



School Plan

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LAKE HAMILTON ELEMENTARY SCH
205 Wolf Street, Percy, AR 71914

Arkansas Comprehensive School Improvement Plan

2010-2011

Lake Hamilton Elementary is a child-centered school. Our staff, parents, and community are committed to providing the whole child with a safe, healthy, nurturing, and stimulating environment. We accept the cooperative challenge that each child will reach full potential using higher level thinking skills in reading, math, and writing to promote lifelong learning in our ever-changing technological world.
DISTRICT VISION STATEMENT: "Working hand in hand to build success."

Grade Span: 2-3

Title I: Title I Schoolwide

School Improvement: MS

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Priority 1: Literacy

Goal: All students will improve in reading comprehension and vocabulary across the curriculum.

Goal: All students will improve in writing mechanics, content and style across the curriculum.

Priority 2: Mathematics

Goal: All students will improve in math concepts through constructed-response problem solving with a special emphasis in data analysis & probability, geometry and measurement strands, across the curriculum.

Priority 3: Wellness

Goal: Lake Hamilton Elementary School will provide support in making healthy lifestyle choices by implementing systems to aid in decreasing the average BMI on routine annual student screening and increasing collaboration between segments of the school community in support of positive lifestyle choices.

Goal: The Lake Hamilton Elementary School will improve drug awareness and maintain a safe and drug free school

Priority 4: Title III/ELL

Goal: All LEP students will improve in English language acquisition, and continue to show progress in academic skills. LEP Parent Involvement will increase as compared to 2009-2010.

Priority 1: Improve Literacy Skills and strategies

1. Grade 3 Augmented/Benchmark Exam: 1. Combined Population: In 2010, 82% scored proficient or advanced. In 2009, 75% scored proficient or advanced. In 2008, 76% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas are: OPEN-RESPONSE CONTENT and PRACTICAL PASSAGES and MULTIPLE-CHOICE PRACTICAL PASSAGES. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas are: CONTENT and STYLE. 2. Students with Disabilities (IEP): In 2010, 27% scored proficient or advanced. In 2009, 29% scored proficient or advanced. In 2008, 31% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas are: OPEN-RESPONSE CONTENT and PRACTICAL PASSAGES and MULTIPLE-CHOICE CONTENT and PRACTICAL PASSAGES. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas are: CONTENT and STYLE. 3. English Language Learners (ELL): In 2010, 80% scored proficient or advanced. In 2009, 83% scored proficient or advanced. In 2008, 68% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas are: OPEN-RESPONSE CONTENT and LITERARY PASSAGES. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas are: CONTENT and STYLE. 4. Economically Disadvantaged (ESD): In 2010, 78% scored proficient or advanced. In 2009, 83% scored proficient or advanced. In 2008, 73% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas are: OPEN-RESPONSE CONTENT and PRACTICAL PASSAGES. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas are: CONTENT and STYLE. 5. Caucasian: In 2010, 84% scored proficient or advanced. In 2009, 90% scored proficient or advanced. In 2008, 77% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas are: OPEN-RESPONSE CONTENT and PRACTICAL PASSAGES. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas are: CONTENT and STYLE. 6. African-American: In 2010, 100% scored proficient or advanced. In 2009, 81% scored proficient or advanced. In 2008, 89% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas are: OPEN-RESPONSE CONTENT and PRACTICAL PASSAGES. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas are: CONTENT and STYLE. 7. Hispanic: In 2010, 63% scored proficient or advanced. In 2009, 82% scored proficient or advanced. In 2008, 71% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas are MULTIPLE-CHOICE PRACTICAL PASSAGES. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas are: CONTENT and STYLE.
2. Grade 3 Stanford Achievement Test (SAT10) READING COMPREHENSION: COMBINED POPULATION: National Percentile Rank (NPR) 2008: 61 NPR; 2009: 50 NPR; 2010: 57 NPR COMPREHENSIVE LANGUAGE: COMBINED POPULATION: National Percentile Rank (NPR) 2008: 43 NPR; 2009: 42 NPR; 2010: 42 NPR

Supporting Data:

3. Grade 2 Stanford Achievement Test (SAT10) 2008 READING COMPREHENSION: National Percentile Rank (NPR); (Percent above 50%ile) COMBINED POPULATION – 46 NPR (42); AFRICAN AMERICAN – 37 NPR (27); HISPANIC – 34 NPR (25); CAUCASIAN – 46 NPR (43); IEP – 11 NPR (11); LEP – 36 NPR (38); SES – 35 NPR (29). 2009 READING COMPREHENSION: National Percentile Rank (NPR); (Percent above 50%ile) COMBINED POPULATION – 52 NPR (49); AFRICAN AMERICAN – 60 NPR (55); HISPANIC – 35 NPR (19); CAUCASIAN – 52 NPR (50); IEP – 10 NPR (21); LEP – 49 NPR (36); SES – 45 NPR (41). 2010 READING COMPREHENSION: National Percentile Rank (NPR); (Percent above 50%ile) COMBINED POPULATION – 44NPR (41); AFRICAN AMERICAN – 46 NPR (40); HISPANIC – 33 NPR (20); CAUCASIAN – 46 NPR (43); IEP – 20 NPR (24); LEP – 38 NPR (24); SES – 38 NPR (35).
4. Attendance Rate: For the year 2007-2008 the Lake Hamilton Elementary School ATTENDANCE RATE was 94.1% which exceeded the state attendance goal of 91.13%. For the year 2008-2009 the Lake Hamilton Elementary School ATTENDANCE RATE was 94.6% which exceeded the state attendance goal of 91.13%. For the year 2009-2010 the Lake Hamilton Elementary School ATTENDANCE RATE was 93.58% which exceeded the state attendance goal of 91.13%.
5. GRADUATION RATE: For the year 2008 the Lake Hamilton High School met or exceeded the state graduation rate of 73.90%. For the year 2009 the Lake Hamilton High School met or exceeded the state graduation rate of 73.90%. For the year 2010 the Lake Hamilton High School met or exceeded the state graduation rate of 73.90%.
6. The results of the spring 2008 Professional Development survey are as follows: With 26 responses our weakest area included Learning Communities. The results of the spring 2009 Professional Development survey shows the weakest areas are Evaluation and Learning Communities. The Professional Development Needs Assessment was given to the LHES staff in the spring of 2010. The results of the survey show that the three highest areas of need for Professional Development are: strengthening team planning and decision making; more Smart Board/Promethean/Interactive Whiteboards and the accompanying training; and how to get students to higher levels of Bloom's in classroom discussion and assignments. Ninety-seven percent indicated that they used training received during the school year as part of their classroom instruction.
7. Parent Survey Results: In 2008, parents were administered an electronic survey during parent/teacher conferences. Results of this survey indicate there is a need for more awareness among parents of the services, resources, and support available at the Parent Center. There also needs to be more awareness of opportunities for parents to be involved in school activities and volunteering.
In 2009, parents were administered an electronic survey during parent/teacher conferences. Results of the survey indicate there is a need for more awareness among parents of the services, in 2010, parents were administered an electronic survey during parent/teacher conferences. Results of the survey indicate there is a need for more awareness among parents of the services, resources, and support available at the Parent Center. There also needs to be more involvement of parents in committees within the school. Resources and support available at the Parent Center.
8. The LHES staff completed the NCA Readiness Self-Assessment in August, 2010. The survey results indicate that the area needing better implementation is human, technology, and material resources to support improvement efforts. The survey section that surveyed the district's level of continuously improving the school indicated several areas that are being implemented at a good level: maintaining high expectations for student achievement; identifying performance targets, indicators, and measures for comparing and improving effectiveness; aligning an assessment system with curriculum that is enacted through instruction; creating a classroom environment conducive to learning; and engaging in practices that support the ongoing improvement of teaching and learning.
9. In January, 2011, LH Elementary staff were administered an electronic technology needs assessment survey with 10 questions to be answered. An average of 88% of staff members indicated they had the basic technology tools: Projector, document cameras and Amplification systems. The greatest areas of need indicated were Prometheans and

mobile laptop labs. 89% of those surveyed would use Promethean Boards to facilitate learning in their classroom and 69% would utilize a mobile laptop lab if accessible. Also, in the area of professional development, 69.6% indicated the need for training on IPADS/IPODS and ITUNES and 38% indicated the need for training in developing Teacher web pages.

Goal All students will improve in reading comprehension and vocabulary across the curriculum.
 Benchmark Currently the combined population and each subgroup are meeting or scoring above the AYP target of 71.20%. All students will meet or exceed the adequate yearly progress in literacy of 78.40% by the spring of 2011. IEP Students will improve by .05%.

Intervention: Improve literacy skills through Summer School. "Some key research findings are those programs which focus on learning or removing learning deficiencies, focus on accelerated learning, and provide small-group or individualized instruction have a positive effect on the knowledge and skills of students. Different strategies for effective delivery of summer instruction are presented."

Scientific Based Research: Mahoney, Joseph L., Maria E. Parente, and Heather Lord, "After-School Program Engagement: Links to Child Competence and Program Quality and Content," The Elementary School Journal 107, 4 (March 2007): 385-404. (As summarized in Effective Schools Research Abstracts Volume 22, Issue 3) Afterschool Alliance, "America After 3PM Special Report on Summer: Missed Opportunities, Unmet Demand", Afterschool Alliance, 2010. 24 pp.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Students in need of additional tutorial assistance in Literacy and Mathematics will be offered/provided summer school. Students' academic plans will be reviewed and instruction will be focused on students' needs and also include enrichment activities. Students will utilize various instructional methods, including but not limited to computer assisted instruction, cooperative learning activities, learning centers, etc. Pre and post formative assessments will be administered to monitor student improvement and modify instruction. NSLA funds will be used to provide transportation, materials and supplies to support summer school instruction. func 1550 Action Type: AIP/IRI Action Type: Program Evaluation	Kevin Catlett, Assistant Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Computers • Performance Assessments • School Library • Teachers • Teaching Aids 	NSLA (State-281) - Purchased Services: \$3103.00 NSLA (State-281) - Materials & Supplies: \$791.79 NSLA (State-281) - Employee Benefits: \$9303.58 NSLA (State-281) - Employee Salaries: \$42972.63 <hr/> ACTION BUDGET: \$56171
Provide targeted summer school students with small	Shirley	Start:	<ul style="list-style-type: none"> • Teachers 	

group literacy instruction during school year. Action Type: Alignment	Chancellor, k-5 Literacy Facilitator	07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Teaching Aids 	ACTION BUDGET: \$
Transportation will be provided to targeted summer school students Action Type: Equity	Kevin Catlett, Asst. Principal	Start: 06/13/2009 End: 07/15/2010	<ul style="list-style-type: none"> None 	ACTION BUDGET: \$
Students will be given a post test to determine the effectiveness of summer school targeted literacy instruction. Action Type: Program Evaluation	Kevin Catlett, Asst Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET: \$
Total Budget:				\$56171

Intervention: Improve literacy skills through the use of multiple literacy strategies-"As teachers face classrooms of students with widely ranging skill levels, differentiating instruction to the individual needs of students is crucial for ensuring student individual success."

Scientific Based Research: ("Reading at the Frustration, Instructional, and Independent Levels: The Effects on Students' Reading Comprehension and Time on Task." School Psychology Review: 2007.)

Actions	Person Responsible	Timeline	Resources	Source of Funds
PD Funds will be used to provide PROFESSIONAL DEVELOPMENT opportunities for building personnel related to their school's ACSIP. Training will relate to the identified needs per data analysis and monies will be used to provide consultant fees, conference fees, travel, and registration and related expenses as well as materials to support staff development. Training will include local, state and national conferences; Comprehensive Literacy; Mathematics; Instructional Strategies; ESL; 504; Gifted & Talented; special education; Autistic Spectrum Disorder; test administration & security; discipline and classroom management; district goals; fiscal accountability; Smart Core; Smart Accountability; character education & drug education; Cracking the Code; TLI Testing and other	Sharon Barton, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers Title Teachers 	ACTION BUDGET: \$

<p>training deemed necessary by district or state. This will provide continued opportunities to promote and sustain HIGHLY QUALIFIED STAFF. These experiences will produce teaching skills designed to improve student academic performance.</p> <p>Action Type: Professional Development Action Type: Title I School wide</p>				
<p>2nd grade students who qualify for Reading Intervention will be serviced by Reading specialists from the Primary School.</p> <p>Action Type: Equity</p>	Melynda Gidcomb, Reading Recovery Specialist	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • District Staff • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Small group instruction will be provided for students with special needs in the regular classroom using peer tutoring, ELLA and guided reading.</p> <p>Action Type: Equity Action Type: Special Education</p>	Sheri Johnson, Special Education Co-Chair	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
<p>All students, including special education students, will use the Successmaker, classroom computers and Accelerated Reader reading software to reinforce targeted skills and document summative assessments.</p> <p>Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion</p>	Shirley Chancellor, K-5 Literacy Facilitator.	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Community Leaders • Computers • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Provide daily small group academic assistance to all targeted ESL students.</p> <p>Action Type: Equity</p>	Darla Proppe, ESL Teacher/Coordinator	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Students will respond to open-response questions across the curriculum. Instruction by HIGHLY QUALIFIED TEACHERS will provide students with multiple opportunities for assessments such as performance assessments, literacy checklists, standardized tests, and teacher made tests to become</p>	Vicki Crabtree, Literacy Co-Chairperson	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Performance Assessments • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>

proficient. Action Type: Collaboration Action Type: Title I Schoolwide				
Data analysis of the CRT and NRT, surveys, observations and/or running records will be used as NEEDS ASSESSMENTS to determine the effectiveness of multiple literacy strategies. Action Type: Program Evaluation Action Type: Title I Schoolwide	Sue Wisener, Counselor	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
Teachers will receive the following Professional Development: 2 hours of parent engagement; 6 hours of technology; 2 hours of Arkansas History; 1 hour discipline training; 1 hour special education training. Administrators training must include: 3 hours of parent engagement, 6 hours technology, data disaggregation, Instructional leadership, fiscal management; 1 hour discipline training; 1 hour of training for special needs students; and test administration. Action Type: Professional Development Action Type: Title I Schoolwide	Sharon Barton, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
Teachers will continue to use the document camera presentation technology and projectors to enrich and enhance the quality of instruction in the classroom. NSLA Funds will continue to be used for support. Action Type: Technology Inclusion	Sharon Barton, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Teachers 	<hr/> ACTION BUDGET: \$
Interactive presentation technology will be circulated through the Library Media Center to be used to enhance and enrich classroom instruction. Software and other instructional materials which allow teachers to provide supplemental support for LEP students. Title I and ELL funds will support materials and supplies	Linda Reed, Library Media Center	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Computers • School Library • Teachers • Teaching Aids 	<hr/> ELL (State-276) - \$2000.00 Materials & Supplies: Title I - \$2000.00 Materials & Supplies: <hr/>

for at risk students and be distributed via the media. fn 2220 Action Type: Technology Inclusion				ACTION BUDGET: \$4000
A Scantron will continue to be available to assess performance in a timely manner allowing teachers to access student performance, thus making it easier to modify instruction at any POINT IN TIME. The scantron will also make it easier to monitor student progress, and prepare reports for feedback to students and parents. Trends of disaggregated data (SAT 10 and Augmented Benchmark) can also be used to review curriculum and make any needed adjustments. Action Type: Alignment Action Type: Technology Inclusion Action Type: Title I Schoolwide	Shannon Qualls, 2nd Grade Classroom Teacher /Chairperson/ Kendra Stramp/ 3rd grade teacher/Chairperson-	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	ACTION BUDGET: \$
NSLA funds were used to provide classrooms with the ITBS Test preparation materials. These materials will be used to familiarize the students with the test format, allow them practice with basic skills, and expand student practice opportunities to promote improved test taking practices. Action Type: Alignment	Trish Hays, District Curriculum Director	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers • Teaching Aids 	ACTION BUDGET: \$
All teachers will review the ALIGNMENT OF STANDARDS and revise the pacing guides of all content areas annually. Professional development will be provided to teachers of math and literacy in use of the Common Core Standards when it becomes available. A Lake Hamilton Curriculum Document will be created that will guide teachers in the instruction of math and literacy. Pacing guides will follow. Review and revision of math and literacy/language will be reflected the Arkansas Frameworks (to be transitioned to COMMON CORE	Sharon Barton, Principal, Trish Hays, Director of Instruction and Federal Programs/ Shirley Chancellor-instructional Fac	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Teaching Aids 	NSLA (State-281) \$2000.00 - Materials & Supplies: ACTION BUDGET: \$2000

STANDARDS (CCSS) IN FALL 2011. NSLA funds will provide materials and supplies (including interactive technology) to support instruction for all students (Func 1590). Action Type: Alignment Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion				
All teachers will be given 12 hours of professional development time to review the ALIGNMENT OF STANDARDS, pacing guides, assessments, and work on school improvement plans, data analysis and lesson planning. Action Type: Professional Development	Sharon Barton, Principal	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
All new teachers will receive training in the PINNACLE attendance and grade reporting software program, the SUCCESSMAKER assessment and tutorial software program, the CRACKING THE CODE PROGRAM, and the ACCELERATED READER software program. Action Type: Professional Development	Sharon Barton, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants 	ACTION BUDGET: \$
All teachers will be given opportunities for job-embedded training through flex-time for professional development and specific workshops in pre-school in-service. Action Type: Professional Development	Sharon Barton, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff 	ACTION BUDGET: \$
All teachers will serve on committees for the purpose of data analysis and the development of school improvement plans for the ACSIP reports. Action Type: Professional Development	Sharon Barton, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Teachers who are mentors to college interns and novice teachers will be trained in the PATHWISE MODEL OF MENTORING. Action Type: Professional Development	Sharon Barton, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	ACTION BUDGET: \$

<p>All new SUBSTITUTE TEACHERS and VOLUNTEERS will be given training in DISCIPLINE AND CLASSROOM MANAGEMENT. Action Type: Parental Engagement Action Type: Professional Development</p>	<p>Trish Hays, District Title Program Coordinator</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Frequent testing, provided by the Learning Institute, will be administered and results reviewed by individual teachers, the literacy coach and the building administrators. The initial assessment will establish baseline data for the group, individuals or classes. Ongoing frequent assessments will provide the monitoring of student progress. Results will be shared with support teams/teachers to determine if any changes in the instructional program/s are required. Action Type: Collaboration Action Type: Program Evaluation</p>	<p>Shirley Chancellor, K-5 Literacy Facilitator.</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>The Literacy Priority committee will meet annually to assess the effectiveness of interventions and actions and to realign as needed based on data analysis. Action Type: Collaboration Action Type: Program Evaluation</p>	<p>Sue Wisener, ACSIP Co-Chairperson</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff 	<hr/> <p>ACTION BUDGET: \$</p>
<p>All certified staff will take an online professional development inventory developed by the National Staff Development Council. The inventory will measure professional development's strengths and weaknesses. The data produced will be analyzed and used to focus attention of the staff to improve the quality of professional development in our school in order to increase student achievement. The inventory evaluates the concepts, processes, and content of the twelve research-based standards of staff development. Each faculty will examine the data results and determine</p>	<p>Sharon Barton, Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff 	<hr/> <p>ACTION BUDGET: \$</p>

what the professional development needs are based on the five standards needing the most improvement. Action Type: Professional Development Action Type: Technology Inclusion				
NSLA funds will provide materials and supplies for instruction. Teachers will use kits, manipulatives and other instructional tools to enhance the instruction of vocabulary, reading/literacy. Also incorporating interactive technology Action Type: Equity Action Type: Technology Inclusion	Shirley Chancellor, K-5 Literacy Coach/ classroom teachers/paraprofessionals	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	ELL (State-276) - Capital Outlay: \$6000.00 <hr/> ACTION BUDGET: \$6000
Second Grade teachers will work to improve reading comprehension through the teaching of elapsed time. This will align with the testing skills needed for assessments. NSLA will provide Materials and supplies to support reading comprehension and math skills as assessed on the IOWA test. Action Type: Equity Action Type: Professional Development	Sharon Barton, Principal / Shirley Chancellor, K-5 Literacy Facilitator.	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	NSLA (State-281) - Materials & Supplies: \$1000.00 <hr/> ACTION BUDGET: \$1000
Teachers will be trained in the use of interactive technology to incorporate visual and kinesthetic experiences through all content areas. Action Type: Professional Development Action Type: Technology Inclusion	Sharon Barton, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff 	<hr/> ACTION BUDGET: \$
A facilitator will promote professional development in the areas of Smart Start/Smart Step/Next Step/Smart Accountability. Action Type: Professional Development	Christina Willis / Smart Accountability Facilitator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$
NSLA funds will be used to purchase and implement a web-based, basic skills tutorial program (JEDI) for struggling students to improve literacy and math skills across the content areas which may include remediation for home-	Sharon Barton, Building Principal	Start: 07/01/2010 End: 06/30/2011		NSLA (State-281) - Purchased Services: \$5346.32 <hr/>

bound students, etc. FN 2230 Action Type: AIP/IRI Action Type: Technology Inclusion				ACTION BUDGET: \$5346.32
Total Budget:				\$18346.32

Intervention: Improve literacy skills through the Lake Hamilton School District Parent Center. Studies indicate that parent involvement, both in the home or school context, is associated with positive outcomes for the student's motivation."(Gonzales-DeHass, 2005)

Scientific Based Research: Scientific-Based Research: Hoang, "The Relationship between Parenting and Adolescent Motivation", International Journal of Whole Schooling, Vol 3 No 2, 2007.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Parents and community will be encouraged to work with LHES in meeting the following requirements as set forth in AR Act #397: A. A Volunteer Resource Book will be created and updated annually. B. The school will conduct two Parent Teacher Conferences each year. C. The school will actively seek community support in school activities. D. The school will create and communicate with parents through a newsletter and the school website. E. The school will continue to be actively involved in a community coalition. Action Type: Parental Engagement Action Type: Title I Schoolwide	Melba Gobert, Parent Facilitator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Community Leaders District Staff Teachers 	ACTION BUDGET: \$
Parents will participate on the Parent Center Advisory Committee. Parents will participate on the ACSIP Committee. Action Type: Parental Engagement	Amy Humphries, Parent Center Director	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Community Leaders District Staff Teachers 	ACTION BUDGET: \$
Parents and community will be given the opportunity to volunteer their time and services in activities such as: Orientation, Thrifty City, Field Trips, Book Fairs, Fundraisers, Learning Camps, RIF, Tutoring, May Day, Classroom Volunteers, Vision/Hearing screenings, Committees such as ACSIP, Parent Advisory, PTO. Action Type: Parental Engagement	Melba Gobert, Parent Facilitator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Community Leaders Teachers 	ACTION BUDGET: \$
Parents will be provided with an information kit which includes the school handbook, personnel lists, email addresses, parent volunteer surveys, web page addresses and tips for parents concerning student	Sue Wisener, Counselor	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$

<p>success. Action Type: Collaboration Action Type: Parental Engagement</p>				
<p>Summative Assessments such as the NRT and CRT will be analyzed to check for progress. Administrators will provide analysis of this data during the annual forum such as a PTO meeting. Action Type: Parental Engagement Action Type: Program Evaluation</p>	<p>Sharon Barton, Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Title Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Provide orientation for students and parents to ensure a smooth TRANSITION between the Primary, Elementary and Intermediate buildings. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	<p>Sharon Barton, Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff 	<hr/> <p>ACTION BUDGET: \$</p>
<p>The LHES Parental Facilitator will work with the district committee to develop and implement a school-wide parent involvement plan. A Parent Center in the school's Media Center will be available where parents will have access to materials and training that will be appropriate for helping their child achieve. Title I Funds are set aside (95% of the 1%) to provide materials which may include, but not limited to: training videos, books, computer software, etc. These are supplemental to state requirements. fn 2170 Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	<p>Melba Gobert, Parent Facilitator/ Amy Humphries, Parent Center Director</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Community Leaders • District Staff • Title Teachers 	<p>Title I - Materials & \$1768.09 Supplies:</p> <hr/> <p>ACTION BUDGET: \$1768.09</p>

<p>The school's steering committee will evaluate the school's parental engagement policy to determine the effectiveness of: parent training, parent activities, resources available, positive communication and collaborative efforts. This committee will review the ACSIP plan and modify or revise as needed. Surveys will be reviewed and parent participation will be checked as indicated on rosters and attendance at PTO meetings and other functions.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>Melba Gobert, Parent Facilitator</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Title Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>The school will host an annual meeting to meet with parents to inform them of the following: A. Inform the parents of their right to be involved in the planning, reviewing and improvement of the parent programs. B. A description and an explanation of the curriculum being used in the school and the assessments and proficiency levels. C. The school's process for addressing and resolving parents' concerns is outlined in the student handbook. D. The Parent Compact which states that the parent agrees to share in the responsibility of educating their child. The Parent Compact will be posted on the school's web page.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	<p>Sharon Barton, Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers • Title Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>LHES will hold Parent Involvement meetings in which parents will be given an opportunity to gain information about the math and literacy curriculums.</p> <p>Action Type: Parental Engagement</p>	<p>Sharon Barton, Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>The Parent Compact will be located in the Parent Handbook (which requires a signature) and will also be located on the LHES web page.</p> <p>Action Type: Parental Engagement</p>	<p>Sharon Barton, Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Parents will receive a formative assessment in the form of a fall parent electronic survey using Survey Monkey to evaluate the partnership between parents and the</p>	<p>Melba Gobert, Parent Facilitator</p>	<p>Start: 07/01/2010 End:</p>	<ul style="list-style-type: none"> • Administrative Staff • Community 	<p>_____</p> <p>ACTION BUDGET: \$</p>

school. Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Technology Inclusion		06/30/2011	<ul style="list-style-type: none"> Leaders Teachers 	
The results of the formative assessment Fall Parent Survey will be published in the Counselor Gram and or reviewed in a PTO meeting. Action Type: Parental Engagement Action Type: Program Evaluation	Melba Gobert, Parent Facilitator	Start: 01/20/2009 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
A display rack with free parenting materials (brochures, pamphlets, booklets) is located in the hallway outside the counselor's office. Materials in English and Spanish are provided. Action Type: Equity Action Type: Parental Engagement	Melba Gobert, Parent Facilitator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
In 2010-2011, Lake Hamilton will continue using a strategic voice-messaging system to promote parental communication and enhance a safe environment. Action Type: Equity Action Type: Parental Engagement Action Type: Technology Inclusion	Chris Mahoney, District Technology Director	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
An ESL Family Night will be held at the Parent Center three times a year to promote communications with ESL parents. Action Type: Equity Action Type: Parental Engagement	Amy Humphries, Co - Parent Center Director	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Community Leaders District Staff 	ACTION BUDGET: \$
The LHES Staff will continue to provide help to needy families Christmas. Action Type: Equity Action Type: Parental Engagement	Melba Gobert, Parent Facilitator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Community Leaders Teachers 	ACTION BUDGET: \$
The Counselor and the LHES staff will continue to refer parents to the Parent Center for free resources and personal attention. Action Type: Equity Action Type: Parental Engagement	Sue Wisener, Counselor	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Community Leaders Teachers 	ACTION BUDGET: \$

Lake Hamilton Parent Center along with LHES will help provide instruction to a parent on how to incorporate developmentally appropriate learning activities in the home environment. These include, without limitations, role-playing and demonstrations by trained volunteers; the use of and access to the Department of Education website tools for parents; assistance with nutritional meal-planning and preparation; and other strategies or curricula developed or acquired by the district for at-home parental instruction approved by the Department of Education. Action Type: Parental Engagement	Melba Gobert, Parent Facilitator; Amy Humphries - Parent Center Director	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Central Office 	ACTION BUDGET: \$
The buildings Parental Involvement Plan will be posted to the web-site. The District Parent Coordinator and PTO Council Advisory Board will meet periodically to review and update parent involvement requirements for all buildings. Action Type: Parental Engagement	Amy Humphries, Parent Coordinator	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
Total Budget:				\$1768.09

Intervention: Improve literacy skills through the Title I Reading program.

Scientific Based Research: In 30 states that had trend data available from 2004–05 to 2006–07, the percentage of students achieving at or above the state’s proficient level rose for most student groups in a majority of the states.” Quote from: Stullich, Abrams, Eisner and Lee, “Title I Implementation—Update on Recent Evaluation Findings “, US Department of Education Report, 2009.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Continue to provide five (5) 1.00 FTE PARAPROFESSIONALS to assist students by reinforcing and augmenting the teacher’s effort in the areas of literacy and mathematics. Paraprofessionals will work with students at risk, including ELL and students with disabilities. PARAPROFESSIONALS meet the requirements of NCLB and will be under the direct supervision of an effective highly qualified teacher. By COORDINATING AND INTEGRATING PROGRAMS, Title I, and ELL, funds will be used to purchase the needed materials and supplies to support supplemental instruction for all students. <u>This may include kits, non-consumable</u>	Trish Hays, Director of Instruction & Federal Programs Director/ Sharon Barton, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Computers School Library Teachers Teaching Aids Title Teachers 	Title I - Materials & Supplies: \$3000.00 Title I - Employee Salaries: \$86940.00 Title I - Employee Benefits: \$38370.67 ELL (State-276) - Materials & Supplies: \$2000.00

assessments, texts, software, books, etc. fn 1591 ELL 1930 Action Type: Alignment Action Type: Equity				ACTION BUDGET: \$130310.67
Academic improvement plans will be written for students scoring basic or below basic on the CRT/NRT. Action Type: AIP/IRI	Shirley Chancellor, Literacy Facilitator	Start: 08/21/2009 End: 05/25/2010	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Title Teachers 	ACTION BUDGET: \$
Utilize Paraprofessionals program and Successmaker Software program to assist students with reading achievement. Action Type: Alignment Action Type: Title I Schoolwide	Sharon Barton, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers • Title Teachers 	ACTION BUDGET: \$
Students will be given pre and post tests using Successmaker Software program to evaluate improvement in literacy skills. Action Type: Alignment	Vicki Crabtree, Literacy Co-Chairperson	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Computers • Performance Assessments • Teachers • Title Teachers 	ACTION BUDGET: \$
Analysis of CRT and NRT data will be used to assess improvement of literacy skills using the Title I program. Action Type: Program Evaluation	Sue Wisener, Counselor	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$

<p>Maintain ESL certified teachers to provide services to language minority students. Teachers will be a HIGHLY QUALIFIED. Title III funds will be used for materials and supplies for mathematics and literacy instruction along with training opportunities to support instruction for the ESL students. This may include conference fees, travel, and other expenses associated with training. fn Title III 2210 Action Type: Equity Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>Trish Hays, Director of Instruction & Federal Programs/ Darla Proppe, ESL Teacher/Coordinator, Sharon Barton, Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Teaching Aids 	<p>Title III - Materials & Supplies: \$1000.00</p> <hr/> <p>ACTION BUDGET: \$1000</p>
<p>LHES will provide information describing the process of identifying eligibility for Title I services to students with the most need during the annual parent forum/PTO meeting. Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	<p>Sharon Barton, Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Site will be maintained by school for online software agreements to support and supplement reading achievement and other skills. State and Federal Funds may also be used to support instruction for reading, mathematics. This might include, but not limited to assessment information, purchasing texts, non-consumable materials, etc., to enhance achievement scores in literacy and mathematics. Action Type: Alignment Action Type: Equity</p>	<p>Trish Hays, Federal Programs</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers • Title Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Paraprofessionals will utilize "Cracking the Code" to increase literacy achievement and skills. Action Type: Collaboration Action Type: Title I Schoolwide</p>	<p>Vickie Crabtree, Literacy Co-Chairperson</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Teaching Aids • Title Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$131310.67</p>
<p>Intervention: Improve literacy skills through providing a variety of reading materials.</p>				

Scientific Based Research: Salas, "Increasing Reading/Literacy Performance of At-Risk Elementary Students Through Increased Access to Fiction/Non-Fiction Resources and Incorporating Readers Theater Activities," Master's Program Thesis, Saint Xavier University & Pearson Achievement Solutions, Inc., May, 2008.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Annually provide non-consumable literacy materials through the school's library media center. Funds will support instruction and support by providing materials which may include, but not limited to books, videos, software, digital media, etc. Action Type: Alignment Action Type: Collaboration</p>	<p>Linda Reed, Library Media Specialist/Trish Hays, Director of Federal Programs/Sharon Barton, Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • School Library • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Provide reading materials through ELLA and Effective Literacy. Action Type: Alignment</p>	<p>Shirley Chancellor, K-5 Reading Facilitator</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>CRT and NRT data will be analyzed to assess improvement in literacy skills. Action Type: Program Evaluation</p>	<p>Sue Wisener, Counselor</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Maintain Accelerated Reader Program through the Library Media Center as a School-wide reading motivational system. Funds provide non-consumable materials to supplement and support reading instruction. Materials may include Books, software, journals, manipulatives, etc. to improve reading. NSLA funds will support the provision of a 1.00 FTE paraprofessional (Laura Fuller) to assist students by reinforcing and augmenting the teacher's effort in the areas of literacy, which may include tutoring, for individuals, or in small groups, assistance with selection of reading materials and other supplemental support for students. PARAPROFESSIONALS meet the requirements of NCLB and will be under the direct supervision of an effective highly qualified teacher.</p>	<p>Linda Reed, Library Media Specialist</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • School Library • Teachers 	<hr/> <p>NSLA (State-281) - Employee Salaries: \$17841.60 NSLA (State-281) - Employee Benefits: \$6541.43</p> <hr/> <p>ACTION BUDGET: \$24383.03</p>

Action Type: Collaboration Action Type: Technology Inclusion Action Type: Title I Schoolwide				
Establish Accelerated Reader reading goals to encourage independent reading and to reinforce targeted reading skills. Action Type: Technology Inclusion	Linda Reed, Library Media Center Specialist	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Computers • School Library • Teachers 	ACTION BUDGET: \$
Students' reading levels will be determined by Star Testing at the beginning of school, re-evaluated at semester and at the end of the year. Action Type: Collaboration Action Type: Program Evaluation Action Type: Technology Inclusion	Linda Reed, Library Media Center	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Computers • School Library • Teachers • Title Teachers 	ACTION BUDGET: \$
Accelerated Reader progress will be determined by frequent reports and Star Assessment 3 times a year. The Accelerated Reader program will be reviewed to align instruction with student needs. Also, results of reports will be shared with classroom teachers to modify instruction or target specific skills. Action Type: Collaboration Action Type: Program Evaluation Action Type: Technology Inclusion	Linda Reed, Library Media Center	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Computers • School Library • Teachers 	ACTION BUDGET: \$
Total Budget:				\$24383.03
Intervention: Improve literacy skills through Character Education programs. -"Implementing programs to improve student behaviors associated with character traits is a task well worth undertaking. If the character program is successful, bullying behavior and incidents of violence should decrease because students will be more sympathetic, tolerant, kind, compassionate, and forgiving.				
Scientific Based Research: (Skaggs, 2006). "Relationships between implementing Character Education, Student Behavior, and Student Achievement". Journal of Advanced Academics, Fallk 2006, Vol. 18: no. 1.				
Actions	Person Responsible	Timeline	Resources	Source of Funds

Faculty and staff will be given opportunities to attend local, state and national conferences to improve instruction in character education and drug education. Action Type: Professional Development	Sharon Barton, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants 	<hr/> ACTION BUDGET: \$
A. All students will participate in the expanded character education program weekly. B. Verbally recognize students who exhibit positive character traits throughout the school year in the classroom, around the campus and on the bus. C. Integrate literacy skills with monthly stories and videos depicting positive character traits. D. Careers will be incorporated into the character education program by discussing how character traits are important in job performance. Action Type: Alignment Action Type: Collaboration	Amanda Hill, Character Education Chairperson	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Outside Consultants • Teachers 	<hr/> ACTION BUDGET: \$
The Character Education committee will review the discipline data portion of the school report card and local discipline referrals to determine the effectiveness of the program. Action Type: Program Evaluation	Kevin Catlett, Asst. Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$
District funds will provide a 1.00 FTE. Counselor (Sue Wisener) to be available at the school to provide student services. Some activities they will coordinate may include Career activities as a portion of our Character Education Intervention program, guests speakers (including parents), peer mediation groups, and other counseling activities. This position is supplemental to the requirements of State Standards. Action Type: Parental Engagement Action Type: Title I Schoolwide	Sharon Barton, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • District Staff 	<hr/> ACTION BUDGET: \$
All new teachers will receive training in PREJUDICE REDUCTION AND ORIENTATION TO LAKE HAMILTON SCHOOLS. Action Type: Professional Development	Sharon Barton, Principal	Start: 07/01/2010 End: 06/30/2009		<hr/> ACTION BUDGET: \$
All teachers will receive training in the NEW ARKANSAS PROFESSIONAL ETHICS LAWS. Action Type: Professional Development	Sharon Barton, Principal	Start: 07/01/2010 End: 06/30/2011		<hr/> ACTION BUDGET: \$

Total Budget:	\$0
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Intervention: Improve literacy skills through curriculum alignment and modification. -"During the past half-century there has been a growing body of evidence supporting a fundamental educational truism: that what and how much students are taught is associated with, and likely influences, what and how they learn. In terms of measured student achievement, what students are taught is more important than how they are taught."

Scientific Based Research: Total Instructional Alignment; From Standards to Student Success, Carter, Lisa, 2007.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Annual coordination and integration of programs through alignment of the LHES literacy curriculum to the AR State Frameworks (to be transitioned to COMMON CORE (CCSS) STANDARDS in the fall 2011) and Assessments. A. Mapping-Each teacher identifies literacy (reading, writing, social studies, science and language arts, foreign language) skills being taught in the classroom.</p> <p>B. Horizontal Mapping-Each grade level identifies literacy (reading, writing, social studies, science, language arts, foreign language) skills being taught for each grade.</p> <p>C. Vertical Mapping-Literacy (reading, writing, social studies, science, and language arts, and foreign language) skills which are being aligned to the AR State Frameworks and assessments (to be transitioned to COMMON CORE STANDARDS (CCSS) IN FALL 2011) will be assigned to designated grade levels. Staff will review and update the curriculum alignment annually with current and revised Arkansas Frameworks (to be transitioned to COMMON CORE (CCSS) STANDARDS in 2011 in all disciplines and state assessments. As new STANDARDS are revised, technology materials and supplies will be purchased to support implementation of current STANDARDS. Social Studies & Foreign Language materials and supplies are provided to enhance instruction.</p> <p>Action Type: Alignment Action Type: Title I Schoolwide</p>	<p>Vicki Crabtree, Literacy Co-Chairperson/ Sarah Walston, Grade 2/ Kendra Stramp Grade 3, Social Studies</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <p>ACTION BUDGET: \$</p>
<p>Students will participate in daily literacy (reading, writing, and language arts) instruction for a minimum of 90 minutes in second and third grades.</p> <p>Action Type: Alignment</p>	<p>Shirley Chancellor, K-5 Literacy Facilitator</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <p>ACTION BUDGET: \$</p>

Provide parents with the AR State Literacy Refrigerator Curriculum at the annual fall parent/teacher conference. The Refrigerator Curriculum indicates the basic skills that will be taught at each grade level. Action Type: Parental Engagement	Sue Wisener, Counselor	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
A. Students will be pre-tested in August; post-tested at the end of the semester and post-tested in May for progress using Successmaker and Accelerated Reader Star Test (testing should identify reading levels). B. Students will engage in reading comprehension tutorials. Action Type: Alignment Action Type: Collaboration Action Type: Technology Inclusion	Linda Reed, Library/ Media Specialist/ Kristal Leach, Computer Lab Manager	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Computers Performance Assessments Teachers Title Teachers 	ACTION BUDGET: \$
CRT and NRT will be analyzed to determine effectiveness of curriculum alignment. Action Type: Program Evaluation	Sue Wisener, Counselor	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff District Staff 	ACTION BUDGET: \$
LHES teachers will participate in the textbook adoption cycle by selecting Language Arts materials. Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide	Kevin Catlett, Assistant Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	ACTION BUDGET: \$
New Frameworks for Mathematics will be released in the 2010-11 school year. Teachers will meet to write new pacing guides and curriculum maps. Action Type: Professional Development	Sharon Barton, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: The Lake Hamilton Elementary School will utilize Spiral-Up Phonics program, which are aligned with the ELA Frameworks and scientifically-based research, in Grade 2. "Early intervention has a significant effect on improving students reading skills."(Hurry, 2006)

Scientific Based Research: (Hurry, 2007) Journal of Reading. "Long-Term Outcomes of Early Reading." August, 2007.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Reading and Phonics instruction is aligned with ELA Framework standard 11. A pacing guide is in place to identify benchmarks at each semester of Grade 2. Action Type: Alignment	Shirley Chancellor, K-5 Reading Facilitator	Start: 01/20/2009 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$

			<ul style="list-style-type: none"> Teaching Aids 	
Second Grade teachers will provide systematic and explicit phonics instruction for approximately 15-20 minutes per day using Spiral-Up Phonetic Connections and will be reinforced throughout the Literacy Block. Action Type: Alignment	Shirley Chancellor, K-5 Literacy Facilitator.	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Teachers Teaching Aids 	<hr/> ACTION BUDGET: \$
The instructional leader will monitor the level of implementation in classrooms according to the observation protocol and/or classroom walk-thru. The instructional leader will confer with the teacher to discuss the level of implementation. Action Type: Alignment Action Type: Program Evaluation	Sharon Barton, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff 	<hr/> ACTION BUDGET: \$
As a SCHOOLWIDE REFORM STRATEGY, all students will participate in explicit and systematic phonics instruction. This includes teacher explanation and modeling of all phonics skills, followed by guided practice and independent practice, with continued support in literacy activities. Action Type: Alignment Action Type: Title I Schoolwide	Vicki Crabtree, Literacy Co-Chairperson	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Teachers Teaching Aids Title Teachers 	<hr/> ACTION BUDGET: \$
The DIBELS NWF will be administered to all second grade students. Progress will be monitored using the DIBELS tasks bi-monthly until the student reaches expected levels of performance. Action Type: Alignment	Shirley Chancellor, Literacy Facilitator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers Title Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Lake Hamilton Elementary School will utilize a comprehensive literacy approach to word study/spelling in grades 2-3 as students progress through the within-word stage, syllable juncture stage and derivational constancy stage.

Scientific Based Research: National Reading Panel Report (2000). Word Journeys (2000). Education Journal. "Phonics Final Report - The Rose Review." April, 2006.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Word study/spelling is aligned with the ELA Framework Standard 11 and will be transitioned to COMMON CORE STANDARDS (CCSS) in the fall 2011. A pacing guide has been developed and will be updated annually to identify	Vicki Crabtree, Literacy Co-Chairperson	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$

benchmarks at each nine weeks of grades 2-3. Action Type: Alignment				
Each grade level will provide approximately 15 minutes each day of explicit instruction in word study/spelling according to the pacing guide. Action Type: Alignment	Sandra Slicko, Literacy Co-Chairperson	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	<hr/> ACTION BUDGET: \$
The instructional leader will monitor the level of implementation in classrooms according to the observation protocol and/or classroom walk-thru. The Instructional leader will confer with the teacher to discuss the level of implementation. Action Type: Alignment Action Type: Program Evaluation	Kevin Catlett,, Asst. Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff 	<hr/> ACTION BUDGET: \$
All students will participate in systematic and explicit word study/spelling instruction. This includes teacher explanation and modeling of all word study/spelling skills, followed by guided practice and independent practice. Additional practice may be integrated in literacy activities or as homework. Action Type: Alignment	Vicki Crabtree. Literacy Co-Chairperson	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	<hr/> ACTION BUDGET: \$
Progress in word study/spelling will be monitored with a weekly spelling assessment. Action Type: Alignment	Sandra Slicko, Literacy Co-Chairperson	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Teaching Aids 	<hr/> ACTION BUDGET: \$
As a strategy to attract HIGHLY QUALIFIED TEACHERS, all teachers will participate in comprehensive literacy training such as ELLA, Effective Literacy, Spiral-Up phonics or Literacy Lab to learn about Word Study/Spelling. Action Type: Professional Development Action Type: Title I Schoolwide	Sharon Barton, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers • Teaching Aids • Title Teachers 	<hr/> ACTION BUDGET: \$
Parents will be informed of student progress in word study/spelling through weekly progress reports and quarterly report cards. Action Type: Parental Engagement	Sharon Barton, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
Students will receive small group instruction based on their development along the word study/spelling continuum. Action Type: Alignment	Sandra Slicko, Literacy Co-Chairperson	Start: 07/01/2010 End:	<ul style="list-style-type: none"> • Teachers 	<hr/> ACTION BUDGET: \$

Action Type: Equity		06/30/2011	<ul style="list-style-type: none"> Teaching Aids 	
Lake Hamilton Elementary School will evaluate the word study/spelling program based on the progress made in mechanics in writer's workshop. Action Type: Program Evaluation	Sharon Barton, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Lake Hamilton Elementary School will use the Comprehensive literacy approach to vocabulary instruction.

Scientific Based Research: National Reading Panel Report (2000); Bringing Words to Life (2002). Educational Journal. "Phonics Final Report - The Rose Review." April, 2006.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Vocabulary instruction is aligned with the Literacy Framework Standard 11. A pacing guide will be developed to identify benchmarks at each nine weeks of grades 2-3. Action Type: Alignment	Vicki Crabtree, Literacy Co-Chairperson	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Teachers 	ACTION BUDGET: \$
The instructional leader will monitor the level of implementation in classrooms according to the observation protocol and/or Classroom Walk-Thru. The instructional leader will confer with the teacher to discuss the level of implementation. Action Type: Alignment	Kevin Catlett, Asst. Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
All students will participate in explicit vocabulary instruction. Additional practice may be integrated in literacy activities or as homework. Action Type: Alignment	Vicki Crabtree, Literacy Co-Chairperson	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
The DIBELS Word Use Fluency (WUF) task will be administered three times a year to all students in grade 2 and grade 3. Progress will be monitored bi-monthly. Vocabulary will be progress-monitored the lower 20% of each class in grade 2 & 3 literacy classes with a weekly vocabulary assessment.	Shirley Chancellor, Literacy Facilitator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$

Action Type: Alignment Action Type: Equity				
Teachers participate and implement comprehensive literacy training such as ELLA, Effective Literacy, Literacy Lab, Barton Reading or SS/NS Strategies for Content Areas to learn about Vocabulary instruction. Action Type: Professional Development	Sharon Barton, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants 	ACTION BUDGET: \$
Students identified as not meeting the expectations for success will receive point-in-time instruction. Student vocabulary progress will be monitored bi-monthly until the expectations are met. Action Type: Alignment Action Type: Equity Action Type: Title I Schoolwide	Sandra Slicko, Literacy Co-Chairperson	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Teachers • Teaching Aids • Title Teachers 	ACTION BUDGET: \$
Students will participate in additional schoolwide reading using the Accelerated Reader program, which will include variety in genres and subject areas. Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide	Linda Reed, Library Media Specialis	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • School Library • Teachers • Teaching Aids • Title Teachers 	ACTION BUDGET: \$
Lake Hamilton Elementary School will evaluate vocabulary development based on the progress made in Dibels WUF with pre and post assessments two times a year. Action Type: Program Evaluation	Sue Wisener, Counselor	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Lake Hamilton Elementary School will use the Comprehensive Literacy Approach for fluency instruction. "By controlling the level of reading materials, children are exposed to high-frequency words, word patterns and vocabulary more often, which leads to improved fluency."				
Scientific Based Research: (Morra, 2006) The Impact of Individualized Explicit Fluency Instruction. Kean University Master's Thesis, April, 2006.				
Actions	Person Responsible	Timeline	Resources	Source of Funds

Fluency instruction is aligned with the Literacy Framework Standard 11. A pacing guide will be developed to identify benchmarks at each semester of grades 2-3 as noted in Assessing Reading Fluency. Action Type: Alignment	Sandra Slicko, Literacy Co-Chairperson	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
Grades 2 and 3 will provide explicit instruction in fluency as part of the core reading program. Action Type: Alignment	Vicki Crabtree, Literacy Co-Chairperson	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Teaching Aids 	<hr/> ACTION BUDGET: \$
The instructional leader will monitor the level of implementation in classrooms according to the observation protocol and/or Classroom Walk-thru. The instructional leader will confer with the teacher to discuss the level of implementation. Action Type: Alignment	Kevin Catlett, Asst. Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff 	<hr/> ACTION BUDGET: \$
All students in grades 2 and 3 will participate in fluency instruction. This includes teacher explanation and modeling of all fluency skills, followed by guided practice and independent practice. Additional practice may be integrated in literacy activities or as homework. Action Type: Alignment	Sandra Slicko, Literacy Co-Chairperson	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Teaching Aids 	<hr/> ACTION BUDGET: \$
The DIBELS Oral Reading Fluency task will be administered to all second and third grade students using the mClass DIBELS software technology. Progress will be monitored using DIBELS ORF task bi-monthly until the student reaches expected levels of performance. Action Type: Alignment	Shirley Chancellor, Literacy Facilitator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Computers • School Library • Teachers 	<hr/> ACTION BUDGET: \$
Teachers will participate in Comprehensive Literacy training such as ELLA, Effective Literacy or Literacy Lab to learn about fluency instruction. Action Type: Professional Development	Sharon Barton, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants 	<hr/> ACTION BUDGET: \$
Parents will be informed of student progress in fluency. Parents will engage in activities to support fluency at Parent Involvement Meetings. A list of suggested activities will be	Sharon Barton, Principal	Start: 07/01/2010 End:	<ul style="list-style-type: none"> • Administrative Staff 	<hr/> ACTION BUDGET: \$

provided to parents. Action Type: Parental Engagement		06/30/2011	<ul style="list-style-type: none"> Teachers 	
Students identified as not meeting the expectation of success will receive additional fluency instruction in small groups. Progress will be monitored bi-monthly until expectations are met. Action Type: Alignment Action Type: Equity	Vicki Crabtree, Literacy Co-Chairperson	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Teachers Teaching Aids Title Teachers 	ACTION BUDGET: \$
Lake Hamilton Elementary School expects all students to meet the end-of-the-year fluency benchmark for grades 2 and 3. The program will be evaluated by increasing the number of students meeting end-of-year benchmark as noted in the ELA Framework. Action Type: Program Evaluation	Sharon Barton, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
All teachers will receive training in administering DIBELS ASSESSMENT inventory. Training will also include developing INTERVENTIONS. Action Type: Professional Development	Sharon Barton, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Lake Hamilton Elementary School will use the Comprehensive Literacy Approach to comprehension instruction with emphasis on monitoring comprehension, using graphic and semantic organizers, answering questions, generating questions, recognizing story structure, summarizing, making use of prior knowledge and using mental imagery.

Scientific Based Research: (Morra, 2006) The Impact of Individualized Explicit Fluency Instruction. Kean University Master's Thesis, April, 2006.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Fluency instruction is aligned with the ELA Framework standards 9 and 10. A pacing guide will be developed to identify benchmarks at each nine weeks of grades 2 and 3. Action Type: Alignment	Vicki Crabtree, Literacy Co-Chairperson	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers Teaching Aids 	ACTION BUDGET: \$
Each teacher in grades 2 and 3 will utilize the explicit teaching procedure for comprehension instruction in literacy and core curriculum classes. Whole group instruction and small group instruction will be utilized as noted in the instructional protocol. Action Type: Alignment	Sandra Slicko, Literacy Co-Chairperson	Start: 01/20/2009 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers Teaching Aids 	ACTION BUDGET: \$

<p>The instructional leader will monitor the level of implementation in classrooms according to the observation protocol and Classroom Walk-Thru. The instructional leader will confer with the teacher to discuss the level of implementation.</p> <p>Action Type: Alignment</p>	Kevin Catlett, Asst. Principal	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff 	<hr/> <p>ACTION BUDGET: \$</p>
<p>All students will participate in comprehension strategy instruction. This includes teacher explanation and modeling of all comprehension strategies, including explaining why, followed by guided practice and independent practice. Additional practice may be integrated in literacy activities or as homework.</p> <p>Action Type: Alignment</p>	Sandra Slicko, Literacy Co-Chairperson	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Progress in grades 2 and 3 will monitored with pacing assessments each nine weeks and/or as needed. The CRT will be the outcome assessment for reading in grade 3. The NRT will be the outcome assessment for reading comprehension in grade 2.</p> <p>Action Type: Alignment Action Type: Program Evaluation</p>	Vicki Crabtree/ Sandra Slicko, Literacy Co-Chairperson	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>All teachers will participate in Comprehensive Literacy training such as ELLA, Effective Literacy, Literacy Lab, or SS/NS Strategies for Content Areas to learn about comprehension instruction.</p> <p>Action Type: Professional Development</p>	Sharon Barton, Principal	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Parents will be informed of student progress in comprehension. Parents will engage in activities to support comprehension at Parent Involvement Meetings. A list of suggested activates will be provided to parents.</p> <p>Action Type: Parental Engagement</p>	Sharon Barton, Principal	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Students identified as not meeting the expectation for success will receive additional comprehension strategy point-in-time intervention using Successmaker software until expectations are met.</p> <p>Action Type: Alignment Action Type: Title I Schoolwide</p>	Vicki Crabtree, Literacy Co-Chairperson	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers • Title Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

Lake Hamilton Elementary School expects all students to be proficient in reading comprehension. The program will be evaluated by the increase in number of students meeting or exceeding proficiency in reading on the CRT and/or NRT. Action Type: Program Evaluation	Sharon Barton, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Lake Hamilton Elementary School will utilize the SPIRAL-UP Phonics program which is aligned with the ELA Frameworks and scientifically based research, in second grade or until all students complete the letter naming stage. "In short and medium term both Reading Recovery and Specific Phonological training significantly improved aspects of children's reading."

Scientific Based Research: Journal of Research in Reading; "Long-Term outcomes of Early Reading Intervention.": August, 2007.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Reading and Phonics instruction is aligned with the ELA Framework standard 11. A pacing guide is in place to identify benchmarks at each semester of second grade. Action Type: Alignment	Sandra Slicko, Literacy Co-Chairperson	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	<hr/> ACTION BUDGET: \$
Second grade will provide systematic and explicit instruction. The instructional lesson should be 20-30 minutes daily. The phonics skills will be reinforced throughout the reading block. Action Type: Alignment	Sandra Slicko, Literacy Co-chairperson	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Teachers Teaching Aids 	<hr/> ACTION BUDGET: \$
The instructional leader will monitor the level of implementation in classrooms according to the observation protocol and/or classroom walk-thru. The instructional leader will confer with the teacher to discuss the level of implementation. Action Type: Collaboration Action Type: Program Evaluation	Kevin Catlett, Asst. Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff 	<hr/> ACTION BUDGET: \$
All students will participate in explicit and systematic phonics instruction. This includes teacher explanation and modeling of all phonics skills, followed by guided practice and independent practice, with continued support in literacy activities. Action Type: Alignment	Vicki Crabtree, Literacy Co-Chairperson	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Teachers Teaching Aids 	<hr/> ACTION BUDGET: \$
The DIBELS Nonsense (NWF) will be administered to all second grade students. Progress will be monitored using the DIBELS NWF tasks bi-monthly until the student reaches	Shirley Chancellor, Literacy	Start: 07/01/2010 End:	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$

expected levels of performance. Action Type: Alignment Action Type: Program Evaluation	Facilitator	06/30/2011	<ul style="list-style-type: none"> Teaching Aids 	BUDGET:
Parents will engage in activities to support phonics in Parent Involvement Meeting. A list of suggested activities will be provided to parents. Action Type: Parental Engagement	Sharon Barton, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
Students will engage in within-word word study/spelling instruction in small groups. Action Type: Alignment	Vicki Crabtree, Literacy Co-Chairperson	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Teachers Teaching Aids Title Teachers 	<hr/> ACTION BUDGET: \$
The goal for second grade is for targeted students to demonstrate proficiency on the DIBELS NWF by the end of second grade. Action Type: Program Evaluation	Shirley Chancellor, Literacy Facilitator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: To improve academic progress for students through the use of remediation. "This research supports the importance and power of one-to-one corrective instruction, preventative and remedial tutoring, and adequate learning time.

Scientific Based Research: Macrine ad Sabbatino, "Dynamic Assessment and Remediation approach: Using the DARA Approach to Assist Struggling Readers," Reading and Writing Quarterly, 2008.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Tier I remediation for students not passing weekly skills assessments will include: cooperative learning, small group instruction, individual instruction, and tests retakes. Action Type: Equity	Vicki Crabtree, Literacy Co-Chairperson	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Community Leaders Computers Teachers Teaching Aids Title Teachers 	<hr/> ACTION BUDGET: \$
Tier II remediation for students not passing assessments provided by The Learning Institute will include the computer lab tutorial program utilizing SuccessMaker software and a variety of remediation software until student expectations are met. Action Type: Alignment Action Type: Equity	Kristal Leach, Computer Lab Manager	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Computers Teachers Teaching Aids Title Teachers 	<hr/> ACTION BUDGET: \$

Tier III remediation for students scoring below proficiency on the benchmark exam will include attending the computer lab tutorial program daily until proficiency is demonstrated. Action Type: Alignment Action Type: Equity	Kristal Leach, Computer Lab Manager	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Computers • Teachers • Teaching Aids • Title Teachers 	<hr/> ACTION BUDGET: \$
The remediation program will be evaluated by observing the increasing number of students scoring proficient on literacy assessments. Action Type: Program Evaluation	Vicki Crabtree, Literacy Co- Chairperson	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Title Teachers 	<hr/> ACTION BUDGET: \$
Academic Improvement Plans will be written as prescribed by the ADE for all students below proficient on the CRT/NRT. Each campus will have a form and the teachers and principals will use student achievement criteria to complete the forms and to assist in development of the AIP. Information concerning the AIP will be developed cooperatively with appropriate teachers and school personnel associated with the students and responsible for remediation. Information will be communicated to the parents and students. AIP's will be signed by the administrator and parents and will be readily available to teachers. Parents will be notified of the remediation requirements and consequences of non-participation. This information will be included in the student handbooks. Parents, Teachers and students will collaborate to improve the academic achievement of the student. Action Type: AIP/IRI Action Type: Collaboration Action Type: Parental Engagement	Sharon Barton, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Title Teachers 	<hr/> ACTION BUDGET: \$
Special Education Staff will be given opportunities to attend local, state, and national conferences to improve remediation instruction. Action Type: Professional Development Action Type: Special Education	Sharon Barton, Principal	Start: 01/20/2009 End: 06/30/2011		<hr/> ACTION BUDGET: \$
Special Education will provide extra practice on released open-response items. Action Type: Special Education	Sheri Johnson, Special Ed Co- Chairperson	Start: 07/01/2010 End: 06/30/2011		<hr/> ACTION BUDGET: \$
All teachers will receive training in the RTI: RESPONSE TO INTERVENTION Model for interventions for struggling students.	Sharon Barton, Principal	Start: 07/01/2010	<ul style="list-style-type: none"> • Administrative Staff 	<hr/> ACTION \$

This will include training in assessment models which will provide the necessary data to intervene with struggling learners and data which would support the testing and placement of students for special services. Action Type: Professional Development		End: 06/30/2011		BUDGET:
The SuccessMaker program progress will be determined by frequent assessment lab reports. SuccessMaker lab instruction will be reviewed to align with student needs. Also, results of reports will be shared with classroom teachers to modify instruction or target specific skills within the classroom and in the lab. TLI assessments, SuccessMaker reports and other data will be used to begin the development of assessment walls or some means of progress monitoring. NSLA funds will support the progress monitoring via materials and training. Action Type: Collaboration Action Type: Program Evaluation	Kristal Leach, Computer Lab Manager	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers • Teaching Aids 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Goal All students will improve in writing mechanics, content and style across the curriculum.

Benchmark Currently the combined population and each subgroup are meeting or scoring above the AYP target of 71.20% in Literacy. By the Spring of 2011 school year, the percent of students scoring proficient or advanced will meet or exceed the target of 78.40% on the benchmark exam.

Intervention: Improve literacy skills through the Writing Process. "A study of students engaged in the writing process in a workshop environment indicated that children can and do want to write, it is a long process and empowerment is important for teachers and students alike."				
Scientific Based Research: Conroy, et al., "MOTIVATING PRIMARY STUDENTS TO WRITE USING WRITER'S WORKSHOP," Action Research Project, Saint Xavier University, May, 2009.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
A. Students will write daily in at least one curriculum area. B. Students will respond to open-ended writing prompts each nine weeks. C. Grade level chairpersons will meet as needed to evaluate the effectiveness of the writing process. Action Type: Alignment	Vicki Crabtree, Literacy Co- Chairperson	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Performance Assessments • Teachers • Teaching Aids 	<hr/> ACTION BUDGET: \$
Students will learn and implement the components of the writing process. Action Type: Alignment	Vicki Crabtree, Literacy Co- Chairperson	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Outside Consultants • Performance Assessments • Teachers 	<hr/> ACTION BUDGET: \$

			<ul style="list-style-type: none"> Teaching Aids 	
Use computer software to enhance mechanics of writing. Use computer software to enhance the areas of content and style in writing. Investigate writing software successfully used in other elementary schools. Action Type: Technology Inclusion	Kristal Leach, Computer Lab Manager	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Computers 	ACTION BUDGET: \$
Students will create written responses to open-ended grade-level appropriate questions in preparation for the Benchmark Exam. Action Type: Alignment Action Type: Collaboration	Vicki Crabtree, Literacy Co- Chairperson	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
Students will use a variety of writing programs to formalize their skills for publication. Action Type: Alignment	Sandra Slicko, Literacy Co- Chairperson	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
Students will utilize computers to publish their writings. Action Type: Technology Inclusion	Kristal Leach, Computer Lab Manager	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Computers Teachers 	ACTION BUDGET: \$
Students' writings will be scored according to developed rubrics. Students will accumulate a writing portfolio with a variety of published pieces. Action Type: Alignment	Vicki Crabtree, Literacy Co- Chairperson	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
Students will use a rubric for evaluating writing components. Action Type: Alignment	Shirley Chancellor, Literacy Coach	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
Lake Hamilton Elementary School will become proficient in writing. The program will be evaluated by the increasing numbers of students meeting or exceeding proficiency in writing on the CRT, as well as increased scores on the constructed responses in reading on the CRT. Action Type: Program Evaluation	Sharon Barton, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Frequent testing, provided through The Learning Institute, will be administered and results reviewed by individual teachers, the literacy coach, and building administration. The	Sharon Barton, Principal	Start: 07/01/2010 End:	<ul style="list-style-type: none"> Administrative Staff Central Office 	ACTION BUDGET: \$

results of the assessments will be reviewed to determine if any changes in the instructional program are required. Action Type: Program Evaluation		06/30/2011	<ul style="list-style-type: none"> Teachers 	
Total Budget:				\$0
Intervention: Lake Hamilton Elementary School will improve literacy skills using the Comprehensive Literacy Approach to writing instruction which includes writing-to-learn, writing-to-demonstrate learning and authentic writing.				
Scientific Based Research: Teaching to the Test...NOT! Balancing Best Practice and Testing Requirements in Writing, Higgins, Miller, Wegmann, 2006				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Writing instruction is aligned with the ELA Framework Standards 4, 5, 6, and 7. A pacing guide will be developed to identify benchmarks at each nine-weeks of grades 2 and 3. Action Type: Alignment	Shirley Chancellor, Literacy Coach	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers Teaching Aids 	ACTION BUDGET: \$
The instructional leader will monitor the level of implementation in classrooms according to the observation protocol and/or Classroom Walk-Thru. The instructional leader will confer with the teacher to discuss the level of implementation. Action Type: Alignment	Kevin Catlett, Asst. Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Each teacher in grades 2 and 3 will utilize the explicit teaching procedure for writing instruction in literacy and core curriculum classes. Action Type: Alignment	Vicki Crabtree, Literacy Co-Chairperson	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
All students will participate in writing instruction. This includes teacher explanation and modeling of all writing skills, followed by guided practice and independent practice. Additional practice may be integrated in literacy activities or as homework. Action Type: Alignment	Shirley Chancellor, Literacy Coach	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
The CRT will be the outcome assessment for writing in grade 3. Action Type: Alignment	Vicki Crabtree, Literacy Co-Chairperson	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
All teachers will participate in Comprehensive Literacy Training such as ELLA, Effective Literacy, Literacy Lab or	Sharon Barton, Principal	Start: 07/01/2010	<ul style="list-style-type: none"> Administrative 	

SS/NS Strategies for Content Areas to learn about effective writing instruction. (2001), and/or Scaffolding Young Writers (2001) Action Type: Professional Development		End: 06/30/2011	<ul style="list-style-type: none"> Staff Community Leaders Outside Consultants Teachers Teaching Aids 	ACTION BUDGET: \$
Parents will be informed of student progress in writing. Parents will engage in activities to support writing at Parent Involvement Meetings. A list of suggested activities will be provided to parents. Action Type: Parental Engagement	Sharon Barton, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Community Leaders Teachers 	ACTION BUDGET: \$
Students will participate in rigorous writing. Action Type: Alignment	Shirley Chancellor, Literacy Coach	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
Lake Hamilton Elementary School will become proficient in writing. The program will be evaluated by the increased numbers of students meeting or exceeding proficiency in writing on the CRT, as well as increased scores on the constructed responses in reading on the CRT. Action Type: Program Evaluation	Sue Wisener, Counselor	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Frequent testing, provided through The Learning Institute, will be administered and results reviewed by individual teachers, the literacy facilitator, and building administration. The results of the assessments will be reviewed to determine if any changes in the instructional program are required. Action Type: Program Evaluation	Sharon Barton, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 2: Improve Math Skills and strategies

Supporting Data:

- Grade 3 Augmented/Benchmark Exam: 1. Combined Population: In 2010, 95% scored proficient or advanced. In 2009, 89% scored proficient or advanced. In 2008, 88% scored proficient or advanced. The lowest identified areas (based on the 3 year trend analysis of the open response questions) in the five mathematics strands revealed weaknesses in geometry and measurement. The lowest identified area (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands revealed weaknesses in measurement. 2. Students with

Disabilities (IEP): In 2010, 58% scored proficient or advanced. In 2009, 75% scored proficient or advanced. In 2008, 45% scored proficient or advanced. The lowest identified areas (based on the 3 year trend analysis of the open response questions) in the five mathematics strands revealed weaknesses in number and operations, algebra, geometry and measurement. The lowest identified area (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands revealed weaknesses in numbers and operations, measurement, and data analysis and probability. 3. English Language Learners (ELL): In 2010, 100% scored proficient or advanced. In 2009, 84% scored proficient or advanced. In 2008, 84% scored proficient or advanced. The lowest identified areas (based on the 3 year trend analysis of the open response questions) in the five mathematics strands revealed weaknesses in geometry and measurement. The lowest identified area (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands revealed weaknesses in geometry and measurement. 4. Economically Disadvantaged (ESD): In 2010, 91% scored proficient or advanced. In 2009, 88% scored proficient or advanced. In 2008, 89% scored proficient or advanced. The lowest identified areas (based on the 3 year trend analysis of the open response questions) in the five mathematics strands revealed weaknesses in geometry and measurement. The lowest identified area (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands revealed weaknesses in measurement. 5. Caucasian: In 2010, 94% scored proficient or advanced. In 2009, 90% scored proficient or advanced. In 2008, 89% scored proficient or advanced. The lowest identified areas (based on the 3 year trend analysis of the open response questions) in the five mathematics strands revealed weaknesses in geometry. The lowest identified area (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands revealed weaknesses in measurement. 6. African-American: In 2010, 100% scored proficient or advanced. In 2009, 79% scored proficient or advanced. In 2008, 89% scored proficient or advanced. The lowest identified areas (based on the 3 year trend analysis of the open response questions) in the five mathematics strands revealed weaknesses in geometry, measurement and algebra. The lowest identified area (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands revealed weaknesses in measurement and data analysis and probability. 7. Hispanic: In 2010, 95% scored proficient or advanced. In 2009, 82% scored proficient or advanced. In 2008, 86% scored proficient or advanced. The lowest identified areas (based on the 3 year trend analysis of the open response questions) in the five mathematics strands revealed weaknesses in geometry and measurement. The lowest identified area (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands revealed weaknesses in measurement.

2. Grade 3 Stanford Achievement Test (SAT10) MATHEMATICS PROBLEM SOLVING: COMBINED POPULATION: National Percentile Rank (NPR) 2008: 71 NPR; 2009: 71 NPR; 2010: 72 NPR
3. Grade 2 Stanford Achievement Test (SAT10) 2008 MATHEMATICS PROBLEM SOLVING: National Percentile Rank (NPR); (Percent above 50%ile) COMBINED POPULATION – 63 NPR (67); AFRICAN AMERICAN – 52 NPR (55); HISPANIC – 48 NPR (50); CAUCASIAN – 63 NPR (67); IEP – 19 NPR (25); LEP – 55 NPR (69); SES – 54 NPR (57). 2009 MATHEMATICS PROBLEM SOLVING: National Percentile Rank (NPR); (Percent above 50%ile) COMBINED POPULATION – 67NPR (73); AFRICAN AMERICAN – 52 NPR (45); HISPANIC – 62 NPR (63); CAUCASIAN – 67 NPR (75); IEP – 21 NPR (32); LEP – 76 NPR (86); SES – 60 NPR (68). 2010 MATHEMATICS PROBLEM SOLVING: National Percentile Rank (NPR); (Percent above 50%ile) COMBINED POPULATION – 66 NPR (71); AFRICAN AMERICAN – 57 NPR (40); HISPANIC – 53 NPR (44); CAUCASIAN – 67 NPR (74); IEP –40 NPR (41); LEP – 64 NPR (56); SES – 59 NPR (63).
4. Attendance Rate: For the year 2007-2008 the Lake Hamilton Elementary School ATTENDANCE RATE was 94.1% which exceeded the state attendance goal of 91.13%. For the year 2008-2009 the Lake Hamilton Elementary School ATTENDANCE RATE was 94.6% which exceeded the state attendance goal of 91.13%. For the year 2009-2010 the Lake Hamilton Elementary School ATTENDANCE RATE was 93.58% which exceeded the state attendance goal of 91.13%.

5. GRADUATION RATE: For the year 2008 the Lake Hamilton High School met or exceeded the state graduation rate of 73.90%. For the year 2009 the Lake Hamilton High School met or exceeded the state graduation rate of 73.90%. For the year 2010 the Lake Hamilton High School met or exceeded the state graduation rate of 73.90%.
6. The results of the Spring 2008 Professional Development survey are as follows: With 26 responses our weakest area included Learning Communities. The results of the Spring 2009 Professional Development survey shows the weakest areas are Evaluation and Learning Communities. The results of the Spring 2010 Professional Development survey show that the three highest areas of need for Professional Development are: strengthening team planning and decision making; more Smart Board/Promethean/Interactive Whiteboards and the accompanying training; and how to get students to higher levels of Bloom's in classroom discussion and assignments. Ninety-seven percent indicated that they used training received during the school year as part of their classroom instruction.
7. Parent Survey Results: In 2008, parents were administered an electronic survey during parent/teacher conferences. Results of this survey indicate there is a need for more awareness among parents of the services, resources, and support available at the Parent Center. There also needs to be more awareness of opportunities for parents to be involved in school activities and volunteering.
In 2009, parents were administered an electronic survey during parent/teacher conferences. Results of the survey indicate there is a need for more awareness among parents of the services, In 2010, parents were administered an electronic survey during parent/teacher conferences. Results of the survey indicate there is a need for more awareness among parents of the services, resources, and support available at the Parent Center. There also needs to be more involvement of parents in committees within the school. Resources and support available at the Parent Center.
8. The LHES staff completed the NCA Readiness Self-Assessment in August, 2010. The survey results indicate that the area needing better implementation is human, technology, and material resources to support improvement efforts. The survey section that surveyed the district's level of continuously improving the school indicated several areas that are being implemented at a good level: maintaining high expectations for student achievement; identifying performance targets, indicators, and measures for comparing and improving effectiveness; aligning an assessment system with curriculum that is enacted through instruction; creating a classroom environment conducive to learning; and engaging in practices that support the ongoing improvement of teaching and learning.
9. In January, 2011, LH Elementary staff were administered an electronic technology needs assessment survey with 10 questions to be answered. An average of 88% of staff members indicated they had the basic technology tools: Projector, document cameras and Amplification systems. The greatest areas of need indicated were Prometheans and mobile laptop labs. 89% of those surveyed would use Promethean Boards to facilitate learning in their classroom and 69% would utilize a mobile laptop lab if accessible. Also, in the area of professional development, 69.6% indicated the need for training on IPADS/IPODS and ITUNES and 38% indicated the need for training in developing Teacher web pages.

Goal All students will improve in math concepts through constructed-response problem solving with a special emphasis in data analysis & probability, geometry and measurement strands, across the curriculum.

Benchmark Currently the combined population and each subgroup are meeting or scoring above the AYP target of 70.00%. By the spring of 2011 school year, the percent of students scoring proficient and advanced will meet or exceed the target of 77.50% on the Benchmark exam.

Intervention: Improve Math instruction through curriculum alignment and research-based strategies with special emphasis in data analysis & probability, geometry, and measurement strands in both multiple-choice and open response type questions.

Scientific Based Research: "Mathematics Curriculum Topic Study." (Keeley and Rose, 2006). Corwin Press.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide professional development in multiple math strategies, constructed response techniques and performance assessments for new teachers. Action Type: Professional Development	Sharon Barton, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants 	ACTION BUDGET: \$
Align LHES Math curriculum to the Arkansas State Frameworks and Assessments (to be transitioned to COMMON CORE (CCSS) STANDARDS fall 2011). A. Mapping - Each teacher identifies math skills being taught in the classroom. B. Horizontal Mapping - Each grade level identifies math skills being taught for each grade. C. Vertical Mapping - Math skills which are being aligned to the Arkansas State Frameworks and assessments (to be transitioned to COMMON CORE STANDARDS fall 2011) will be assigned to designated grade levels. Action Type: Alignment Action Type: Collaboration	Debbie Harvey, Math Co-Chairperson	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Annually provide parents a copy of the Arkansas State Math Refrigerator Curriculum (states the basic skills taught at each grade level) at the fall parent teacher conference. Action Type: Parental Engagement	Kristi Anderson, Math Facilitator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Develop Arkansas Academic Improvement Plans (AIPS) for targeted students identified as below proficient using the cut scores as identified by the ADE. Action Type: AIP/IRI Action Type: Equity	Kristy Anderson, Math Facilitator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET: \$
Students will participate in a minimum of 60 minutes instruction in math daily using multiple math strategies and activities. Action Type: Alignment	Emily Ross, Math Co-Chairperson	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
Utilize Title I Paraprofessionals to aid in the supplemental instruction of targeted math skills. They will assist students by reinforcing and augmenting the teacher's effort in the areas of mathematics. PARAPROFESSIONALS	Sharon Barton, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Computers Teachers Teaching Aids 	ACTION BUDGET: \$

meet the requirements of NCLB and will be under the direct supervision of a highly qualified teacher. Title I funds will be used to provide materials and supplies to support the instruction. Action Type: Equity			<ul style="list-style-type: none"> Title Teachers 	
Students will respond orally and in writing to open response math prompts with emphasis in geometry, measurement, data analysis, and probability. Action Type: Alignment	Debbie Harvey, Math Co-Chairperson	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Teachers Teaching Aids 	<hr/> ACTION BUDGET: \$
Special Education teachers will aid in the remediation of targeted math skills with identified special ed students by using the Successmaker software as a summative assessment. Action Type: Special Education	Sheri Johnson, Special Ed Co-Chairperson	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers Teaching Aids 	<hr/> ACTION BUDGET: \$
Students will participate in pre and post test using the Successmaker computer program as a formative assessment to measure math progress. Action Type: Program Evaluation Action Type: Technology Inclusion	Kristal Leach, Computer Lab Manager	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Computers Teachers 	<hr/> ACTION BUDGET: \$
Students will participate in Norm-Referenced test annually. In preparing students for the NRT, teachers will use IOWA practice tests and teacher resource books. Action Type: Professional Development	Sue Wisener, Counselor	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> None 	NSLA (State-281) \$1000.00 - Materials & Supplies: <hr/> ACTION BUDGET: \$1000
Evaluate Math Strategies annually at grade level meetings using the CRT &/or NRT. Action Type: Program Evaluation	Emily Ross, Math Co-Chairperson	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> None 	<hr/> ACTION BUDGET: \$
NSLA and Title III funds will continue to support classrooms being equipped with instructional materials which will enhance and enrich the instruction and learning of math and science for all students. Funds will support content vocabulary and language acquisition for LEP students. These resources could include but not limited to: science kits, math kits, content vocabulary/phonic kits, scientific equipment, reading and math materials which would integrate learning expectations in reading, math and science. Title III fn 1930	Trish Hays, Federal Programs Director	Start: 07/02/2010 End: 06/30/2011	<ul style="list-style-type: none"> Teachers Teaching Aids 	Title III - Materials & Supplies: \$1000.00 <hr/> ACTION BUDGET: \$1000

Action Type: Alignment				
Teachers will use the Master Ruler at the third grade level. This tool will be used to improve measurement skills in customary measures. Action Type: Professional Development	Kristi Anderson, Math Facilitator	Start: 06/30/2009 End: 07/01/2010		ACTION BUDGET: \$
Frequent testing, provided by the Learning Institute, will be administered and results reviewed by individual teachers, the math coach and the building administrators. The initial assessment will establish baseline data for the groups, individuals or classes. Ongoing frequent assessments will provide the monitoring of student progress. Results will be shared with support teams/teachers to determine if any changes in the instructions programs are required. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	Kristy Anderson, K-5 Math Facilitator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$
The math priority committee will meet annually to assess the effectiveness of interventions and actions and to realign as needed based on data analysis. Action Type: Collaboration Action Type: Program Evaluation	Linda Reed, ACSIP Co-Chairperson	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff 	ACTION BUDGET: \$
Teachers will be trained in the uses of interactive technology to incorporate visual and kinesthetic experiences in instruction through all the content areas. Action Type: Professional Development Action Type: Technology Inclusion	Sharon Barton, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff 	ACTION BUDGET: \$
A group of 2nd & 3rd grade teachers will participate in a three-year training project constructed around the k-4 NCTM Math Principles and Standards, NCTM Curriculum Focal Points, and Cognitive Guided Instruction. The project will target Arkansas Mathematics Frameworks and Student Learning Expectations. This project will provide best practices and instructional strategies to enhance content knowledge and to improve teaching methodology. The Lake Hamilton School District will provide training, materials and supplies to those who participate in CGI Year I training. Action Type: Alignment Action Type: Professional Development	Kristi Anderson, Math Facilitator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Outside Consultants 	NSLA (State-281) \$1000.00 - Materials & Supplies: <hr/> ACTION BUDGET: \$1000

Total Budget:	\$3000
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Intervention: Improve Math instruction through Summer School. "Some key research findings are that programs that focus on learning or removing learning deficiencies, that focus on accelerated learning, and that provide small group or individualized instruction have a positive effect on knowledge and skills of students."

Scientific Based Research: Afterschool Alliance, "America After 3PM Special Report on Summer: Missed Opportunities, Unmet Demand", Afterschool Alliance, 2010. 24 pp.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Summer school students will receive Math tutorial remediation from student teaching assistants for the four week period. Action Type: AIP/IRI Action Type: Alignment	Kevin Catlett, Asst. Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers • Teaching Aids 	ACTION BUDGET: \$
Students will be assessed with pre-tests and given a specific math program to follow for the four week period. Action Type: Alignment Action Type: Program Evaluation	Kevin Catlett, Asst. Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers • Teaching Aids 	ACTION BUDGET: \$
Students will be given a post-test to determine effectiveness of summer school targeted Math instruction. Action Type: Program Evaluation	Kevin Catlett, Asst. Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Computers • Teachers • Teaching Aids 	ACTION BUDGET: \$

Total Budget:	\$0
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Intervention: Improve Math achievement through implementation of Standards-Based Math instruction. "Standards-based instruction is the key to help all students learn mathematics."

Scientific Based Research: "Mathematics Curriculum Topic Study." (Keeley and Rose, 2006). Corwin Press.

Actions	Person Responsible	Timeline	Resources	Source of Funds
All math teachers will collaborate yearly to reassess the alignment of the curriculum to the revised Arkansas Mathematics Frameworks (to be transitioned to COMMON CORE STANDARDS fall 2011) - vertically & Horizontally. This curriculum will be reviewed yearly after receipt of Benchmark scores to identify strengths and weaknesses. Action Type: Alignment	Emily Ross, Math Co-Chairperson	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers • Teaching Aids 	ACTION BUDGET: \$

Action Type: Collaboration			<ul style="list-style-type: none"> Title Teachers 	
<p>All math teachers work together to map aligned curriculum for instructional and assessment purposes. The Learning Institute will use the aligned curriculum to develop interim assessments. The curriculum will be posted on the district web page.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development</p>	Kristi Anderson, K-5 Math Facilitator	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>All teachers, including special education teachers, will collaborate on the results of formative and summative Math assessments.</p> <p>Action Type: Equity Action Type: Professional Development Action Type: Special Education</p>	Sharon Barton, Principal	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants 	<hr/> <p>ACTION BUDGET: \$</p>
<p>For students in remediation programs, achievement improvement will be assessed through Successmaker software specifically purchased for remediation.</p> <p>Action Type: Alignment Action Type: Program Evaluation</p>	Kristi Anderson, Math Facilitator	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> Administrative Staff Teachers Teaching Aids Title Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>The Learning Institute Module Assessments will be used to identify improvement in student achievement. Teachers and Math Facilitators will use results to modify instruction and determine student progress.</p> <p>Action Type: Program Evaluation</p>	Emily Ross, Math Co-Chairperson/ Deborah Harvey, Math Co-Chairperson/ Kristi Anderson, Math Facilitator	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

New 2nd & 3rd grade teachers, including special education teachers, will be trained in the use of TI-10 & TI-15 calculators for classroom instruction. Calculators will be maintained for all students in order to have the opportunity to use in daily instruction and for availability for the annual CRT and NRT where appropriate. Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion	Sharon Barton, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants 	<hr/> ACTION BUDGET: \$
Provide resources (such as: software, manipulatives, calculators, etc.) to make a difference where needs are greatest. Math and Literacy Resources will be distributed and targeted as needed. Action Type: Alignment Action Type: Equity Action Type: Professional Development	Kevin Catlett, Elementary Title I Coordinator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers Teaching Aids 	<hr/> ACTION BUDGET: \$
Everyday Math Multilingual Handbooks will be available to teachers for use with ELL students to enhance their understanding of math concepts. Action Type: Equity	Kristi Anderson, Math Facilitator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teaching Aids 	<hr/> ACTION BUDGET: \$
Everyday Math Spanish Editions will be available to teachers for use with Spanish speaking students and/or as a resource for Hispanic parents. Action Type: Alignment Action Type: Equity	Kristi Anderson, Math Facilitator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Teachers Teaching Aids 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: To improve academic progress for students in Math through the use of remediation.

Scientific Based Research: : Lalley and Miller, "Effects of Pre-Teaching and Re-Teaching on Math Achievement and Academic Self-Concept of students with low achievement in Math," Education, Summer, 2006.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Tier I remediation for students not passing weekly or skills assessments will include cooperative learning, small group instruction, individual instruction, test retakes and parent volunteer tutors. Action Type: Alignment Action Type: Equity	Debbie Harvey, Math Co-Chairperson	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Teachers Teaching Aids Title Teachers 	<hr/> ACTION BUDGET: \$

Tier II remediation for students not passing formative assessments will include a prescriptive computer lab tutorial program utilizing a variety of remediation software until student expectations are met. Action Type: Alignment Action Type: Equity	Kristal Leach, Computer Lab Manager	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Teachers • Teaching Aids • Title Teachers 	<hr/> ACTION BUDGET: \$
Tier III remediation for students scoring below proficiency on the benchmark exam will attend daily tutorial in the computer lab until proficiency in skills are demonstrated. Action Type: Alignment Action Type: Equity	Kristal Leach, Computer Lab Manager	Start: 07/01/2010 End: 06/30/2011		<hr/> ACTION BUDGET: \$
The remediation program will be evaluated by observing increased numbers of students scoring proficient on Math assessments. Action Type: Program Evaluation	Debbie Harvey, Math Co- Chairperson	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$
Provide training for Title I Paraprofessionals which will significantly elevate the quality of instruction in math and reading. Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion	Trish Hays, Federal Programs Coordinator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Computers • Teaching Aids • Title Teachers 	<hr/> ACTION BUDGET: \$
Special Education teachers will provide extra practice on open-response released items in mathematics. Action Type: Special Education	Sheri Johnson, Special Ed Co- Chairperson.	Start: 07/01/2010 End: 06/30/2009	<ul style="list-style-type: none"> • Teachers 	<hr/> ACTION BUDGET: \$
Special Education teachers will provide hands-on activities to increase student achievement in the areas of geometry and measurement. Action Type: Special Education	Sheri Johnson, Special Ed Co- Chairperson.	Start: 07/01/2010 End: 06/30/2009	<ul style="list-style-type: none"> • Teachers 	<hr/> ACTION BUDGET: \$
The SuccessMaker Math program progress will be determined by frequent assessment lab reports. SuccessMaker lab instruction will be reviewed to align with student needs. Also, results of reports will be shared with classroom teachers to modify instruction or target specific skills within the classroom and in the lab. Action Type: Collaboration Action Type: Program Evaluation	Kristal Leach, Computer Lab Manager	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers 	<hr/> ACTION BUDGET: \$
New teachers will be trained in The Learning Institute portal for accessing data reports and in the use of the quiz builder	Sharon Barton, Principal	Start: 07/01/2010	<ul style="list-style-type: none"> • Administrative Staff 	<hr/> ACTION \$

component. Action Type: Professional Development Action Type: Technology Inclusion		End: 06/30/2011	<ul style="list-style-type: none"> • Central Office • Outside Consultants 	BUDGET:
Total Budget:				\$0

Priority 3: Improve Healthy Lifestyle choices through increased physical activity and nutrition education.

1. Body Mass Index data 2009-2010: Of the Lake Hamilton student
2. Population, 259 students were assessed. Of the students assessed, the
3. following represents the percent of students overweight and at risk of
4. being overweight: males - 33.6%, females - 31.9%.

5. Body Mass Index Data 2008-2009:

6. Of the Lake Hamilton Elementary School student population, 127 students
7. were assessed. Of the students assessed, the following represents the
8. percent of students at risk of overweight and overweight:

Elementary:

9. Males-37.8%, Females-32.0%.

10. Body Mass Index Data SY 2007-08: of the Lake Hamilton Elementary School

11. student population, 510 students were assessed. Of the students assessed,
12. the following represents the percent of students at risk of overweight and
13. overweight:

14.

15. Elementary: Males-32%, Females-35.3%;

16.

17.

18. School Health Index

19. In 2009-2010, School Health Index Modules 1,2,3,4, and 8 were assessed for
20. Lake Hamilton Elementary School. Results of the score card indicate
21. improvement was needed in the area of module #1; School Health and Safety,
22. Policies and environment. The overall results of the score card indicate
23. staff development on unintentional injuries, violence and suicide was only
24. Partially in place. The overall score for module #1 was 99%.
25. In 2008-2009, School Health Index Modules 1, 2, 3, 4, and 8 were assessed

Supporting Data:

26. For Lake Hamilton Elementary School.

Results of the score card

indicate improvement was needed in the area of Module #4, Nutrition Services. The overall results of the score card indicate we do not offer ala carte items for breakfast and lunch meals. This is not allowed due to Act 1220. Also, Act 1220 does not allow vending machines in the Elementary School. Therefore, we are marked down because we have no low fat items offered outside the cafeteria. The overall score on Module #4 was 86%.

27.

In 2007-2008, School Health Index Modules 1, 2, 3, 4, and 8 were assessed For Lake Hamilton Elementary School.

Results of the score card

indicate improvement was needed in the area of Module #1, School Health and Safety, Policies and Environment. The overall results of the score card indicate staff development on unintentional injuries, violence and suicide was only partially in place. The overall score on Module #1 was 99%.

28. For the 2009-2010 school year, the following represents the data percentages of students receiving free, reduced and paid lunch for individual schools and an average for the district. Elementary FREE 240; REDUCED 79; PAID 237. The district had an overall percentage of 54% FREE AND REDUCED.

29. For the 2008-2009 school year, the following represents the data percentages of students receiving free, reduced and paid lunch for individual schools and an average for the district.

Elementary FREE 40% REDUCED 14% PAID 43%. The district had an overall percentage of 54% FREE AND REDUCED.

30. For the 2007-2008 school year, the following represents the data percentages of students receiving free, reduced and paid lunch for individual schools and an average for the district.

Elementary FREE 39% REDUCED 14% PAID 47%. The district had an overall percentage of 49% FREE AND REDUCED.

31. The unemployment rate in September of 2007 for Garland County was 5.6%

Compared to the state of Arkansas 5.3%. The Garland County unemployment rate for 2008 is 7.20% compared to the US average of 8.50%.

The Garland County unemployment rate for 2009 is 7.1% compared to the US average of 9.3%.

32. For the year 2009-2010 the Lake Hamilton School had 24 discipline incidents with 5 in School Suspensions, 0 out of School Suspensions and 22 corporal punishments.

33. For the year 2008-2009 the Lake Hamilton School had 38 discipline incidents with 10 in School Suspensions, 4 out of School Suspensions and 38 corporal punishments.

34. For the year 2007-2008 the Lake Hamilton School had 22 discipline incidents with 5 in School Suspensions, 2 out of School Suspensions and 15 corporal punishments. There was also 1 staff assault during the 07-08 school year.

Goal Lake Hamilton Elementary School will provide support in making healthy lifestyle choices by implementing systems to aid in decreasing the average BMI on routine annual student screening and increasing collaboration between segments of the school community in support of positive lifestyle choices.

Benchmark By the 2009-2010 school year, there will be a decrease of 0.01% in the average body mass index for students in the Elementary school.

Intervention: Lake Hamilton Elementary School will encourage proper nutrition and provide activities and opportunities for students to learn proper nutrition.				
Scientific Based Research: Toole, et al., "Nutrition Services and Food Beverages Available at School: Results from the School Health Policies and Programs Study 2006," School Health, 2007.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide nutrition education to staff and parents through in-service workshop and information on the	Vivian Nicholson, Food	Start: 07/01/2010	<ul style="list-style-type: none"> Administrative Staff 	

website. Action Type: Parental Engagement Action Type: Professional Development	Service Manager	End: 06/30/2011	<ul style="list-style-type: none"> • Central Office • Computers 	ACTION BUDGET: \$
Staff members will work to provide healthy food choices and educate parents, students and faculty. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Wellness	Vivian Nicholson, Food Service Manager	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Central Office • District Staff 	ACTION BUDGET: \$
Educating parents and community on healthy lifestyles by using newsletters, the website, PTO meetings and parent teacher conferences. The Lake Hamilton Elementary held a parent nutrition night in February, 2010. Action Type: Parental Engagement Action Type: Technology Inclusion Action Type: Wellness	Melba Gobert, Parent Center Coordinator	Start: 07/01/2010 End: 05/30/2010	<ul style="list-style-type: none"> • Computers • District Staff • Teachers 	ACTION BUDGET: \$
NSLA funds will be used to provide a 1.00 FTE nurse for health services (Janet Weatherford). Services may include but not limited to vision screening, hearing screening, administration of medication, BMI assessments, maintenance of immunization records, implementation of health care plans, etc. This position is supplemental to the requirements of State Standards. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Wellness	Sharon Barton, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Community Leaders • Computers • District Staff • Teachers 	NSLA (State-281) - Employee Salaries: \$27748.76 NSLA (State-281) - Employee Benefits: \$8751.47 <hr/> ACTION BUDGET: \$36500.23
Results of the BMI and SHI will be used to determine if there was an improvement in their BMI. Feedback from students and parents will be used as a factor to assess the success of the cafeteria offerings. Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness	Sharon Barton, Principal/ Anita Cain, Cafeteria Manager	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
Total Budget:				\$36500.23

Intervention: Lake Hamilton Elementary School will provide strategies and activities that encourage a healthier lifestyle.

Scientific Based Research: Casazza and Ciccazzo, "Improving the Dietary Patterns of Adolescents using a Computer-Based approach," Journal

of School Health, Feb. 2006.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Provide staff development on health & safety using in-service workshop, Counselor Grams and information on the website Action Type: Professional Development Action Type: Wellness</p>	<p>Sharon Barton, Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Computers • Outside Consultants 	<p>————— ACTION BUDGET: \$</p>
<p>LHES will correlate state health standards and curriculum by meeting with ACSIP teams, Curriculum Coordinators and using the Arkansas Standards. Action Type: Collaboration Action Type: Wellness</p>	<p>Sharon Barton, Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>————— ACTION BUDGET: \$</p>
<p>LHES will work to increase community involvement with health providers by inviting guest speakers. Evaluation forms will be used as a means to determine relevance of workshop speakers. Sign in sheets and a log of speakers will be used to assess participation. Action Type: Professional Development Action Type: Program Evaluation Action Type: Wellness</p>	<p>Stan Cooper, Wellness Co-Chairperson</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Outside Consultants • Teachers 	<p>————— ACTION BUDGET: \$</p>
<p>LHES will provide 150 minutes of physical activity per week Action Type: Equity Action Type: Wellness</p>	<p>Stan Cooper, Wellness Co-Chairpersons</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Teaching Aids 	<p>————— ACTION BUDGET: \$</p>
<p>LHES staff will incorporate health-related instruction in the classroom assignments on health and safety. Action Type: Alignment Action Type: Wellness</p>	<p>Sharon Barton, Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers • Teaching Aids 	<p>————— ACTION BUDGET: \$</p>
<p>A monthly newsletter called "Nutrition Nuggets" will be sent home to help educate parents about healthy habits at home and to help fight childhood obesity. A Spanish edition will be available where needed. The newsletter will also be placed on the web site in both English and Spanish. Action Type: Equity</p>	<p>Sharon Barton, Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>————— ACTION BUDGET: \$</p>

Action Type: Parental Engagement Action Type: Technology Inclusion Action Type: Wellness				
Parents will have access to the Nutrikids System in order to obtain information on students' meal accounts. Action Type: Parental Engagement	Anita Cain, Cafeteria Manager	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Goal The Lake Hamilton Elementary School will improve drug awareness and maintain a safe and drug free school

Benchmark Lake Hamilton Elementary School Students will show a 0.05% increase in their knowledge of drug awareness between the fall pre-survey and the spring post-survey.

Intervention: Improve literacy skills through Drug Education and Violence Prevention. "These programs have the potential of benefiting society by reducing the violence and criminal justice costs associated with abuse of alcohol and cigarettes."				
Scientific Based Research: Jones, et al., "Healthy and Safe School Environment, Part I: Results from the School Health Policies and Programs Study 2006," Journal of School Health, Oct., 2007.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Faculty and staff will be given opportunities to attend local, state and national conferences to improve instruction in drug education and violence prevention. Action Type: Professional Development	Sharon Barton, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	<hr/> ACTION BUDGET: \$
Provide school-wide activities and programs to educate students concerning violence prevention and drug awareness. Action Type: Title I Schoolwide Action Type: Wellness	Sue Wisener, Counselor	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Community Leaders 	<hr/> ACTION BUDGET: \$
Pre and post surveys will be conducted by Counselors to determine effectiveness of the Drug Education program. Action Type: Program Evaluation Action Type: Wellness	Sue Wisener, Counselor	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	<hr/> ACTION BUDGET: \$
All faculty will receive training in how to work with children who receive unintentional injuries and with students in regard to violence and suicide. Action Type: Professional Development Action Type: Wellness	Janet Weatherford, School Nurse	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Priority 4:

Limited English Proficient students were assessed using the state-mandated English Language Development Assessment test. The ELDA evaluates the LEP student's Annual Yearly Progress (AYP) in attaining English proficiency in listening, speaking, reading, and writing. Results of the LEPs' literacy rating on the benchmark exam, and the ELDA scores determine the districts' Annual Measurable Achievement Objectives (AMAO) each school year.

1. 1. In the fall of 2010, 3 new students were tested in 2nd grade, and 3 new students were tested in 3rd grade with the LAS assessment. 21 students in second grade are identified as LEPs. 19 students in third grade are identified as LEPs. Of these, 3 parents waived ESL services. 2. In the spring of 2010, 18 LEP students were tested with the ELDA assessment in 2nd grade, and 15 third grade LEP students were tested. 30% of Elementary LEP students reached language acquisition score of 5/Proficient (highest score that indicates Proficiency). 61% of the 2nd graders and 47% of the third graders achieved a rating of 4 (2nd highest possible score). 3. 71% of second grade LEP students met AYP Proficiency (at or above average SAT 10) in Literacy. 1 LEP student was a 1st year in the U.S. (non-English) student. 4. 80% of third grade LEPs achieved Proficient or Advanced AYP Proficiency in Literacy on the benchmark exams (SAT 10 and ACTAAP).
2. Spring 2010.
3. In the fall of 2009, 15 3rd grade students were tested with the LAS assessment. 15 were identified as requiring ESL Program services. 1 parent of a 3rd grade student waived services. In the Spring of 2009, 50% of 3rd grade LEP students met AYP proficiency in Literacy.

Supporting Data:

- In the fall of 2008, 23 students were assessed using the LAS test. 13 qualified and were enrolled for direct and/or indirect ESL services. In the fall of 2007, 19 students were assessed with the LAS. Of those tested, 18 qualified for ESL
4. Program services. The lowest areas of need were reading comprehension, writing, and syntax.
 5. LAS assessment. 13 were identified as requiring ESL Program.
 6. In the spring of 2010, 18 LEP students were tested with the ELDA assessment in 2nd grade, and 15 third grade LEP students were tested. 30% of Elementary LEP students reached language acquisition score of 5/Proficient (highest score that indicates Proficiency). 61% of the 2nd graders and 47% of the third graders achieved a rating of 4 (2nd highest possible score).

7. In the spring of 2009, 16 LEP students were tested with the ELDA assessment in 2nd grade, and 12 third grade LEP students were tested.

13% of Elementary LEP students reached language acquisition score of 5/Proficient (highest score that indicates Proficiency).

50% of the 2nd graders and 67% of the third graders achieved a rating of 4 (2nd highest possible score). 49% of second grade LEP students met AYP Proficiency in Literacy. 50% of third grade LEPs met AYP Proficiency in Literacy.

8. In the spring of 2008, 13 LEP students were tested with the ELDA assessment in 2nd grade, and 19 3rd grade LEP students were tested.

0% of 2nd grade LEP students reached language acquisition score of 5/Proficient (highest score that indicates Proficiency). 69% of the 2nd grade LEP students achieved a rating of 4 (2nd highest possible score). 0% of the 3rd grade LEP students reached language acquisition score of 5/Proficient (highest score that indicates Proficiency).

16% of 3rd grade LEP students achieved a rating of 4 (2nd highest possible score).

9. 2009 - AMAO 1 - 42.34% of English Language Learners made progress by moving from one composite level in 2008 to a higher level in 2009 on the English Language Development Assessment (ELDA). The target increase was 26%.

AMAO 2 - 8.33% of ELL were fully proficient in English with a composite score of 5 on the English Language Development Assessment (ELDA). The target was 2.5%. AMAO 3 - The English Language Learners in this subgroup met the required AYP in Literacy and Mathematics at each grade span.

10. In the fall of 2009, 16 2nd grade students were tested with the LAS assessment. 16 were identified as requiring ESL Program services. 1 parent of a 2nd grade student waived services.

In the Spring of 2009, 49% of 2nd grade LEP students met AYP proficiency in Literacy.

11. In the fall of 2008, 19 students were assessed using the LAS. 18 students qualified and were enrolled for direct and for indirect ESL services. 1 student successfully exited the ESL Program.

Goal All LEP students will improve in English language acquisition, and continue to show progress in academic skills. LEP Parent Involvement will increase as compared to 2009-2010.

Benchmark The LEP students will meet or exceed the target goals established for AMAO, as determined by ELDA scores and AYP for both ELDA and benchmark exams (as relevant). The increase in LEP parent participation will be measured by attendance and/or involvement at PTO meetings, volunteerism, committee work, surveys, and Family Night activities. The Language Assessment Scale (LAS) assesses the potential Limited English Proficient student's level of English language proficiency (listening, speaking, reading, and writing). The LAS score determines the student's placement in and type of service provided by the English as a Second Language program.

Intervention: Improve Language Acquisition Skills for the English Language Learner.				
Scientific Based Research: "Re-envisioning Reading Comprehension for English Language Learners", TESL Journal, Vol. XVI, No. 4, April 2010 "Promoting Equity in Schools and in Society", Center for Language Minority Education and Research, 12/17/09				
Actions	Person Responsible	Timeline	Resources	Source of Funds
All LEP students will be administered the Language Assessment Scale (LAS) to determine level of proficiency in English. Results of the assessment and other data will determine placement for ESL Services. The results of relevant assessments are reviewed to determine areas of need. Individual Modification Plans, test accommodations, and AIPs, as relevant, are developed by ESL teacher with input from ESL Facilitator, teachers and parents. Training will be provided to expand the base of other personnel administering the LAS. With parents' permission, the district will administer the LAS Test to determine placement or services for these students. Students who meet the criteria will be referred for placement in the ESL program. Parents will be notified and services will depend on their decision. Interpreters/translators will be made available if applicable. Throughout the year, students will be assessed by HQT ESL teachers, teacher/coordinator or designee. The ESL teacher/ Coordinator, ESL teachers & parent	Darla Proppe, ESL Teacher/Coordinator, Sharon Barton, Principal/Trish Hays, Director of Instruction and Federal Prog	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> District Staff 	ELL (State-276) - Purchased Services: \$2000.00 ELL (State-276) - Materials & Supplies: \$2000.00 <hr/> ACTION BUDGET: \$4000

<p>facilitators will provide the necessary communications to involve parents of ELL students as partners in raising ELL student achievement. HQT ESL staff/designee will provide regular classroom teachers with the appropriate strategies for modifications to ensure LEP student achievement and growth in fluency. Instructional changes and modifications will be made as necessary to serve the students. Staff will streamline ESL protocol to begin direct services to students in a timely manner, by including and training additional/ staff to assist. ESL staff will plan, monitor and evaluate the ESL program development and progress of the LEP sub group using TLI and other assessments. ELL funds will be used to purchase services, assessment materials, stamps, postage, etc., for support of program and parental involvement. Funds may be used for tutoring, translators, interpreters, provide materials and supplies, and support professional development. Staff will use assessments and to drive instruction and will analyze data from English Language Development Assessment (ELDA), LAS assessment scales, TLI, and Benchmark tests to determine student progress along with the progress of the LEP sub-group on the AYP. Staff will communicate to administration as requested and to parents as needed and required. fn 2170 Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation</p>				
<p>Results of the LAS, DIBLES, and English Language Development Assessment (spring), and TLI Scores are discussed with each student's teacher and results communicated to the building administrator. The ESL Framework is available via Media Center, and shared with classroom teachers, depending on individual student English Proficiency levels.</p>	<p>Darla Proppe, ESL Teacher/Coordinator/ Shirley Chancellor, Literacy Facilitator</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>Modification Plans for individual students are developed by the ESL teacher/coordinator, Darla Proppe, in collaboration with the classroom teachers and Literacy Coach. AYP is communicated to parents. Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>				
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<p>NSLA funds will continue to provide a .75 FTE teacher for the ESL program. The teacher will be responsible for direct and indirect instruction aligned with the Arkansas Frameworks for the purpose of enhancing student achievement, and to increase the English Language Learner's (ELL) acquisition of language. The teacher will provide instruction and administer and/or interpret needed assessments (TLI formative and state summative), complete reports, provide information for APSCN, and procure the necessary materials used to implement instruction. ELL funds will be used to supplement and provide assessment materials and classroom supplies, and management tools to support instruction for the English Language Learner for the schoolwide program. The ESL Classroom teacher, Darla Proppe, will provide second language acquisition instruction in small group format within the ESL classroom and may co-teach to increase student language acquisition for LEP students. Targeted literacy skills will be improved through ESL classroom instruction. The teacher will monitor academic progress via TLI formative assessments & other and make adjustments/modifications/strategies according to individual needs and state requirements. Accommodations for assessment will be provided and documented as needed. ELL FN 1930 / 2170 and NSLA FN - 1590 Action Type: Alignment Action Type: Equity</p>	<p>Sharon Barton, Principal/ Darla Proppe, ESL Teacher/Coordinator/ Trish Hays, Director of Federal Programs</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers • Teaching Aids 	<p>NSLA (State-281) - Employee Benefits: \$10946.61 NSLA (State-281) - Employee Salaries: \$41780.83 ELL (State-276) - Purchased Services: \$600.00 ELL (State-276) - Materials & Supplies: \$2000.00</p> <hr/> <p>ACTION BUDGET: \$55327.44</p>
<p>Title III and ELL funds will be used for materials and supplies to assess students, make available instructional materials, and other instructional support including instructional technology. Funds will support classroom and pull -out implementation of curriculum for LEP students. FN 1930</p>	<p>Sharon Barton, Principal/ Darla Proppe, ESL Teacher/Coordinator, Trish Hays, Director of Instruction & Federal Programs</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers 	<p>Title III - Capital Outlay: \$2500.00 Title III - Materials & Supplies: \$3000.00</p> <hr/>

Action Type: Equity Action Type: Technology Inclusion Action Type: Title I Schoolwide				ACTION BUDGET: \$5500
The classroom teachers, including Darla Proppe ESL teacher, will monitor academic progress through the use of TLI assessments and adjust modifications and strategies according to individual needs. ESL teacher will provide analysis of TLI assessment results for LEP students to teachers and suggest modifications and instructional strategies as needed. Action Type: Program Evaluation	Darla Proppe, ESL Teacher/ Sharon Barton, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
Classroom teachers who work with LEP students will be provided with or have access to Professional Development opportunities that target instructional strategies for LEP students. PD opportunities may be provided on site, Dawson Co-op, or other training approved by district. Action Type: Professional Development	Trish Hays, Director of Instruction & Federal Programs/ Darla Proppe, ESL Teacher/Coordinator, Sharon Barton, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
Parents of Spanish-speaking LEP students will receive communications in both English and Spanish. Translations will be completed and given to administrator in a timely manner. Action Type: Parental Engagement	Darla Proppe, ESL Teacher/Coordinator, Sharon Barton, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
The ESL staff, in collaboration with building level parent facilitator and input from parent center staff will plan and encourage ESL Family Nights to increase parent involvement among all groups who speak languages other than English. Action Type: Parental Engagement	Sharon Barton, Principal / Darla Proppe, ESL Teacher/Coordinator, Melba Gobert, Parent Facilitator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff District Staff 	ACTION BUDGET: \$
ELL funds will provide materials and supplies to support training for staff and parents. This may include but not limited to: light meals/refreshments for training, stipends for after contract time, registration, conference fees, interpreters, translators' services and other services. FN 2170 on salaries/benefits/purchased service FN 1930	Sharon Barton, Principal/ Trish Hays, Director of Instruction & Federal Programs/ Darla Proppe, ESL teacher/coordinator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Teachers Teaching Aids 	ELL (State-276) - Purchased Services: \$500.00 ELL (State-276) - Materials & \$3201.00

Materials and supplies Action Type: Equity Action Type: Professional Development				Supplies: ELL (State-276) - \$866.00 Employee Benefits: ELL (State-276) - \$4000.00 Employee Salaries:
Total Budget:				\$8567
				\$73394.44

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Anita Knapp	2nd Grade	Math, Equity
Classroom Teacher	Ashley Erke	2nd Grade	Literacy, Equity
Classroom Teacher	Becky Carter	2nd Grade	Literacy, Character Education
Classroom Teacher	Becky Dorsey	2nd Grade	Wellness, Drug Education
Classroom Teacher	Cellena Anderson	3rd Grade	Literacy, Equity
Classroom Teacher	Christina Willis	3rd Grade	Literacy, Special Education
Classroom Teacher	Christy Ruffin	3rd Grade	Math, Professional Development
Classroom Teacher	Deborah Harvey	3rd Grade	Math Co-Chairperson, Special Education
Classroom Teacher	Emily Ross	2nd Grade	Math Co-Chairperson, Parent Engagement
Classroom Teacher	Jessica Carr	3rd Grade	Math, Equity Co-Chairperson
Classroom Teacher	Karen Elkin	3rd Grade	Wellness, Technology
Classroom Teacher	Kendra Stramp	3rd Grade	Math, Technology
Classroom Teacher	Kristi Anderson	Mathematics Facilitator	ACSIP Steering Committee/Mathematics
Classroom Teacher	Laura Howell	3rd Grade	Math, Professional Development
Classroom Teacher	Leslie Glover	3rd Grade	Literacy, Character Education
Classroom Teacher	Linda Inebnit	2nd Grade	Literacy, Special Education
Classroom Teacher	Mandy Mullenix	Special Education Teacher	Literacy, Technology
Classroom Teacher	Melissa Anthony	3rd Grade	Math, Parent Engagement
Classroom Teacher	Sandra Slicko	2nd Grade	Literacy Co-Chairperson, Parent Engagement

Classroom Teacher	Sarah Riley	Art Teacher	Wellness, Drug Education
Classroom Teacher	Sarah Walston	2nd Grade	Literacy, Professional Development Co-Chairperson
Classroom Teacher	Shannon Qualls	2nd Grade	Literacy, Parent Engagement
Classroom Teacher	Shari Dillard	2nd Grade	Literacy, Special Education
Classroom Teacher	Shirley Chancellor	Literacy Coach	ACSIP Steering Committee/Literacy
Classroom Teacher	Tanya Duke	2nd Grade	Math, Special Education
Classroom Teacher	Teresa King	2nd Grade	Math, Character Education
Classroom Teacher	Vanessa Gibson	3rd Grade	Literacy, Drug Education
Classroom Teacher	Vicki Crabtree	3rd Grade	Literacy Co-chairperson, Character Education
Non-Classroom Professional Staff	Amanda Hill	Music	Math, Character Education Chairperson
Non-Classroom Professional Staff	Anita Cain	Cafeteria Support	Wellness
Non-Classroom Professional Staff	Barbara Lambert	Instructional Assistant	Literacy, Professional Development
Non-Classroom Professional Staff	Brigitte Dunn	Special Education	Math, Equity Co-Chairperson
Non-Classroom Professional Staff	Cheryl Steed	Self-Contained Instructional Assistant	Math, Technology
Non-Classroom Professional Staff	Debbie Campbell	Instructional Assistant	Literacy, Equity
Non-Classroom Professional Staff	Janet Weatherford	Nurse	Wellness, Drug Education
Non-Classroom Professional Staff	Jennifer Prestridge	Instructional Assistant	Literacy
Non-Classroom Professional Staff	Kristal Leach	Computer Lab Manager	Math, Character Education
Non-Classroom Professional Staff	Laura Fuller	Library Media Assistant	Literacy, Character Education
Non-Classroom Professional Staff	Linda Reed	Library Media Specialist	Federal Programs Advisory/ACSIP Steering Committee Co-Chairperson, Technology Chairperson
Non-Classroom Professional Staff	Lynda Baugher	Instructional Assistant	Literacy, Parent Engagement
Non-Classroom Professional Staff	Melba Gobert	Gifted & Talented	Literacy, Parent Engagement Facilitator
Non-Classroom Professional Staff	Sheri Johnson	Special Education	Math, Special Education Co-Chairperson
Non-Classroom Professional Staff	Stan Cooper	Physical Education	Wellness, Drug Education

Non-Classroom Professional Staff	Sue Wisener	Counselor	Federal Programs Advisory/ACSIP Steering Committee Co-Chairperson, Drug Education Co-Chairperson
Non-Classroom Professional Staff	Susan Murch	Speech Pathologist	Literacy, Special Education Co-Chairperson
Non-Classroom Professional Staff	Terry Dodson	Secretary/Bookkeeper	Math, Technology
Non-Classroom Professional Staff	Tracy Ethridge	Secretary	Math, Technology
Non-Classroom Professional Staff	Vicky Keenom	Instructional Assistant	Math, Equity
Parent	Misty Reynolds	Parent	Wellness, Parent Engagement/Alumni Advisory
Principal	Kevin Catlett	Assistant Principal	ACSIP Steering
Principal	Sharon Barton	Principal	ACSIP Steering/Federal Programs Advisory/Wellness
