

2008-2009 ARCHIVE

School Plan

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HOT SPRINGS SCHOOL DISTRICT

Arkansas Comprehensive School Improvement Plan

2008-2009

Approved: 05/15/2009 1:22 PM

Hot Springs is committed to increasing student achievement and ensuring all students learn to the maximum of their abilities to be prepared for the future.

Grade Span: _____ Title I: Title I Schoolwide _____ School Improvement: _____

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Priority 1: Literacy

Goal: To meet performance targets in literacy for all students through increased accountability, emphasis on identified student weaknesses, and expanded administrative support.

Priority 2: Title IV-Safe and Drug Free Schools

Goal: Hot Springs School District will try to improve behavior, discipline referrals, and suspensions through character education, career, and drug, alcohol, and violence prevention programs

Priority 3: Wellness

Goal: Hot Springs School District will develop recommendations and policies to ensure that nutrition and physical activity standards are implemented and that students are provided with the skills, opportunities, and encouragement to adopt healthy lifestyles.

Priority 5: Math

Goal: To meet performance targets in math for all students through increased accountability, emphasis on identified weaknesses, and expanded administrative support.

Priority 1:	The Hot Springs School District will provide administrative support and resources to all schools for literacy improvement.
Supporting Data:	1. See School Plans.
Goal	To meet performance targets in literacy for all students through increased accountability, emphasis on identified student weaknesses, and expanded administrative support.
Benchmark	All students in the Hot Springs School District will meet the literacy AYP performance levels developed by the ADE: 64.00 for K-5 literacy, 59.50 for 6-8 literacy, and 59.69 for 9-12 literacy.

Intervention: Implement a comprehensive balanced literacy program.

Scientific Based Research: Dorn, Linda and Carla Soffos 2005. Teaching for Deep Comprehension. Portland, ME: Stenhouse. Melzer, Julie and Susan Ziemba. "Getting Schoolwide Literacy Up and Running," Principal Leadership 7,1(September 2006): 21-26. Arlington, R.L. 2001. What Really Matters for Stuggling Readers: Designing Research-Based Programs. New York: Addison Wesley Educational Publishers, Inc. Cowan, Kristen Tosh. Washington, D.C.: Thompson Publishing Group. The New Title I: The Changing Landscape of Accountability (2007). Yates, H. Marguerite and Vikki Collins, "How One School Made the Pieces Fit," Journal of Staff Development 27,4(Fall 2006): 30-35.

Actions	Person	Timeline	Resources	Source of Funds
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	Responsible			
At the district level, 5% of Title I funds will be set aside to address staff needs and to ensure a highly qualified staff. Some of these funds will be used for training activities, conferences, fees and travel expenses for personnel to attend state, regional, and national meetings such as AAEA, ASCD, math or reading conferences, and other meetings to support the person's job responsibilities. Action Type: Professional Development	Joyce Craft	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • District Staff • Performance Assessments • Teachers • Title Teachers 	Title I - Purchased Services: \$46000.00 <hr/> ACTION BUDGET: \$46000
The district will employ a test coordinator to disaggregate data, prepare reports, provide research on best practices, determine Adequate Yearly Progress for the individual schools, and promote accountability and learning through data-driven decisions. In addition, he will provide professional development on how to utilize these reports and how to analyze data and monitor the SES programs. The Learning Institute will also provide strategies for working with all students and knowledge about student weaknesses and skill deficits, as well as summer training on curriculum alignment and annual state assessment review. The Learning Institute will initiate reports, generate and evaluate external student formative assessments, and provide continual updating on research-based programs that are beneficial in the areas of math and literacy in an effort to promote school-wide reform. Formative assessments will include teacher assessments, state required weekly and monthly assessments such as DIBELS, and "Chunk" tests. Summative assessments will include Benchmark, EOC, ITBS, and NWEA. Action Type: Program Evaluation	John Shewmaker	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • District Staff • Outside Consultants • Performance Assessments • Teachers • Title Teachers 	<hr/> ACTION BUDGET: \$
Title I personnel will coordinate with Special Education personnel and staff persons at all schools to ensure that all students receive appropriate instruction in accordance with IDEA. Through a collaborative effort, the students will benefit from both inclusion and individual attention. To ensure adequate progress, additional resources will be provided to the schools on school improvement due to students with disabilities. Title I personnel will work closely with Special Education personnel to monitor and address all state regulations and directives, to promote increased academic achievement, and to aid in successfully meeting AYP with this subpopulation. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Bobbie Morrison	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Performance Assessments • Teachers • Title Teachers 	<hr/> ACTION BUDGET: \$
Title I funds will be used for the operation, maintenance, or service agreements on existing Title I equipment. Title I funds may also be used to replace any obsolete or non-working Title I equipment. Action Type: Technology Inclusion	Joyce Craft	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • Outside 	Title I - Purchased Services: \$750.27 <hr/> ACTION BUDGET: \$750.27

			Consultants	
<p>Title I funds will be used to provide help for students identified as Homeless. These students will be enrolled immediately and classified on free lunch status. All extracurricular fees will be waived. The district liaison and counselor designee at each school will collaborate to ensure that the needs of these students such as clothing, school supplies, and assistance with needed services are met.</p> <p>Action Type: Equity</p>	Anne Gentry	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Teachers • Title Teachers 	<p>Title I - Materials & \$1500.00 Supplies:</p> <hr/> <p>ACTION BUDGET: \$1500</p>
<p>Each Title I school in School Improvement will notify parents by letter to inform them of the situation and of the status of the school. The letter will include an explanation of what the identification means and how the school compares in terms of academic achievement to other schools in Arkansas served by Title I; the reason(s) for the school being identified for improvement; an explanation of what the school is doing to address the problem of low achievement; an explanation of what the district and state are doing to help the school address the achievement problem; an explanation of how the parents can become involved in addressing the academic issues that led to the identification; and an explanation of the parents' option to transfer their child to another public school in the district. No choice, however, will be available for middle school students in this district because of the no choice due to the single-school LEA portion of the statute. Choice will be provided for elementary schools. In addition, the district will provide technical assistance to all schools during the development, revision, and implementation of their school improvement plans. The technical assistance will focus on strengthening and improving the school's instructional program and focus on scientifically based research in the following three areas: data analysis, identification and implementation of effective instructional strategies, and budget analysis to reallocate resources to support achievement. The district will assemble a peer review committee to evaluate the plans. The district will then aid each school in making any or all recommended revisions before approving the plans.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation</p>	Anne Gentry	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Outside Consultants • Performance Assessments • Teachers • Title Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Each Title I school identified on Year 3 school improvement will meet all the year 1 and year 2 requirements. The district, with the help of the ADE school improvement supervisor, will continue to provide technical assistance to the schools. The district will also make available Supplemental Educational Services to those eligible students whose parents request such services. An amount</p>	Joyce Craft	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Outside Consultants • Performance Assessments 	<hr/> <p>ACTION BUDGET: \$</p>

<p>equal to 20% of the district Title I allotment, or lesser amount as determined, will be set aside for Choice and SES. Within the 20% set aside or lesser allocated amount, the district will spend 5% for choice, 5% for supplemental educational services, and 10% for either as determined by the district needs(see the NSLA section of this district plan for SOF). A letter will be sent home by the building principal with information about the availability of SES services, how to request services, provider information, the deadline for submitting the request, and the possibility of prioritizing services according to the most in need of services by the lowest-achieving eligible if necessary because of insufficient funds. The district will meet with the interested parents to discuss student academic needs and goals. The district will organize a provider fair to allow parents to select the provider of their choice. After provider selection and plans are finalized, SES will begin. Funds for the SES services will be available through NSLA funds (see that section for SOF). Any unused SES money will be returned to and available for NSLA usage. HSSD was approved as a SES provider for the 08-09 school year. The extra 10% required for professional development will be satisfied through the salaries of the focus teachers at each school (see NSLA Section for SOF). Action Type: Equity Action Type: Parental Engagement</p>				
<p>In an effort to ensure highly qualified teachers in all classrooms, Hot Springs will actively seek and recruit new and experienced teachers. Colleges and recruitment fairs will be attended. Newspaper and other media sources will be explored. In addition, Hot Springs will provide extensive professional development opportunities and mentoring to all new teachers. Pairing novice teachers with veteran teachers should aid in retention, and providing extensive staff development activities should improve knowledge and skills to ensure a more highly qualified teacher in the classroom. Action Type: Equity</p>	<p>Joyce Craft, LaDell Looper</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Outside Consultants • Performance Assessments • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
<p>HSSD will employ a K-8 literacy specialist, Vicki Wallace, to ensure proper implementation of the literacy program. Ms. Wallace will provide training throughout the summer and during school year on the elements of reading, Writers' Workshop, Readers' Workshop, and the literacy processing system and literacy strategies. Ms. Wallace makes daily classroom visits and addresses problems with sustained training. Action Type: Collaboration Action Type: Professional Development</p>	<p>Anne Gentry</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • District Staff • Performance Assessments • Teachers • Teaching Aids • Title Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Each Title I school identified as Year 5 will meet all previous requirements as well as thoroughly examining the causes for the identification and developing a plan for</p>	<p>Joyce Craft</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office 	<hr/> <p>ACTION BUDGET: \$</p>

<p>improvement. Hot Springs Middle School is in Year 5. The school has reorganized internally with a new administrative team. Together, this team and the teachers are working to improve academics and parental support. Meetings are held with the district instructional facilitator and school improvement team to address achievement. Hot Springs High School, a non-Title I school, is on Year 4. It is working to address weak areas, provide supplemental services to the students through double-blocking, computerized instruction, and extended day. The high school is also working to improve parental communication and support.</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>			<ul style="list-style-type: none"> • Community Leaders • District Staff • Performance Assessments • Teachers • Teaching Aids • Title Teachers 	
<p>Hot Springs School District has initiated an intense reading program in K-5. With the help of a literacy specialist and trained interventionists, student weaknesses will be specifically identified and addressed. Literacy instruction will include interactive read alouds, shared reading, guided reading, independent reading, Readers' Workshop, and literature discussions. Writing instruction will include interactive writing, shared writing, Writers' Workshop, and independent writing. Phonemic awareness/phonics/word analysis/spelling, handwriting, comprehension, fluency, and vocabulary strategies will be used.</p> <p>Action Type: AIP/IRI Action Type: Collaboration</p>	Vicki Wallace	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Performance Assessments • Teachers • Teaching Aids • Title Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Literacy emphasis will continue in grades 6-12 with the help of focus teachers, coaches, and improvement team members. They will model, gather resources, and provide specific strategies. Reading across the content areas, standards based literacy model, ACTAAP Logs, team and departmental meetings, and integrating technology into the classrooms will be emphasized.</p> <p>Action Type: Collaboration Action Type: Technology Inclusion</p>	Vicki Wallace	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • District Staff • Performance Assessments • Teachers • Teaching Aids • Title Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>The new reading initiative will also become our Response to Intervention: 3 Tier Model for use with the special ed. department. During Tier I, the students all receive the same scientifically-based instruction. Students not meeting benchmarks are given additional interventions such as small group or one-on-one. After several of these intermediate interventions, some students may be referred for evaluation by special education. Every effort, however, will be made to avoid this by specific interventions being applied to the indicated weaknesses.</p> <p>Action Type: Equity Action Type: Special Education</p>	Vicki Wallace/Bobbie Morrison	<p>Start: 07/01/2008 End: 06/30/2009</p>		<hr/> <p>ACTION BUDGET: \$</p>
<p>Title I funds will be used to provide on-going training and professional development activities for staff persons in</p>	Anne Gentry	<p>Start: 07/01/2008 End:</p>	<ul style="list-style-type: none"> • Administrative Staff 	<p>Title I - Materials & \$3000.00</p>

the elementary schools and the middle school in areas that support literacy, math, curriculum alignment, technology inclusion, parental engagement, and assessment. Title I funds will light refreshments, and resources needed to support these professional development activities. Action Type: Collaboration Action Type: Professional Development		06/30/2009	<ul style="list-style-type: none"> District Staff Teachers 	Supplies: <hr/> ACTION BUDGET: \$3000
Title I funds will pay stipends and the accompanying benefits to staff members who participate in professional development activities during non-contract time. Through substantial opportunities for professional development, the district will significantly elevate the quality of instruction. Title I funds will purchase books, curriculum materials, light refreshments, and resources needed to support these professional development activities. Examples of books will be mentor texts to use for guided reading in the classroom such as The Great Kapok Tree, and Meet Danitra Brown. Also bought will be Test Your Luck (Math Fun) by Wyler, Rose, Eight Step Model Drawing by Bob Hogan, and Enhancing Professional Practice by Charlotte Danielson. Action Type: Collaboration Action Type: Professional Development	Anne Gentry	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	Title I - Materials & \$10000.00 Supplies: Title I - Employee \$10000.00 Salaries: Title I - Employee \$40000.90 Benefits: <hr/> ACTION BUDGET: \$60000.9
Total Budget:				\$111251.17

Intervention: Parental Involvement as required by ACT 307 of 2007 (amended ACT 603 of 2003)

Scientific Based Research: Henderson, A.T. and Mapp, K. L. (2002). A New Wave of Evidence: The Impact of School, Family, and Community connections on Student Achievement. Austin: Southwest Educational Development Laboratory. What Schools Want Parents to Know. Center for Comprehensive School Reform and Improvement, Sept., 2006.

Actions	Person Responsible	Timeline	Resources	Source of Funds
District staff will continuously work with schools to increase parental involvement. The district's parental involvement policy outlines its support for parental involvement. The district and the schools annually evaluate their parent involvement policy. The evaluation helps to determine if the educational quality has improved and if parent satisfaction has improved. Results are used to make changes as indicated for improvement. This year's survey indicated a 95% approval rate overall. Supplemental activities will be conducted in the schools that engage parents, promote responsible parenting, and involve parents in the education of their child. Parents will serve on the committees and will be instrumental in planning program activities. The district will support the schools and their parents in the development of a School-Parent Compact that describes each school's responsibility toward achievement, the parents' role of support, and the importance of communication, reporting, and participation. The certified Title I Facilitator in each school will collaborate with the parents and the school parent facilitator to plan appropriate student activities and programs. District personnel will work closely with the schools to ensure the implementation of ACT 307 and its components. District and NSLA funds will be available for additional books.	Joyce Craft	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Central Office Community Leaders District Staff Teachers 	<hr/> ACTION BUDGET: \$

magazines, supplemental materials, parenting tips, student conferences, policies, parent center activities, family kits, volunteer resource books, seminars related to post-secondary preparation, the state of the school report, and the public newspaper notices honoring the parents. At least 1% of Title I funds will be set aside and at least 95% of this set aside will be provided to the schools for additional parental involvement activities, materials and supplies, and parental involvement training ABOVE the required two hours for teachers and three hours for administrators as outlined in ACT 307. This same procedure will be followed for private schools. Action Type: Parental Engagement				
Throughout the year, the district and each school will monitor parent involvement through participation and satisfaction. New ideas will be sought to increase attendance and involvement. PTO groups will be maintained at each school and a Volunteer Resource Book will allow for easy access to parents when needed. Action Type: Parental Engagement Action Type: Program Evaluation	Parent Facilitators, Title I Facilitators	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Central Office Community Leaders District Staff Outside Consultants School Library Teachers Title Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: To provide St. John's private school with fair and equitable support and resources toward the improvement of student math and literacy scores.

Scientific Based Research: Arlington, R.L. 2001. What Really Matters for Stuggling Readers: Designing Research-Based Programs. New York: Addison Wesley Educational Publishers, Inc. Carr, J.F. & Harris, D. E. (2001). Succeeding with Standards: Linking Curriculum, Assessment, and Action Planning. Virginia: ASCD.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Through the year-end consultation visit, St. John's and Hot Springs School District reviewed student data, professional development, and parental involvement activities from the previous year. Data indicated that students had improved from 66% to 68% over the previous year. These students will be targeted in 08-09. Action Type: Collaboration Action Type: Program Evaluation	Anne Gentry/ Kay Post	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Central Office Outside Consultants Performance Assessments 	<hr/> ACTION BUDGET: \$
After the required student identification and program participation forms were completed, St. John's and Hot Springs met for a beginning year consultation visit. Student data was once again visited, and the decision was again reached to use the SAT 9 results for both math and reading. In addition, a third-party certified teacher will be employed through HSSD using Title I funds to work with eligible Title I students in math and literacy at St. John's. Through test scores and teacher recommendation for K students, the students identified as needing additional support will be pulled from class for small group reinforcement. The classroom teacher will and the Title I teachers will collaborate to ensure continuity. In	Anne Gentry/ Elizabeth Shackelford/ Kay Post	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Performance Assessments Teachers Title Teachers 	<hr/> ACTION BUDGET: \$19823

addition, the Title I teacher will go into the classroom as needed for additional support. Action Type: Alignment Action Type: Program Evaluation				
St. John's will continue to use their adopted math and literacy materials. Supplemental research-based materials will be purchased using Title I funds as needed to support math and literacy instruction as indicated by data. Action Type: Collaboration Action Type: Program Evaluation	Anne Gentry/Elizabeth Shackelford/Kay Post	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Teachers Teaching Aids Title Teachers 	<hr/> ACTION BUDGET: \$
Students will be assessed both in the regular classroom and in the Title I classroom on a regular basis. These formative assessments will guide instruction. Students indicating the need for additional instruction will be given extra help. Parents will be involved in all decisions involving student educational processes. Action Type: AIP/IRI Action Type: Parental Engagement Action Type: Program Evaluation	Anne Gentry/Kay Post	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Performance Assessments Teachers Title Teachers 	<hr/> ACTION BUDGET: \$
SAT 9 results will continue to be the summative assessment used for both math and literacy as the measure to determine program effectiveness. As a result of that assessment, additional strategies will be provided to second graders, and current third graders will receive additional math instruction. Action Type: Collaboration Action Type: Program Evaluation	Anne Gentry/ Kay Post	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers Teaching Aids Title Teachers 	<hr/> ACTION BUDGET: \$
HSSD will provide St. John's a list of all district professional development opportunities. Teachers will be encouraged to attend at all times. In addition, Title I funds will be provided to St. John's for use with specific professional development needs as indicated by their teachers and student data. Action Type: Professional Development	Anne Gentry/Elizabeth Shackelford	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers Teaching Aids Title Teachers 	Title I - Purchased Services: \$655.68 <hr/> ACTION BUDGET: \$655.68
Parents of St. John's are involved in all student activities and educational processes. Their input is a necessary ingredient in student achievement. Title I funds will provide materials and supplies for activities above those outlined by the state to involve these Title I parents. Materials such as resources to provide the newsletter will be purchased. These parents will receive monthly newsletters, regular progress reports, and will attend scheduled conferences and family activity nights to learn about their students and the extra services provided through Title I. Action Type: Parental Engagement	Anne Gentry/Kay Post	Start: 07/01/2008 End: 08/30/2009	<ul style="list-style-type: none"> Administrative Staff Teachers Title Teachers 	Title I - Materials & Supplies: \$195.81 <hr/> ACTION BUDGET: \$195.81
Total Budget:				\$20674.49

Intervention: Use Title III federal funds and state ELL (276) funds to increase the English proficiency and core academic knowledge of ELL students.

Scientific Based Research: Francis, David and Mable Rivera. 2006. Practical Guidelinmes for the Education of ELL: Research-

Based Recommendations for Instruction and Academic Interventions. Houston: Center for Instruction. Butler-Pacoe, ME and Wiburg, K. 0223. Interactive Whiteboards: Technology and Teaching ELL. New York: Allyn, Bacon, & Longman. Airola, Denise and Charles Stegman. 2006 From Placement to Proficiency-Finding a Balance in Appropriate Assessment and Accountability for ELL. Arkansas: University of Arkansas.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>The Title III/ELL program will coordinate with the special education program to ensure that all limited-English speaking students in the district, including special education students, receive adequate instruction and English language acquisition skills to meet challenging state academic content standards. Action Type: Special Education</p>	Joyce Craft	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers • Title Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Title III funds will be used to provide high quality professional development for LEP facilitators, classroom teachers, and instructional assistants to improve their skills and knowledge. Title III funds will be used for fees, travel expenses, stipends, and miscellaneous materials and supplies related to professional development such as books, grammar workbooks and mentor texts. Professional development activities will be sustained, ongoing, and will focus on improvement of instruction, assessment, content knowledge, teaching knowledge, teaching skills, instructional strategies, and curricula. Staff members working with ELL students in area private schools will be able to participate in district professional development activities designed to improve academic achievement. Action Type: Professional Development</p>	Joyce Craft	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers • Teaching Aids • Title Teachers 	<p>Title III - Purchased Services: \$1000.00 Title III - Materials & Supplies: \$4000.25 Title III - Employee Salaries: \$1000.00 Title III - Employee Benefits: \$250.00</p> <hr/> <p>ACTION BUDGET: \$6250.25</p>
<p>Students will be involved in activities designed to teach them English and to improve their skills in Literacy and Mathematics. Schools will provide supplemental and/or remedial instruction in these areas for students with limited English who are not performing at expected achievement levels. Title III funds will be available to purchase instructional materials, books, and supplies needed to support these efforts. Action Type: Alignment Action Type: Equity</p>	Joyce Craft	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Performance Assessments • Teachers • Teaching Aids • Title Teachers 	<p>Title III - Materials & Supplies: \$18000.00</p> <hr/> <p>ACTION BUDGET: \$18000</p>
<p>Each school will administer the Home Language Survey to identify possible limited English proficient students. With parents' permission, the district will administer the preOLAS and LAS Test to determine placement or services for these students. Students who meet the criteria will be referred for placement in the ELL program. Throughout the year, students will be assessed by the ELL facilitator and the classroom teacher. Instructional changes and modifications will be made as necessary to serve the students. ELL staff will be provided released time for planning, evaluation, and ESL program development. ELL funds will provide stipends and benefits for out of contract time. Action Type: Collaboration Action Type: Program Evaluation</p>	Joyce Craft	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Performance Assessments • Teachers • Teaching Aids • Title Teachers 	<p>ELL (State-276) - Employee Salaries: \$1300.00 ELL (State-276) - Employee Benefits: \$282.00</p> <hr/> <p>ACTION BUDGET: \$1582</p>
<p>The district will coordinate the activities of</p>	Joyce Craft	<p>Start:</p>	<ul style="list-style-type: none"> • Administrative 	<p>ELL (State- \$5140.00</p>

<p>the Title III/ELL program and review them on an on-going basis to ensure the alignment with the local curriculum, student academic standards, and ELDA requirements. ELL funds will be used to employ (salary, benefits, subs, and sick) a certified 1.0 FTE instructional aide, Marge Grisham, to assist the ESL facilitator at the secondary level in order to provide more individualized LEP instruction.</p> <p>Action Type: Alignment Action Type: Equity</p>		<p>07/01/2008 End: 06/30/2009</p>	<p>Staff</p> <ul style="list-style-type: none"> District Staff Performance Assessments Teachers Teaching Aids Title Teachers 	<p>276) - Employee Benefits: \$20560.00 ELL (State-276) - Employee Salaries:</p> <hr/> <p>ACTION BUDGET: \$25700</p>
<p>Each school will provide age appropriate and research-based activities that address the academic needs of these limited-English students. Highly trained ELL facilitators at each school will work directly with these students and coordinate the services with the regular classroom teachers. Students will receive small group, classroom, and individual instruction. ELL funds will be used to purchase language-appropriate library books and media materials to support the instructional needs of the program. ELL staff persons will aide area private schools with assessment services and guidance on program design.</p> <p>Action Type: Collaboration Action Type: Equity</p>	<p>Joyce Craft</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> Administrative Staff Community Leaders Teachers Teaching Aids Title Teachers 	<p>ELL (State-276) - Materials & Supplies: \$3000.00</p> <hr/> <p>ACTION BUDGET: \$3000</p>
<p>Special parent meetings, activities, and outreach programs will be conducted in the schools that engage limited-English speaking parents in the education of their children and in the understanding of the ESL instructional program. Information will be available in asy to understand formats or through the district translator/liaison. Written notice will be sent to parents regarding testing, placement, rights, exit, transition, and expected of performance and graduation. All forms will be signed and regulations followed regarding parent rights. A non-certified translator will work with all schools and make regular home visits to facilitate this parental understanding. Title III funds will be used to pay for travel costs, materials, and supplies related to parental outreach activities and to pay for additional translator services when needed.</p> <p>Action Type: Parental Engagement</p>	<p>Joyce Craft</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Performance Assessments Teachers Teaching Aids Title Teachers 	<p>Title III - Employee Benefits: \$1083.00 Title III - Employee Salaries: \$5000.00 Title III - Materials & Supplies: \$5000.00 Title III - Purchased Services: \$6000.00</p> <hr/> <p>ACTION BUDGET: \$17083</p>
<p>Staff members and students will receive training within their schools on how technology can be utilized to support the instructional objectives of the Title III/ELL program. ELL funds will be used to purchase additional instruction-related technology such as elmos, projectors and prometheans boards. Title III funds will be used to replace or upgrade technology such as printers or devices such as cassette tape players.</p>	<p>Joyce Craft</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> Administrative Staff Central Office Computers District Staff Teachers Teaching Aids Title Teachers 	<p>Title III - Materials & Supplies: \$30000.00</p> <hr/> <p>ACTION BUDGET: \$30000</p>
<p>Each year, the effectiveness of the Title III/ELL program on student achievement will be evaluated by performance on ELDA assessments, Arkansas Benchmark examinations, ITBS, and the number of English proficient students. Data will be analyzed and the results will be used to plan instructional programming and program development. During the year, chunk tests,</p>	<p>Joyce Craft</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Performance Assessments Title Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

teacher assessments, facilitator assessments, and LAS assessments will provide the formative data needed to gauge progress and initiate change. Action Type: Program Evaluation				
All K-12 students take the state administered ELDA to assess progress in English Language proficiency. Weaknesses this past year were reading, writing, and speaking. Staff members use this summative data as well as that of the benchmark, ITBS, and NWEA to evaluate program success and determine appropriate interventions and instructional strategies. Title III funds will be used to purchase assessment and supplemental instructional materials as well as to hire a 1.0 FTE non-certified, highly qualified instructional assistant to work with ELL students in the regular classroom setting. Action Type: Equity Action Type: Program Evaluation	Joyce Craft	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Performance Assessments Teachers Title Teachers 	Title III - Employee \$4000.00 Benefits: Title III - Employee \$18000.00 Salaries: Title III - Materials & Supplies: \$12000.00 <hr/> ACTION BUDGET: \$34000
The purpose of the Title III/ELL program is to enable LEP students to succeed in English and other academic content areas. ELDA data requires specific goals each year. This year, our district met objective two (10% proficiency) and objective three (AYP). We failed to meet objective one (60%). Parents were sent a letter explaining this, and as a result, each student will have an individual plan of instruction with a specific performance goal. Progress will be monitored through formative assessments. Action Type: AIP/IRI Action Type: Program Evaluation	Joyce Craft	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Performance Assessments Teachers Title Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$135615.25

Intervention: Use Title II-A federal funds to improve the quality of instruction, instructional leadership, and teacher work force by providing appropriate training and professional development activities.

Scientific Based Research: Marzano, R.J., Classroom Instruction that Works, ASCD, 2001; Carter, Lisa, Total Instructional Alignment, Solution Tree, 2007; Fullan, M., Leadership and Sustainability, Corwin Press, 2005; Danielson, Charlotte, Enhancing Professional Practice, ASCD, 2002.

Actions	Person Responsible	Timeline	Resources	Source of Funds
District staff will coordinate with buildings to provide supplemental and remedial instruction in the areas of literacy and math. Focus will be on use and implementation of effective instructional strategies, methods and skills. Technology such as elmos, interactive white boards, wireless white boards, projectors, calculators, cameras, video cameras, and laptops will be purchased with Title II-A money. Teachers will be trained on how to use this technology and engage the students with this technology. Action Type: Professional Development Action Type: Technology Inclusion	Anne Gentry	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	Title II-A - Materials & Supplies: \$200000.42 <hr/> ACTION BUDGET: \$200000.42
Teachers will be paid a stipend and benefits to attend the training discussed in this intervention when their time is off contract. Title II-A funds will be used to pay those stipends and benefits. These funds will also pay for registration, travel and related training fees. Action Type: Collaboration	Anne Gentry	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	Title II-A - Purchased Services: \$50000.00 Title II-A - Employee Salaries: \$100000.00 Title II-A - \$25000.00

Action Type: Professional Development Action Type: Technology Inclusion				Employee Benefits: <hr/> ACTION BUDGET: \$175000
The district will coordinate with staff from ADE, Dawson, The Learning Institute, and various outside organizations such as JBHM and Dr. Linda Griffith to plan and implement the appropriate professional development for the administrators, teachers, certified and non-certified staff. Documentation of these professional development activities will be maintained. Title II-A funds will be used to pay for the services provided by these outside groups as well as materials and supplies they need to support this training. Action Type: Alignment Action Type: Professional Development Action Type: Technology Inclusion	Joyce Craft	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Teachers 	Title II-A - Materials & Supplies: \$20000.00 Title II-A - Purchased Services: \$100000.00 <hr/> ACTION BUDGET: \$120000
Title II-A funds will be used to pay fees to continue instructional resources such as "Effective Schools" on-line research services used in staff development training and NWEA Student Continuum. Action Type: Professional Development	Joyce Craft	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	Title III - Purchased Services: \$2000.00 <hr/> ACTION BUDGET: \$2000
In accordance with federal law, Title II-A funds will be used to provide professional development services to area private schools to ensure that age appropriate and research based activities designed to improve achievement in the areas of math and literacy are available to these students. Through consultation agreements, private school staff members, when applicable to their needs, will participate in all district professional development activities including the Hot Springs Technology Institute. Title II-A funds will pay for 5 teachers from St. John's Catholic School to attend HSTI. Action Type: Professional Development Action Type: Technology Inclusion	Anne Gentry	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Teachers 	Title II-A - Purchased Services: \$650.00 <hr/> ACTION BUDGET: \$650
Title II-A funds will be used to contract with JBHM to improve the literacy scores at HSHS. See school plan for details. Action Type: Alignment Action Type: Professional Development Action Type: Program Evaluation	Joyce Craft	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	Title II-A - Purchased Services: \$30000.00 <hr/> ACTION BUDGET: \$30000
Teachers and administrators will be involved in book studies. Books and dvd's as well as other material and supplies will be purchased for each staff member to support this professional development. Action Type: Professional Development	Joyce Craft	Start: 07/01/2008 End: 06/30/2009		Title II-A - Materials & Supplies: \$25000.00 <hr/> ACTION BUDGET: \$25000
JBHM will be hired to work with the Oaklawn staff in the area of literacy. Action Type: Professional Development Action Type: Title I Schoolwide	Janice McCoy	Start: 07/01/2008 End: 06/30/2009		Title II-A - Purchased Services: \$50000.00 <hr/> ACTION BUDGET: \$50000
A team for m Hot Springs Middle Schol will	George	Start:	<ul style="list-style-type: none"> Administrative 	Title II-A - \$34385.00

attend the Making Middle Schools Work annual conference in Atlanta, GA, in order to learn strategies to engage learners in reading across the curriculum. Action Type: Professional Development Action Type: Title I Schoolwide	Wilson	07/01/2008 End: 06/30/2009	Staff • Teachers	Purchased Services: ACTION BUDGET: \$34385
Total Budget:				\$637035.42

Priority 2: Use Title IV-A federal funds to create a respectful learning environment that is both safe and free of drugs, alcohol, and tobacco.

1. District Needs' Assessment: 2005-06 Data ranked schools according to test scores, teacher absences, student attendance, and discipline. Results for 05-06 are as follows: Lowest test scores were evident at Langston and Middle School. Greatest teacher absences were at Gardner and Park. Most discipline referrals were evident at Middle School and High School. Academic failure needs to be addressed at all schools, but according to this data, we need to concentrate on reducing discipline referrals at Middle School and High School. District Needs' Assessment - 2006-07 Data ranked schools according to test scores, student attendance, and discipline referrals. Test scores revealed Langston and the high school with the lowest scores in math and Langston, Oaklawn, and the high school with the lowest scores in literacy. The middle school and the high school showed the most discipline referrals. All schools were in the 90th percentile for attendance. Langston and Park were the highest with 96% each; Oaklawn and Gardner had 95%; the middle school had 94%; and the lowest was the high school at 93%. 2007-2008 Data shows that Langston's scores are up! Perhaps that can be attributed to the emphasis on team building and leadership throughout the faculty.
2. 2005-2006 Data- Attendance: All Schools met the state attendance requirement for 05-06. Graduation Rate: The high school met the graduation requirement at 73.9. Drop-Out Rate: In addition, the district is working to reduce the drop out rate. It decreased from 7.5% in 2004-05 to 5.6% in 2005-2006. 2006-2007 Data Attendance: All schools met the state attendance requirement for 06-07 of 91.13%. Graduation Rate: The high school met the graduation requirement of 73.9. In fact, the high school increased their graduation rate from 80.2% in 05-06 to 85% in 06-07. Drop-Out Rate: The district continues to make this a priority, and successes are being seen. The drop-out rate decreased from 7.5% in 2004-05 to 5.6% in 2005-06. In 2006-07, this decreased to 2.9. 2007-2008 Again, the district continues to improve in all areas.
3. 2005-06 Discipline Data: The school discipline data indicates that truancy, disorderly conduct, and insubordination as the main infractions at the high school and the middle school. This trend has been the same for the past three years. Last year's data, indicates some improvement with the incidents dropping from over 700 to slightly over 400. Attendance seems to be the main area of concern at the elementary schools. School discipline data also indicated the problems with weapons, students assaults, and staff assaults were at the middle school and high school with the highest numbers in student assaults (7.2) at the middle school and weapons (.8) at the high school. The elementary schools did not indicate a problem with only .2 incidents of weapons at Langston and Oaklawn. 2006-07 Discipline Data: Data indicates that middle school reduced infractions related to truancy, disorderly conduct, and violence while these infractions increased at the high school. The main concern at both schools was related to suspensions- middle school with 624 and high school with 691. This was compounded by 74 out of school suspensions at the middle school and 244 at the high school. The second most prevalent infraction was insubordination: 244 at middle school and 345 at high school. This was also evident at the elementary schools, but not nearly to this extent. All data on suspensions and insubordination showed black males with the highest number of infractions. 2007-2008
4. Cycle 7 Data: 2005-06 Hot Springs Middle School problems: Insubordination-Black Males (123) Black F. (103) Truancy - BM (43) BF (39) Disorderly Conduct - BM (14) BF (10) Student Assaults - BM (13) WM(8) Drugs/Gangs - BM (6) (2) Tobacco - WM (2) WF (2) Knives/Vandalism - WM (4) BM (2) The total incidents resulted in out of school suspensions for 17 WM, 12 WF, 50BM, 32BF, 4HM, 1AM. No Expulsions were recorded. Hot Springs High School problems: Insubordination - BM (213) BF(118) Disorderly Conduct - BM (219) BF (126) Truancy BM (86) BF (43) Staff Assaults/Knives - BM (2/3) BF (2/3) Vandalism/Explosives - WM (1/1) WF, BM, BF (1) The total incidents resulted in out of school suspensions for 22WM, 7WF, 65BM, 16BF, 4HM, 1AM, and two expulsions for knives. (BM). Cycle 7 Data: 2006-2007 Cycle 7 Data: Hot Springs Middle School problems- truancy WM (11), MF (8), BM (20), BF (18) ; Student Assaults – WM (2), BM (6); Insubordination WM (62), WF (21), BM (103), BF (58); Disorderly Conduct BF (12); In School Suspensions WM(131), WF(89), BM(224), BF(180); Out of School suspensions WM (13), BM (38), BF(23). Hot Springs High School – Truancy WM (39), WF (30), BM (107), BF (74), HM (14); Staff Assaults BM (6), Student Assaults BM (60, BF (5); Insubordination WM (41), WF (39), BM (172), BF (79), HM (14); Disorderly Conduct WM (38), WF (32), BM (223), BF (115), HM (13); In school suspensions- WM (86), WF (58), BM (327), BF (191), HM (29); Out of school suspensions WM (29), WF (23), BM (124), BF (60), HM (8). A total of 47 students from the middle school and high school were assigned to the ALE. No drug, alcohol, and tobacco incidents were reported at the middle school, but there were 34 at the high school. So, we did not make the 5% improvement. Our goal was met at the middle school with a reduction of 50% fewer incidents involving violence, but again this was negated by 28% increase at the high school. 2007-2008 Data shows that black males continue to get the most referrals for insubordination. Again, professional development must focus on helping our white female teachers build relationships with our black male students.
5. APNA Data- In 2005-2006, 662 students in grades 6,8,10, and 12 completed the survey. 1. All grades were below the state and 7 state norm in the protective profile. 2. The high school students were below

Supporting Data:

the state average on the use of alcohol, but the middle school students were above - Use of alcohol - 6th grade- (34% to 21.2%) and 8th grade (49.7% to 44%). The same was true in regard to the use of cigarettes - 6th grade -(18.7% to 15%) and 8th grade (38.4 % to 32.8%). According the the data, our middle and high school students were more prone to antisocial behavior at all grade levels. This was manifested in attacks on people with the idea of causing harm. 3. Feeling unsafe at school- Above state in all grades: 6th grade (14.3% to 5.9%); 8th grade (16.8% to 9.2%); 10th grade (15.3% to 9.9%); and 12th grade (8.5% to 7.2%). 100% of the 6th and 12th graders had never taken a handgun to school. This was not true of the 8th graders (97.1%) and the 10th graders (98.6%). 4. Antisocial Behavior- Suspended- 6th grade (17.3% to 10.3%); 8th grade (25.7% to 15.5%); 10th grade (23.4% to 14.3%); and the 12th grade (7.5% to 10%). Drunk at school- 6th grade(1.6% to 2.4%); 8th grade (13.9% to 8.9%); 10th grade (17.9% to 16.7%); and 12th grade (15.6% to 19.5%). Been arrested- 6th grade (1.1% to 2.4%); 8th grade (8.1% to 5.7%); 10th grade (7.6% to 7.4%); and 12th grade (4.4% to 7.5%). Attacked to Harm-6th grade (19.6% to 13.2%); 8th grade (22.9% to 17.8%); 10th grade (24.8% to 18.4%); and 12th grade (22% to 15.9%). 5. Problems due to community, family, school, and peer pressure indicated that we were higher than the state in all categories and grades. One of the biggest problems was mobility. District percentages ranged from 50% to 75%. While state percentages were between 45% and 58%. Family antisocial behavior was close to state averages with a 40% to 50% range. Academic failure was more prevalent in the district. With the exception of the 12th grade at 48.4%, all other grades were above 50%. 10th grade was the highest with 60.4%. State percentages were all below 50%. Seeking sensationalism was also higher than state averages ranging from 50 to 65% for district and 49 to 52% for the state. Arkansas Prevention Needs Assessment Survey (APNA) In 2006-2007, 598 students in grades 6, 8, 10, and 12 completed the survey. 1. All grades were below the state average on the Protective Profile. 2. Alcohol Usage- Both the 10th grade (55%-61%) and the 12th grade (63%-70%) were below the state average. Both the 6th grade (27%-18%) and the 8th grade (50%-39%) were above the state average. 3. Antisocial behavior- All grades were prone to antisocial behavior. Grades 6 and 12 had improved over last year, but grades 10 and 12 had increased. 4. Except for the 12th grade (8%-12%), all grades were above the state average for suspensions- 6th (22%-1%), 8th (29%-17%), and 10th (18%-16%). 5. Aggressive behavior was most prevalent in the 6th and 8th grades. Tendencies to attack to harm were above state averages in the 6th (26%-13%) and 8th (30%-19%) grades. The 10th was slightly below (19%-22%), and the 12th was much less (8%-17%). Less mobility was apparent in the 6th and 12th grades, but continues to plague the 8th and 10th grades. A major problem is the low attachment to the neighborhood, and academic failure in the 6th and 8th grades. Data analysis points to lack of protective factors to exert a positive influence and low community attachment for the students. In addition, students are using alcohol and tobacco at an earlier age, and aggressive behavior and suspensions are also greater at younger ages. 2007-2008 HSSD had a dramatic decrease in alcohol and cigarette consumption in grade 6, hopefully a result of our Title 4 programs! 8th graders reported more use of alcohol and cigarettes, but less drug use. Tenth grade students also reported more use of drugs and alcohol, but seniors were down in every category for the previous year's seniors. We are pleased that every grade level reported a higher commitment to their school for the 07-08 year than before, which indicates a positive school climate.

6. 2005-06 Data analysis reveals that our students lack the protective factors that exert a positive influence in their lives. Mobility is a major problem as well as the antisocial behaviors of their families. Data also shows that they lack the community ties and peer connections. All of these lead to unhealthy beliefs and unclear standards. Data also revealed the use of alcohol and tobacco at an earlier age. Again, data revealed that most problems occur at the middle school and high school. Schools can address the delinquency, discipline, behavior, and academic failures. 2006-07 Data analysis reveals that all schools, but especially the high school and middle school, should focus on reducing the number of suspensions. In addition, all schools, but especially the middle school and high school, should address student behavior in order to reduce the offences related to insubordination. All schools should work to increase student achievement. This is especially true of schools on school improvement. This is crucial for the middle school on year 4 and high school on year 3. Violence, alcohol, and drug prevention programs should continue at all schools and especially the high school. The target population for suspensions and insubordination should be black males.
7. In addition, the School Health Index supported the need for more professional development in the areas of tobacco prevention and violence.
8. See school plans for student test scores and achievement data.

Goal	Hot Springs School District will try to improve behavior, discipline referrals, and suspensions through character education, career, and drug, alcohol, and violence prevention programs
Benchmark	Hot Springs School District will decrease the number of suspensions by 5%. Hot Springs High School and Hot Springs Middle School will each decrease the number of suspensions by 5%. The district will decrease infractions of insubordination by 5%. Hot Springs High School and Middle School will each decrease insubordinations by 5%. Districtwide incidents involving drugs, alcohol, tobacco, and violence will decrease by 5%. Discipline referrals at Hot Springs Middle School and High School will decrease by 10% on each campus.

Intervention: Use Title IV-A federal funds to provide local and private schools with programs, resources, and activities to improve behavior, reduce violence, and prevent the illegal use of alcohol, tobacco, and drugs.

Scientific Based Research: Green, Daniel. "Welcome to the House System," Educational Leadership 36,7(April 2006):64-67. Sheldon, Steven and Joyce Epstein, "Improving Student Behavior and School discipline with Family and Community Involvement." Education and Urban society 35.1(September 2002):4-26. Frey, K.S. and Nolen, S.B. (2001, June). Second

Step: Effects of Social Goals and Behavior; paper presented at the annual meeting of the Society for Prevention Research, Washington D.C. Peterson, Randolph L. (2003). Risk Factors for Adolescent Drug and Alcohol Abuse in Arkansas. Alcohol and Drug Abuse and Prevention Center, UALR. www.nida.nih.gov.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>The district will coordinate the activities of the Title IV-A program that are designed to prevent violent behavior and drug, alcohol, and tobacco use with other federal, state, local, and private school programs. These activities will be reviewed on an on-going basis to ensure their alignment with the local curriculum and other performance measures aimed at ensuring a safe, orderly, and drug-free learning environment. The district will continue working with law enforcement agencies on safety audits and security measures and procedures. Funds will be available to purchase supplemental curriculum materials that teach the dangers of drugs and the consequences of violence. Funds will also be available for supplemental materials for private schools.</p> <p>Action Type: Alignment Action Type: Collaboration</p>	Joyce Craft	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers 	<p>Title IV-A - Purchased Services: \$5000.00 Title IV-A - Materials & Supplies: \$5000.00</p> <hr/> <p>ACTION BUDGET: \$10000</p>
<p>Title IV-A will use a combined approach to promoting a safe and drug free environment. Character education programs will be provided to educate the youth on the inherent dangers associated with drugs. In addition, the students will be shown the advantages of a college education. All ninth graders will be enrolled in the keystones class that will provide information about character development, career pathways, work habits, attendance, and needed life skills. Thus, the value of an education will become part of the prevention program to improve attendance and graduation rates. Funds will be used for instructional materials related to career choices and the advantages of staying in school. Students at risk academically will be identified and invited to attend supplemental instructional services in math and literacy. In addition, counseling, mentoring, and referral services will be provided. An additional staff person has been hired to work specifically with these at-risk students. She will focus on providing the support systems these at-risk students and parents need to change behavior patterns and improve academically.</p> <p>Action Type: Parental Engagement Action Type: Program Evaluation</p>	Joyce Craft	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Performance Assessments • Teaching Aids 	<p>Title IV-A - Materials & Supplies: \$1000.00</p> <hr/> <p>ACTION BUDGET: \$1000</p>
<p>Students in grades 6, 8, 10, and 12 will participate in the Alcohol and Drug Abuse Prevention Survey. Results of the survey will be used to evaluate the effectiveness of the Title IV-A program. This survey will also provide additional data on drug, alcohol, and tobacco use as well as on other factors that lead to academic failure. This data will allow us to target the problem behaviors and the student populations who are at the greatest need for services. The Title IV program will also be evaluated through attendance, achievement, and incidence data collected at each school. Data at each school will be</p>	Joyce Craft	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • Computers • District Staff • Performance Assessments • Teachers • Title Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

shared, analyzed, and used to plan prevention activities for the next year. Action Type: Program Evaluation				
Title IV-A funds will be used to educate all students including special education students in the the dangers associated with drugs, alcohol, and tobacco. Middle School will assist the high school with a Peer Mediation/Conflict Resolution program. Title IV-A funds will be used for additional student training activities and materials. The middle school counselors will provide the training for the staff. Action Type: Equity Action Type: Special Education	Joyce Craft,	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers • Teaching Aids 	Title IV-A - Materials & Supplies: \$3000.00 <hr/> ACTION BUDGET: \$3000
Each nine weeks, school personnel at each school will collect and evaluate data related to student violence, delinquency, drop-outs, attendance, discipline, bullying, and other information relative to drug, alcohol, and tobacco use. This information will be shared with staff and administrators in order to evaluate progress and develop new procedures as needed. Title IV-A funds will be used to contract with the local law enforcement agency to provide a Resource Support Officer to work directly with students, staff, and parents on preventing violence and bullying behaviors, as well as on the prevention of drugs, alcohol, and tobacco use. Since data reveals our the most need for officers at the middle school and high school, this officer will be at the high school. He will be on campus each day and easily accessible to all. In addition, the district will place an additional officer at the middle school. Title IV-A funds will pay the allowed 40% of allotment for the officer's salary who is located at the high school. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	Joyce Craft	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Performance Assessments • Teachers 	Title IV-A - Purchased Services: \$11388.00 <hr/> ACTION BUDGET: \$11388
Title IV-A funds will be used to provide age appropriate and research-based activities and character education programs at each school that address the consequences of violent and bullying behaviors and the dangers of drugs, alcohol, and tobacco. The counselors and staff will strive to teach students to recognize social and peer pressure so they can resist drug use. Title IV will fund character ed. programs such as Peer Mediation, Characters-In-Action, and others as deemed appropriate by the counselor, the staff, and the data. Title IV will also fund educational assembly programs that reinforce the harm in teasing, bullying,using drugs,and acting in a violent manner. Since data reflects that our students are engaging in drugs, alcohol, and tobacco earlier ages, our focus will be in the elementaries and middle school. In addition, the middle school counselors will create more small groups and target identified at-risk students. Action Type: Collaboration Action Type: Equity	Joyce Craft	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Outside Consultants • Teachers 	Title IV-A - Purchased Services: \$2000.00 Title IV-A - Materials & Supplies: \$3000.21 <hr/> ACTION BUDGET: \$5000.21
Supplemental activities will be conducted in the schools that inform students and	Joyce Craft	Start: 07/01/2008	<ul style="list-style-type: none"> • Administrative Staff 	Title IV-A - Materials & \$2000.00

<p>parents of the dangers related to the use of drugs, alcohol, and tobacco. Parents will be asked to reinforce these ideas at home. In addition, parents will be asked to support school efforts to increase attendance and graduation rates. The certified Parent Facilitator in each school will work closely with the staff and school administrators to align these parental activities to school goals and objectives related to Title IV. Supplemental materials will be available in the parent center on violence, drugs, prejudice, prevention, or other timely topics. Funds will be available to purchase refreshments and necessary training materials and supplies for these parent activities and workshops. Action Type: Parental Engagement</p>		<p>End: 06/30/2009</p>	<ul style="list-style-type: none"> • Central Office • District Staff • Teachers • Teaching Aids 	<p>Supplies:</p> <hr/> <p>ACTION BUDGET: \$2000</p>
<p>Staff members and students will receive training within their schools on how technology can be utilized to support the instructional objectives of the Title IV-A. In addition, staff will attend professional development related to classroom management, cultural differences, and effective teaching to help support an environment of learning and learners. Professional development materials will also be available related to mentoring, early identification, intervention, and prevention. Title IV will pay teachers for staff development during non-contract hours. Action Type: Professional Development Action Type: Technology Inclusion</p>	<p>Joyce Craft</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Teachers • Teaching Aids 	<p>Title IV-A - Employee Benefits: \$1000.47 Title IV-A - Employee Salaries: \$5000.00</p> <hr/> <p>ACTION BUDGET: \$6000.47</p>
<p>Title IV-A funds will be used to involve student groups in training activities and conferences, including fees, travel expenses, consultant fees, and other miscellaneous expenses related to the prevention of drug use and violent behavior. Training opportunities such as Teen Summit on Alcohol and Tobacco, the Governor's Youth Conference, State Pride Team Auditions, and REAL will be provided. Title IV funds will also be used to raise the awareness level of students and parents on the advantages of participation in organized activities in school. Pride members will perform for the elementary schools, and funds will also be used to support these youth programs, to disseminate drug and violence information, and to provide activities and programs that teach the dangers of drugs. In addition, students will be recruited to help with community service activities such as "Stamp Out Smoking". Programs that allow student participation such as "Drunk Driving" simulations will be solicited to teach the dangers of alcohol. Action Type: Collaboration</p>	<p>Joyce Craft</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Outside Consultants • Teachers • Teaching Aids 	<p>Title IV-A - Purchased Services: \$3000.00</p> <hr/> <p>ACTION BUDGET: \$3000</p>
<p>The elementary schools will develop a monthly calendar of activities associated with drug and alcohol prevention. Word walls will emphasize "good character" traits. Teachers will select books for read-alongs that support prevention efforts. Title IV-A will purchase books for each elementary. Action Type: Alignment</p>	<p>Joyce Craft</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Teaching Aids • Title Teachers 	<p>Title IV-A - Materials & Supplies: \$500.00</p> <hr/> <p>ACTION BUDGET: \$500</p>
<p>Middle School and High School will select</p>	<p>Joyce Craft</p>	<p>Start:</p>	<ul style="list-style-type: none"> • Administrative 	<p>Title IV-A - \$1000.00</p>

videos or other media appropriate for use with Health classes that promote healthy lifestyles and vividly describe the dangers associated with drugs and tobacco products. These will be used during the instructional day. Title IV will purchase these materials. Action Type: Technology Inclusion	07/01/2008 End: 06/30/2009	Staff <ul style="list-style-type: none"> • Central Office • Teachers • Teaching Aids 	Materials & Supplies: ACTION BUDGET: \$1000
Total Budget:			\$42888.68

Priority 3: The district will assist schools in the development and implementation of a wellness program.

- Supporting Data:
- In 2004-2005, BMI results indicated that 40.4% of the student male population was at risk of or was overweight. In 2004-2005, BMI results indicated that 43% of the student female population was at risk of or was overweight. In 2005-2006, BMI results indicated that 40.4% of the male population was at risk or overweight. In 2005-2006, BMI results indicated that 41.7% of the female population was at risk or overweight. Analysis of data revealed the highest percentages of overweight males occurred in primary school, grade 7, and grade 8. For females, the highest percentages were in primary, grade 3, and grade 8.
 - In 2004-2005, School Health Index results indicated that students did not receive 150 minutes of physical activity per week and that family members were not involved in meal planning. In 2005-2006, School Health Index results indicated the need for additional professional development related to asthma, violence, suicide, unintentional injuries, tobacco prevention, physical education, healthy eating, and family meal planning.
 - <http://www.Arkansas.Gov/ha/physical> As related by the Arkansas Governor's Initiative Healthy Arkansas, 55.3 Arkansans failed to meet recommendations for moderate or vigorous activity.
 - <http://www.cdc.gov/HealthyYouth/profiles/index.htm> As related by the Center of Disease Control, 77% of Arkansas Youth had not participated in sufficient physical activities during the past 7 days.

Goal Hot Springs School District will develop recommendations and policies to ensure that nutrition and physical activity standards are implemented and that students are provided with the skills, opportunities, and encouragement to adopt healthy lifestyles.

Benchmark There will be a 5% decrease in the 2008-2009 BMI results because healthier lifestyles are being practiced.

Intervention: Hot Springs School District will develop recommendations and policies to ensure that nutrition and physical activity standards are implemented and students are provided with the skills, opportunities, and encouragement to adopt healthy lifestyles.

Scientific Based Research: Kahn, E.B., Ramsey, L.T., Brownson, R. C., et. al. The Effectiveness of Interventions to Increase Physical Activity; A systematic Review. Am.J. Prev. Med 2002; 22 (Suppl. 4): 73-107. Clinical Pediatrics 40(2): 63-70.2001. NAL Call Number: RJ1-C55, Behavioral and Cognitive Status in School-Aged Children with a History of Failure to Thrive during Early Childhood. R.A. Dykman, et.al. Guidelines for School Health Programs to "Promote Lifelong Healthy Eating." <http://www.cdc.gov/mmwr/preview/mmwrhtml>

Actions	Person Responsible	Timeline	Resources	Source of Funds
In accordance with ACT 1220 of 2003, the Hot Springs School district convened a School Nutrition and Physical Activity Advisory Committee to assist the schools with the School Health Index Assessment, to assist schools with the implementation of the child nutrition standards, to provide recommendations, and to set policy. This committee has been instrumental in assisting the schools with nutrition regulations, reviewing vending contracts, reporting on beverage contracts, encouraging the use of non-food alternatives for fund raisers, and maintaining lists of healthier food and beverage options. A district Nutrition Coordinator has been appointed to oversee the Wellness policy development and the implementation and enforcement of the Nutrition and Physical Activity Standards. Goals and objectives for nutrition and physical activity have been incorporated into the annual school planning and reporting process. Action Type: Collaboration Action Type: Equity Action Type: Wellness	LaDell Looper	Start: 01/20/2009 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
The district will provide support and resources to the schools to ensure successful implementation	LaDell Looper	Start: 07/01/2008	<ul style="list-style-type: none"> • Administrative Staff 	

<p>of the Wellness Policy and integration of the health and physical activity curriculum standards. The district will also provide staff development to district and school staff to ensure knowledge and compliance. In addition, continuing professional development opportunities will be offered to school and district nutrition personnel in order to meet director, manager, and worker-level food certifications. Action Type: Professional Development Action Type: Wellness</p>		<p>End: 06/30/2009</p>	<ul style="list-style-type: none"> • Central Office • Community Leaders • District Staff • Teachers • Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>The Nutrition and Physical Activity Committee as part of the ACSIP committee will meet regularly to monitor implementation and evaluate progress. Reports from each school and the Nutrition Director will be heard. Data from the School Health Index Modules and Wellness Policy Checklist will be reviewed. Recommendations will be followed and the ACSIP will be modified as needed. Action Type: Collaboration Action Type: Program Evaluation Action Type: Wellness</p>	<p>LaDell Looper</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff 	<p>ACTION BUDGET: \$</p>
<p>The District, under the guidance of the Child Nutrition Director, will follow state and federal guidelines related to Wellness. The Child Nutrition Standards have been implemented at each school in regard to allowable foods, portion sizes, and access to competitive foods and fat or fried foods. The School Nutrition Programs have adopted recommended healthy practices in menu planning, food procurement, food production, service of food meals, and a la carte items. Cafeterias follow the rule of one fried food to five non-fried foods. Each campus will have healthy foods widely available in all areas of the school campus, no elementary students will have access to vending machines offering food or beverages, and students will be encouraged to make healthy behavior choices at all times. The district will support offering choices for lunch of two entrees, two fruit or fruit juices, two vegetables, and five foods containing whole grains each week. Action Type: Alignment Action Type: Equity Action Type: Wellness</p>	<p>Carolyn Smith, Director of Child Nutrition</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>The district will support the implementation of a physical activity and health curriculum in all schools. The curriculum will be aligned to the Arkansas Frameworks. It will promote healthy lifestyle choices, exercise, and critical thinking skills. Staff members will be encouraged to model healthy eating and physical activity. The district will also encourage extracurricular activities that support physical activity and reduce sedentary activities such as watching television. Action Type: Alignment Action Type: Equity Action Type: Wellness</p>	<p>LaDell Looper</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers • Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>The district will engage parents in the wellness program through committee involvement and education. Schools will send materials such as healthier food handouts and newsletters containing wellness information home with students. Parent meetings will provide the venue for professional development activities that focus on physical activity, nutrition, and health education.</p>	<p>LaDell Looper</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers • Teaching Aids 	<p>ACTION BUDGET: \$</p>

<p>Action Type: Parental Engagement Action Type: Wellness</p>				
<p>In accordance with the Child Nutrition Reauthorization ACT of 2004, the district has developed and adopted a Wellness Policy that addresses the five requirements of the act: Goals for Nutrition Education, Physical Activity and other School-Based Activities; Nutrition Guidelines; Guidelines for Reimbursable School Meals; Plan for implementation and evaluation of the Wellness Policy; and Community Involvement. The Wellness Policy was approved by the school board and a copy was submitted to the ADE, Child Nutrition Unit, prior to the May 15, 2006, submission deadline. Action Type: Collaboration Action Type: Wellness</p>	<p>Joyce Craft</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Each school has created a Wellness Committee composed of representatives from each grade or age level. The chairperson of each committee is a member of the district committee (SNPAA). Under the direction of the chairperson, each school will work on integrating nutrition and physical activity into the curriculum, providing professional development activities, and promoting student nutrition education and physical activity. Action Type: Collaboration Action Type: Professional Development Action Type: Wellness</p>	<p>LaDell Looper</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>According to the Rules Governing Nutrition and Physical Activity Standards, each school will comply with the standards regarding snacks on campus. In addition, notification to parents of snack limitations has been placed in all school handbooks, and school organizations will use only non-food or healthy food items in fund-raising activities. The School Health Index Assessment will be administered at each school campus (elementary, middle, and high) annually. Results from modules # 1,2,3,4,& 8 will be compiled and compared to the standards. The results will be given to the board and added to each ACSIP. Action Type: Alignment Action Type: Parental Engagement Action Type: Wellness</p>	<p>Joyce Craft</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>		<hr/> <p>ACTION BUDGET: \$</p>
<p>The district will continue to support efforts to educate students and parents on the benefits of a healthy lifestyle through the district School Nutrition and Physical Activity Advisory Committee. This committee assessed each school campus using the five modules of the School Health Index. Strengths noted were communication, enrichment, curriculum, middle school cardio lab, staff development for nutrition employees, and parents and community always welcome at school. The weaknesses were using food as a reward, not always washing hands before eating, fundraising, not integrating health education into the core curriculum, number of minutes for P.E., lack of professional development for P.E. teachers, lack of nutrition education in classrooms, and lack of educating parents on nutrition and wellness. Each campus, through its own committee has established a plan to address the indicated weaknesses and to compare the results to the physical activity standards. In addition, each school has</p>	<p>LaDell Looper</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers • Title Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

developed a grade appropriate nutrition education program and a wellness policy for each campus. Action Type: AIP/IRI Action Type: Alignment Action Type: Program Evaluation Action Type: Wellness				
Each school has established strategies for 30 minutes of physical activity each day in grades K-12. Student to adult ratios in P.E. of 30:1 will be implemented in grades K-6. A certified or qualified physical education teacher will be responsible for instruction. Action Type: Alignment Action Type: Wellness	Joyce Craft	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 5: The district will furnish support and resources to all schools in the improvement and performance of mathematics.

Supporting Data:

Goal To meet performance targets in math for all students through increased accountability, emphasis on identified weaknesses, and expanded administrative support.

Benchmark All Hot Springs School District students will meet 2008-09 AYP performance levels developed by the ADE: 62.50 for K-5; 55.69 for grades 6-8; and 55.75 for grades 9-12.

Intervention: Implement a standards-based mathematics model.				
Scientific Based Research: Balfanz, Robert and Vaughan Byrnes, "Closing the Mathematics Achievement Gap in High-Poverty Middle Schools; Enablers and constraints," Journal of Education for Students Placed at Risk 11,2(Spring 2006): 143-159. Marzano, R.J. (2003).What Works in Schools. Virginia: ASCD. Carr, J.F. & Harris, D. E. (2001). Succeeding with Standards: Linking Curriculum, Assessment, and Action Planning. Virginia: ASCD.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The district will coordinate efforts to implement a standards-based math program. Funds will be available for training related to the correct use of effective teaching techniques, content, strategies, or teacher needs. Math specialists, focus teachers, or coaches will be available in each school to aid teachers. Title I funds will provide travel, registration, and fees as well as stipends and benefits for out of contract time. Action Type: Professional Development	Ann Webb	Start: 07/01/2008 End: 06/30/2007	<ul style="list-style-type: none"> Administrative Staff District Staff Performance Assessments Teachers Teaching Aids Title Teachers 	ACTION BUDGET: \$
Elementary schools will continue to implement Math Investigations and Every Day Counts Calendar Math. Supplemental teaching materials will be provided to ensure all SLE's are included, and manipulatives and teaching supplies will be available to facilitate student understanding. All grade levels and special education will collaborate on implementation strategies. On-site help will always available through the focus teachers or math specialist. Action Type: Collaboration	Ann Webb	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers Teaching Aids Title Teachers 	ACTION BUDGET: \$
Math progress will be assessed regularly through formative assessments such as math chunk tests, classroom assessments, Plato Lab Reports, and chip tests. Focus teachers and classroom teachers evaluate these results and adjust as needed. Summative assessments include the Benchmark, ITBS, and NWEA. Action Type: Program Evaluation	Joyce Craft	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Performance Assessments Teachers Title Teachers 	ACTION BUDGET: \$
Our elementary math specialist and focus teachers provide training during the summer and after school on specific skills or strategies that will help teacher effectiveness.	Ann Webb	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Computers 	ACTION BUDGET: \$

Action Type: Professional Development Action Type: Technology Inclusion			<ul style="list-style-type: none"> • District Staff • Teachers • Teaching Aids • Title Teachers 	
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Total Budget: \$0

Intervention: Curriculum alignment and mapping.

Scientific Based Research:

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Action 2: The district will coordinate the activities of its schoolwide, Title I programs in the three elementary schools and the middle school. Funds will be used to ensure that activities are reviewed on an on-going basis to determine their alignment (vertically and horizontally) with the local curriculum, the Arkansas Frameworks, district policies, instruction, assessment, and available resources. Math teachers will meet during the summer to review maps, evaluate, and update if necessary to new frameworks. Focus teachers and School Improvement Office staff will guide the process.</p> <p>Action Type: Alignment</p>	Joyce Craft	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • District Staff • Performance Assessments • Teachers • Title Teachers 	<hr/> ACTION BUDGET: \$
<p>During the summer, the math specialist meets with the focus teachers from the other schools to realign the curriculum to the frameworks. They review and revise the pacing guides by specific SLE's, and they organize this with the Learning Institute for district "chunk tests". Focus teachers review these with the teachers at the first of the year to ensure understanding and teaching to standard. Special education</p> <p>Action Type: Alignment Action Type: Special Education</p>	Ann Webb	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Performance Assessments • Teachers • Title Teachers 	<hr/> ACTION BUDGET: \$
<p>School leadership teams will also meet to align the Arkansas Frameworks with the SLE's concentrating on strategies to improve the indicated weaknesses. Correlation of the frameworks will be discussed with the teachers in order to coordinate instruction and assessments. The Arkansas Frameworks are available to all teachers, the curriculum is reviewed yearly after receipt of the Benchmark scores to identify strengths and weaknesses.</p> <p>Action Type: Alignment</p>	Ann Webb	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Performance Assessments • Teachers • Title Teachers 	<hr/> ACTION BUDGET: \$
<p>Focus teachers in each school aid the classroom teachers by identifying and targeting the most frequently tested SLE's. The focus teachers support curriculum instruction by model teaching standards based mathematics strategies for the teachers.</p> <p>Action Type: Alignment</p>	Ann Webb	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Performance Assessments • Teachers • Title Teachers 	<hr/> ACTION BUDGET: \$
<p>Formative assessments such as the Chunk, walk thrus, and teacher assessments will determine effectiveness during the year. A very specific calendar of when the chunk tests will be administered is given to each teacher at each grade level with the corresponding pacing guide. Efforts will be</p>	Joyce Craft	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Performance Assessments 	<hr/> ACTION BUDGET: \$

made to aid in teacher effectiveness in the classroom to improve student achievement. Dr. Linda Griffin has been contracted using Title I and NSLA funds to assist in vertical and horizontal alignment K-12 for the next three years. Action Type: Alignment Action Type: Program Evaluation			<ul style="list-style-type: none"> Teachers Title Teachers 	
Title I funds will be used to employ a 0.5 FTE non certified Administrative Assistant/Bookkeeper, Margaret Harris, and a 0.5 FTE certified Title I coordinator, John Shewmaker, to aid in ACSIP development, and 0.25 FTE certified Director of Accountability and a 1.0 non-certified district translator /parent liaison to aid our ELL students and parents. Title I funds will be available to cover the Title I portion of the district's Workmen's Comp expenditures, sick leave. Title I funds will also be used to provide office supplies, materials and resources such as Title I handbooks, pens and pencils, and paper. Action Type: Collaboration Action Type: Equity	Joyce Craft	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Central Office Computers District Staff Title Teachers 	Title I - Materials & Supplies: \$1000.00 Title I - Employee Salaries: \$83028.37 Title I - Employee Benefits: \$20757.59 <hr/> ACTION BUDGET: \$104785.96
Verical and horizontal alignment will be a priority of the district and strategies will be employed to ensure that teachers are teaching to standard for fidelity of curriculum. Evaluation will be based on formative chunk tests, walk thrus, and summative benchmark results. Action Type: Alignment Action Type: Program Evaluation	Joyce Craft	Start: 07/01/2008 End: 06/30/2008	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Performance Assessments Teachers Title Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$104785.96

Intervention: Academic Improvement Plans

Scientific Based Research:

Actions	Person Responsible	Timeline	Resources	Source of Funds
Action 3: District staff persons will coordinate with school personnel to provide supplemental instruction in the areas of Math for all students who are not meeting academic expectations. District staff will be involved in analyzing student test data and determining appropriate intervention strategies and plans. Low performing students will be identified and improvement plans will be formulated. Parents will be contacted, and through their involvement and agreement, the plans will be implemented. Student progress will be monitored, and with parental input, changes or adjustments will be made as needed. NSLA funds will be used to provide the necessary resources and staff. This data will also be used by the district's Closing the Achievement Gap Committee. This committee composed of district administrators, principals, staff, school board members, parents, students, and community leaders has been established to work on a collaborative plan for closing the academic achievement gap for our students. Action Type: AIP/IRI Action Type: Parental Engagement	Joyce Craft	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Central Office Computers District Staff Performance Assessments Teachers Teaching Aids Title Teachers 	<hr/> ACTION BUDGET: \$
At the first scheduled parent/teacher conference, Hot Springs school teachers will detail remediation plans for any student failing to achieve the	Joyce Craft	Start: 07/01/2008 End:	<ul style="list-style-type: none"> Administrative Staff 	<hr/> ACTION \$

<p>proficient level on the Benchmark exam. An Academic Improvement Plan will be jointly completed and signed by a team consisting of the parent, teacher, and principal that outlines the best method of remediation. If applicable, the team will also review progress related to a student's IRI. Responsibilities of the parent(s) as well as the retention for any student failing to participate will be discussed during the planning of the remediation plan. This information will also be outlined in each school handbook given to all parents at the beginning of each school. If a student under IDEA has an IEP that addresses any academic area or areas in which the student is not proficient on state-mandated criterion-referenced assessments, the IEP will serve as the Academic Improvement Plan. During the school year as well as on the Benchmark, all students below grade level will be assessed to determine progress as part of the plan evaluation. Remediation efforts will include using computerized instruction, point-in-time group or individual remediation by teachers and/or instructional assistants, and extended day services. Students will be remediated on skill deficits as indicated by district "Chunk" tests, NWEA assessments, and the Benchmark. Evaluation of the remediation plan will be determined by student proficiency on the Benchmark. Local or state funds will be used to provide remediation for any AIP or IRI. Action Type: AIP/IRI Action Type: Parental Engagement</p>		06/30/2009	<ul style="list-style-type: none"> • Central Office • Computers • District Staff • Performance Assessments • Teachers • Title Teachers 	BUDGET:
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<p>All schools adhere to the requirements of Act 35 and Act 2243 related to student accountability. All students not proficient on the CRT, K students who are not developed in math on the Qualls, and 1st and 2nd graders who score basic or below basic in math on the NRT will have an AIP. The plan will be developed by the school personnel and the student's parents. It will have multiple remediation strategies such as computer-assisted instruction, tutorial, extended year, learning labs, Saturday School, small group, double-blocking, etc. The plan will contain an implementation timeline, formative assessments, and periodic review. Consequences for failure to participate will be explained. Action Type: AIP/IRI Action Type: Parental Engagement Action Type: Program Evaluation</p>	Joyce Craft	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Performance Assessments • Teachers • Title Teachers 	<hr/> ACTION BUDGET: \$
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Total Budget: \$0

Intervention: Use state ALE (275) funds to provide an alternative learning environment and appropriate instruction for students.

Scientific Based Research: Sinclair, Mary., Sandra Christenson, and Martha Thurlow, "Promoting School Completion of Urban Secondary Youth with Emotional or Behavioral Disabilities," *Exceptional Children* 71, 4(Summer 2005): 465-482.
Zvoch,Keith. "Freshman Year Dropouts: Interactions Between Student and School Characteristics and Student Dropout Status,"*Journal of Education for Studnets Placed at Risk* 11,1(Winter, 2006): 97-117.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Staff members will coordinate the activities of the ALE proram to ensure that all activities conducted are aligned with the frameworks. The ALE will provide services in math, literacy, science, and social studies. ALE funds will be used to employ a 1.0 FTE certified principal and a 1.0 FTE certified assistant principal. They will work to see that the environment is</p>	Jim Morgan/Sally Pierce	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers 	ALE (State-275) - Employee Benefits: \$30000.00 ALE (State-275) - Employee Salaries: \$120000.00

conducive to learning. District funds will employ two 1.0 FTE non-certified secretaries and one 1.0 FTE non-certified certified nurse. Action Type: Alignment				ACTION BUDGET: \$150000
The GED teacher will conduct training on the TABE test. Staff members will align the TABE to the frameworks. Any student entering ALE will be given the TABE. The Alternative Place team consisting of the counselor, principal, teacher, and parent. Homeroom teachers will write a plan to address the areas of need. All students will take the TABE at least twice per year. District funds will be used to purchase additional assessment materials, and to hire a 1.0 certified GED staff person. ALE funds will employ a 1.0 certified counselor to coordinate these activities. All students will follow the policies and guidelines as outlined in the ALE program manual. Staff will receive training and professional development in curriculum, assessment, and teaching strategies related to these students. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	Carole Yarbrough	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff District Staff Performance Assessments Teachers Title Teachers 	<hr/> ALE (State-275) - Employee Benefits: \$11250.00 ALE (State-275) - Employee Salaries: \$45000.00 <hr/> ACTION BUDGET: \$56250
The Garland County Alternative Learning Environment is a practical and collaborative consortium of seven school districts in Garland. The superintendents of each school district meet regularly to establish policies, review procedures, and evaluate the program. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation	Jim Morgan	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Outside Consultants 	ACTION BUDGET: \$
All teachers incorporate literacy skills into content specific curriculum. Content teachers use open response items and Cornell notetaking. Each teacher meets regularly with the principal to discuss strategies as well as through weekly staff meetings. ALE funds will provide additional books and supplies. Action Type: Alignment	Jim Morgan	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> District Staff Teachers Teaching Aids 	ACTION BUDGET: \$
ALE staff persons provide supplemental and/or remedial instruction or credit recovery for students who are not performing academically at the achievement levels required by the state. District funds will employ a 1.0 FTE certified teacher to work with students needing credit recovery. Parents, probation officers and other state agencies will have access to this information. District funds will hire a 1.0 FTE certified special education teacher and a 1.0 FTE non-certified person to work with parents and state agencies as well as a 1.0 FTE non-certified secretary. Action Type: AIP/IRI Action Type: Parental Engagement Action Type: Special Education	Jim Morgan	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Computers District Staff Performance Assessments Teachers Teaching Aids 	<hr/> ALE (State-275) - Employee Benefits: \$20000.00 ALE (State-275) - Employee Salaries: \$80000.00 <hr/> ACTION BUDGET: \$100000
ALE staff will provide a curriculum that includes mathematics, science, social studies, and language arts. The curriculum has been aligned to the	Jim Morgan	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Central Office 	ALE (State-275) - Employee \$152000.00

regular classroom or to the standards for GED tests. ALE funds will employ eleven 1.0 FTE certified instructors for this program, and district funds will employ eight 1.0 FTE certified and two 1.0 FTE non-certified instructional assistants to help. Funds will also be available to purchase appropriate instructional resources. (S. Mitchell, Knapick, Sprafke, Edwards, East, H. Davis, Koon, Huffman, A. Morgan, Harris) (Pendergrass, Zoll, Graham, Abbot, Bramlett, Wingfield, Hatton, Hodges, Poole, and Softley). Action Type: Alignment			<ul style="list-style-type: none"> District Staff Teachers 	Benefits: ALE (State-275) - Employee \$500000.00 Salaries: <hr/> ACTION BUDGET: \$652000
Special Education personnel and additional staff persons will be employed at ALE to ensure that all students receive appropriate instruction since students are not placed on academics alone. ALE funds will employ two 1.0 FTE certified Spec. Ed. teachers and district funds will employ two 1.0 FTE and three 1.0 FTE non-certified instructional assistants. (Bunner, Norton, Montgomery, Files, Payte, Evans, Chevalier). Action Type: Equity Action Type: Special Education	Jim Morgan	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers 	ALE (State-275) - Employee \$20750.00 Benefits: ALE (State-275) - Employee \$83000.00 Salaries: <hr/> ACTION BUDGET: \$103750
ALE staff will conduct activities that engage parents and promote responsible parenting. ALE funds will employ a 1.0 FTE certified staff person and the district will employ a 1.0 FTE non-certified to coordinate pupil transition. These staff persons will work with parents to convey information and establish meaningful connections. An agreement among ALE, the parents, and the students will outline the responsibilities of each and the need to adhere to program criteria. District funds will employ a 1.0 FTE non-certified truant officer. Services of a probation officer will be provided through the district and juvenile court. (Syl. Mitchell, Moody, Page, Dolin) Action Type: Collaboration Action Type: Parental Engagement	Jim Morgan	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Central Office Community Leaders District Staff Outside Consultants Teachers 	ALE (State-275) - Employee \$11000.00 Benefits: ALE (State-275) - Employee \$44000.00 Salaries: <hr/> ACTION BUDGET: \$55000
The district will designate two parent/teacher conferences each school year. At the end of the year, the school will publish a notice in the newspaper thanking the parents. All students enrolling in ALE will have a conference to discuss placement and exit criteria. An administrator, parent, student, teacher, and counselor will be involved. This Alternative Education Placement Team will discuss placement and exit criteria. The student must have at least two characteristics, not punitive or academic, to qualify for placement. Documentation of conference will be maintained in each student's file and a copy of the exit criteria will be given to both the student and parent for returning to his/her home campus. Action Type: Collaboration Action Type: Parental Engagement	Jim Morgan	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff District Staff Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$
Teachers, administrators, and classified will be involved in the design of their	Sally Pierce	Start: 07/01/2008	<ul style="list-style-type: none"> Administrative Staff 	<hr/>

<p>professional development. Teachers and administrators will meet all state guidelines in regard to the required 60 hours. Literacy teachers will use classroom books to entice students to read. Teachers will form mentoring groups to discuss math and literacy ideas and techniques. The district School Improvement Office will provide additional assistance as needed for staff training on instructional strategies. Action Type: Professional Development</p>		<p>End: 06/30/2009</p>	<ul style="list-style-type: none"> • District Staff • Teachers • Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>Students will keep portfolios to demonstrate the skills they have mastered. These will be used to show the data to parents and other community members as requested. Parents will be invited to a Back to School Day where information about expectations, resolving parental concerns, and other topics will be discussed. A newsletter each month will keep parents informed and provide math terminology and other suggestions for parents to use to work with students at home. Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Jim Morgan</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers • Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>A computer lab with 15 computers allows students to increase math and literacy scores. All students are provided access to the computer programs at least once a week. Additional time is scheduled for students according to their instructional plans. These are reviewed continuously and adjustments made as warranted through formative assessments. ALE funds will employ a 1.0 FTE certified to work with students in the lab as well pay ALE employee substitutes and sick leave. (M Mitchell) Action Type: Collaboration Action Type: Program Evaluation Action Type: Technology Inclusion</p>	<p>Jim Morgan</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • Performance Assessments • Teachers 	<p>ALE (State-275) - \$50000.00 Employee Salaries: ALE (State-275) - \$12500.00 Employee Benefits: <hr/>ACTION BUDGET: \$62500</p>
<p>Upon successful completion of the student's agreed plan, the student will be allowed to return to his/her regular academic program and school. Parents will be involved in all processes. The responsibilities of the parent, school, and student will be outlined in order to assure success for the student. Documentation of agreed expectations is maintained. A parent facilitator is responsible for maintaining the parent center, parent involvement, and parent outreach. Action Type: AIP/IRI Action Type: Parental Engagement Action Type: Program Evaluation</p>	<p>Sally Pierce</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Homeless students will be assisted by the counselor who serves as the homeless and foster child designee. All students, however, will benefit from the services of the counselor. She meets regularly with the parents and students to discuss career planning and post-secondary options. Special education students and their parents are especially grateful for future placement conversations. Action Type: Equity</p>	<p>Carole Yarbrough</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>ALE (State-275) - \$8750.00 Employee Benefits: ALE (State-275) - \$35000.00 Employee Salaries: <hr/>ACTION \$43750</p>

Action Type: Parental Engagement Action Type: Special Education				BUDGET:
Total Budget:				\$1223250
Intervention: Use state NSLA (281) funds to improve instruction, provide support, and increase academic achievement for disadvantaged students in Math, Literacy, Science, and Social Studies.				
Scientific Based Research: Lezotte, Lawrence, and Kathleen McKee. 2002 Assembly Required- A Continuous School Improvement System. Michigan: Effective Schools Products. Blankstein, Alan. Failure in NOT an Option. The Hope Foundation and Corwin Press, CA: 2004. Darling-Hammond, Linda and Elli Rustique-Forrester, "The Consequences of Student Testing and Teacher Quality," Uses and Misuses of Data for Educational Accountability and Improvement. Blackwell Pub., MA: 2005.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
NSLA funds will employ three FTE additional nurses to ensure all students receive high quality care. These nurses will address BMI requirements and work with parents and students on nutrition and health. In addition, they will help staff at each school with medication and with students requiring special care. (Hardcastle, Williams, Green) Action Type: Collaboration Action Type: Equity	Joyce Craft	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers 	NSLA (State-281) - Employee \$29765.45 Benefits: NSLA (State-281) - Employee \$119061.00 Salaries: <hr/> ACTION BUDGET: \$148826.45
NSLA funds will be used for training activities, conference fees, and travel for district staff members and to purchase miscellaneous materials and supplies for those staff persons. NSLA funds will also be used to pay stipends to district staff member who participate in professional development during non-contract time. Action Type: Professional Development	Joyce Craft	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Performance Assessments Teachers Teaching Aids Title Teachers 	NSLA (State-281) - Employee \$50000.00 Salaries: NSLA (State-281) - Employee \$10000.00 Benefits: <hr/> ACTION BUDGET: \$60000
NSLA funds will be used to ensure that age appropriate materials and activities designed to improve achievement are available to all students. Curriculum specialists will work to ensure all services are equitable and effective. Funds will provide math, science, literacy, social studies materials, equipment, and technical support services. Action Type: Equity	Joyce Craft	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Central Office Computers District Staff Performance Assessments Teachers Teaching Aids Title Teachers 	NSLA (State-281) - Materials & Supplies: \$11150.00 <hr/> ACTION BUDGET: \$11150
NSLA monies in the amount of \$430,932. have been set aside to accommodate the 20% title I requirements for Choice and Supplemental Services for Langston, Oaklawn, and Middle School. The amount will be reduced when actual budget numbers are determined. Only eleven students took advantage of choice, and no additional funds were needed for this. For each student, \$1445.11 will be allocated as specified by census figures. NSLA funds not needed for SES will be put in reserve. Action Type: Equity Action Type: Program Evaluation	Joyce Craft	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Performance Assessments 	NSLA (State-281) - Purchased Services: \$430932.00 <hr/> ACTION BUDGET: \$430932
The district will coordinate the instructional program in the secondary schools in an effort to raise academic achievement. NSLA funds will employ a 1.0 FTE certified	Joyce Craft	Start: 07/01/2008 End: 06/30/2009		NSLA (State-281) - Employee \$74951.30 Benefits:

and a .86 FTE certified literacy specialists, a 1.0 FTE certified math specialist, (2) 0.5 FTE certified instructional facilitators, and a 1.0 FTE certified curriculum specialist to work with middle school and high school. The math and literacy specialists will ensure curriculum alignment with Arkansas Frameworks. They will review and update periodically, and they will provide strategies, plans, best practices, and monitor teacher effectiveness. (Clark, Ellars, Upshaw, Redding, Deardorff, King) Action Type: Alignment Action Type: Collaboration				NSLA (State-281) - Employee Salaries: \$299805.20 <hr/> ACTION BUDGET: \$374756.5
District personnel will coordinate with Special Ed. personnel and staff persons at all schools to ensure that K-12 students receive appropriate supplemental instruction as needed. Students will receive individualized computer-based support on prescribed learning paths for improvement. NSLA funds will purchase PLATO courseware and training needed for the to continue. Action Type: Special Education Action Type: Technology Inclusion	Joyce Craft	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Central Office Computers District Staff Outside Consultants Performance Assessments Teachers Title Teachers 	NSLA (State-281) - Materials & Supplies: \$100000.00 <hr/> ACTION BUDGET: \$100000
The district will coordinate the instructional program at the elementary schools. In an effort to provide the needed support, NSLA funds will employ three 1.0FTE certified math specialists, six 1.0 FTE certified Literacy specialists, and two 1.0 FTE science specialists to work with the staff and students to ensure progress and alignment with Arkansas Frameworks and state assessments. NSLA funds will also employ four 1.0 FTE non-certified instructional assistants to work with small groups and one-on-one with students. (Rosburg, Creech, O'Neal, Newborn, Disney, Sarcini, Jamerson, Mann, Lowery, Stanford, Pelton, Cooper, Huff, Edwards, Belz, and Trejo). Action Type: Alignment Action Type: Collaboration Action Type: Equity	Joyce Craft	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Performance Assessments Teaching Aids Title Teachers 	NSLA (State-281) - Employee Benefits: \$148772.31 NSLA (State-281) - Employee Salaries: \$595089.24 <hr/> ACTION BUDGET: \$743861.55
District staff will coordinate to provide supplemental and/or remedial instruction in the areas of literacy and math for all students in all subgroups who are not performing as expected. Improvement plans will be written, and NSLA funds will be used to pay teacher salaries and benefits to work before and after school with these students. Extended day services for tutoring/mentoring will be provided to low income students. Action Type: AIP/IRI Action Type: Equity	Joyce Craft	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Central Office Computers District Staff Performance Assessments Teachers Teaching Aids Title Teachers 	NSLA (State-281) - Employee Benefits: \$13750.00 NSLA (State-281) - Employee Salaries: \$49133.00 <hr/> ACTION BUDGET: \$62883
District personnel will coordinate with the state, local, and regional agencies to plan and implement appropriate staff development. Highly qualified consultants will be brought in to help with training needs. NSLA funds will provide these consultants and pay for contractual agreements with such entities as Dawson and Effective Schools.	Joyce Craft	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Central Office Community Leaders District Staff Outside Consultants 	<hr/> ACTION BUDGET: \$

Action Type: Professional Development			<ul style="list-style-type: none"> Teachers Title Teachers 	
District personnel will work with school personnel in data dissemination and data understanding. Disaggregated data will be reviewed throughout the year to determine progress. NWEA assessments will be provided two times per year and periodic chunk tests will be given at scheduled times during the year. The Learning Institute Portal will also provide additional information for curricular decisions. NSLA funds will be used to purchase these assessments, evaluative tools, and support materials. Action Type: Program Evaluation Action Type: Technology Inclusion	Joyce Craft	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Central Office Computers Outside Consultants Performance Assessments Teachers Title Teachers 	ACTION BUDGET: \$
NSLA funds will provide materials, supplies, and newsletters to keep parents throughout the district informed and involved. The software package titled Parent Connection, paper and postage will be purchased. Action Type: Parental Engagement	Joyce Craft	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers Title Teachers 	NSLA (State-281) - Purchased Services: \$3000.00 NSLA (State-281) - Materials & Supplies: \$25000.00 <hr/> ACTION BUDGET: \$28000
In an effort to make every resource available in order to improve achievement and help students achieve at expected levels, NSLA funds will employ two 1.0 FTE certified math and literacy specialists to form the School Improvement Office. They will focus on providing and implementing proven strategies and curriculum changes needed by the district. (Wallace, Webb) Action Type: Alignment Action Type: Collaboration	Joyce Craft	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Performance Assessments Teachers Teaching Aids Title Teachers 	NSLA (State-281) - Employee Benefits: \$36520.00 NSLA (State-281) - Employee Salaries: \$146080.00 <hr/> ACTION BUDGET: \$182600
NSLA will transfer \$200000.00 to ALE to pay additional salaries. Action Type: Equity	Joyce Craft	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Central Office 	ACTION BUDGET: \$
The district has determined that more intense interventions are needed to improve reading and literacy in the elementary schools. NSLA funds will be used to employ seven 1.0 FTE certified intervention literacy coaches to work with the struggling students to move them to the proficient levels. (Hurley, Hill, Smalley, Glisson, Long, Clark, Smith) Action Type: AIP/IRI Action Type: Program Evaluation	Joyce Craft	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers Title Teachers 	NSLA (State-281) - Employee Benefits: \$72486.50 NSLA (State-281) - Employee Salaries: \$289946.00 <hr/> ACTION BUDGET: \$362432.5
Summer school will be provided at the high school for students needing help or for those needing credit recovery. NSLA funds will pay these salaries and benefits. In addition, NSLA funds will be used to provide teacher training, program fees, student exam fees, test postage, and for instructional materials for our IB/AP	Joyce Craft	Start: 07/01/2008 End: 06/30/2009		NSLA (State-281) - Employee Benefits: \$11500.00 NSLA (State-281) - Employee Salaries: \$46000.00

programs. Action Type: Collaboration Action Type: Equity				Salaries: <hr/> ACTION BUDGET: \$57500
NSLA funds will fund "EARLY BIRD" at Langston, Gardner and Oaklawn. Student will have the opportunity to come to school one hour early to receive extra reading/instructional time. Interventionists will also work with students on a daily basis. Action Type: Equity Action Type: Title I Schoolwide	Joyce Craft	Start: 07/01/2008 End: 06/30/2009		NSLA (State-281) - Employee Benefits: \$3000.00 NSLA (State-281) - Employee Salaries: \$12000.00 <hr/> ACTION BUDGET: \$15000
Total Budget:				\$2577942

Intervention: Use state Professional Development (223) funds to provide appropriate professional development related to content areas, curriculum, alignment, instructional strategies, student achievement, and assessment.

Scientific Based Research: Lezotte, Lawrence and Kathleen McKee. 2002. Assembly Required-Acontinuous School Improvement System. Michigan: Effective School Products. Cowan, Kristen Tosh. 2003. The Changing Landscape of Accountability; Staaff Qualification and Professional Development. Washington: Thompson Pub. turner, Jennifer. Ensuring What is Tested is Taught: Curriculum Coherence and Alignment. Educational Research Service: VA, 2003.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Professional development will be based on yearly Needs Assessment data gathered from all staff. PD offerings will be tied to district plans and state requirements. Funds will be used to pay stipends, and benefits for non-contract hours and for materials and supplies for staff development activities. District personnel will coordinate the professional development activities of all K-12 staff. It will be designed to ensure the activities are aligned with the Arkansas Frameworks and state assessments. PD funds will be used to provide consultants and materials and supplies to support the training. Action Type: Alignment Action Type: Professional Development	Joyce Craft	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Central Office District Staff Teachers Title Teachers 	PD (State-223) - Purchased Services: \$10000.00 PD (State-223) - Materials & Supplies: \$10000.00 PD (State-223) - Employee Benefits: \$7200.00 PD (State-223) - Employee Salaries: \$30000.00 <hr/> ACTION BUDGET: \$57200
Professional development funds will be used to provide technology inclusion for all staff members. The training will be provided by the district technology instructional coordinator. Funds will be used to pay the staff stipends and benefits for attending these sessions and for needed materials to conduct the training. Action Type: Professional Development Action Type: Technology Inclusion	Joyce Craft	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Central Office Computers District Staff Teachers Teaching Aids Title Teachers 	PD (State-223) - Employee Salaries: \$5000.00 PD (State-223) - Employee Benefits: \$1083.00 PD (State-223) - Materials & Supplies: \$3000.00 <hr/> ACTION BUDGET: \$9083
Supplemental and remedial instruction will be provided for students not performing as expected. Professional development will be	Joyce Craft	Start: 07/01/2008 End:	<ul style="list-style-type: none"> Administrative Staff Central Office 	<hr/> ACTION BUDGET: \$

provided for staff related to different learning styles and in understanding assessment for learning. Attention will be paid to special ed. students and other subpopulations. In addition, the district will coordinate with the ADE, Dawson, the Learning Institute, and other agencies and community leaders to ensure professional development is aligned to state and national standards. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Professional Development Action Type: Special Education		06/30/2009	<ul style="list-style-type: none"> Community Leaders District Staff Outside Consultants Performance Assessments Teachers Teaching Aids Title Teachers 	
District and school personnel will disaggregate data to determine AYP. Student achievement on summative assessments such as the CRT, NRT and NWEA will be used to determine professional development. In addition, formative assessments such as chunk tests, Plato data, teacher assessments, walk thrus, and administrator observations will guide the decisions related to professional development training. All training will be on-going and basically site based. PD funds will be used to support this training with materials, stipends, benefits, travel, and registration. Action Type: Professional Development Action Type: Program Evaluation	Joyce Craft	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Performance Assessments Teachers Title Teachers 	PD (State-223) - Purchased Services: \$15000.00 PD (State-223) - Materials & Supplies: \$25000.00 PD (State-223) - Employee Benefits: \$11250.00 PD (State-223) - Employee Salaries: \$45000.00 <hr/> ACTION BUDGET: \$96250
Total Budget:				\$162533

• Planning Team

Classification	Name	Position	Committee
Business Representative	Birkes Williams	Mental Health Director	Title IV-A, Closing the Achievement Gap
Business Representative	Bob Freeman	Supervisor - Business/Board Member	All Committees
Business Representative	Steve White	Business Owner/Board Member	All Committees
Classroom Teacher	Carol Scrivner	Reading Focus	Title I, II-A, V, NSLA
Classroom Teacher	Eileen Ellars	Teacher	Title IV-A, Parent Involvement
Classroom Teacher	Karen Bean	P.E. Teacher	Wellness
Classroom Teacher	Kay Post	Private School Title I Teacher	Title I, II-A, II-D, III, IV-A, V
Classroom Teacher	Laura Angel	ELL Teacher	Title III, ELL, Closing the Achievement Gap
Classroom Teacher	Laura Vaughan	5th grade teacher	Wellness, NSLA
Classroom Teacher	Linda Litzsey	Teacher	Title IV-A
Classroom Teacher	Margaret Dickson	ELL Teacher	Title III, ELL
Classroom Teacher	Paula Redding	IB English Teacher	I, IV, III, II, V, Assessment, NSLA
Classroom Teacher	Sister Noeline Banks	Private School Staff	Title I, II-A, II-D, III, IV-A, V, Parent Involvement
Classroom Teacher	Suzanne Trieschmann	ELL Teacher	Title III, ELL
Classroom Teacher	Tom Buth	P. E. Teacher	Wellness
Community Representative	Ann Hill	Lawyer	All Committees
Community Representative	Brick Smith	St. Joe Hospital	Wellness
Community Representative	Carolyn Hughes	Community Liaison	Title IV-A

Community Representative	Debbie Bryant	Director of Ouachita Children's Center	Title I, Title IV
Community Representative	Fred Nicholson	Pastor	Title IV
Community Representative	Jamie Frierson	Student	IV, Closing the Achievement Gap
Community Representative	Joe Reese	Board Member/Retired Teacher	All Committees
Community Representative	Mamie Ruth Abernathy	Volunteer	All Committees
Community Representative	Margaret Harris-Coulter	Administrative Assistant	Title IV, Parent Involvement (Alumni Member)
Community Representative	Roberta Joseph	Food Service	Wellness
District-Level Professional	Ann Webb	School Improvement Office	School Improvement, Closing the Achievement Gap
District-Level Professional	Anne Gentry	Federal Programs	Title I, School Improvement, Closing the Achievement Gap
District-Level Professional	Bobbie Morrison	Special Ed. Supervisor	Title I, District ACSIP, School Improvement, Closing the Achievement Gap
District-Level Professional	Carolyn Smith	Child Nutrition Director	Wellness
District-Level Professional	Chuck White	Attorney	Wellness, Title IV
District-Level Professional	Danny Stanford	Assistant Superintendent	Title I, II-A, II-D, III, IV-A, V, ALE, NSLA, ELL, PD, Closing the Achievement Gap
District-Level Professional	Dawn Utsey	Nurse	Wellness, Title IV
District-Level Professional	Don Benton	Director of Technology	Title II-D
District-Level Professional	John Shewmaker	Prof. Dev./ Data and Research	Title I, II-A, V, NSLA, PD, School Improvement, Closing the Achievement Gap
District-Level Professional	Joyce Craft	Superintendent	Title I, II-A, II-D, III, IV-A, V, ALE, NSLA, ELL, PD, School Improvement, Wellness, District ACSIP, Closing the Achievement Gap
District-Level Professional	LaDell Looper	Assistant Superintendent for Elementary	Title I, II-A, II-D, III, IV-A, V, ALE, NSLA, ELL, PD, District ACSIP, School Improvement, Closing the Achievement Gap
District-Level Professional	Vicki Wallace	School Improvement Office	School Improvement, Closing the Achievement Gap
Non-Classroom Professional Staff	Carolyn Stokes	Librarian	Title V
Non-Classroom Professional Staff	Cherie Castleberry	Counselor	Title IV-A
Non-Classroom Professional Staff	Cheryl Stafford	Counselor	Title IV-A
Non-Classroom Professional Staff	Doug Upshaw	Science Specialist	Title I, II-A, NSLA, Closing the Achievement Gap
Non-Classroom Professional Staff	Elrette Watkins	Counselor	Title IV-A
Non-Classroom Professional Staff	Jan Hodges	Librarian	Title V
Non-Classroom Professional Staff	Jule Grant	Title I Coordinator	Title I, II-A, II-D, III, IV-A, V, NSLA, ELL, Parent Involvement, District ACSIP
Non-Classroom Professional Staff	Kay Adams	Title I Coordinator	Title I, NSLA, Parent Involvement, District ACSIP
Non-Classroom Professional Staff	Kerry Deardorff	Instructional Coordinator	Wellness
Non-Classroom Professional Staff	Leslie Whalen	Counselor	Title IV-A
Non-Classroom Professional Staff	Loretta Ross	Title I Coordinator	Title I, IV, PD, NSLA, Parent Involvement, District ACSIP
Non-Classroom Professional Staff	Lorraine Vallardes	Spanish Teacher	Title III, ELL
Non-Classroom Professional Staff	Patty Clark	Literacy Focus Teacher	Closing the Achievement Gap
Non-Classroom Professional Staff	Paul Miller	Technology Coordinator	Title I, II-A, II-D, NSLA, District ACSIP
Non-Classroom Professional Staff	Penny Marshall	Librarian	Title V

Non-Classroom Professional Staff	Terri Easter	Parent	Title IV-A
Non-Classroom Professional Staff	Wanda Hall	Technology Coordinator	Title II-A, II-D, NSLA, Wellness
Parent	Brontie Richardson	Parent	Closing the Achievement Gap
Parent	Debbie Ugbade	Board Member	All Committees
Parent	Donnetta Frierson	Parent/Secretary	Title I, II-A, III, IV-A, V, NSLA, ELL, PD, ALE, Wellness
Parent	Eardie Stadler	Parent/Bookkeeper	Title I, II-A, II-D, V, NSLA
Parent	Greg Davis	Parent	Title IV-A
Parent	Nancy Loe	Parent/Secretary	Title I, III, IV-A, NSLA
Parent	Sadie Stamps	Parent	Parent Involvement
Parent	Sandy Milholen	Office Assistant	Title II-D, III, IV-A, V, Parent Involvement
Principal	Brenda Seiz	Elementary Principal	Title I, II-A, II-D, III, IV-A, V, ALE, NSLA, ELL, PD, District ACSIP, Closing the Achievement Gap
Principal	Debbie Kopf	Elementary Principal	Title I, Title II, Title III, Title IV, Title V, District ACSIP, Closing the Achievement Gap
Principal	Elizabeth Shackelford	Private School Principal	Title I, II-A, II-D III, IV-A, V, Parent Involvement
Principal	George Wilson	Assistant Principal	Wellness, Closing the Achievement Gap, Parental Involvement
Principal	Janice McCoy	Elementary Principal	Title I, II-A, II-D, III, IV-A, V, ALE, NSLA, ELL, PD, District ACSIP, Closing the Achievement Gap
Principal	Jim Gentry	High School Principal	Title I, II-A, II-D, III, IV-A, V, ALE, NSLA, ELL, PD, District ACSIP, Closing the Achievement Gap
Principal	Jim Morgan	Secondary Principal	Title I, II-A, II-D, III, IV-A, V, ALE, NSLA, ELL, PD, District ACSIP, Closing the Achievement Gap
Principal	Sally Pierce	Elementary Principal	Title I, II-A, II-D, III, IV-A, V, ALE, NSLA, ELL, PD, Parent Involvement, District ACSIP
Principal	Susan Beard	Elementary Principal	Title I, II-A, II-D, III, IV-A, V, ALE, NSLA, ELL, PD,, District ACSIP, Closing the Achievement Gap