

School Plan

CHARLESTON SCHOOL DISTRICT
PO Box 188, Charleston, AR 72933

Arkansas Comprehensive School Improvement Plan

2013-2014

The mission of the Charleston School District is to foster a safe and drug-free learning environment with love, encouragement, and inspiration. The district is committed to developing educational programs with emphasis in literacy, math, science, and technology.

Grade Span: Title I: Not Applicable School Improvement:

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Priority 1: Literacy and Math

Goal: *All students will improve in math and literacy with the expectation of meeting or exceeding the 2014 AMO's for the Charleston School District. The Subgroups of All Student and TAGG students did not meet the AMO for the 2013 school year in math or literacy for performance. The subgroup of All Students did not meet the AMO for the 2013 school year in math or literacy for growth. The subgroup of TAGG students did not meet the AMO for the 2013 school year in math for growth. *Graduation Rates of Targeted Achievement Gap Group will improve with the expectation of meeting or exceeding the 2014 AMO's for the Charleston School District.

Priority 3: Wellness

Goal: Students participating in the BMI activity show a need to improve their cardiovascular, muscular strength/endurance, and flexibility activity.

Priority 1:	To increase student achievement in the areas of Math and Literacy.
Supporting Data:	<ol style="list-style-type: none">1. The Charleston School District conducted a trend analysis in Literacy and Mathematics for the years 2011-12-13. Our data identified the following focus areas for improvement: all subgroups in math and literacy did not meet the AMO Performance or Growth.2. Trend analysis shows that there is an achievement gap in Literacy for males based on the 11th Literacy Exam.3.
Goal	<p>*All students will improve in math and literacy with the expectation of meeting or exceeding the 2014 AMO's for the Charleston School District. The Subgroups of All Student and TAGG students did not meet the AMO for the 2013 school year in math or literacy for performance. The subgroup of All Students did not meet the AMO for the 2013 school year in math or literacy for growth. The subgroup of TAGG students did not meet the AMO for the 2013 school year in math for growth. *Graduation Rates of Targeted Achievement Gap Group will improve with the expectation of meeting or exceeding the 2014 AMO's for the Charleston School District.</p>
Benchmark	<p>The Charleston School District is a Needs Improvement District in Literacy for the 2013 performance and growth AMOs. The 2013 All Students performance was 83.18 and the AMO was 87.35. The Targeted Achievement Gap Group Performance was 72.64 and the AMO was 77.23. The 2013 All Students Growth was 81.19 and the AMO was 83.64. The TAGG group was 72.03 and it met its AMO of 72.03. The District is expected to meet or exceed the 2014 AMO's. The Charleston School District is a Needs Improvement District in Math for the 2013 performance and growth AMOs. The 2013 All Students performance was 83.20 and the AMO was 92.03. The Targeted Achievement Gap Group Performance was 84.04 with an AMO of 92.00. The 2013 All Students Growth was 75.17 and the AMO was 88.24. The TAGG group was 65.49 and</p>

the AMO was 77.74. The District is expected to meet or exceed the 2014 AMO's. The Charleston School District is a Needs Improvement District in Graduation Rates for the 2012 School Graduation Rate with 80% of the TAGG Group graduating and not meeting its AMO of 84.57%.

Benchmark

During the 2013-2014 school year, the Charleston School District will meet or exceed the Annual Measurable Outcomes (AMO) for Performance in Literacy (2013 AMO 83.18% for All Students and 72.64% for Targeted Achievement Gap Group) and for Growth (2013 AMO 83.64% for All Students Population and 72.03% for Targeted Achievement Gap Group). The Charleston School District will also meet or exceed the AMO's in Mathematics (2013 AMO 92.03% for All Students and 84.04% for Targeted Achievement Gap Group) and for Growth (2013 AMO 88.24% for All Students Population and 77.74% for Targeted Achievement Gap Group). For the 2012-2013 school year, the Charleston School District met the AMO's for all Students Population Graduation Rate and met AMO's in Growth, but did not meet the AMO's for the Targeted Achievement Gap Group

Intervention: Ensuring Student Success.				
Scientific Based Research: "Increasing Student Achievement in Reading, Writing, Math and Science." Phoenix, AZ, NSCI, 2000. National School Lunch Act (NSLA) funds will be used above and beyond what is required by the state. Education in the 21st Century. Hoover Institution Press, 2002. Edwards P. Lazear and Jack Steele.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The district will employ (one) .6924 FTE Curriculum Specialist, Susan Brown, for K-12 with NSLA funds. The district will transfer \$22,000 from the Professional Development money into the NSLA account. NSLA funds will be used by the Curriculum Specialist to purchase materials for teachers in implementing the common core state standards. Title II funds will pay for the parapro test for highly qualified paras. These Paraprofessionals will work under the direction of certified teachers and will assist in the direct delivery of standards based instruction in the enrichment and remediation of academic skills in the areas of reading, academic improvement plans, literacy lab, study skills, and technology. NSLA funds will be used to	Jeff Stubblefield	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Computers • Performance Assessments • Teachers • Teaching Aids 	Title II-A - Purchased Services: \$100.00 NSLA (State-281) - Employee Benefits: \$11348.08 NSLA (State-281) - Employee Salaries: \$52416.06 <hr/> ACTION BUDGET: \$63864.14

<p>purchase materials and supplies to delivery instruction for students in grades K-8. This is above and beyond state standards and these positions exceed state standards. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion</p>				
<p>PARENTAL INVOLVEMENT: The Charleston School District is committed to the District's Parent Involvement Plan. Parental involvement is an integral part of our school district. The district complies with all of the laws set forth in Act 307 of 2007 and ACT 397 of 2009. The plan will be reviewed each year with the Parent Involvement Committee. Action Type: Collaboration Action Type: Parental Engagement</p>	Susan Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	<hr/> ACTION BUDGET: \$
<p>The Charleston School District will fully implement interim assessment for grades 3-8 in math and literacy. The staff has been trained in Total Instructional Alignment and will be involved in pre/post and quarterly assessments in these areas. Total Instructional Alignment is a vertical and horizontal alignment for subject areas. This will be a work in progress and will be reviewed by teachers each quarter. Pre/post tests scores will be evaluated at the end of the year and compared with the states benchmarks and</p>	Susan Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Performance Assessments 	<hr/> ACTION BUDGET: \$

end of course exams. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education				
Summative Evaluation: Data relating to all NRT, Benchmarks, and End of Course will be analyzed to determine curriculum alignment, remediation, and professional development needs in the district. Our ACSIP plan will be reviewed and modified based on these results. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation	Susan Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Outside Consultants Performance Assessments 	<hr/> <hr/> ACTION BUDGET: \$
Formative Evaluation: The Charleston School District will create their own quarterly assessments through the purchase of Classworks, a computer software program. These tests will help our school gather data that will allow our teachers to monitor and adjust curriculum and instruction in the classroom during the school year. These quarterly tests will also allow intervention for students during the year. Action Type: Alignment	Susan Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Performance Assessments Teachers 	NSLA (State-281) - Purchased Services: \$0.00 <hr/> ACTION BUDGET: \$0
Closing The Achievement Gap in (Literacy and Math): Regular annual meetings of the District	Susan Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff 	NSLA (State-281) - Materials & Supplies: \$0.00 <hr/>

<p>ACSIP Leadership Team will continue to be held. These meetings will focus on building capacity, at the district and building level. Each meeting agenda will address the following Core Principles: A. The selection, and continuous evaluation, of research-based, scientifically validated Interventions designed to improve our ability to move more students to the proficient/advanced level on all Math and Literacy assessments. B. Monitoring student progress in order to influence classroom instruction. C. Using Formative and Summative Assessment Data to make decisions That impact: Curriculum, Instruction, Assessment and Professional Development. D. Alignment of District Resources to meet individual school needs. Written minutes of each meeting, along with a sign-in sheet, will be kept and made available upon request. The intent is that each ACSIP Intervention, and Action, is carefully monitored...through the collection of Formative and Summative Data...so that those activities, which prove ineffective, can be revised, or abandoned. The District ACSIP Plan will be revised each spring, and fall, in order to keep it timely and valid in our efforts to improve teaching and learning. In May of each year the District Leadership Team will evaluate the</p>				<p>ACTION BUDGET: \$0</p>
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<p>implementation, and impact, of programs (Interventions and Actions) included in both the District and building ACSIP plans to ensure that the programs are providing Intervention, prevention and accelerated strategies designed to increase student achievement. The evaluation results will be included in the district, and building plans, the following year. NSLA funds will be used in the buildings to purchase materials and supplies that will help achieve in closing the achievement gap. Action Type: Collaboration Action Type: Equity</p>				
<p>The school district makes every effort to employ highly qualified teachers in academic subjects and instructional paraprofessional according to the guidelines in NCLB Section 1119. When necessary, School representatives will attend job fairs throughout the state to search for highly qualified teachers and paraprofessionals. Action Type: Collaboration Action Type: Equity Action Type: Special Education</p>	<p>Jeff Stubblefield</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>
<p>Instructional strategies and initiatives are based on scientifically based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students including</p>	<p>Jeff Stubblefield</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff 	<p>ACTION BUDGET: \$</p>

special education students. Action Type: Alignment Action Type: Collaboration Action Type: Special Education				
PROGRAM EVALUATION: The district will analyze the results of all NRT, Benchmarks, and End of Course Exams, to determine the effectiveness of the Total Instructional Alignment Process and interim assessment. The Charleston School District is an achieving district. Therefore, we believe that the effectiveness of this action has been successful. Action Type: Alignment Action Type: Equity Action Type: Program Evaluation	Susan Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Performance Assessments 	<hr/> ACTION BUDGET: \$
Research tells us that school aged children in grades 5-8 are at risk in their educational and emotional, and maturing process. The district will pay for .50 FTE of a counselor, Tahnee Bowen, above the state standards, with NSLA funds to have a counselor available for this age group. Action Type: Equity	Jeff Stubblefield	Start: 07/01/2013 End: 06/30/2014		NSLA (State-281) - \$6886.09 Employee Benefits: NSLA (State-281) - \$27591.64 Employee Salaries: <hr/> ACTION BUDGET: \$34477.73
COMPREHENSIVE NEEDS ASSESSMENT: We formed ACSIP Leadership Teams and analyzed the test scores from the 2013 administration of grades 3-8 Augmented Benchmark, EOC, and ITBS Exams. We examined the results from both the combined population and EACH sub population. We conducted data analysis	Jeff Stubblefield	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Performance Assessments 	<hr/> ACTION BUDGET: \$

<p>to determine our main areas of weakness. In addition, we studied the three most recent years of Attendance, Graduation Rate, Disciplinary, Formative and Summative Achievement Data across grade levels within our building. We aggregated and disaggregated all the data for the purpose of establishing student learning and behavioral goals. We looked at our trend data in order to better identify the specific areas of need and help align classroom instruction with our curriculum, assessment and professional development. We examined our routines, customs, and norms in order to dig deeper for the root cause why more of our students are not achieving to their full potential. Our 2012 Supporting Data Statements show the discrepancies in achievement, among our various populations. We are modifying our Curriculum, Instruction, Assessment and Professional Development practices to better meet the needs of all our populations. Based on our Data Analysis we came to the conclusion that the following areas reflect our greatest need within the Literacy We have an achievement gap in Literacy for males. We will select Interventions and coordinate our various state and federal funding sources to address this area. IN</p>				
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<p>addition, we meet in elementary grade level meetings weekly and high school departmental teams monthly and as an entire faculty monthly so that we can review formative, "real time" classroom performance data for the purpose of making decisions regarding the direction, and focus, of our Classroom Instruction. Action Type: Alignment Action Type: Professional Development</p>				
<p>The schools held their annual report to the public in an open board meeting to discuss their goals and objectives for the upcoming year. The district will hold various meetings through the year with each school and faculty to discuss the meeting of the school's goals and objectives and ensuring that the schools are following the Total Instructional Alignment for success on state mandated assessments. Action Type: Alignment Action Type: Collaboration</p>	<p>Jeff Stubblefield</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff 	<p>ACTION BUDGET: \$</p>
<p>ACADEMIC IMPROVEMENT PLANS (AIP): PLAN DEVELOPMENT (C): Appropriate teachers and/or other school personnel knowledgeable about the student's academic performance shall evaluate students identified as scoring below proficient on the State Criterion Reference (CRT) exams. The district's policy for developing AIP's and IRI's are including in the</p>	<p>Susan Brown</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff 	<p>ACTION BUDGET: \$</p>

following: The student's parents will be contacted for the purpose of working jointly with school personnel in developing an Academic Improvement Plan. (AIP) or an IRI (Intensive Reading Instruction) for students in grades K-2. Formative and Summative Assessment Data will be used to create a plan that includes standards-based, supplemental, remedial strategies designed to assist the student in scoring proficient on the next administration of the CRT Exam. Regular classroom teachers will be the first to implement the components of these plans. A variety of additional resources will also be used to support the student. Highly qualified staff will provide instruction. The AIP will be monitored and adjusted as the student makes progress. The literacy benchmark scores of students in each grade will be reviewed by the ACSIP Literacy Committee to determine the improvement made when comparing the percent of students scoring proficient on the next year's exam. Teacher's aides, under the direction of a certified teacher, will oversee the software program for remediation. (E) SAT 10 and Benchmarks scores will determine the effectiveness of the student's AIP and IRI. The district has put in

place Reading Recovery for 1st grade students who are below grade level in reading. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Technology Inclusion				
PLAN DEVELOPMENT: (A) The ACSIP Leadership Team will meet to monitor target assessments, formative assessment data and team meeting minutes. The ACSIP Leadership Team will make recommendations. The team leader will report to the District Administrative team their findings. The District Administrative Team will address findings in their respective buildings. The school district provides preschool through the Arkansas Better Chance Program. This along with community preschools are transitioned into Kindergarten through various methods, including visits to the school. Transition grades from elementary to high school are carried out through the counselors programs called "Moving Up". Action Type: Alignment Action Type: Equity	Jeff Stubblefield	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$
DISTRICT NOTICE OF "NEEDS IMPROVEMENT" The Charleston School District has been categorized as a "Needs Improvement District" by the 2012 Arkansas District ESEA Accountability Report in the areas of Literacy, Math, and Graduation Rate. The Charleston High School was an	Susan Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Performance Assessments 	<hr/> ACTION BUDGET: \$

<p>"Achieving" school in Literacy, but "Needs Improvement" in Math and Graduation Rate. The Charleston Elementary School was a "Needs Improvement in Literacy and Math. The District has formed a Leadership Team that includes district staff along with building administrators, and teachers. The Leadership team will meet throughout the year to coordinate, discuss, disaggregate data, and plan strategies for targeting our lowest performing students. Action Type: Equity</p>				
<p>IDENTIFIED POPULATIONS. Based on our data analysis we came to the conclusion that the following areas reflect our greatest need within the use of state, local and federal funds: all students in Literacy and Math. Action Type: Equity</p>	Susan Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • District Staff • Performance Assessments 	<hr/> <hr/> <p>ACTION BUDGET: \$</p>
<p>THE DISTRICT WILL PROVIDE TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS IN "NEEDS IMPROVEMENT". The District will provide support to Charleston High School and Elementary School that have been categorized in the "Needs Improvement" section of the state's Annual Measurable Outcomes. In order to reduce disparities, the Title I Coordinator collaborates with the schools as to appropriate instructional strategies, interventions, and budgetary needs. The district test coordinator</p>	Susan Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • District Staff • Performance Assessments 	<hr/> <hr/> <p>ACTION BUDGET: \$</p>

provides detailed test data as appropriate to CRT and NRT's. The District Leadership Team will meet with staff to discuss Common Core Curriculum and aligning the curriculum across the grade levels by discussing high level strategies to target our lowest achieving students. Action Type: Equity Action Type: Professional Development				
ADDITIONAL FUNDING HELP. The District will provide a curriculum coordinator and test coordinator to provide assistance to teachers in meeting the state's annual measurable outcomes and to provide training and support for data analysis and its effective use in instructional planning. Action Type: Alignment Action Type: Collaboration	Jeff Stubblefield	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$98341.87

Intervention: The district will provide sufficient administrative support and services to monitor, provide guidance and evaluation of the Title I program.

Scientific Based Research: Research: Daggett, Taylor, Leiva, Kallick, Coble, Lott, Redenback, Rogers (2000). "Increasing Student Achievement in Reading, Writing, Math and Science." Phoenix, AZ, NSCI 2000 and White House on Professional Development and Teacher Preparation, Grover J. Whitehurst Ph.D; Cole and Hill 2000. Wiley and Yoon, 1996.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Title I will provide for a .2 FTE federal coordinator, Susan Brown, to assist local building in the use of their funds for curriculum design data analysis and program implementation. The coordinator will attend conferences to enhance their knowledge of federal law and program	Jeff Stubblefield	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers Outside Consultants Title Teachers 	Title I - Employee \$15183.58 Salaries: Title I - Employee \$3284.89 Benefits: <hr/> ACTION BUDGET: \$18468.47

<p>research. Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide Action Type: Title I Target Assistance</p>				
<p>Title I will provide materials and supplies for the welfare and educational needs of homeless students. The cost per student was calculated at \$300 per student. We base our calculation on previous years expenditures. The District uses funds for other community sources before Title I funds are used. We estimate that we will have 5 students this year that will be homeless. Action Type: Equity Action Type: Title I Schoolwide Action Type: Title I Target Assistance</p>	<p>Susan Brown</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>Title I - Materials & \$1500.00 Supplies:</p> <hr/> <p>ACTION BUDGET: \$1500</p>
<p>To improve knowledge and skills in academic subjects, effective instruction, and increase student achievement, teachers including special education, administrators and in appropriate cases, paraprofessionals, will attend approved professional development activities that shall relate to the following focus areas: Content (K-12); Instructional strategies; Assessment; Advocacy/leadership; Systemic change process; Standards, frameworks, and curriculum alignment; Supervision; Mentoring/coaching;</p>	<p>Jeff Stubblefield</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers • Title Teachers 	<p>Title I - Purchased \$8004.10 Services:</p> <hr/> <p>ACTION BUDGET: \$8004.1</p>

<p>will hold an open house for grades 7 and 8, plus a community wide open house for grades 9 - 12. Informational packets will be distributed to each student during the first week of school. The district will continue to review the District Parent Involvement Plan.</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>				
<p>Parental Engagement: The Charleston School District will comply with the Parental Engagement requirements as outlined in ACT 307, of 2007, ACT 397 of 2009, and Title I-A of No Child Left Behind. The Parental Involvement Plan will include the following activities: There will be an Annual review and update of our Title I School/Parent Compact. The Compact will be distributed to each parent with the student handbook. The parents are required to sign off confirming their receipt of the Handbook and Compact. There will be a meeting, in the fall, to encourage parents to have input into the Title I program. In order to encourage communication with parents our school will prepare an INFORMATIONAL PACKET to be distributed annually to the parents of each child in the school. These packets will describe: The school's parental involvement program; The recommended role of the parent, student, teacher and school; Ways for parents to</p>	<p>Jeff Stubblefield</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>become involved in the school and their child's education; A survey for the parent regarding their interests concerning volunteering at the school; A schedule of activities planned throughout the school year to encourage parental involvement; and Procedures to allow the parents and teachers to communicate in a regular, two-way, and meaningful manner with the child's teacher and principal. To help our parents in assisting their children our school shall: The school will schedule two parent/teacher conferences; one in the fall and one in the spring. Plus, schedule regular PARENTAL INVOLVEMENT MEETINGS at which parents are given a report on the state of the school and an overview of: A. What students will be learning. B. How students are assessed. C. What parents should expect for their child's education and D. How a parent can assist and make a difference in their child's education. In order to welcome parents our school shall use the volunteer surveys to compile a VOLUNTEER RESOURCE BOOK listing the interests and availability of volunteers so that school staff may determine how frequently a volunteer would like to participate; including options for those who are available to help at home and help match school needs with volunteer interests.</p>				
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In order to encourage parents to participate as a full partner in the decisions that affect their child and family, our school will include in our school's student handbook the SCHOOL'S PROCESS FOR RESOLVING PARENTAL CONCERNS, including how to define a problem, who to approach first and how to develop solutions. We will SPONSOR SEMINARS TO INFORM THE PARENTS OF HIGH SCHOOL STUDENTS ABOUT HOW TO BE INVOLVED IN DECISIONS affecting course selection, career planning and preparation for post secondary opportunities. In order to take advantage of community resources our school will ENABLE THE FORMATION OF A PARENT TEACHER ASSOCIATION, or ORGANIZATION, that will foster parental and community involvement within the school. The Principal shall designate one certified staff member who is willing to serve as a PARENT FACILITATOR in order to help organize meaningful training for staff and parents; promote and encourage a welcoming atmosphere to foster parental involvement in the school and to undertake efforts to ensure that parental participation is recognized as an asset to the school. According to ACT 397 of 2009, each school will provide training at least annually for volunteers who assist in an

<p>instructional program for parents, and have no fewer than 2 hours of professional development for teachers and 3 hours of professional development for administrators. Action Type: Equity Action Type: Parental Engagement Action Type: Title I Target Assistance</p>				
<p>PROFESSIONAL DEVELOPMENT PLAN DEVELOPMENT (F): All teachers will have the opportunity to participate in the school, and district, professional development plan. Teachers will use an instrument developed by the district professional development committee to evaluate the effectiveness of the professional development plan, the course offerings and the effectiveness of the knowledge gained. Annually, upon review of the test data, the professional development committee will develop a professional development plan for the school and individual teachers. All new teachers (first 3 years) and teachers in need of assistance will be assigned a mentor to assist them in reaching their professional development goals. All teachers will have the opportunity to have input regarding the district and building level professional development plan. The district will provide all teachers and administrators with no less than 60 hours of professional</p>	<p>Jeff Stubblefield</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Computers • District Staff • Outside Consultants • Performance Assessments 	<p>PD (State-223) - Purchased Services: \$18446.48 PD (State-223) - Materials & Supplies: \$1090.00 <hr/> ACTION BUDGET: \$19536.48</p>

<p>development to include: 6 hours of technology and 2 hours of parental involvement (3 hours of Parental Involvement for Administrators) 2 hours of PD for those who teach Arkansas History and training in Data disaggregation, Instructional Leadership and Fiscal Management for Administrators. The district will allow 12 hours of staff development for curriculum planning according to Act 1185 of 2005 and 30 hours for AP summer training. Teachers will have the opportunity to evaluate the benefit of the professional development activities and provide feedback on needed changes. The District will follow the new rules in Act 969 of 2013; A.C.A. 6-17-2801; and A.C.A. 6-20-2204 for the new professional development schedule. Special Needs funding (PD) will be used to support the following initiatives and training: Common Core State Standards, Literacy Lab, Technology, Total Instructional Alignment, etc. Teachers will be trained in the year 2013-14 for the new Teacher Evaluation Support System at a cost of \$36 per teacher. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion</p>				
<p>ANNUAL TITLE ONE MEETING: Our school</p>	<p>Susan Brown</p>	<p>Start: 07/01/2013</p>	<ul style="list-style-type: none"> • District Staff • Title Teachers 	<hr/>

<p>will host an annual meeting to discuss the Title I program...progress...and welcome public input. This meeting will be scheduled during the fall of each school year. A sign-in sheet will be kept to document attendance. An agenda will be provided that includes: Goals for the program, rights of parents to be involved in the planning, reviewing and improving of parent programs, school accreditation, coordination of federal programs, the schools' academic performance report, overview of the curriculum along with an explanation of the kinds of assessments used. There will be a time for dialogue with our parents and they will be encouraged to ask questions. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Title I Target Assistance</p>		<p>End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>
<p>1. In our school TITLE I RESOURCES ARE USED TO HELP PARTICIPATING CHILDREN ACHIEVE our annual Adequate Yearly Progress targets by supporting, and supplementing, the implementation of a tightly aligned instructional program. Our staff is continually working toward alignment of our: Curriculum, Instruction, Assessment and Professional Development so that gaps in instruction are eliminated, instruction is made more effective</p>	<p>Terry Crowley</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Title Teachers 	<p>ACTION BUDGET: \$</p>

<p>and student achievement improves, over time. 2. We are continually PLANNING FOR HOW BEST TO SERVE OUR STUDENTS. Our staff meets on a regular basis for the purpose of reviewing the results from our formative assessments. Those interventions that continue to support increasing the level of student achievement are kept and those that the data does not support, as being effective, are either modified or abandoned. 3. The METHODS AND STRATEGIES WE USE HAVE SCIENTIFICALLY BASED RESEARCH that shows they have been effective. The use of "differentiated and cognitively guided instruction" is but one example of the kinds of strategies we use to support meeting the needs of our students. IN addition, we have discovered that using an accelerated reading has been effective in increasing student achievement in our school. We have implemented reading outside of the classroom which is designed to provide accelerated opportunities for our students. In addition, we offer after school remediation programs. We believe in the "inclusion" model and work very hard to provide supplemental instruction within the regular classroom setting. 4. We use TITLE I FUNDS TO SUPPORT AND SUPPLEMENT THE REGULAR EDUCATIONAL PROGRAM. WE have a transition program for</p>				
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preschool children that help them to make the adjustment into kindergarten. The transition program is described, as follows: constant communication between preschool teacher and kindergarten teachers.

5. INSTRUCTION IS BY HIGHLY QUALIFIED TEACHERS. All of our faculty members are fully licensed in the areas in which they are assigned and all of our Title I paraprofessionals meet all of the Title I requirements.

6. We support PROFESSIONAL DEVELOPMENT OPPORTUNITIES, WITH TITLE I FUNDS, FOR BOTH LICENSED AND PARAPRO STAFF WHO SERVE TITLE I STUDENTS. Each year we send a team of teachers, support staff and parents to the Reading Conference. In addition, our faculty and staff participate in the following Professional Development: Total Instructional Alignment.

7. We support ongoing PARENTAL INVOLVEMENT in our school by providing the following opportunities for parents: Campfire Reading Night, Open House, Grade Level Meetings, and parent/teacher conferences.

8. We have INTEGRATED our FEDERAL, STATE AND LOCAL SERVICES, AND PROGRAMS, by coordinating local efforts to support communication and help avoid duplication of efforts. We believe services and programs are best implemented through an integrated

format. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Title I Target Assistance				
FORMATIVE/SUMMATIVE EVALUATION: Volunteer sign-in sheets and daily logs of volunteer hours will be maintained throughout the year as part of an ongoing formative evaluation of this intervention. PROGRAM EVALUATION: Documented attendance at parent/teacher conferences, parent night activates, and other evidence of parental involvement will be reviewed by building principals and parent coordinator periodically through the year to assess the effectiveness of the Parental Engagement Program. Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation	Susan Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	<hr/> <hr/> ACTION BUDGET: \$
ACTION DESCRIPTION FOR BUILDING CAPACITY FOR PARENTAL INVOLVEMENT Our school is working towards building capacity for parental involvement in order to ensure effective involvement of parents and to support a partnership between the school, parents and community, for the purpose of improving student academic achievement. Our entire school staff is dedicated to providing assistance to parents of OUR children whom we	Jeff Stubblefield	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff 	<hr/> <hr/> ACTION BUDGET: \$

serve, as appropriate, in understanding such topics as the State's academic content standards and State academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor their child's progress and work with ALL members of our school staff in improving the achievement of OUR children. We are accomplishing this mission by providing materials and training to help parents to work with OUR children to improve OUR children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. It is the mission of our school to continue in the educating of OUR teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. We are aware of and continue to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public

<p>preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. We further continue to insure that information related to school and parents programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand We also provide such other reasonable support for parental involvement activities as parents may request.</p> <p>Action Type: Collaboration Action Type: Equity</p>				
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Total Budget:	\$47509.05
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Intervention: District Level ALE

Scientific Based Research: Improving the Problem Skills of At-Risk High School Mathematics Students through Cooperative Work Groups and Computer-Assisted Instruction, Brickle, Woodrow II. Publication December 1990. Ed.D. Practicum report, Nova University. ERIC# ED332874.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>(ALE) PLAN DEVELOPMENT (E): Students, who are identified as at-risk, will be placed in an alternative learning environment (ALE) with access to services of a school counselor/mental health professional, a nurse, and support services, all provided by the district. The ALE will employ sufficient personnel in the core academic content areas in order to meet the student/teacher ratios (as outlined in section 4.02-Rules Governing the Distribution of Student Special Needs Funding-September, 2007) and allow students to secure enough credits for graduation. Any student eligible for special education services will continue to receive services</p>	Shane Storey	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> District Staff 	<p>ALE (State-275) - \$3831.00 Purchased Services:</p> <hr/> <p>ACTION BUDGET: \$3831</p>

while in the ALE. Students will not be placed in the ALE based on academic problems alone. Students placed, otherwise intelligent and capable, may have one or more of the following characteristics: Disruptive behavior, potential drop out, personal or family problems, recurring absenteeism, transition to or from residential programs or conditions that negatively affect the student's academic progress. (Abuse-physical, mental, sexual-, frequent relocation of residency, homelessness, inadequate emotional support, mental/physical health problems, pregnancy, single parenting) Documentation shall be maintained as to placement decisions made by the Alternative Education Placement Team. All ALE teachers will receive professional development pursuant to ADE Rules and Regulations. The Alternative Learning Environment will have as its goal to increase attendance of at-risk students and to graduate them. Parent conferences will be required for placement in the program and school personnel will be in frequent contact with parents. The placement conference will include the principal, counselor, teachers, parents, and other appropriate personnel in order to make good decisions about what services will be available while in the ALE. If the student makes significant academic and/or behavioral progress while in the ALE the student may be exited from the program. The ALE Placement Team will develop exit criteria. The ALE will meet all guidelines required by the ADE and state laws. The Charleston School District will send their students to the Paris School District.
Action Type: Alignment
Action Type: Collaboration
Action Type: Equity

Action Type: Parental Engagement Action Type: Special Education Action Type: Technology Inclusion				
PROGRAM EVALUATION: At the conclusion of the 2012-13 school year, the district will evaluate this intervention to determine its effectiveness of student success. Action Type: Collaboration Action Type: Program Evaluation	Shane Storey	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Charleston School District reviewed the list provided by ADE for private schools within the state of Arkansas. No private schools were found to be within our region.	Susan Brown	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$3831

Priority 3: Administrative Support for Wellness

- Supporting Data:
1. Body Mass Index Data SY 2012-13: The Charleston School District is composed of two schools with a total of 600 students were assessed. Of the students assessed, the following represents the percent of students at risk of overweight and over weight: District: Males-36.2%, Females-37.2%,
 2. Free and Reduced Price Meal Eligibility SY 2012-13: District: 54.7% paid, 8.2% reduced, 37.1% free.
 3. Free and Reduced Price Meal Eligibility SY 2011-12: District: 55.9% paid, 8.4% reduced, 35.7% free.
 4. Free and Reduced Price Meal Eligibility SY 2010-11: District: 59.3% paid, 9.6% reduced, 31.1% free.
 5. Franklin County percent of population in Poverty, 2008 - 17.4%.
 6. USDA Economic Research Service, Data Sets: www.ers.esdu.gov Franklin County Unemployment Rate: 2009 - 6.6%, in 2008 - 4.2% and in 2007 - 4.4%.

Goal: Students participating in the BMI activity show a need to improve their cardiovascular, muscular strength/endurance, and flexibility activity.

Benchmark: Healthier BMI results by June 30, 2013. There will be a 1/2% difference in the 2013-14 BMI results from the 2012-13 results indicating healthier lifestyles are being practiced.

Intervention: The Charleston School District will encourage strategies and activities that encourage a healthy lifestyle.				
Scientific Based Research: Let's Get Physical-Promotion and Education Strategies by Dr. Hal Wechsler, 2003.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The Charleston School District will follow the state and federal rules and guidelines for physical education and child nutrition. The Wellness Policy has been approved by	Jeff Stubblefield	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Outside 	ACTION BUDGET: \$

the district school board and submitted to the ADE, Child Nutrition Unit, per the required submission deadline of May 15, 2006. Action Type: Collaboration Action Type: Wellness			Consultants	
The Charleston School District will: provide support to schools to ensure successful implementation of the Wellness Policy, provide resources and professional development to district staff to improve the overall school nutrition environment, and will promote the health and physical activity curriculum and student health. Schools will provide material to help children succeed by giving parents ways to improve nutrition and fitness in their own homes. Action Type: Professional Development Action Type: Wellness	Jeff Stubblefield	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Outside Consultants 	ACTION BUDGET: \$
The Charleston School District will ensure each school provides a pleasant environment and monitors schedules and other factors which may interfere with student's access to health information, resources, and a healthy environment. The School Health Index Modules will be used to evaluate district and school effectiveness. Action Type: Equity Action Type: Program Evaluation Action Type: Wellness	Jeff Stubblefield	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Teachers 	ACTION BUDGET: \$
The Charleston School District will support schools in the alignment and implementation of the current Arkansas Nutrition and Physical Education and Physical Activity Standards and Arkansas Curriculum Frameworks. Resources, professional development opportunities and training will be provided to increase knowledge and advance skills for successful	Susan Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Outside Consultants • Teachers • Teaching Aids 	ACTION BUDGET: \$

implementation. Action Type: Alignment Action Type: Professional Development				
The Nutrition and Physical Activity Committee as part of the ACSIP Committee will meet to monitor goals and will evaluate the effectiveness of interventions by reviewing data results, and other assessments related to wellness. ACSIP will be modified as needed. Action Type: Collaboration Action Type: Program Evaluation Action Type: Wellness	Susan Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Outside Consultants • Teachers 	<hr/> ACTION BUDGET: \$
The Charleston School district will have professional development during staff meetings on the flu and defibrillators conducted by the school nurse. The school nurse is a red cross certified CPR instructor and will be offering CPR classes to the district staff. Action Type: Wellness	Dusty Smith	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Teachers 	<hr/> ACTION BUDGET: \$
PROGRAM EVALUATION – The Wellness Committee will meet annually to monitor the activities associated with the wellness policy. Action Type: Program Evaluation Action Type: Wellness	Susan Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • District Staff 	<hr/> ACTION BUDGET: \$
NEEDS ASSESSMENT: Research shows that healthy children do better in school. The BMI shows that at the district, 36.2% males and 37.2% of females were at risk of being overweight. Therefore, we want to help improve student's wellbeing. Action Type: Equity Action Type: Wellness	Dusty Smith	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • District Staff 	<hr/> ACTION BUDGET: \$
The Charleston School District will support the whole child by addressing the health and wellness of all students. A health plan, addressing the state mandated School Health Index, student Body Mass Index, Vision Screening,	Dusty Smith	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET: \$

Hearing Screening, and Scoliosis Screening will be addressed in the school ACSIP. Action Type: Wellness				
Total Budget:				\$0

- Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Belinda Brown	4th Grade Teacher	Elementary Literacy Chair
Classroom Teacher	Dana Rainwater	6th Grade Teacher	Elementary Math Chair
Classroom Teacher	Jennifer McDonald	Teacher	Technology, ACSIP
Classroom Teacher	Kristi Vaughan	English Instructor	High School Literacy
Classroom Teacher	Sharon Sharpe	4th Grade Teacher	Elementary Literacy Chair
Classroom Teacher	Terry Crowley	Title 1 Reading Teacher	Title 1
Community Representative	Mallory Heft	Student	ACSIP
Community Representative	Paul David Gramlich	Media	Wellness
District-Level Professional	Jeff Stubblefield	Superintendent	Title 1, ACSIP
District-Level Professional	Susan Brown	Curriculum/Federal Programs	Title 1, ACSIP
Non-Classroom Professional Staff	Karren Efurd	Elem Counselor	Title 1, ACSIP
Non-Classroom Professional Staff	Milinda Wisdom	HS Counselor	Title 1, ACSIP
Parent	Michele Schmitz	Parent	ACSIP
Principal	Carl Underwood	Principal	Title 1, ACSIP
Principal	Melissa Moore	MS Principal	Title 1, ACSIP
Principal	Shane Storey	HS Principal	Title 1, ACSIP