



[ADE Reviewer Menu Page](#) | [Change Password](#) | [FAQ](#) | [Feedback](#) | [Logout](#)

2012-2013 ARCHIVE

School Plan

[Print Version](#)

SCHOOL DISTRICT

Arkansas Comprehensive School Improvement Plan

2012-2013

The mission of the School District is to create an environment that provides all students with the academic skills and responsible citizenship needed to be competitive in the 21st century.

Grade Span:

Title I: Not Applicable

School Improvement:

Table of Contents

Priority 2: Leadership/School Support

Goal: Administrators will build leadership capacity to support school improvement initiatives.

Priority 5: Wellness

Goal: School health environments will improve.

Priority 6: English Language Learners (ELL)

Goal: English-language learners will become proficient in English.

Priority 2: Leadership/School Support

Supporting Data:

1. Needs Assessment: Based on focus walk data areas that need to be addressed through district leadership include: student engagement, teacher engagement with students, implementation of CCSS, writing measurable and student friendly objectives, higher level thinking skills, and ways to utilize instructional technology.
2. Goals set by the district level administration include: parental involvement, technology, communication, shared vision, professional development for certified and classified, student training, student safety, infrastructure for struggling students, and help in the implementation of ccss.
3. Monies used in this priority will help support teachers, administrators, board members, and classified staff gain skills and knowledge to impact student learning throughout the entire district. Some of the professional development will be done in house, but some professional development will be done through the Arkansas State Co-Op, and other opportunities that may arise (TLI, etc.)

Goal Administrators will build leadership capacity to support school improvement initiatives.

Benchmark All schools will show the growth in reaching their AMO and closing their achievement gap by a 6th during the 2012-2013 school year.

Intervention: Supporting leadership to build capacity for improvement.

Scientific Based Research: "What Every Superintendent and Principal Need to Know," J. Burgett, M. McGee, J. Rosborg, 2006. Less Teaching, More Assessing. John Wilcox. ASCD, 2006. What Makes Good Feedback.

Wiggins. ASCD, 2006. Teaching Development - Experience and Philosophy (Using the Three Rs). P. Gossman. Teacher Education Quarterly, 2008.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
JBHM Consulting, an approved ADE provider, will provide instructional support to building principals at LPS, and LES. Action Type: Alignment Action Type: Equity Action Type: SIF 1003(a) 12-13 Action Type: SIF 1003(a) ARRA	Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Outside Consultants 	ACTION BUDGET: \$
District and school leadership will use classroom focus walks to collect data. Data collected will help plan professional development and will lead to follow up conversations with teachers to improve instruction. Data collected will also help assess the impact of staff development provided through the individual school plans. The data as well as needs assessments from staff will help plan more effective and relevant professional development. This is the model for professional development creation in the Lonoke School District: assess needs through surveys and listing to staff needs, collect data/ focus walk in each building to "see" needs, plan PD to help address specific needs in district, implement PD, assess the PD through surveys and data collection/focus walks to "see" the changes and growth that the PD helped provide. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Special Education	Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff 	PD (State-223) - \$1000.00 Materials & Supplies: PD (State-223) - \$4000.00 Purchased Services: <hr/> ACTION BUDGET: \$5000
PROFESSIONAL DEVELOPMENT District and school leadership will facilitate improvement of teaching and learning across the curriculum by encouraging reflection of practice. Focus walks and school walk throughs will provide feedback to administration and teachers for growth areas. Through reflection practical and relevant professional development will be planned for teachers and administrators(materials and supplies bought with this money will help to pay for this pd) to help address areas of need in the district. An Admin and Board Workshop (district administration	Supt. and Federal Programs Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Central Office 	Title I - Purchased Services: \$10232.54 <hr/> ACTION BUDGET: \$10232.54

and board members) will be planned to help provide needed support to help increase student achievement per individual roles (materials and supplies bought with this money will be used to pay for this workshop). Action Type: Collaboration Action Type: Professional Development				
EVALUATION: The district team of administrative leaders will examine data, create goals, and action plans from data. Evaluation will be data review of action plan and completion of task analysis results. Action Type: Collaboration Action Type: Program Evaluation	Federal Programs Coordinator	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
The district will assist in transporting students who are referred to summer school on the primary and middle school campuses. Action Type: Collaboration	transportation director	Start: 07/01/2012 End: 06/30/2013		Title I - Employee Salaries: \$3000.00 Title I - Employee Benefits: \$1000.00 ACTION BUDGET: \$4000
Total Budget:				\$19232.54

Intervention: Building the capacity in school leadership to identify and evaluate research based teaching strategies across the curriculum.

Scientific Based Research: School Leadership That Works: From Research to Results. R. Marzano, T. Waters. ASCD, 2005. Less Teaching, More Assessing. John Wilcox. ASCD, 2006. What Makes Good Feedback. Wiggins. ASCD, 2006. Teaching Development - Experience and Philosophy (Using the Three Rs). P. Gossman. Teacher Education Quarterly, 2008.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Students who do not score proficient or above on their grade-level Benchmark Exam or on the reading portion of the ITBS shall be required to participate in goal setting of their individualized academic improvement plan (AIP) or an intensive reading intervention (IRI). Each AIP or IRI will be developed by school personnel and the student's parents and shall be designed to assist the student in attaining the expected achievement level. Interventions based on each student's individual academic needs will be identified for each student. The AIP and IRI shall state the parent's role as well as the consequences for the student's failure to participate in the plan. Interim assessments	Building Principals	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$

<p>designed by The Learning Institute in Hot Springs, Arkansas will be used to assess growth during the school year. The results of these assessments will be monitored. A district school board policy supports this action.</p>				
<p>Provide Coordinator for Title 1 program that will be involved with federal programs at district level but also at instructional level at schools(.60 FTE,). Action Type: Collaboration</p>	<p>, Federal Programs Coordinator</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> Administrative Staff 	<p>Title I - Employee \$33632.59 Salaries: Title I - Employee \$8539.63 Benefits: ACTION BUDGET: \$42172.22</p>
<p>Alternative learning environments will be provided in two centers, one serving students in first through sixth grade, one serving seventh through twelfth grade. The ALE will be designed to provide guidance, counseling and structured academic support to students who are experiencing emotional, social or academic problems. Students may be assigned to the alternative learning environments as a alternative to the regular classroom when their behaviors interfere with learning. The programs are staffed by licensed instructors and are supported by the services of school counselors and/or mental health professionals. Upon recommendation of a school administrator, a placement conference will be set. At this conference, a decision will be made to determine if placement is appropriate. If a decision is made to place in the ALE center, the student will, with parent agreement, sign an agreement of academic, behavior and learning expectations. Various contracts and forms are used in the program. Students participate in activities and extracurricular events as outlined in their placement plan. A curriculum designed to meet the student's individual needs can be substituted for the general education curriculum. Students will have access to computers, software and Internet connectivity. The length of placement is dependent on student progress. Exit criteria is identified by each center.</p>	<p>Special Education Supervisor</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>		<p>ACTION BUDGET: \$</p>

<p>Students may be placed in the ALE center for a nine-week period, a semester or a school year. The ALE teachers will contact the regular education teachers to address transition of the student back to the regular classroom when the student has fulfilled his/her exit criteria, obligation, or timeline in the ALE. Funding is provided through the use of ALE state categorical funds and are reflected in each school plan with FTE's indicated for each site the teacher's serve. Monies spent in this action will help support professional development and supplies needed to assist in the learning in the ALE environment.</p>				
<p>PROFESSIONAL DEVELOPMENT Title I and Title II A funds will help support ongoing professional development. Money spent here will help provide teachers professional development through speakers or supplies such as book for book studies or research-based reading to improve instruction. Professional Development will be provided on noninstructional days, during the summer, and before school. Professional development will be from within on most occasions empowering leadership amongst our district. To EVALUATE professional development, surveys will be conducted. Also, inhouse monitoring of ACSIP will occur. Folders for evidence collection have been distributed to buildings, and principals and district leadership are monitoring actions and professional development that aligns with our professional development plan (on website). Moving from the previous matrixes to a more effective way of monitoring that is tied to data is being created. Action Type: Parental Engagement Action Type: Professional Development</p>	<p>Superintendent</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	<p>Title II-A - Purchased Services: \$829.00 Title I - Materials & Supplies: \$10688.24 <hr/>ACTION BUDGET: \$11517.24</p>
<p>Title I funds will supplement funding for the Federal Programs Coordinator through professional development expenses, professional materials, equipment, and office supplies. Action Type: Professional Development</p>	<p>Asst. Supt./Fed. Prog.</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Central Office 	<p>Title I - Materials & Supplies: \$399.51 Title I - Purchased Services: \$2000.00 <hr/>ACTION BUDGET: \$2399.51</p>
<p>EVALUATION:</p>		<p>Start:</p>		

<p>The district utilized an innovation configuration matrix to determine the level of implementation and effectiveness of research based practices in the classroom. In 2010-2011, the administration reported some growth in the use of research based practices in the classroom. Action Type: Program Evaluation</p>	<p>..., federal programs coordinator</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>		<p>ACTION BUDGET: \$</p>
<p>Title I and PD funds will be used to provide technical support to schools. Needs assessments were conducted to determine the area of need. The district will provide technology resources: Success maker, hand-held devices (such as laptops), hand-held device carts, and smart boards to provide students with the opportunity for project based learning and research (This is at the Primary-Middle Schools). Teachers will be provided with professional texts and manipulatives for classroom use. PD funds will be used for professional development (Primary - High School). Title I Funds will be used to purchase these materials and supplies at the Primary-Middle School. Action Type: Alignment</p>	<p>..., Federal Programs Coordinator</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>District leadership will support pre-k director, Karen Burgess, as she helps provide a smooth transition for students exiting pre-k and entering kindergarten. Such initiatives are in place: Dial 4 screening for all pre-k students, involve pre-k families in parent nights, advertise for kindergarten round-up, pre-k teachers support curriculum for kindergarten to best prepare students academically, teachers participate on school leadership team, monitoring is conducted for 2/3 pre-k's through the ABC program, and through conjunction with the co-op therapies are provided for students who showed a need on initial screenings. Action Type: Alignment Action Type: Equity</p>	<p>..., pre-k director</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>		<p>ACTION BUDGET: \$</p>
<p>NSLA funds were used in the '11-'12 school year to pay for afterschool programs, ACT prep, and tests at the high school campus. Counselors, nurses (both above standards) and instructional facilitators' salaries were paid from NSLA funds. Science materials and the Learning Institute were paid for as well.</p>		<p>Start: 07/01/2012 End: 06/30/2013</p>		<p>ACTION BUDGET: \$</p>

Money was transferred to ALE and ELL to support those programs. Action Type: Collaboration Action Type: Program Evaluation				
Total Budget:				\$56088.97

Intervention: Build the capacity in school leadership for comprehensive and effective planning for school improvement.

Scientific Based Research: School Leadership That Works: From Research to Results. R. Marzano, T. Waters. ASCD, 2005. Less Teaching, More Assessing. John Wilcox. ASCD, 2006. What Makes Good Feedback. Wiggins. ASCD, 2006. Teaching Development - Experience and Philosophy (Using the Three Rs). P. Gossman. Teacher Education Quarterly, 2008.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>PARENT ENGAGEMENT The district will develop and maintain the capacity for meaningful and productive parental and community involvement that will result in partnerships that are mutually beneficial to the schools by: (1a) Providing joint collaboration with parents, community stakeholders and teachers through service on school leadership teams, (1b) Grandparents and retired adults will be encouraged to be involved through training Oct. 5.(2) Adopting of district policies to improve student achievement (each schools' is posted on the web and available at parent teacher conferences and district parent nights to help support parents to support student learning), (3) Providing strategies and awareness for parents through newsletters and local news articles (topic of the week in the local paper), (4)Annually assessing the increase in parental involvement and recognizing parents at year-end celebrations (online survey and paper copies of surveys at parent teacher conferences), (5) Including opportunities for (a) parents to better monitor their child's progress through technology(Online grade checking through Pinnacle--not paid for by federal or state categorical funds) and all students will have access to a homework hotline to help with literacy and math support. The hotline will be available Tuesday and Thursday from 3:45-6:00 pm, (b)parents to learn how to help their children by attending parent nights. At these nights, parents will be involved in hands on training to work with their children. Also at these nights</p>	<p>Fed. Pro., Parent Involment Facilitators</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> District Staff 	<p>Title I - Purchased \$5000.00 Services: Title I - Materials & \$5000.00 Supplies:</p> <hr/> <p>ACTION BUDGET: \$10000</p>

<p>content, standards, and assessments will be discussed. (2 per year), (c) improving skills of staff working with parents with inservice, (d) improving coordination by providing parent involvement facilitators at each school (B. Perkins, S. Howell, G. Meacham, and E. Hobson), (e) sending home information to parents in their primary language (Julia Shoemaker, ELL, coordinates that). Each school will provide training for volunteers who work with children in an instructional capacity. Teachers will receive at least 2 hours of training in parental involvement and administrators will receive at least 3 hours. An annual assessment of the effectiveness of the parental involvement programs at both academic and non-academic activities will be conducted to help keep program effective. Materials and supplies that will be purchased with Title I funds would be materials and supplies that would support district parent nights (not including high school b/c they are not Title I) (light refreshments, supplies that parents can use to extend and support learning at home-not incentives, but tools for learning). Purchased services would be speakers that could be hired to work with our parents on skills they feel lacking in based on needs from the district parent survey. This money is going above and beyond the requirements for parental involvement in schools. Each school has a budget for parental involvement that they use funds for. This would be in addition to the requirements. Action Type: Parental Engagement</p>				
<p>District and school leadership will organize collaborative teams to review data and implications of data at transition points and to make revisions to ACSIP plans based on those reviews. Action Type: Alignment Action Type: Collaboration</p>	<p>Supt. and Amanda Rather, Federal Programs Coordinator</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Provide PD funds for educators in Title I schools to attend professional development activities supporting ACSIP goals (purchased services and materials) at the primary,</p>	<p>Superintendent, Building Principals</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Performance Assessments 	<p>PD (State-223) - \$16500.00 Purchased Services:</p>

<p>elementary, and middle schools (i.e. to maintain HQT), above the required. Funds are available for substitute teachers, conference expenses, consultants, and professional books and materials to conduct in service activities. Examples: *PD will fund co-op Literacy Lab/Smart Step training (High School). *Wilbur Mills Co-op provides other professional development through the year. Professional Development funds will also support continued learning (LPS, LES, LMS, and LHS) Action Type: Professional Development</p>				<p>ACTION BUDGET: \$16500</p>
<p>School leadership teams will support the school improvement initiatives in their respective schools. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation</p>	<p>Building Principals</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Outside Consultants 	<p>ACTION BUDGET: \$</p>
<p>HOMELESS/WELFARE SET ASIDE: Title I funds will be used to provide materials, supplies, school clothing, extra-curricular expenses, ACT registration fees, and/or other school-related expenses for students eligible for McKinney-Vento benefits. These benefits are available for all eligible K-12 students including those in non-Title I schools and students living in Oen Arms Shelter. Action Type: Collaboration Action Type: Equity</p>	<p>Federal Programs Coordinator</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff 	<p>Title I - Materials & Supplies: \$5000.00 ACTION BUDGET: \$5000</p>
<p>Disaggregate data to determine success of initiatives.</p>	<p>Building Principals</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	<p>ACTION BUDGET: \$</p>
<p>Peer reviews of all school ACSIP plans were conducted this fall using the ACSIP monitoring checklist instrument. Exchanges of plans among schools resulted in changes/additions to plans as necessary. Action Type: Collaboration</p>	<p>Federal Programs Coordinator</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>		<p>ACTION BUDGET: \$</p>
<p>District and school leadership will facilitate the implementation of a process to operationalize the use of student performance data through the review of the TLI Student Accountability Report, HIVE, and state testing data. Data will be used to track progress, revise strategies, and</p>	<p>Superintendent</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>		<p>ACTION BUDGET: \$</p>

monitor student progress over time. Interventionists, instructional facilitators, and at-risk coordinators (Lonoke High School) will use data to ensure student success.				
Schools will utilize the Hot Springs Learning Institute formative assessments approximately every six weeks to monitor mastery of standards and pacing guides' objectives. School plans indicate evaluations of data obtained. Action Type: Alignment Action Type: Collaboration Action Type: Technology Inclusion	Building Principals	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Computers • District Staff • Performance Assessments • Teachers 	ACTION BUDGET: \$
Consultation will be made with Open Arms Shelter personnel and both the district and school homeless liaisons to determine those student needs which Title 1 can help fund during this school year.	Federal Programs Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Community Leaders • District Staff 	ACTION BUDGET: \$
The district administration will meet with the technical assistance team to determine ways the curriculum specialists can help us build leadership capacity in leadership team meetings and team meetings. In addition, the co-op specialists will offer their services in the secondary content areas and biology to model lessons and provide resource support for novice teachers. EVALUATION: The effectiveness of the leadership teams will be evaluated utilizing scores from ongoing assessments and end of the year testing. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	Federal Programs Coordinator and Building Principals	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Outside Consultants 	ACTION BUDGET: \$
All private schools within a 45 mile radius (59 schools total) we contacted to see if they had eligible students that could receive Title I services. None of the 59 schools requested a consultation due to not having any eligible students. Action Type: Equity		Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
Total Budget:				\$31500

Priority 5: Wellness

1. Of 451 males participating in the BMI study in the Lonoke School District in grades K-12, 39.9% were classified as being at risk for overweight or were classified as overweight. Of 414 females participating in the BMI study in grades K-12, 42% were classified as being at risk for overweight or were classified as overweight.
2. On the School Health Index, the primary school and elementary school found the module of

health education and health promotion for staff to be the greatest need. Secondary students expressed greatest needs in the area of health promotion for staff.

Supporting Data:

- At risk behaviors are identified by the Arkansas Prevention Needs Assessment (DHHS Survey). Results are as follows. 6th grade use of alcohol in a 30 day period 8.7%. 8th grade 20.1%. 12th grade use 32.6. 6th grade use of cigarettes 3.5%. 8th grade use of cigarettes 6.8%. 12th grade use of cigarettes 27.2. Marijuana use by 6th graders 0.9%. Marijuana use by 8th graders 3.7%. Marijuana use by 12th graders 16.1%.

Goal School health environments will improve.

Benchmark There will be a 10% decrease in the average BMI scores for both males and females in grade K-12.

Intervention: Create a wellness committee that truly is effective in working on school wellness goals.				
Scientific Based Research: Childhood Nutrition and Physical Activity in the Schools: Background Briefing. C. Tittel, Center for Public Health Nutrition and P. Lichiello, Health Policy Analysis Program, University of Washington, School of Public Health and Community Medicine, 2003				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Implement the district wellness policy through regular meetings of the Nutrition/Wellness Committee that is made up of all district stakeholders. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Food Service Director	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Community Leaders District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
Assist the food services director in planning a district-wide monthly lunch menu that meets the required nutritional content and appeals to the food preferences of students. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Food Service Director	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Community Leaders District Staff Outside Consultants 	ACTION BUDGET: \$
Support school initiatives for increasing physical activity, developing health curriculum and non-food related incentives. Action Type: Collaboration Action Type: Wellness	, Supt. and Building Principals	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff District Staff 	ACTION BUDGET: \$
Monitor the implementation and effectiveness of actions through an evaluation of the wellness committee. The evaluation will include how well the team succeeded on meeting goals set in the ACSIP, food service department, and physical education/health in the district. BMI testing will also be used to help monitor this action. Action Type: Program Evaluation Action Type: Wellness	Supt	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff District Staff 	ACTION BUDGET: \$
Seek Fresh Fruits and Vegetable Grant from child nutrition department/AR State Department of Education to enable all students in grades (K-6) to obtain a variety of fresh fruits and vegetables as a daily snack. Action Type: Equity Action Type: Wellness		Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
Research possibility of a school-based medical facility through attending meetings, conferences, visiting other school-health centers, reviewing and researching funding opportunities. Action Type: Equity Action Type: Wellness		Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$

Research "Breakfast in the Classroom" initiatives for student at the Middle and High School levels through meetings with students, staff, parents, and community leaders. Child nutrition department personnel will be sought to attend and discuss this initiative. Other schools will be visited to observe this initiative and speak to personnel about the effectiveness. Action Type: Equity Action Type: Wellness		Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
Partner and collaborate with other local agencies to provide communication such as the local health department and the director there, Leah Robinson. Action Type: Collaboration Action Type: Wellness		Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
Total Budget:				\$0

Priority 6: English Language Learners(ELL)

- Of the ELL students who were administered the ELDA in Spring 2012, the levels were as follows: Grades K-2 – 3 Level 1 students, 6 Level 2 students, 9 Level 3 students, 2 Level 4 students; Grades 3-5 – 5 Level 2 students, 11 Level 3 students, and 6 Level 4 students; Grades 6-8 – 1 level 1 student, 3 Level 2 students, 1 Level 3 student, and 6 Level 4 students; Grades 9-12 – 2 Level 1 students, 3 Level 2 students, 5 Level 3 students, 7 Level 4 students, and 3 Level 5 students.
- Benchmark data (Grades 3-8) in literacy showed 6 students at advanced, 17 students at proficient level, 8 students at basic level, and 2 students at below basic level. Lowest areas in literacy were Literary Passage/Open Response and Practical Reading. Benchmark data in mathematics showed 4 students at advanced level, 20 students at proficient level, 8 students at basics level, and 1 student at below basic level. Lowest areas were Measurement/Open Response, Problem Solving, and Data Analysis.
- Analysis of norm-referenced testing of ELL students in literacy revealed weaknesses in Content, Practical Reading, and Content and Style in writing at the elementary level, and weaknesses in Vocabulary and Comprehension, Reading Purpose, and Predicting Outcomes at the secondary level. Analysis in mathematics showed weaknesses in Problem Solving and Computation at the elementary level, and weaknesses in Measurement, Problem Solving, and Geometry at the secondary level.

Supporting Data:

Goal English-language learners will become proficient in English.

Benchmark All identified English-language learners will score at a proficient level on the English Language Development Assessment.

Intervention: English-language programs				
Scientific Based Research: "Options for English Language Learners" by Liliانا Minaya-Rowe in the The School Administrator, November 2008. Assessing English Language Learners in the Content Areas, by Florin M. Mihai: The University of Michigan Press, 2010.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
A coordinator, _____, will be employed(ELL-funded - 1.0 FTE- indicated in each school's accsip plan--\$10,135.00-salary/ \$2,679.60-benefits-at each of the 4 sites, material/curriculum budget of \$2,000) to oversee and coordinate support services for identified English-language learners, including Parent Nights to benefit ELL families and classes for ELL students. The ELDA test is given each year as part of determining needs, as well as the LAS Links Placement Test for new ELL students. One educator receives a stipend for translating certain parent communications. EVALUATION. 80	_____ ELL Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$

students will receive support services. Action Type: Equity Action Type: Program Evaluation				
Instructional services are provided by the coordinator to Level 1 and 2 ELL students one period a day at the middle and high schools. Hand-held translators and word dictionaries are used throughout the grades, as well as software suitable for ELL students in computer labs. Bilingual texts will be purchased for level 1 and level 2 students. The ELL coordinator will sponsor a Bilingual Club at the middle school and high school to foster the global community within each school. Action Type: Equity Action Type: Technology Inclusion	ELL Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff Teaching Aids 	ACTION BUDGET: \$
The ELL coordinator will attend professional development on the Common Core State Standards and the impact it will have on instruction and assessment of the ELL students. Professional development will be provided to staff members in research based instructional strategies of the Common Core State Standards and the ELL population. Monies spent here will help support this professional development as well as provide materials and supplies such as dictionaries, classroom supplies, and books for the students served through the ELL program.	ELL Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff 	ELL (State-276) - Purchased Services: \$100.01 ELL (State-276) - Materials & Supplies: \$1900.00 <hr/> ACTION BUDGET: \$2000.01
Parent involvement is provided by hosting district wide Parent Nights and an ESL Parent Night to present parents with information regarding schools, community, and state/federal services that they may find beneficial to the medical, social, and academic needs of the students. Bilingual texts will be purchased as a resource to allow parents to read to their children. Action Type: Collaboration Action Type: Parental Engagement	ELL Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
The school will support additional tutoring for ELL student to better their English skills and support their learning for better academic success (G. Lilly). In addition, a translator will be available to support students and parents in literacy and math regarding academic discussions. This translator will also help written and oral communication between school and families to be in native language (L. Melton). Action Type: Equity		Start: 07/01/2012 End: 06/30/2013		Title I - Materials & Supplies: \$11270.33 Title I - Employee Salaries: \$10000.00 Title I - Employee Benefits: \$2500.00 <hr/> ACTION BUDGET: \$23770.33
Total Budget:				\$25770.34

- Planning Team

Classification	Name	Position	Committee
Classroom Teacher		High School ACSIP Teacher	Needs Improvement District
Classroom Teacher		Middle School Teacher	Needs Improvement District
Classroom Teacher		LES Teacher	ELL
Classroom Teacher		Elementary Teacher	Needs Improvement District
Classroom Teacher		Primary Teacher	Needs Improvement District
Community Representative		Open Arms Shelter	ELL
District-Level Professional		Federal Programs Coordinator	Leadership/Needs Improvement District/ELL/Wellness
District-Level Professional		Superintendent	Leadership
Non-Classroom Professional Staff		Primary ACSIP Co-chair/Counselor	Needs Improvement District
Non-Classroom Professional Staff		ELL Coordinator	ELL
Non-Classroom Professional Staff		Elementary ACSIP Co-chair/Counselor	Needs Improvement District
Non-Classroom Professional Staff		Food Service Manager (District)	Wellness
Parent		Parent	Wellness
Parent		Parent	Needs Improvement District
Principal		Middle School Dean of Students	Leadership
Principal		Elementary School Principal	Leadership
Principal		Middle School Principal	Leadership
Principal		Primary Instructional Facilitator	Leadership
Principal		High School Asst. Principal	Leadership
Principal		High School Principal	Leadership
Principal		LES/LMS Asst. Principal	Leadership
Principal		Primary Principal	Leadership