, no.4 (2006): 992-1004.

Actions	Person Responsible	Timeline	Resources	Source of Funds
#W-5. Glenn Duffy Elementary PTO and administration will designate nine days on the school calendar for distribution of Foods of Minimal Nutritional Value, as outlined in ADE Rules and Regulations. Action Type: Equity Action Type: Parental Engagement Action Type: Wellness	Zane Vanderpool	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • Outside Consultants • Teachers 	ACTION BUDGET: \$
#W-6. Qualifying students will receive nutritious foods to supplement their needs away from school through the school based "Snackpack Program" offered by the school counselor. Parents of qualifying students will be provided the opportunity to participate in the program. RESULTS: Based on the continued Title I status of our building it is understood that students continue to qualify for the Snackpack Program. In the first weeks of the 2011-12 school year, 56 students have been recommended to receive Snackpacks. There were 65 students served through the Snackpack Program in 2010-11. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness	Barbara Roberts	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
#W-7. The school cafeteria will provide nutritious meals that meet National School Lunch guidelines. Both breakfast and lunch menus will be provided to students, parents, staff, and community members. Menus will be made available on the school website. Action Type: Equity Action Type: Parental Engagement Action Type: Technology Inclusion Action Type: Wellness	Sheila Roughton	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Computers • District Staff • Teachers 	ACTION BUDGET: \$
#W-8. Glenn Duffy Elementary will continue a healthy snack policy. A list of healthy snack alternatives will be distributed to parents in written	Christina Hartman	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$

format. Action Type: Equity Action Type: Parental Engagement Action Type: Wellness				
#W-9, One teacher will attend a School Health conference as a district Representative. June 28-30, 2011. Action Type: Professional Development Action Type: Wellness	Zane Vanderpool	Start: 07/01/2011 End: 06/30/2012	• Teachers	PD (State-223) - Purchased Services: \$600.00 Title I - Purchased Services: \$200.00 ACTION BUDGET: \$800
Total Budget:				\$800

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Amber Sisemore	Second Grade Teacher	Literacy Committee
Classroom Teacher	Andrea Nall	First Grade Teacher	Literacy Committee
Classroom Teacher	Angie Denver	Second Grade Teacher	Math Committee
Classroom Teacher	Ashley Casey	Kindergarten Teacher	Literacy Committee
Classroom Teacher	Audrea Vore	Kindergarten Teacher	ACSIP Co-Chair
Classroom Teacher	Brenda Bontke	Second Grade Teacher	Literacy Committee
Classroom Teacher	Candace Eriksson	Art Teacher	Parent Involvement Committee
Classroom Teacher	Carol Sumter	PreK Teacher	Parent Involvement Committee
Classroom Teacher	Christina Hartman	Kindergarten Teacher	Literacy Committee
Classroom Teacher	Elain Hodges	First Grade Teacher	Math Committee
Classroom Teacher	Faith Hendricks	Media Specialist	Parent Involvement Committee
Classroom Teacher	Janet Moreno	Music Teacher	Parent Involvement Committee
Classroom Teacher	Jean Dover	Computer Lab Teacher	Wellness Committee
Classroom Teacher	Jennifer Davis	Kindergarten Teacher	Literacy Committee
Classroom Teacher	Jennifer Peters	First Grade Teacher	Literacy Committee
Classroom Teacher	Lacee Knoedl	First Grade Teacher	Literacy Committee
Classroom Teacher	Margaret Martin	First Grade Teacher	ACSIP Co-Chair
Classroom Teacher	Mary Jo Norberg	Kindergarten Teacher	Parent Involvement Committee
Classroom Teacher	Melissa Pittman	Physical Education Teacher	Wellness Committee
Classroom Teacher	Misty Harris	Kindergarten Grade Teacher	Literacy Committee
Classroom Teacher	Misty Reece	Second Grade Teacher	Math Committee
Classroom Teacher	Ronda Russell	PreK Teacher	Math Committee
Classroom Teacher	Serena Scheele	Special Education Teacher	Wellness Committee
Classroom Teacher	Shannon Hubanks	Pre-K Teacher	Literacy Committee
Classroom Teacher	Sonja Smith	Second Grade Teacher	Math Committee
Classroom Teacher	Stephanie Farmer	Second Grade Teacher	ACSIP Co-Chair
Classroom Teacher	Tabby Crane	Kindergarten Teacher	Parent Involvement Committee
Classroom Teacher	Tori Hunt	First Grade Teacher	Math Committee
District-Level Professional	Paula Wood	LEA/ Enrichment Teacher	Literacy Committee
Non-Classroom Professional Staff	Andrea VanSandt	Gifted and Talented Ed.	Mathematics
Non-Classroom Professional Staff	Ashlee Olson	Paraprofessional	Math Committee
Non-Classroom Professional Staff	Barbara Roberts	Counselor	Wellness Committee
Non-Classroom Professional Staff	Dana Betz	PreK Paraprofessional	Parent Involvement Committee
Non-Classroom Professional Staff	Holly Wallace	Special Ed Paraprofessional	Literacy Committee
Non-Classroom Professional Staff	Jackie Riley	Building Custodian	Wellness Committee
Non-Classroom Professional Staff	Jackie Stay	Special Ed Paraprofessional	Math Committee

Non-Classroom Professional Staff	Jess Gibson	Secretary	Wellness Committee
Non-Classroom Professional Staff	Julie Hooks	Speech Pathologist	Literacy Committee
Non-Classroom Professional Staff	Kim Hurtt	Purchasing Secretary	Math Committee
Non-Classroom Professional Staff	Kim Knight	PreK Paraprofessional	Literacy Committee
Non-Classroom Professional Staff	Laura Brown	PreK Paraprofessional	Literacy Committee
Non-Classroom Professional Staff	Leta Witt	ELL paraprofessional	Parent Involvement Committee
Non-Classroom Professional Staff	Lisa McKee	Speech Pathologist	Literacy Committee
Non-Classroom Professional Staff	Meghan Reimer	ESL Coordinator	Parent Involvement Committee
Non-Classroom Professional Staff	Mendy Roth	Paraprofessional	Literacy Committee
Non-Classroom Professional Staff	Nema LaBrecque	Title I Paraprofessional	Wellness Committee
Non-Classroom Professional Staff	Rachel Gibson	Gifted and Talented Ed.	Parent Involvement Committee
Non-Classroom Professional Staff	Sara Bolduc	Title I Paraprofessional	Parent Involvement Committee
Non-Classroom Professional Staff	Sheila Roughton	Cafeteria Manager	Wellness Committee
Non-Classroom Professional Staff	Shelly Cripps	Title I Teacher	Literacy Committee
Non-Classroom Professional Staff	Terri Jewett	Paraprofessional	Parent Involvement Committee
Non-Classroom Professional Staff	Wendy Catron	School Nurse	Wellness Committee
Parent	Addie Johnson	PTO Representative	Parent Involvement Committee
Parent	Brandy Estep	PTO President	Parent Involvement Committee
Parent	Haidee Larson	PTO Representative	Parental Involvement Committee
Parent	Jackie Galyean	PTO Representative	Parent Involvement Committee
Principal	Zane Vanderpool	Principal	ACSIP Leadership