



# School Plan

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## LAKE HAMILTON INTERM. SCHOOL

### Arkansas Comprehensive School Improvement Plan

2010-2011

Students, parents, teachers, and community work together to create a secure learning environment where all students are given opportunities to reach their greatest levels of success by integrating specific skills throughout the curriculum such as literacy, math, technology skills, health awareness, communication and character education in order to build on their prior knowledge and individual experiences to ensure lifelong learning.

Grade Span: 4-5

Title I: Title I Schoolwide

School Improvement: MS

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**Priority 1: Literacy**

**Goal:** All students will improve their responses to multiple-choice questioning about writing and incorporate Character Education and drug education across the content areas.

**Goal:** All students will improve in open response literary, content passage types, and multiple choice content passage questions across the curriculum.

**Priority 2: Math**

**Goal:** All students will improve in concepts, computational skills and problem solving in all strands of math, which will be applied across the curriculum.

**Priority 3: Wellness**

**Goal:** The Lake Hamilton Intermediate School will provide support for students in making healthy lifestyle changes by implementing systems to aid in decreasing the average BMI on routine annual screening and increasing collaboration between all segments of the school community in support of positive lifestyle choices. The Lake Hamilton Intermediate School will also promote healthy living by improving drug awareness and maintaining a safe and drug free school.

**Priority 4:** Title 111/English Language Learners

**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.

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Priority 1: To improve Literacy Skills

1. 2010 GRADE 4 LITERACY BENCHMARK EXAM: 2010-Number and Percent of Students Scoring Proficient or Advanced: 290 Students: 90% of Combined Students 3 Students: 66% of African American Students 14 Students: 71% of Hispanic Students 259 Students: 91% of Caucasian Students 167 Students: 88% of Economically Disadvantaged Students 12 Students: 83% of LEP Students 34 Students: 65% of Students with Disabilities COMBINED POPULATION: The lowest identified areas in the five writing domains are content and style. The lowest identified areas in the analysis of the three types of literacy passages in multiple-choice and open response questions are in the multiple-choice -literary and open response practical and literary. ECONOMICALLY DISADVANTAGED: The lowest identified areas in the five writing domains are content and style. The lowest identified areas in the analysis of the three types of literacy passages in multiple-choice and open response questions are in the multiple-choice literary and open response content. LIMITED ENGLISH PROFICIENT: The lowest identified areas in the five writing domains are content, style, and sentence formation. The lowest identified areas in the analysis of the three types of literacy passages in multiple-choice and open response questions are in the multiple-choice Literary and Content and open response Literary. STUDENTS WITH DISABILITIES: The lowest identified areas in the five writing domains are content and style. The lowest identified areas in the analysis of the three types of literacy passages in multiple-choice and open response questions are in the multiple-choice practical and open response Literary and Content. AFRICAN-AMERICAN: The lowest identified areas in the five writing domains are content and style. The lowest identified areas in the analysis of the three types of literacy passages in multiple-choice and open response questions are in the multiple-choice literary and open response content. HISPANIC: The lowest identified areas in the five writing domains are content, style, sentence formation, and mechanics. The lowest identified areas in the analysis of the three types of literacy passages in multiple-choice and open response questions are in the multiple-choice literary and open response content. CAUCASIAN: The lowest identified areas in the five writing domains are content and style. The lowest identified areas in the analysis of the three types of literacy passages in multiple-choice and open response questions are in the multiple-choice literary and open response literary. The Three Year Strand Analysis for Combined Population indicates in multiple choice weakness is Practical and the Open Response is Content. Caucasian weaknesses are Practical MC and Content OR. African-American weaknesses are Practical MC and Content OR. Hispanic weaknesses are practical MC and Content OR. Econ Disadv. Weaknesses are Practical MC and Content OR. LEP weaknesses are Practical MC and Literary and Content OR. Students with Disabilities weaknesses are Practical MC and Content OR. In our three year writing trend the data shows for the combined pop and all sub-groups are weak in the areas of content and style. FY 09-10 SAT 10 in GRADE 4 for the COMBINED POPULATION there were 290 students tested with 77 % scoring at or above the 50th percentile in READING COMPREHENSION, 43% in Comprehensive Language, and 80 % scoring at or above the 50th percentile in MATH PROBLEM SOLVING.
2. 2010 GRADE 5 LITERACY BENCHMARK EXAM: 2010-Number and Percent of Students Scoring Proficient or Advanced: 311 Students: 79 % of Combined Students 16 Students: 75% of African American Students 14 Students: 71% of Hispanic Students 279 Students: 80% of Caucasian Students 163 Students: 73% of Economically Disadvantaged Students 12 Students: 67 %of LEP Students 25 Students: 28 % of Students with Disabilities COMBINED POPULATION: The lowest identified areas in the five writing domains are content and style. The lowest identified areas in the analysis of the three types of literacy passages in multiple-choice and open response questions are in the multiple-choice content and open response content and practical. ECONOMICALLY DISADVANTAGED: The lowest

Supporting Data:

identified areas in the five writing domains are content and style. The lowest identified areas in the analysis of the three types of literacy passages in multiple-choice and open response questions are in the multiple-choice content and open response practical and content. LIMITED ENGLISH PROFICIENT: The lowest identified areas in the five writing domains are content and style. The lowest identified areas in the analysis of the three types of literacy passages in multiple-choice and open response questions are in the multiple-choice content and open response practical. STUDENTS WITH DISABILITIES: The lowest identified areas in the five writing domains are content and style. The lowest identified areas in the analysis of the three types of literacy passages in multiple-choice and open response questions are in the multiple-choice Content and open response practical. AFRICAN-AMERICAN: The lowest identified areas in the five writing domains are content and style. The lowest identified areas in the analysis of the three types of literacy passages in multiple-choice and open response questions are in the multiple-choice content and practical and open response content and practical passages. HISPANIC: The lowest identified areas in the five writing domains are content and style. The lowest identified areas in the analysis of the three types of literacy passages in multiple-choice and open response questions are in the multiple-choice content and open response practical. CAUCASIAN: The lowest identified areas in the five writing domains are content and style. The lowest identified areas in the analysis of the three types of literacy passages in multiple-choice and open response questions are in the multiple-choice content and open response practical. The three year strand analysis for combined population indicates weaknesses in content for MC and content and practical for OR. Caucasian content for MC and content for OR. African-American practical for MC and practical for OR. Hispanic content for MC and practical for OR. Econ. Diadv. content for MC and content for OR. LEP content for MC and practical for OR. Students with disabilities content for MC and content and practical for OR. The three year strand analysis reveal weaknesses for writing in combined population and all subgroups is content and style. FY 09-10 SAT 10 GRADE 5 for the COMBINED POPULATION there were 311 students tested with 68% scoring at or above the 50th percentile in READING COMPREHENSION, 51% in Comprehensive Language, and 79 % scoring at or above the 50th percentile in MATH PROBLEM SOLVING.

3. 1. 2009 GRADE 4 LITERACY BENCHMARK EXAM: 2009-Number and Percent of Students Scoring Proficient or Advanced: 299 Students: 79% of Combined Students 12 Students: 67% of African American Students 16 Students: 56% of Hispanic Students 267 Students: 81% of Caucasian Students 158 Students: 74% of Economically Disadvantaged Students 19 Students: 52% of LEP Students 28 Students: 35% of Students with Disabilities COMBINED POPULATION: The lowest identified areas in the five writing domains are content and style. The lowest identified areas in the analysis of the three types of literacy passages in multiple-choice and open response questions are in the multiple-choice practical and open response literary. ECONOMICALLY DISADVANTAGED: The lowest identified areas in the five writing domains are content and style. The lowest identified areas in the analysis of the three types of literacy passages in multiple-choice and open response questions are in the multiple-choice Practical and open response Literary. LIMITED ENGLISH PROFICIENT: The lowest identified areas in the five writing domains are content and style. The lowest identified areas in the analysis of the three types of literacy passages in multiple-choice and open response questions are in the multiple-choice Practical and open response Literary. STUDENTS WITH DISABILITIES: The lowest identified areas in the five writing domains are content and style. The lowest identified areas in the analysis of the three types of literacy passages in multiple-choice and open response questions are in the multiple-choice Practical and open response Literary. AFRICAN-AMERICAN: The lowest identified areas in the five writing domains are content and style. The lowest identified areas in the analysis of the three types of literacy passages in multiple-choice and open response questions are in the multiple-choice Practical and open response Literary. HISPANIC: The lowest identified areas in the five writing domains are content and style. The lowest identified areas in the analysis of the three types of literacy passages in multiple-choice and open response questions are in the multiple-choice Practical and open response Literary. CAUCASIAN: The lowest identified areas in the five

writing domains are content and style. The lowest identified areas in the analysis of the three types of literacy passages in multiple-choice and open response questions are in the multiple-choice Practical and open response Literary. The Three Year Strand Analysis for Combined Population indicates in multiple choice weakness is Practical and the Open Response is Content. Caucasian weaknesses are Practical MC and Content OR. African-American weaknesses are Practical MC and Content OR. Hispanic weaknesses are Content MC and Content OR. Econ Disadv. weaknesses are Practical MC and Content OR. LEP weaknesses are Practical MC and Content OR. Students with Disabilities weaknesses are Content MC and Content OR. In our three year writing trend the data shows for the combined pop and all sub-groups are weak in the areas of content and style

4. 2. 2009 GRADE 5 LITERACY BENCHMARK EXAM: 2009-Number and Percent of Students Scoring Proficient or Advanced: 311 Students: 79 % of Combined Students 16 Students: 75% of African American Students 14 Students: 71% of Hispanic Students 279 Students: 80% of Caucasian Students 163 Students: 73% of Economically Disadvantaged Students 12 Students: 67 %of LEP Students 25 Students: 28 % of Students with Disabilities  
 COMBINED POPULATION: The lowest identified areas in the five writing domains are content and style. The lowest identified areas in the analysis of the three types of literacy passages in multiple-choice and open response questions are in the multiple-choice Practical and open response Practical. ECONOMICALLY DISADVANTAGED: The lowest identified areas in the five writing domains are content and style. The lowest identified areas in the analysis of the three types of literacy passages in multiple-choice and open response questions are in the multiple-choice Practical and open response Practical .LIMITED ENGLISH PROFICIENT: The lowest identified areas in the five writing domains are content and style. The lowest identified areas in the analysis of the three types of literacy passages in multiple-choice and open response questions are in the multiple-choice Content and open response Practical.STUDENTS WITH DISABILITIES: The lowest identified areas in the five writing domains are content and style. The lowest identified areas in the analysis of the three types of literacy passages in multiple-choice and open response questions are in the multiple-choice Content and open response Practical. AFRICAN-AMERICAN: The lowest identified areas in the five writing domains are content and sentence formation. The lowest identified areas in the analysis of the three types of literacy passages in multiple-choice and open response questions are in the multiple-choice practical and open response content and practical passages. HISPANIC: The lowest identified areas in the five writing domains are content and style. The lowest identified areas in the analysis of the three types of literacy passages in multiple-choice and open response questions are in the multiple-choice Content and open response Practical. CAUCASIAN: The lowest identified areas in the five writing domains are content and style. The lowest identified areas in the analysis of the three types of literacy passages in multiple-choice and open response questions are in the multiple-choice Practical and open response Practical. The three year strand analysis for combined population indicates weaknesses in content for MC and content for OR. Caucasian content for MC and content for OR. African-American practical for MC and practical for OR. Hispanic content for MC and practical for OR. Econ. Diadv. practical for MC and content for OR. LEP content for MC and practical for OR. Students with disabilities content for MC and content for OR. The three year strand analysis reveal weaknesses for writing in combined population and all subgroups is content and style.
5. FY 08-09 SAT 10 in GRADE 4 for the COMBINED POPULATION there were 299 students tested with 70 % scoring at or above the 50th percentile in READING COMPREHENSION, 41% in Comprehensive Language, and 81 % scoring at or above the 50th percentile in MATH PROBLEM SOLVING.
6. FY 08-09 SAT 10 GRADE 5 for the COMBINED POPULATION there were 311 students tested with 62% scoring at or above the 50th percentile in READING COMPREHENSION, 51% in Comprehensive Language, and 77 % scoring at or above the 50th percentile in MATH PROBLEM SOLVING.
7. Benchmark-4th Grade Literacy Exam FY 2008-Number and Percent of Students Scoring Proficient or Advanced: 292 Students: 75.7% of Combined Students 13 Students: 76.9% of African American Students 12 Students: 50.0% of

Hispanic Students 262 Students: 77.1 % of Caucasian Students 138 Students: 63% of Economically Disadvantaged Students 9 Students: 33.3% of LEP Students 27 Students: 25.9% of Students with Disabilities COMBINED POPULATION: The lowest identified areas in the five writing domains are content and style. The lowest identified areas in the analysis of the three types of literacy passages in multiple-choice and open response questions are in the multiple-choice content and open response content. ECONOMICALLY DISADVANTAGED: The lowest identified areas in the five writing domains are content and style. The lowest identified areas in the analysis of the three types of literacy passages in multiple-choice and open response questions are in the multiple-choice content and open response content. LIMITED ENGLISH PROFICIENT: The lowest identified areas in the five writing domains are content and style. The lowest identified areas in the analysis of the three types of literacy passages in multiple-choice and open response questions are in the multiple-choice content and open response content. STUDENTS WITH DISABILITIES: The lowest identified areas in the five writing domains are content and style. The lowest identified areas in the analysis of the three types of literacy passages in multiple-choice and open response questions are in the multiple-choice content and open response content. AFRICAN-AMERICAN: . The lowest identified areas in the five writing domains are content and style. The lowest identified areas in the analysis of the three types of literacy passages in multiple-choice and open response questions are in the multiple-choice content and open response content. HISPANIC: The lowest identified areas in the five writing domains are content and style. The lowest identified areas in the analysis of the three types of literacy passages in multiple-choice and open response questions are in the multiple-choice content and open response content. CAUCASIAN: The lowest identified areas in the five writing domains are CONTENT AND STYLE. The lowest identified areas in the analysis of the three types of literacy passages in multiple-choice and open response questions are in the MULTIPLE-CHOICE CONTENT AND OPEN RESPONSE CONTENT.

8. Benchmark-5th Grade Literacy Exam

FY 2008-Number and Percent of Students Scoring Proficient or Advanced: 298 Students: 72.8% of Combined Students 11 Students: 63.6% of African American Students 23 Students: 60.9% of Hispanic Students 257 Students: 74.7% of Caucasian Students 152 Students: 65.1% of Economically Disadvantaged Students 12 Students: 58.3% of LEP Students 41 Students: 34.1% of Students with Disabilities COMBINED POPULATION: The lowest identified areas in the five writing domains are content and style. The lowest identified areas in the analysis of the three types of literacy passages in multiple-choice and open response questions are in the multiple-choice content and open response content. ECONOMICALLY DISADVANTAGED: The lowest identified areas in the five writing domains are content and style. The lowest identified areas in the analysis of the three types of literacy passages in multiple-choice and open response questions are in the multiple-choice content and open response content. LIMITED ENGLISH PROFICIENT: The lowest identified areas in the five writing domains are content and style. The lowest identified areas in the analysis of the three types of literacy passages in multiple-choice and open response questions are in the multiple-choice content and open response literary. STUDENTS WITH DISABILITIES: The lowest identified areas in the five writing domains are content and style. The lowest identified areas in the analysis of the three types of literacy passages in multiple-choice and open response questions are in the multiple-choice content and open response content. AFRICAN-AMERICAN: The lowest identified areas in the five writing domains are content and style. The lowest identified areas in the analysis of the three types of literacy passages in multiple-choice and open response questions are in the multiple-choice content and open response content. HISPANIC: The lowest identified areas in the five writing domains are content and style. The lowest identified areas in the analysis of the three types of literacy passages in multiple-choice and open response questions are in the multiple-choice content and open response content. CAUCASIAN: The lowest identified areas in the five writing domains are content and style. The lowest identified areas in the analysis of the three types of literacy passages in multiple-choice and open response questions are in the multiple-choice content and open response content..

9. The NORMES TEMPLATE and the ACSIP Rubric do not match. Also, THE NORMES REPORT DATA DID NOT SHOW SUBSKILLS AND SKILL CLUSTER PERFORMANCE REPORTS FOR COMBINED AND SUBPOPULATIONS. FY 07-08 SAT 10 in GRADE 4 for the COMBINED POPULATION there were 311 students tested with 72.3 % scoring at or above the 50th percentile in READING COMPREHENSION AND 75.2 % scoring at or above the 50th percentile in MATH PROBLEM SOLVING. In Language students scored 38 percent at or above the 50th percentile.
10. The NORMES TEMPLATE and the ACSIP Rubric do not match. Also, THE NORMES REPORT DATA DID NOT SHOW SUBSKILLS AND SKILL CLUSTER PERFORMANCE REPORTS FOR COMBINED AND SUBPOPULATIONS. FY 07-08 the SAT 10 in GRADE 5 for the COMBINED POPULATION there were 309 students tested with 69.6 % scoring at or above the 50th percentile in READING COMPREHENSION AND 72.1 % scoring at or above the 50th percentile in MATH PROBLEM SOLVING. In Language students scored 46 percent at or above the 50th percentile.
11. Attendance Rate: the year 2009-2010 the Lake Hamilton Intermediate School's attendance rate was 93.9 % which exceeded the state attendance goal of 91.13%.
12. Graduation Rate: the year 2009-2010 the Lake Hamilton High School met or exceeded the state graduation rate of 73.90%.
13. FY 09-10 Intermediate School had 86 discipline incidents with 21 In School Suspensions and 65 corporal punishments. FY 09-10 The Intermediate School had no student or staff assaults.
14. The professional development evaluation will include a Standards Assessment Inventory developed by the National Staff Development Council. The inventory will measure professional development 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 online inventory will be taken by all certified staff each spring. The inventory evaluates the concepts, process, and content of the twelve research-based standards of staff development. Each faculty will examine the data results and determine what the professional development needs are based on the five standards needing the most improvement. The results of the Intermediate School include: The strongest areas: 1. Equity 2. Leadership 3. Design 4. Data-Driven 5. Family Environment Weakest Areas: 1. Researched Based 2. Learning 3. Resources 4. Learning Environments 5. Evaluations
15. Safe and Drug Free Schools/Character Education In 2008-2009 (APNA) surveys were administered to 135 students MIDDLE SCHOOL students (6th GRADE); 233 JUNIOR HIGH SCHOOL students (8th GRADE); 240 students from the 10th GRADE AND 12TH GRADES. The risk factors (COMMUNITY, FAMILY, SCHOOL AND PEER/INDIVIDUAL DOMAINS) were reviewed and were analyzed for areas of significance within each participating school's ACSIP. Significant is defined as being 5-7 percent higher than the state percentage. Areas identified for greatest need are: -Transition and Mobility -Perceived availability of handguns -Parental attitudes favorable to anti-social behavior -Prescription drug use --Sensation Seeking. -Family conflict -academic Failure (10th grade) -Poor family management -peer pressure Although these were areas identified for greatest need, they are also areas of most improvement from the 2007 survey to the 2008 survey.

Goal

All students will improve their responses to multiple-choice questioning about writing and incorporate Character Education and drug education across the content areas.

Benchmark

The Combined Population met the 2010 AYP target of 71.20%. It is expected that this population will meet, or exceed, the 2011 AYP target of 78.40%. In 2010, 65% of the STUDENTS WITH DISABILITIES in 4th grade and 37% in fifth grade scored proficient/advanced which was below the AYP target of 71.20%. In 2011 (10-11 school year), the percent of STUDENTS WITH DISABILITIES scoring proficient/advanced will meet the AYP target of 78.40% or make a 10% gain to invoke the Safe Harbor Provision.

| Intervention: Implement strategies to improve test scores on multiple-choice questioning about writing.  |  |  |   |                   |
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| 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   |
| A.I.P.s will be written on all students scoring basic or below basic on the Augmented Benchmark, or below the 50th percentile on NRT assessments.<br>Action Type: AIP/IRI  | Steve Davenport,<br>Principal                                      | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>                           | ACTION BUDGET: \$ |
| All parents will be given a copy of the Augmented Benchmark writing rubric. Parent facilitator: Rachel Reeves<br>Action Type: Parental Engagement<br>Action Type: Title I Schoolwide   | Rachel Reeves, Parent Facilitator                                  | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• Teachers</li> </ul>                                 | ACTION BUDGET: \$ |
| Fourth and fifth grade literacy teachers and resource teachers will review and analyze multiple-choice writing results on the Augmented Benchmark test.<br>Action Type: Alignment<br>Action Type: Collaboration  | Shirley Chancellor,<br>Literacy Coach                              | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>                           | ACTION BUDGET: \$ |
| All Special Education teachers and students will collaborate with regular classroom teachers to meet student goals. A. Writing prompts at least one per month B. Benchmark released items at least one per month.<br>Action Type: Equity<br>Action Type: Special Education       | Cindy Powell, Writing Resource Teacher                             | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>                           | ACTION BUDGET: \$ |
| All students will have the opportunity to practice multiple-choice writing questions. A. Benchmark released items at least one per month B. Formative assessments items 4th grade 4 times per year and 5th grade twice per year<br>Action Type: Equity                           | Janette King, 4th grade teacher/Shirley Chancellor, Literacy Coach | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>                           | ACTION BUDGET: \$ |
| Instruction will be based on Arkansas Frameworks A. Vertical- Teacher representatives will meet with other grade level representatives on an annual basis. B. Horizontal- Teachers will meet by grade level with literacy coach to discuss and map the curriculum on a quarterly | Shirley Chancellor,<br>Literacy Coach                              | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul> | ACTION BUDGET: \$ |

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| <p>basis. C. Content instruction D. Assessments (local, state, national) E. Arkansas Frameworks<br/> Action Type: Alignment<br/> Action Type: Collaboration<br/> Action Type: Title I Schoolwide</p>  |  |   | <ul style="list-style-type: none"> <li>Teaching Aids</li> </ul>  |   |
| <p>Title I funds will continue to provide (5)five 1.0 FTE. paraprofessionals to assist students by reinforcing and augmenting the teacher's effort in the areas of literacy, basic skills and mathematics. PARAPROFESSIONALS meet the requirements of NCLB and will be under the direct supervision of an effective highly qualified teacher. Paraprofessionals will be provided materials and supplies to work with students on reading, assessment skills, writing skills, and math under the supervision of the HQ classroom teacher. Training for teachers and parapros may be conducted as needed to support instruction. This may include conferences, on site training and other staff development. fn 1591<br/> Action Type: Equity<br/> Action Type: Professional Development<br/> Action Type: Special Education<br/> Action Type: Title I Schoolwide</p> | <p>Trish Hays, Director of Instruction &amp; Federal Programs/Steve Davenport, Principal</p> | <p>Start: 07/01/2010<br/> End: 06/30/2011</p> | <ul style="list-style-type: none"> <li>Computers</li> <li>School Library</li> <li>Teachers</li> <li>Teaching Aids</li> <li>Title Teachers</li> </ul> | <p>Title I -<br/> Materials &amp; Supplies: \$6000.00<br/> Title I -<br/> Employee Salaries: \$78472.80<br/> Title I -<br/> Employee Benefits: \$36226.28</p> <hr/> <p>ACTION BUDGET: \$120699.08</p> |
| <p>The Lake Hamilton School District will constantly strive to attract and RETAIN HIGHLY QUALIFIED TEACHERS by providing incentives for those teachers who have attained National Board Certification.<br/> Action Type: Professional Development<br/> Action Type: Title I Schoolwide</p>  | <p>Shawn Higginbotham, Asst. Superintendent of Finance</p>                                   | <p>Start: 07/01/2010<br/> End: 06/30/2011</p> | <ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>   | <hr/> <p>ACTION BUDGET: \$</p>  |
| <p>Teachers will use standardized 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 for the Augmented SAT 10/Arkansas Benchmark. Practice will take place at least once per month.<br/> Action Type: Alignment<br/> Action Type: Equity</p>   | <p>Trish Hays, Curriculum Coordinator</p>  | <p>Start: 07/01/2010<br/> End: 06/30/2011</p> | <ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>  | <hr/> <p>ACTION BUDGET: \$</p>  |

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| <p>NSLA funds will be used to hire a 1.0 FTE para-professional (Paula) to assist students by reinforcing and augmenting the teacher's effort for identified areas of need. This position will work with students in small groups or individually with reading and other basic skills, This may include assistance in the lab, media or classrooms. PARAPROFESSIONALS meet the requirements of NCLB and Highly Qualified Status and will be under the direct Title I, ELL and or state funds will support instruction by providing materials and instructional technology (software, books, synchronizer, computer, play aways,manipulatives, study buddies, headphones, ipods, etc.) and other services to improve student learning. Classroom teachers will incorporate the technology and materials across content areas. Title I 2230 NSLA 1590<br/>Action Type: Equity<br/>Action Type: Title I Schoolwide</p> | <p>Steve Davenport,<br/>Principal/ Trish Hays,<br/>Director of Instruction<br/>&amp; Federal Programs</p> | <p>Start:<br/>07/01/2010<br/>End:<br/>06/30/2011</p> | <ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Public Library</li> <li>• School Library</li> <li>• Teaching Aids</li> </ul> | <p>Title I -<br/>Materials &amp; Supplies: \$4000.00<br/>Title I -<br/>Capital Outlay: \$3700.00<br/>NSLA (State-281) -<br/>Employee Benefits: \$6284.15<br/>NSLA (State-281) -<br/>Employee Salaries: \$16632.00<br/><hr/>ACTION BUDGET: \$30616.15</p> |
| <p>All teachers will be given up to 12 hours of professional development time to review the alignment of frameworks, pacing guides, assessments, work on school improvement plans, data analysis and lesson planning.<br/>Action Type: Professional Development</p>  | <p>Steve Davenport,<br/>Principal</p>   | <p>Start:<br/>07/01/2010<br/>End:<br/>06/30/2011</p> | <ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>   | <hr/><br>ACTION BUDGET: \$   |
| <p>All teachers will receive training in the RTI: RESPONSE TO INTERVENTION Model for interventions for struggling students. This will include training in assessment models which will provide necessary data to intervene with struggling learners and data which would support the testing and placement of students for special services. (The Learning Institute)<br/>Action Type: Equity<br/>Action Type: Professional Development<br/>Action Type: Special Education</p>   | <p>Steve Davenport,<br/>Principal</p>   | <p>Start:<br/>07/01/2010<br/>End:<br/>06/30/2011</p> | <ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>   | <hr/><br>ACTION BUDGET: \$   |
| <p>Select 5th grade teachers and resource teachers will implement co-teaching into their classroom schedule. Supplemental materials and supplies will be provided to support the implementation of this initiative for at risk students. Teachers will</p>   | <p>Steve Davenport,<br/>Principal</p>   | <p>Start:<br/>07/01/2010<br/>End:<br/>06/30/2011</p> | <ul style="list-style-type: none"> <li>• District Staff</li> <li>• School Library</li> <li>• Teachers</li> </ul>   | <hr/><br>ACTION BUDGET: \$   |

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| <p>evaluate the progress of the implementation regularly via meetings, feedback from Literacy and Math Coaches and formative assessments.<br/> Action Type: Collaboration<br/> Action Type: Equity<br/> Action Type: Professional Development<br/> Action Type: Special Education</p> |   |  | <ul style="list-style-type: none"> <li>Teaching Aids</li> </ul>  |                         |
| <p>All teachers will review the ALIGNMENT OF FRAMEWORKS and revise the pacing guides of all content areas annually. K-12 Review and Revision of math and literacy/language will be ongoing.<br/> Action Type: Alignment</p>   | Steve Davenport,<br>Principal   | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>Teachers</li> </ul>   | <hr/> ACTION BUDGET: \$ |
| <p>New Frameworks for Mathematics will be released for the 2010-2011 school year. Teachers will meet to write new pacing guides and curriculum maps.<br/> Action Type: Alignment</p>  | Trish Hays, Director of Instruction, /Kristi Anderson, Math Coach K-5 | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>Teachers</li> </ul>   | <hr/> ACTION BUDGET: \$ |
| <p>Priority Committee will meet annually to assess the effectiveness of interventions and actions and to realign as needed based on data analysis.<br/> Action Type: Program Evaluation<br/> Action Type: Title I Schoolwide</p>  | Brooke Murders/<br>ACSIP Chairman                                     | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul> | <hr/> ACTION BUDGET: \$ |
| <p>All teachers will be trained in Differentiated Instructional Strategies.<br/> Action Type: Professional Development</p>  | Trish Hays  | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>Teachers</li> </ul>   | <hr/> ACTION BUDGET: \$ |
| <p>Literacy teachers will implement an Interwrite Pad into their curriculum. This new technology will incorporate visual and kinesthetic experiences in the instruction of Literacy.<br/> Action Type: Equity<br/> Action Type: Technology Inclusion</p>                              | Shirley Chancellor,<br>Literacy Coach                                 | Start:<br>07/01/2010<br>End:<br>06/03/2011 | <ul style="list-style-type: none"> <li>Teachers</li> </ul>   | <hr/> ACTION BUDGET: \$ |
| <p>4th and 5th grade Literacy teachers will use The Learning Institute portal for accessing data reports and in the use of the quiz builder component.<br/> Action Type: Alignment<br/> Action Type: Equity</p>   | Shirley Chancellor,<br>Literacy Coach                                 | Start:<br>07/01/2010<br>End:<br>06/03/2011 | <ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>                               | <hr/> ACTION BUDGET: \$ |

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|---|---|--|--|---|
| Literacy teachers will implement the Language Adventure Game and Vocabulary Adventure Game into their classroom curriculum to guide students in many different areas of Literacy such as spelling, vocabulary, sentence structure, and word choice.<br>Action Type: Equity  | Shirley Chancellor,<br>Literacy Coach                 | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>Teachers</li> </ul>   | <hr/> ACTION BUDGET:     \$   |
| NSLA funds will be used to purchase a web-based, basic skills tutorial program (JEDI)for struggling students to improve literacy and math skills across the content areas.<br>Action Type: AIP/IRI<br>Action Type: Technology Inclusion   | Steve Davenport,<br>Principal                         | Start:<br>07/01/2010<br>End:<br>06/30/2011 |  | NSLA (State-281) -             \$5346.32<br>Purchased Services:<br><hr/> ACTION BUDGET:     \$5346.32 |
| Frequent testing, provided through The Learning Institue, will be administered and results reviewed by individual teachers, literacy coach, and building administration. The results of the assessments will be reviewed to determine if any changes in the instructional program are required.<br>Action Type: Equity<br>Action Type: Program Evaluation | Trish Hays,<br>Curriculum Coordinator                 | Start:<br>07/01/2010<br>End:<br>06/30/2011 |  | <hr/> ACTION BUDGET:     \$   |
| Teachers who are mentors to college interns and novice teachers will be trained in the Pathwise Model of Mentoring.<br>Action Type: Professional Development  | Trish Hays, Curriculum Coordinator                    | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>                         | <hr/> ACTION BUDGET:     \$   |
| All reading teachers will be given a pacing guide to identify benchmarks each nine weeks for grades 4 and 5.<br>Action Type: Alignment  | Shirley Chancellor,<br>Literacy Coach                 | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul> | <hr/> ACTION BUDGET:     \$   |
| All teachers will receive training in the use of data from the Successmaker assessment and tutorial software program.<br>Action Type: Professional Development<br>Action Type: Technology Inclusion   | Lindsay Brown, Lab Manager/Steve Davenport, Principal | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>Computers</li> <li>District Staff</li> </ul>                              | <hr/> ACTION BUDGET:     \$   |
| Teachers who are mentors to college interns and   | Trish Hays, Director of                               | Start:                                     | <ul style="list-style-type: none"> <li>Administrative</li> </ul>   | <hr/>   |

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| novice teachers will be trained in the Pathwise Model of Mentoring.<br>Action Type: Professional Development   | Instruction                              | 07/01/2010<br>End:<br>06/30/2011           | <ul style="list-style-type: none"> <li>Staff</li> <li>Teachers</li> </ul>     | ACTION BUDGET: \$ |
| The Intermediate Library will aid parents with enriching the library with helpful videos, books, and other educational materials. These materials will educate the parents on the most current ways to help discipline, work with, and help their child. ex. Love and Logic books and videos<br>Action Type: Parental Engagement   | Ramona Abernathy,<br>Media Specialist    | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>School Library</li> </ul>              | ACTION BUDGET: \$ |
| The LHIS 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.<br>Action Type: Collaboration<br>Action Type: Program Evaluation | Trish Hays,<br>Curriculum<br>Coordinator | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> </ul> | ACTION BUDGET: \$ |
| Each spring, the teachers at LHIS will complete a survey on Professional Development. They will rate the areas they feel they need professional development. The results of the survey will help the district know what areas to focus on in the next year. The results of the spring 2010 survey revealed that the staff at LHIS wants 1. technology training in the area of interactive boards such as Prometheans, and 2. Ways to strengthen team planning and decision making as a school.   | Trish Hays,<br>Curriculum<br>Coordinator | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> </ul> | ACTION BUDGET: \$ |

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| Action Type: Collaboration            |  |  |  |             |
| Action Type: Professional Development |  |  |  |             |
| Action Type: Program Evaluation       |  |  |  |             |
| Total Budget:                         |  |  |  | \$156661.55 |

Intervention: Implement a comprehensive approach to vocabulary instruction.

Scientific Based Research: Building Academic Vocabulary: Teacher's Manual, Robert Marzano and Debra Pickering, 2005

| Actions  | Person Responsible                        | Timeline                                   | Resources  | Source of Funds   |
|--|---|--|--|-------------------|
| All reading teachers will be given a pacing guide to identify benchmarks each nine weeks for grades 4 and 5.<br>Action Type: Alignment   | Shirley Chancellor,<br>K-5 Literacy Coach | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul> | ACTION BUDGET: \$ |
| All Language/Literacy teachers and resource teachers will participate in comprehensive literacy training through Literacy Lab to learn about vocabulary instruction.<br>Action Type: Professional Development  | Steve Davenport,<br>Principal             | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>                         | ACTION BUDGET: \$ |
| The building administrators, along with the literacy coach, will monitor the level of implementation in classrooms according to the observation protocol and/or Classroom Walk-Thru. The building administrators/literacy coach will confer with the teacher to discuss the level of implementation.<br>Action Type: Alignment<br>Action Type: Collaboration | Shirley Chancellor,<br>K-5 Literacy coach | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>Teachers</li> </ul>   | ACTION BUDGET: \$ |
| All students will participate in explicit vocabulary instruction.<br>Action Type: Alignment  | Brooke Murders,<br>4th Grade Teacher      | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>Teachers</li> </ul>   | ACTION BUDGET: \$ |
| To further build vocabulary, students will participate in additional wide reading, to include variety in genres and subject areas.<br>Action Type: Alignment   | Marcia Davenport,<br>4th grade teacher    | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>Teachers</li> </ul>   | ACTION BUDGET: \$ |
| The LHIS Library will provide books to students which will promote good reading habits and expansion of students' vocabulary.<br>Action Type: Alignment<br>Action Type: Equity   | Ramona Abernathy,<br>Media Specialist     | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>School Library</li> </ul>   | ACTION BUDGET: \$ |

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| 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 include but not limited to: provisions for consultant fees, stipends for Lake Hamilton staff , National, State, local conference fees, travel, and registration and related expenses as well as materials to support staff development. Examples of training are; Comprehensive Literacy, Mathematics, Instructional Strategies, test administration, ESL,504,G/T, STUDENTS WITH DISABILITIES, etc. This will provide continued opportunities to promote and sustain HIGHLY QUALIFIED STAFF. These experiences will produce teaching skills designed to improve student academic performance. Provide opportunities for staff development including local, state and national conferences, registration fees, and travel expenses. These experiences will produce teaching skills designed to improve student academic performance and reduce disparities among sub groups.<br>Action Type: Equity<br>Action Type: Professional Development<br>Action Type: Title I Schoolwide | Steve Davenport, Principal/Trish Hays, Director of Instruction | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> </ul>                     | <hr/> ACTION BUDGET: \$ |
| Teachers will receive training in the use of Accelerated Reader Program to monitor students' comprehension and vocabulary.<br>Action Type: Equity  | Ramona Abernathy, Media Specialist                             | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>• School Library</li> <li>• Teachers</li> </ul>                                 | <hr/> ACTION BUDGET: \$ |
| Priority Committee will meet annually to assess the effectiveness of interventions and actions and to realign as needed based on data analysis.<br>Action Type: Program Evaluation<br>Action Type: Title I Schoolwide  | Brooke Murders/ ACSIP Chairman                                 | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul> | <hr/> ACTION BUDGET: \$ |
| Total Budget:  |  |  |  | \$0                     |
| Intervention: Implement a comprehensive literacy approach to writing through the Literacy Lab Writer's Workshop program.   |  |  |  |                         |
| Scientific Based Research: Making Writing Instruction a Priority in America's Middle and High Schools By Policy Brief April 2007 WRITING NEXT: Effective Strategies to improve Writing of Adolescents in Middle and High Schools By Steve Graham and Dolores Perin 2007  |  |  |  |                         |
| Actions  | Person Responsible   | Timeline                                   | Resources  | Source of Funds         |
| All writing teachers will be given a pacing guide to identify benchmarks in writing each nine weeks for grades 4 and 5.<br>Action Type: Alignment  | Shirley Chancellor, K-5 Literacy Coach                         | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> </ul>                     | <hr/> ACTION BUDGET: \$ |

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|  |   |                                      | <ul style="list-style-type: none"> <li>Teachers</li> </ul>   |                   |
| Teachers will analyze the CRT writing test items to determine progress in achievement.<br>Action Type: Program Evaluation  | Shirley Chancellor, K-5 Literacy Coach                        | Start: 07/01/2010<br>End: 06/30/2011 | <ul style="list-style-type: none"> <li>Teachers</li> </ul>   | ACTION BUDGET: \$ |
| All students will have opportunities to practice using Benchmark released writing items throughout the year.<br>Action Type: Alignment<br>Action Type: Equity  | Brooke Murders, 4th Grade Teacher                             | Start: 07/01/2010<br>End: 06/30/2011 | <ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>                         | ACTION BUDGET: \$ |
| All teachers will be given opportunities for job-embedded training through flex-time for professional development and specific workshops in pre-school services.<br>Action Type: Professional Development  | Trish Hays, Curriculum Coordinator/Steve Davenport, Principal | Start: 07/01/2010<br>End: 06/30/2011 | <ul style="list-style-type: none"> <li>Teachers</li> </ul>   | ACTION BUDGET: \$ |
| Priority Committee will meet annually to assess the effectiveness of interventions and actions and to realign as needed based on data analysis.<br>Action Type: Program Evaluation<br>Action Type: Title I Schoolwide  | Brooke Murders/ ACSIP Chairman                                | Start: 07/01/2010<br>End: 06/30/2011 | <ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul> | ACTION BUDGET: \$ |
| All Language/Literacy teachers trained in the Literacy Lab model will implement the program in their classroom.<br>Action Type: Title I Schoolwide   | Stacy Howell, Assistant Principal                             | Start: 07/01/2010<br>End: 06/30/2011 | <ul style="list-style-type: none"> <li>Teachers</li> </ul>   | ACTION BUDGET: \$ |
| The literacy coach will monitor the level of implementation in classrooms according to the observation protocol and/or Classroom Walk-Thru. The literacy coach will confer with the teacher to discuss the level of implementation.<br>Action Type: Alignment<br>Action Type: Collaboration  | Shirley Chancellor  | Start: 07/01/2010<br>End: 06/30/2011 | <ul style="list-style-type: none"> <li>Teachers</li> </ul>   | ACTION BUDGET: \$ |
| Title 1 students and ESL students will be provided with a computer lab with Successmaker, a reading and language skills software program. The computers and software programs can be used with all students to remediate and/or practice skills in literacy and math. These computer systems will be used to meet the needs of low-achieving children, limited English proficient, | Steve Davenport, Principal                                    | Start: 07/01/2010<br>End: 06/30/2011 | <ul style="list-style-type: none"> <li>Teachers</li> </ul>   | ACTION BUDGET: \$ |

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| migratory, children with disabilities, and other children in need of assistance.<br>Action Type: Equity<br>Action Type: Technology Inclusion |  |  |  |     |
| Total Budget:  |  |  |  | \$0 |

Intervention: Implement Character Education.

Scientific Based Research: Character Education and Service-Learning, RMC Research Corporation, September 2006 "Values in Principals' Thinking When Solving Problems."Lazaridou, Angeliki., International Journal of Leadership in Education, 2007

| Actions  | Person Responsible                    | Timeline                                   | Resources   | Source of Funds         |
|--|---------------------------------------|--|---|-------------------------|
| 5th grade students will be given the opportunity to record daily announcements for broadcasting over the closed circuit television each morning including:<br>A. breakfast and lunch menus B. birthday lists C. current events and activities D. riddle of the day<br>Action Type: Equity<br>Action Type: Technology Inclusion   | Ramona Abernathy,<br>media specialist | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>District Staff</li> <li>School Library</li> <li>Teachers</li> </ul>                                    | <hr/> ACTION BUDGET: \$ |
| All staff will receive two hours of parental involvement training and one hour of school discipline training.<br>Action Type: Professional Development   | Cheri Walker, 4th grade teacher       | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul> | <hr/> ACTION BUDGET: \$ |
| Continue Character Education program across the curriculum for all students. A. All students will participate in the study of our word of the month. B. Students will complete activities related to the word of the month. C. Monthly winners will be selected from each classroom as the "Character Kid of the Month" D. Classroom winners will attend a "Character Kid Luncheon" monthly<br>Action Type: Equity | Robin Chuang, 4th grade teacher       | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>Central Office</li> <li>District Staff</li> <li>Teachers</li> </ul>                                    | <hr/> ACTION BUDGET: \$ |
| Honor Roll Students A. Students will receive honor roll ribbons.<br>Action Type: Collaboration   | Paulette Click, 5th grade counselor   | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> <li>Teachers</li> </ul>                           | <hr/> ACTION BUDGET: \$ |

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|  |   |  | <ul style="list-style-type: none"> <li>Title Teachers</li> </ul>   |                                |
| <p>The Character Education Committee will meet at the end of the school year to discuss the successes and failures of the character education program and make any revisions necessary for the following school year.</p> <p>Action Type: Program Evaluation</p>   | Robin Chuang, 4th grade teacher                               | <p>Start: 07/01/2010<br/>End: 06/30/2011</p> | <ul style="list-style-type: none"> <li>Teachers</li> </ul>   | <hr/> <p>ACTION BUDGET: \$</p> |
| <p>HIGHLY QUALIFIED TEACHERS will be hired to teach at the Lake Hamilton Intermediate School. They will be recruited from colleges and job fairs and through ads in the local and area newspapers. Newly licensed teachers will be mentored through the state Pathwise Program to develop the characteristics of highly qualified teachers.</p> <p>Action Type: Title I Schoolwide</p> | Steve Davenport, Principal                                    | <p>Start: 07/01/2010<br/>End: 06/30/2011</p> | <ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>                         | <hr/> <p>ACTION BUDGET: \$</p> |
| <p>All new SUBSTITUTE TEACHERS and VOLUNTEERS will be given training in DISCIPLINE AND CLASSROOM MANAGEMENT.</p> <p>Action Type: Parental Engagement<br/>Action Type: Professional Development</p>   | Trish Hays, Curriculum Coordinator/Steve Davenport, Principal | <p>Start: 07/01/2010<br/>End: 06/30/2011</p> | <ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> </ul>                   | <hr/> <p>ACTION BUDGET: \$</p> |
| <p>All NEW teachers will receive training in PREJUDICE REDUCTION and ORIENTATION TO LAKE HAMILTON SCHOOLS.</p> <p>Action Type: Professional Development</p>  | Steve Davenport, Principal                                    | <p>Start: 07/01/2010<br/>End: 06/30/2011</p> | <ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>                         | <hr/> <p>ACTION BUDGET: \$</p> |
| <p>All NEW teachers will receive training in THE NEW ARKANSAS PROFESSIONAL ETHICS LAWS.</p> <p>Action Type: Professional Development</p>   | Trish Hays, Curriculum Director                               | <p>Start: 07/01/2010<br/>End: 06/30/2011</p> | <ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Teachers</li> </ul> | <hr/> <p>ACTION BUDGET: \$</p> |
| <p>Priority Committee will meet annually to assess the effectiveness of interventions and actions and to realign as needed based on data analysis.</p> <p>Action Type: Program Evaluation<br/>Action Type: Title I Schoolwide</p>  | Brooke Murders/ ACSIP Chairman                                | <p>Start: 07/01/2010<br/>End: 06/30/2011</p> | <ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul> | <hr/> <p>ACTION BUDGET: \$</p> |
| <p>LHIS Parental Engagement Facilitator will work with district committee to create a school-parent</p>  | Rachel Reeves, Parent Facilitator                             | <p>Start: 07/01/2010</p>                     | <ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>   | <hr/> <p>ACTION BUDGET: \$</p> |

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| involvement plan to meet Arkansas State guidelines.<br>Act 397-2009<br>Action Type: Parental Engagement  |  | End:<br>06/30/2011                         | <ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• Teachers</li> </ul>                                 | BUDGET:           |
| LHIS students and teachers will participate in Character Rallies to stress the importance of good character.<br>Action Type: Wellness  | Robin Chuang, 4th grade teacher  | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• Teachers</li> </ul> | ACTION BUDGET: \$ |
| Each month 15 5th graders participate in the Senior Companion program. They visit the Lakewood Convalescent Home for two hours to do crafts with the residents as well as read books and play games. In May, every student attends a picnic sponsored by Sr. Companion<br>Action Type: Collaboration   | Lori Stroope, 5th grade teacher  | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• Teachers</li> </ul>                                 | ACTION BUDGET: \$ |
| SCHOOL-PARENT COMPACT: The school will develop and distribute a school-parent compact as a component of its written parental involvement policy. The school-parent compact is a written agreement between the school and the parents of children served in the Title I Targeted Assistance Program that identifies the activities that the parents, the entire school staff, and the students will undertake to share the responsibility for improved achievement to help children meet the State's high academic standards.<br>Action Type: Parental Engagement | Marsha Pasley and Amy Humphries Parent Center Director                                   | Start:<br>07/01/2010<br>End:<br>06/30/2011 |   | ACTION BUDGET: \$ |
| Lake Hamilton Parent Center along with LHIS will help provide instruction to a parent on how to incorporate developmentally appropriate learning activities in the home environment. *These include, without limitations, Role play and demonstration by trained volunteers; The use of and access to 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       | Marsha Pasley and Amy Humphries Parent Center Director Rachel Reeves, Parent Facilitator | Start:<br>07/01/2010<br>End:<br>06/01/2011 |   | ACTION BUDGET: \$ |

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| Education.<br>Action Type: Collaboration<br>Action Type: Equity<br>Action Type: Parental Engagement<br>Action Type: Professional Development   |                                   |  |  |                   |
| The District Parent Coordinator and PTO Council Advisory Board will meet periodically to review and update parent involvement requirements for all buildings.<br>Action Type: Parental Engagement  | Amy Humphries, Parent Coordinator | Start:<br>07/01/2010<br>End:<br>06/30/2011 |  | ACTION BUDGET: \$ |
| Parents will be surveyed bi-annually using Survey Monkey in order to enable the parents to give their input on a number of topics including whether or not the academic quality of the school has improved, parent participation has increased and if barriers exist that hinder greater participation by parents.<br>Action Type: Parental Engagement | Amy Humphries, Parent Coordinator | Start:<br>07/01/2010<br>End:<br>06/30/2011 |  | ACTION BUDGET: \$ |
| Total Budget:  |                                   |  |  | \$0               |

Intervention: Implement a program to maintain a safe and drug free school.

Scientific Based Research: Enhancing Achievement and Proficiency through Safe and Drug-Free Schools, Drug-Free School Advisory Committee, 2007

| Actions  | Person Responsible                      | Timeline                                   | Resources   | Source of Funds   |
|--|---|--|---|-------------------|
| APNA and other risk assessment surveys will be reviewed and committees will direct activities and professional development towards the needs. Parents can attend workshops on: A. Computer Basics B. Truancy Prevention C. Preparing for Parent/Teacher Conferences D. 10 Gifts for Building Self-Esteem E. Dealing with Learning Disabilities F. Identifying and Developing Learning Styles G. Practical Parenting Tips H. Talking with Teens I. 100 Ways Parents Can Help Students Achieve<br>Action Type: Collaboration<br>Action Type: Equity<br>Action Type: Parental Engagement<br>Action Type: Professional Development | Amy Humphries Parent Center Coordinator | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Computers</li> <li>District Staff</li> <li>Outside Consultants</li> <li>School Library</li> <li>Teachers</li> <li>Teaching Aids</li> <li>Title Teachers</li> </ul> | ACTION BUDGET: \$ |
| Parents, educators, and students will develop a  | Amy Humphries Parent                    | Start:                                     | <ul style="list-style-type: none"> <li>Central Office</li> </ul>  |                   |

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| <p>partnership to work together and help students learn more effectively: A. Provide a resource to access information and materials to assist the children in learning. B. Offer adult education programs consisting of parenting seminars and workshops. C. Organize parent meetings for special needs, single parents, grandparents, teen parents, divorce, adoptive parents, parents of teens, and stepparents. D. Provide a technology lab to learn basic computer skills E. Provide a clearinghouse for community services</p> <p>Action Type: Collaboration<br/>Action Type: Parental Engagement</p> | Center Coordinator  | 07/01/2010<br>End:<br>06/30/2011           | <ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• Computers</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul> | ACTION BUDGET: \$ |
| <p>Center Programs and Activities offered: A. Health Department - immunizations for students B. Parent to Parent - Drug Education and Training for Parents C. PTO- council meetings D. Developing Capable People E.. P.A.S.E. F. WATCH DOGS, G. Parenting Under Stress H. Love and Logic.</p> <p>Action Type: Collaboration<br/>Action Type: Parental Engagement<br/>Action Type: Professional Development</p>   | Rachel Reeves,Paulette Click 5th grade counselor                | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>• Computers</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>   | ACTION BUDGET: \$ |
| <p>The Lake Hamilton Intermediate School Faculty will participate in a one hour training and planning session for character education and drug education involving the activities planned for the school year.</p> <p>Action Type: Professional Development</p>  | Robin Chuang, 4th grade teacher                                 | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>   | ACTION BUDGET: \$ |
| <p>The Character Education and Drug Education Committees will analyze the attendance percentages and the student assault percentages to check for improvements. These committees will make recommendations for revisions to character education and drug education plans.</p> <p>Action Type: Program Evaluation</p>   | Amy Humphries Parent Center Coordinator                         | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>• Teachers</li> </ul>   | ACTION BUDGET: \$ |
| <p>Provide orientation for students and parents to ensure a smooth transition between intermediate and middle school buildings.</p>  | Steve Davenport, Principal, Linda Woodson, 4th grade Counselor, | Start:<br>07/01/2010<br>End:               | <ul style="list-style-type: none"> <li>• Teachers</li> </ul>   | ACTION BUDGET: \$ |

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| <p>Action Type: Collaboration<br/>Action Type: Parental Engagement<br/>Action Type: Title I Schoolwide</p>  | <p>Paulette Click, 5th grade counselor</p>  | <p>06/30/2011</p>                                    |  |   |
| <p>The Parent Center will serve as a lending library for parents to check out books and materials on parenting and strengthening families. Training will be provided to promote parent involvement. This is supplemental to the requirements of ACT 397. Title I funds will be available for materials and supplies for training, manuals, light refreshments, registration, fees, and also informational items, kits and to supplement the lending library. fn 2170<br/>Action Type: Equity<br/>Action Type: Parental Engagement<br/>Action Type: Professional Development</p> | <p>Rachel Reeves, Parent Facilitator/ Amy Humphries Parent Center Coordinator</p> | <p>Start:<br/>07/01/2010<br/>End:<br/>06/30/2011</p> | <ul style="list-style-type: none"> <li>• Computers</li> <li>• Outside Consultants</li> <li>• School Library</li> <li>• Title Teachers</li> </ul> | <p>Title I -<br/>Materials &amp; Supplies: \$1768.00</p> <hr/> <p>ACTION BUDGET: \$1768</p>   |
| <p>NSLA funds will provide a .50 FTE counselor (Woodson) 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, peer mediation groups, and other counseling activities. This position is supplemental to the requirements of State Standards. FN 2120<br/>Action Type: Parental Engagement<br/>Action Type: Title I Schoolwide</p>  | <p>Steve Davenport, Principal</p>   | <p>Start:<br/>07/01/2010<br/>End:<br/>06/30/2011</p> | <ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>                                  | <p>NSLA (State-281) - Employee Benefits: \$8062.14<br/>NSLA (State-281) - Employee Salaries: \$30887.20</p> <hr/> <p>ACTION BUDGET: \$38949.34</p>  |
| <p>NSLA funds will be used to provide a 1.0 FTE nurse (Gail) for health services. Services may include but not limited to vision screening, hearing screening, administration of medication, maintenance of immunization records, implementation of health care plans, wellness awareness, etc. This position is supplemental to the requirements of State Standards. FN 2130<br/>Action Type: Equity<br/>Action Type: Parental Engagement</p>  | <p>Steve Davenport, Principal</p>   | <p>Start:<br/>07/01/2010<br/>End:<br/>06/30/2011</p> | <ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• Teachers</li> </ul>                        | <p>NSLA (State-281) - Employee Benefits: \$12499.76<br/>NSLA (State-281) - Employee Salaries: \$44903.43</p> <hr/> <p>ACTION BUDGET: \$57403.19</p> |

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| <p>The school's ACSIP will evaluate the school's parental involvement 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<br/>Action Type: Parental Engagement<br/>Action Type: Program Evaluation</p> | Rachel Reeves, Parent Facilitator                            | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul> | <hr/> <p>ACTION BUDGET: \$</p> |
| <p>The school has developed a written school parental involvement policy that describes how the school will carry out the Title I parental involvement requirement. This is reviewed each year.</p> <p>Action Type: Parental Engagement</p>   | Rachel Reeves, Parent Facilitator                            | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>• District Staff</li> </ul>   | <hr/> <p>ACTION BUDGET: \$</p> |
| <p>School staff will prepare informational packets to be distributed to the parents of each child in the school.</p> <p>Action Type: Parental Engagement</p>  | Steve Davenport, Principal/Rachel Reeves, Parent Facilitator | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>   | <hr/> <p>ACTION BUDGET: \$</p> |
| <p>Parents will have access to Pinnacle, teacher web pages, newsletters, and/or student agendas to be given an overview of the following: 1. what students will be learning 2. how students will be assessed 3. what parents should expect for their child's education; and 4. how a parent can assist and make a difference in his/her child's education</p> <p>Action Type: Parental Engagement</p>   | Steve Davenport, Principal                                   | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>   | <hr/> <p>ACTION BUDGET: \$</p> |
| <p>The school's handbook will include the process for resolving parental concerns including how to define a problem, whom to approach first, and how to develop solutions.</p> <p>Action Type: Parental Engagement</p>  | Steve Davenport, Principal                                   | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>   | <hr/> <p>ACTION BUDGET: \$</p> |
| <p>The school will enable the formation of a PTO that will foster parental and community involvement within the school.</p>   | Jana Catlett, 5th grade teacher                              | Start:<br>07/01/2010<br>End:               | <ul style="list-style-type: none"> <li>• Teachers</li> </ul>   | <hr/> <p>ACTION BUDGET: \$</p> |

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| Action Type: Parental Engagement  |  | 06/30/2011                                 |   |                   |
| School staff will develop a volunteer resource book listing the interests and availability of volunteers.<br>Action Type: Parental Engagement   | Rachel Reeves, Parent Facilitator        | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>  | ACTION BUDGET: \$ |
| The principal will designate a parent facilitator to: 1. help organize meaningful training for staff and parents 2. promote a welcoming atmosphere to foster parental involvement in the school 3. undertake efforts to ensure that parental participation is recognized as an asset to the school. The district will pay the parent facilitator a stipend for assuming these duties.<br>Action Type: ADE Scholastic Audit<br>Action Type: Parental Engagement  | Steve Davenport, Principal               | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>  | ACTION BUDGET: \$ |
| School staff, administrators, and parents developed a parent survey to be used as a formative assessment for the parental involvement plan. The parent survey was posted in the "newsletter" section and the "links" section of the Edline Software which is available to parents. The survey was also printed and provided to parents that do not have access to a computer. The survey results are analyzed each spring and needed changes made to the parental involvement plan. The results of the survey revealed weaknesses in parent committees, awareness of videos and kits for parents, better communication for students with various backgrounds,<br>Action Type: Parental Engagement | Amy Humphries. Parent Center Coordinator | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>  | ACTION BUDGET: \$ |
| Lake Hamilton Intermediate has implemented the WatchDog program to help insure student safety. All teachers will be involved in this program.<br>Action Type: Equity<br>Action Type: Parental Engagement  | Stacey Kandlbinder, 5th grade teacher    | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Teachers</li> </ul> | ACTION BUDGET: \$ |
| All new teachers will receive training in   | Trish Hays, Curriculum                   | Start:                                     | <ul style="list-style-type: none"> <li>• Central Office</li> </ul>  |                   |

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| DISCIPLINE AND CLASSROOM MANAGEMENT.<br>Action Type: Professional Development   | Director  | 07/01/2010<br>End:<br>06/30/2011           | <ul style="list-style-type: none"> <li>Teachers</li> </ul>   | ACTION BUDGET: \$ |
| LHIS will be implementing GLOBAL CONNECTS' PARENT NOTIFICATION SYSTEM to promote parent communication to enhance a safe environment. This program will also provide the spanish speaking parents with notifications in spanish.<br>Action Type: Equity<br>Action Type: Parental Engagement<br>Action Type: Technology Inclusion | Chris Mahoney,<br>Technology Supervisor                       | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>District Staff</li> <li>Teachers</li> </ul> | ACTION BUDGET: \$ |
| Priority Committee will meet annually to assess the effectiveness of interventions and actions and to realign as needed based on data analysis.<br>Action Type: Program Evaluation<br>Action Type: Title I Schoolwide   | Brooke Murders/<br>ACSIP<br>Chairman                          | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>                         | ACTION BUDGET: \$ |
| All teachers and students will participate in Red Ribbon week activities each fall. This week will promote being drug free.<br>Action Type: Wellness  | Paulette Click, 5th grade counselor                           | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>   | ACTION BUDGET: \$ |
| Parents will be given a monthly Parent and Child newsletter and calendar to help with appropriate activities that the parent and child can do together which will help improve the students educational experience. ACT 397-2009<br>Action Type: Parental Engagement<br>Action Type: Wellness                                   | Paulette Click, Parent facilitator and Dawn Shinn-ESL teacher | Start:<br>07/01/2010<br>End:<br>06/03/2011 | <ul style="list-style-type: none"> <li>Teachers</li> </ul>   | ACTION BUDGET: \$ |
| The intermediate school along with the PTO will help provide needy families with food, clothing, and other essentials at Thanksgiving and Christmas.<br>Action Type: Parental Engagement  | Paulette Click, School counselor                              | Start:<br>07/01/2010<br>End:<br>06/03/2011 | <ul style="list-style-type: none"> <li>Teachers</li> </ul>   | ACTION BUDGET: \$ |
| The Intermediate school in collaborate with Community Counseling will offer assistance to students in need of weekly or biweekly counseling.<br>Action Type: Collaboration  | Sharon Rosenbaum-<br>School counselor                         | Start:<br>07/01/2010<br>End:<br>06/03/2011 | <ul style="list-style-type: none"> <li>Outside Consultants</li> <li>Teachers</li> </ul>  | ACTION BUDGET: \$ |

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| All teachers will receive professional development in the area of Suicide prevention.<br>Action Type: Professional Development | Trish Hays, Director of Instruction | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul> | ACTION BUDGET: \$ |
| Total Budget:  |                                     |  |   | \$98120.53        |

Goal All students will improve in open response literary, content passage types, and multiple choice content passage questions across the curriculum.

Benchmark The Combined Population met the 2010 AYP target of 71.20. It is expected that this population will meet, or exceed, the 2011 AYP target of 78.40. In 2010, 50.6 % of the STUDENTS WITH DISABILITIES scored proficient and/or advanced which was below the AYP target of 71.20. In 2011 (10-11 school year), the percent of STUDENTS WITH DISABILITIES scoring proficient/advanced will meet the AYP target of 78.40 or make a 10% gain to invoke the Safe Harbor Provision.

| Intervention: Implement strategies to improve reading comprehension skills, especially in regard to open response and multiple choice literary and content passage types.   |   |  |   |                   |
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| Scientific Based Research: Strategies that Work-Second Edition, Teaching Comprehension for Understanding and Engagement, Stephanie harvey and Anne Goudvis, 2007  |   |  |   |                   |
| Actions   | Person Responsible  | Timeline                                   | Resources   | Source of Funds   |
| Faculty will map curriculum by course. Each department will meet to assure vertical alignment within disciplines. Staff will review and update the curriculum alignment with Common Core when available. Professional development will be provided to teachers of math and literacy in use of the Common Core Standards. An analysis of the Common Core Standards will compare the new Common Core standards to the Arkansas Curriculum Frameworks. A Lake Hamilton Curriculum Document will be created that will guide teachers in the instruction of math and literacy. Common Core/Arkansas Frameworks will be aligned across all disciplines with and state assessments. Content area faculty (Literacy, Mathematics, Science, Social Studies, Foreign Language, Fine Arts) will meet regularly to update curriculum alignment to Common Core. As new frameworks are revised, materials and supplies will be purchased to support implementation of current frameworks. NSLA funds will support the implementation. | Janette King, 4th Grade Teacher<br>/Christie Glover 5th grade teacher | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul> | ACTION BUDGET: \$ |

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| Action Type: Alignment   |  |                                      |  |   |
| Provide literacy materials through the school's library media center. Library books will be purchased to supplement reading instruction. Title I funds will provide materials and supplies to support literacy. FN 2220<br>Action Type: Program Evaluation   | Ramona Abernathy, Library Media Specialist/ Shirley Chancellor, Literacy Facilitator | Start: 07/01/2010<br>End: 06/30/2011 | <ul style="list-style-type: none"> <li>School Library</li> </ul>   | <hr/> Title I - Materials & Supplies: \$3997.22<br><hr/> ACTION BUDGET: \$3997.22 |
| Lake Hamilton Intermediate teachers will write an AIP for all students scoring Basic or Below Basic on the Benchmark exam. 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 principal will use student achievement criteria to complete the forms. Data are used 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 student. AIP's will be signed by 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.<br>Action Type: AIP/IRI<br>Action Type: Alignment<br>Action Type: Collaboration<br>Action Type: Parental Engagement | Steve Davenport, Principal   | Start: 07/01/2010<br>End: 06/30/2011 | <ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>Performance Assessments</li> <li>Teachers</li> </ul> | <hr/> ACTION BUDGET: \$   |
| Parents, students and school staff will work as a team toward student success. A. Open house/orientation for parents and students B. Weekly progress reports reflecting grades in conduct and academics C. Parent/teacher conferences twice a year D. After school tutoring administered by school staff E. Parent volunteers - tutoring A.I.P. students NSLA funds will be used to provide tutoring.  | Stacey Kandlbinder, 5th grade teacher  | Start: 07/01/2010<br>End: 06/30/2011 | <ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> <li>Teaching Aids</li> <li>Title Teachers</li> </ul>      | <hr/> ACTION BUDGET: \$   |

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| Action Type: AIP/IRI<br>Action Type: Collaboration<br>Action Type: Parental Engagement  |  |  |   |   |
| Students will use the computer lab and software such as SuccessMaker and JEDI to reinforce literary and content reading lessons. Additional Successmaker licenses will be added so that software may be utilized in the classroom. Also updated versions of the Successmaker software will be made available to all students in the lab setting.<br>Action Type: Technology Inclusion   | Lindsay Brown,<br>Computer Lab<br>teacher  | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>• Computers</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>                                  | <hr/> <b>ACTION BUDGET:</b> \$  |
| All literacy teachers will review and evaluate reading comprehension test results by grade level.<br>Action Type: Program Evaluation  | Shirley Chancellor   | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>• Teachers</li> </ul>  | <hr/> <b>ACTION BUDGET:</b> \$  |
| All students will have opportunities to practice using Benchmark released items. A. Content passage types/multiple choice and open response B. Literary types/multiple choice and open response<br>Action Type: Equity  | Jamie Clay, 5th<br>grade teacher   | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>• Computers</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>        | <hr/> <b>ACTION BUDGET:</b> \$  |
| The district will provide all teachers and administrators 60 hours of professional development including 2 hours of parent involvement and 3 hours for administrators, 6 hours of technology, 2 hours of Arkansas History for Arkansas History teachers; Administrators training must include: data ,Instructional leadership, fiscal management, 1 hour discipline training, and 1 hour of training for special needs students.<br>Action Type: Professional Development | Steve Davenport,<br>Principal  | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>• Teachers</li> </ul>  | <hr/> <b>ACTION BUDGET:</b> \$  |
| Lake Hamilton Intermediate School has been placed on Targeted School Improvement Year 2 Status in Literacy for Students with Disabilities. All requirements of NCLB and Smart Accountability will be followed. Notification letters, Professional Development and strategies to involve parents. Professional Development will be provided in the areas of curriculum alignment, data analysis including sub populations, assessment walls                                | Steve Davenport,<br>Principal/ Trish<br>Hays, Director of<br>Instruction and<br>Federal Programs | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul> | <hr/> Title I -<br>Materials &     \$9000.00<br>Supplies:<br>Title I -<br>Purchased     \$3000.00<br>Services:<br><hr/> <b>ACTION</b> \$12000 |

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| <p>inclusion, and researched based best strategies to work with special populations, Literacy , Mathematics, ESL, etc. Title I (10% set aside including salary of literacy facilitator to provide PD)and ELL funds will be used for training and materials and supplies to support PD focused on: Math and Literacy instruction, co-teaching, assessment, kits, software, equipment, high yield strategies, technology (computer assisted instruction), stipends, etc. Title I and ELL Funds will also be used to support professional development activities such as travel, conferences, fees, consultants, and registration. Lake Hamilton schools have Mentoring activities and programs to support recruitment and retention of highly qualified staff. NSLA funds will be used to meet the 20% set aside to provide supplemental services for eligible students.</p> <p>Action Type: Equity<br/>Action Type: Parental Engagement</p> |  |  |  | BUDGET:                              |
| <p>Teachers will use the Accelerated Reader program to assess students' reading comprehension.</p> <p>Action Type: Equity<br/>Action Type: Technology Inclusion</p>  | Ramona Abernathy,<br>Media Specialist  | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>District Staff</li> <li>School Library</li> <li>Teachers</li> </ul> | <hr/> <hr/> <p>ACTION BUDGET: \$</p> |
| <p>Students will participate in wide reading in a variety of genres.</p> <p>Action Type: Equity</p>  | Ramona Abernathy,<br>Media Specialist  | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>                         | <hr/> <hr/> <p>ACTION BUDGET: \$</p> |
| <p>All teachers will receive training in Test Administration and Security.</p> <p>Action Type: Professional Development</p>  | Paulette Click, 5th<br>Grade Counselor | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>District Staff</li> </ul>   | <hr/> <hr/> <p>ACTION BUDGET: \$</p> |
| <p>Lake Hamilton Intermediate School will send out notification letters to all parents notifying them of the school's identification as Year 1 School Improvement, but meeting standards.</p> <p>Action Type: Equity<br/>Action Type: Parental Engagement</p>  | Steve Davenport,<br>Principal          | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>                                     | <hr/> <hr/> <p>ACTION BUDGET: \$</p> |
| <p>Priority Committee will meet annually to assess the effectiveness of interventions and actions and to</p>   | Brooke Murders/<br>ACSIP Chairman      | Start:<br>07/01/2010                       | <ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>                                     | <hr/> <hr/> <p>ACTION BUDGET: \$</p> |

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| realign as needed based on data analysis.<br>Action Type: Program Evaluation<br>Action Type: Title I Schoolwide   |  | End:<br>06/30/2011                         | <ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>   |  |
| All literacy teachers will receive a student computer in the classroom to be used in conjunction with the AR program and Successmaker.<br>Action Type: Technology Inclusion   | Steve Davenport-Principal  | Start:<br>07/01/2010<br>End:<br>06/03/2011 | <ul style="list-style-type: none"> <li>• Computers</li> <li>• Teachers</li> </ul>  | ACTION BUDGET: \$  |
| The Gifted and talented classroom will receive student computers to enhance learning and aid in research, writing, and activities beyond the regular classroom.<br>Action Type: Equity<br>Action Type: Technology Inclusion   | Chris Mahoney-Tech Supervisor<br>Nicole Turpen, GT teacher               | Start:<br>07/01/2010<br>End:<br>06/03/2011 | <ul style="list-style-type: none"> <li>• Computers</li> </ul>  | ACTION BUDGET: \$  |
| ARRA funds will provide summer school for Intermediate School students in academic need. Students will have the services of summer school to improve student achievement. Highly Qualified teachers will be available to plan and provide enrichment and remedial activities focusing on identified needs of students. Students will receive individualized and small group literacy instruction. Staff will use achievement data (TLI, grades, etc.) to drive instruction for summer school. Pre and post assessments or interim assessments will be used to identify results of summer school. Support staff may be available as needed. NSLA funds will provide Materials and supplies to support student instruction. (Function 1170 pro 011)<br>Action Type: Equity<br>Action Type: Technology Inclusion | Stacy Howell, Assistant Principal/<br>Jayme Sublett, Assistant Principal | Start:<br>06/01/2010<br>End:<br>07/31/2011 | <ul style="list-style-type: none"> <li>• Computers</li> <li>• School Library</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul> | NSLA (State-281) - \$1000.00<br>Materials & Supplies:<br>ACTION BUDGET: \$1000 |
| All reading teachers will be given a pacing guide to identify benchmarks at each nine weeks for grades 4 and 5.<br>Action Type: Alignment   | Shirley Chancellor   | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>   | ACTION BUDGET: \$  |
| All reading teachers will be given a pacing guide to identify fluency benchmarks each nine weeks for grades 4 and 5.<br>Action Type: Alignment<br>Action Type: Equity   | Shirley Chancellor, K-5 Literacy Coach                                   | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>               | ACTION BUDGET: \$  |

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| All students will participate in fluency instruction. This includes teacher explanation and modeling of all fluency skills, followed by guided practice and independent practice.<br>Action Type: Alignment  | Cheri Walker, 4th grade Literacy teacher     | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>Teachers</li> </ul>  | <hr/> <hr/> ACTION BUDGET: \$ |
| Oral reading fluency progress will be monitored three times a year with the FLYNT COOTER FLUENCY and mClass DIBELS software Technology Assessment.<br>Action Type: Alignment   | Janette King, 4th grade Literacy teacher     | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>Teachers</li> </ul>  | <hr/> <hr/> ACTION BUDGET: \$ |
| Students identified as not meeting the expectation for success will receive additional fluency instruction in small groups.<br>Action Type: Alignment  | Cheri Walker, 4th grade Literacy teacher     | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>Teachers</li> </ul>  | <hr/> <hr/> ACTION BUDGET: \$ |
| Lake Hamilton Intermediate School expects all students to meet the end-of-year fluency benchmark for grades 4-5. The program will be evaluated by increasing the number of students meeting end-of-year benchmark as noted in the ELA framework.<br>Action Type: Program Evaluation  | Marcia Davenport, 4th grade Literacy teacher | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>Teachers</li> </ul>  | <hr/> <hr/> ACTION BUDGET: \$ |
| All literacy teachers and Title I Parapros will be trained in the DIBELS Oral Reading Fluency Assessment. Training will also include developing interventions.   | Shirley Chancellor, K-5 Literacy Coach       | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> <li>Title Teachers</li> </ul>                          | <hr/> <hr/> ACTION BUDGET: \$ |
| Lake Hamilton Intermediate School expects all students to meet the end-of-year reading comprehension benchmark for grades 4-5. The program will be evaluated by increasing the number of students meeting end-of-year benchmark as noted in the ELA framework.<br>Action Type: Program Evaluation  | Shirley Chancellor, Literacy Coach           | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>Teachers</li> </ul>  | <hr/> <hr/> ACTION BUDGET: \$ |
| Federal and/or State Funds will be used to continue to provide an online software agreement to improve reading achievement. Students and staff will use on-line applications to improve reading, writing and editing skills. For example: applications for programs are based on the number of students and an annual fee is charged for on-line privileges to use the application. On-line research applications can be | Trtish Hays, Director of Instruction         | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>Teachers</li> <li>Title Teachers</li> </ul> | <hr/> <hr/> ACTION BUDGET: \$ |

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| used for instructional purposes and students can use the same for their research projects. Applications could include: Grolier on Line, Encyclopedia Americana, New Book of Popular Science, Lands and People. America the Beautiful.<br>Action Type: Equity<br>Action Type: Technology Inclusion |                                       |  |   |                   |
| Elect 4th and 5th grade paraprofessionals will continue to receive training in the program Cracking the Code. This program will target students who are in need of Teir 3 interventions.<br>Action Type: AIP/IRI<br>Action Type: Professional Development<br>Action Type: Special Education       | Shirley Chancellor,<br>Literacy Coach | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul> | ACTION BUDGET: \$ |
| Total Budget:   |                                       |  |   | \$16997.22        |

| Intervention: Curriculum mapping and alignment: Improve literacy skills through curriculum alignment and modification.  |                                       |  |   |                   |
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| Scientific Based Research: Total Instructional Alignment, Lisa Carter, 2007 From Standards to Success, Mark R.O'Shea, 2005  |                                       |  |   |                   |
| Actions   | Person Responsible                    | Timeline                                   | Resources   | Source of Funds   |
| CRT, NRT and other school data will be analyzed to determine areas of needs for combined population and subpopulations. Data results will be used in the annual mapping and alignment of the curriculum with the Arkansas Frameworks, District Curriculum, and Assessments.<br>Action Type: Alignment<br>Action Type: Program Evaluation<br>Action Type: Title I Schoolwide   | Stacy Howell,<br>Asst. Principal      | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> </ul>                    | ACTION BUDGET: \$ |
| Committees will use the results of mapping and alignment activities to offer guidance in the selections of materials and supplies as well as providing consistency in instruction across grade levels and departments. In the 09-10 school year, new frameworks for English Language Arts will be released by ADE and the Intermediate School will begin writing new pacing guides patterned from the new frameworks. In the 09-10 school year the Intermediate School will consider selection of textbooks as needed at these grade levels in Language Arts.<br>Action Type: Alignment | Shirley Chancellor,<br>Literacy Coach | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul> | ACTION BUDGET: \$ |

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| <p>Instructional text for literacy programs will be aligned with district and state standards and with district objectives. This will include programs as: Literacy Lab, etc. Teachers will use the aligned curriculum to instruct student learning expectations for their respective content areas.<br/>Action Type: Alignment</p>  | <p>Shirley Chancellor,<br/>Literacy Coach</p> | <p>Start:<br/>07/01/2010<br/>End:<br/>06/30/2011</p> | <ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>                                  | <p>_____</p> <p>ACTION BUDGET: \$</p> |
| <p>Provide parents with the Arkansas State Literacy Refrigerator Curriculum at the fall annual parent-teacher conference. The Refrigerator Curriculum indicates the basic skills that will be taught at each grade level.<br/>Action Type: Alignment<br/>Action Type: Parental Engagement</p>  | <p>Jana Catlett,<br/>5th grade teacher</p>    | <p>Start:<br/>07/01/2010<br/>End:<br/>06/30/2011</p> | <ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>                           | <p>_____</p> <p>ACTION BUDGET: \$</p> |
| <p>Annually, School Improvement Committees will coordinate and integrate programs through mapping and alignment of LHS's literacy curriculum and other content areas (Social Studies, language, Foreign Language, Math, etc.) to the Arkansas Frameworks and Assessments. A. Mapping- each grade level will meet in content teams to determine if all teachers have covered the same concepts and skills. They will place the agreed upon concepts and skills and assessments on the grade level map. They will identify literacy skills being taught for each grade and coordinate maps to ensure a continuum of instruction aligned with the Frameworks. B. Use pacing guides to organize the teaching of each 9 weeks. C. Vertical mapping- Literacy skills are being aligned to the Arkansas State Frameworks and Assessments and will be assigned to designated levels to assure a continuum of student learning skills. D. Committees meet annually for review and update the curriculum alignment with current and revised Arkansas Frameworks in all disciplines and state assessments.<br/>Action Type: Alignment<br/>Action Type: Program Evaluation</p> | <p>Shirley Chancellor,<br/>Literacy Coach</p> | <p>Start:<br/>07/01/2010<br/>End:<br/>06/30/2011</p> | <ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>                           | <p>_____</p> <p>ACTION BUDGET: \$</p> |
| <p>Priority Committee will meet annually to assess the effectiveness of interventions and actions and to realign as needed based on data analysis.<br/>Action Type: Program Evaluation<br/>Action Type: Title I Schoolwide</p>   | <p>Brooke Murders/<br/>ACSIP<br/>Chairman</p> | <p>Start:<br/>07/01/2010<br/>End:<br/>06/30/2011</p> | <ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul> | <p>_____</p> <p>ACTION BUDGET: \$</p> |
| <p>4th and 5th grade Literacy teachers will work together to</p>   | <p>Shirley</p>                                | <p>Start:</p>  | <ul style="list-style-type: none"> <li>• District Staff</li> </ul>   | <p>_____</p>                          |

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| map the aligned curriculum for instructional purposes into a calendar that will include TLI assessments that will be given throughout the school year.<br>Action Type: Alignment<br>Action Type: Collaboration   | Chancellor-<br>Literacy Coach                | 07/01/2010<br>End:<br>06/03/2011           | <ul style="list-style-type: none"> <li>Teachers</li> </ul>   | ACTION BUDGET: \$   |
| Title I funds will provide a .34 FTE Literacy Facilitator (Shirley) to provide on-going professional development to a core of teachers. The literacy coach will provide oversight of the TLI assessment, DIBELS, provide results of data and instructional strategies, monitor the level of implementation in classrooms according to the observation protocol and/or Classroom Walk-Thru. The literacy coach will confer math coach and teacher/s to discuss the level of implementation and make suggestions to improve literacy across curricular areas, including math. Materials and supplies for training will be provided. FN 2297<br>Action Type: Alignment<br>Action Type: Collaboration<br>Action Type: Professional Development | Trish Hays,<br>Director of<br>Instructions   | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>Computers</li> <li>Outside Consultants</li> <li>Performance Assessments</li> <li>School Library</li> <li>Teachers</li> <li>Teaching Aids</li> </ul> | Title I -<br>Materials & Supplies: \$4000.00<br>Title I -<br>Employee Salaries: \$21895.78<br>Title I -<br>Employee Benefits: \$8882.72<br>Title I -<br>Capital Outlay: \$3000.00<br><hr/> ACTION BUDGET: \$37778.5 |
| Lake Hamilton Intermediate School uses 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.<br>Action Type: Alignment  | Jamie Clay, 5th<br>grade Literacy<br>Teacher | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>Teachers</li> </ul>   | ACTION BUDGET: \$   |
| Total Budget:  |  |  |  | \$37778.5   |

Priority 2: To improve Mathematic Skills

1. Benchmark-4th Grade Mathematics Exam 2010 Tested & Percent of Students Scoring Proficient/Advanced: 290 Students: 90% of COMBINED STUDENTS 3 Students: 66% of AFRICAN AMERICAN STUDENTS 14 students: 78% of HISPANIC STUDENTS 259 Students: 91% of CAUCASIAN STUDENTS 167 Students: 87% of ECON. DISADVANTAGED STUDENTS 12 Students: 92% of LEP STUDENTS 34 Students: 74% of STUDENTS WITH DISABILITIES The lowest identified areas for the COMBINED POPULATION were open response Geometry; and multiple choice algebra. The lowest identified areas for AFRICAN AMERICAN were open response number and operations and data and probability; and multiple choice algebra. The lowest identified areas for HISPANIC were open response number and operations; and multiple choice data and probability. The lowest identified areas for CAUCASIAN were open response geometry and data and probability; and multiple choice algebra and geometry. The lowest identified areas for ECON.

Supporting Data:

DISADVANTAGED STUDENTS were open response number and operations and geometry; and multiple choice algebra. The lowest identified areas for LEP STUDENTS were open response geometry and number and operations; and multiple choice data and probability. The lowest identified areas for STUDENTS WITH DISABILITIES were open response geometry and number and operations; and multiple choice algebra.

2. Benchmark-5th Grade Mathematics Exam 2010 Tested & Percent of Students Scoring Proficient/Advanced: 311 Students: 88% of COMBINED STUDENTS 6 Students: 100% of AFRICAN AMERICAN STUDENTS 22 students: 86% of HISPANIC STUDENTS 260 Students: 88% of CAUCASIAN STUDENTS 178 Students: 85% of ECON. DISADVANTAGED STUDENTS 19 Students: 79% of LEP STUDENTS 35 Students: 55% of STUDENTS WITH DISABILITIES The lowest identified areas for the COMBINED POPULATION were open response geometry; and multiple choice measurement, number and operations, and geometry. The lowest identified areas for AFRICAN AMERICAN were open response number and operations and geometry; and multiple choice measurement. The lowest identified areas for HISPANIC were open response geometry; multiple choice geometry and measurement. The lowest identified areas for CAUCASIAN were open response geometry; and multiple choice measurement. The lowest identified areas for ECON. DISADVANTAGED STUDENTS were open response geometry and multiple choice measurements. The lowest identified areas for LEP STUDENTS were open response geometry and multiple choice number and operations and geometry. The lowest identified areas for STUDENTS WITH DISABILITIES were open response geometry and multiple choice measurement and geometry. The three year stand analysis for combined population and all subpopulations weaknesses in open response data analysis and probability and multiple choice is measurement.
3. Benchmark-5th Grade Science Exam 2010 Tested & Percent of Students Scoring Proficient/Advanced: 311 Students: 56% of COMBINED STUDENTS 6 Students: 67% of AFRICAN AMERICAN STUDENTS 22 students: 41% of HISPANIC STUDENTS 279 Students: 55% of CAUCASIAN STUDENTS 178 Students: 50% of ECON. DISADVANTAGED STUDENTS 19 Students: 32% of LEP STUDENTS 35 Students: 29% of STUDENTS WITH DISABILITIES
4. Benchmark-4th Grade Mathematics Exam 2009 Tested & Percent of Students Scoring Proficient/Advanced: 299 Students: 91% of COMBINED STUDENTS 12 Students: 92% of AFRICAN AMERICAN STUDENTS 16 students: 94% of HISPANIC STUDENTS 278 Students: 91% of CAUCASIAN STUDENTS 158 Students: 93% of ECON. DISADVANTAGED STUDENTS 19 Students: 84% of LEP STUDENTS 28 Students: 75% of STUDENTS WITH DISABILITIES The lowest identified areas for the COMBINED POPULATION were open response measurement and number and operations; and multiple choice measurement, geometry, and data and probability. The lowest identified areas for AFRICAN AMERICAN were open response Number and Operations AND Measurement; and multiple choice Measurement. The lowest identified areas for HISPANIC were open response Number and Operations and Measurement; and multiple choice Data Analysis. The lowest identified areas for CAUCASIAN were open response Measurement AND Geometry; and multiple choice Data Analysis and Probability. The lowest identified areas for ECON. DISADVANTAGED STUDENTS were open response Measurement AND Geometry; and multiple choice Data Analysis and Probability. The lowest identified areas for LEP STUDENTS were open response Number and Operations AND Geometry, Measurement; and multiple choice Data Analysis and Probability, Measurement. The lowest identified areas for STUDENTS WITH DISABILITIES were open response Measurement AND Geometry; and multiple choice Data Analysis and Probability And Geometry.
5. Benchmark-5th Grade Mathematics Exam 2009 Tested & Percent of Students Scoring Proficient/Advanced: 311 Students: 89% of COMBINED STUDENTS 16 Students: 81% of AFRICAN AMERICAN STUDENTS 14 students: 79% of HISPANIC STUDENTS 279 Students: 89% of CAUCASIAN STUDENTS 163 Students: 84% of ECON. DISADVANTAGED STUDENTS 12 Students: 75% of LEP STUDENTS 25 Students: 44% of STUDENTS WITH DISABILITIES The lowest identified areas for the COMBINED POPULATION were open response measurement and Data and probability; and multiple choice measurement. The lowest identified areas for AFRICAN AMERICAN were open response data analysis; and multiple choice measurement. The lowest identified areas for HISPANIC were open response data analysis

multiple choice measurement. The lowest identified areas for CAUCASIAN were open response data; and multiple choice measurement. The lowest identified areas for ECON. DISADVANTAGED STUDENTS were open response data analysis and multiple choice measurement. The lowest identified areas for LEP STUDENTS were open response data analysis and multiple choice measurement. The lowest identified areas for STUDENTS WITH DISABILITIES were open response data analysis and multiple choice measurement. The three year stand analysis for combined pop and all subpop weaknesses in open response data analysis and probability and MC is measurement.

6. Benchmark-5th Grade Science Exam 2009 Tested & Percent of Students Scoring Proficient/Advanced: 311 Students: 53% of COMBINED STUDENTS 16 Students: 44% of AFRICAN AMERICAN STUDENTS 14 students: 21% of HISPANIC STUDENTS 279 Students: 55% of CAUCASIAN STUDENTS 163 Students: 39% of ECON. DISADVANTAGED STUDENTS 12 Students: 8% of LEP STUDENTS 25 Students: 28% of STUDENTS WITH DISABILITIES
7. Criterion Referenced 4th Grade Benchmark Exam: Mathematics - Percent of combined population of students scoring proficient and above for the last 3 years-- h3. ACSIP CRT Data Source for LAKE HAMILTON INTERM. SCHOOL  
h3. Benchmark-4th Grade Mathematics Exam  
2008 Tested & Percent of Students Scoring Proficient/Advanced:  
292 Students: 85.6% of COMBINED STUDENTS  
13 Students: 76.9% of AFRICAN AMERICAN STUDENTS  
12 Students: 66.7% of HISPANIC STUDENTS  
262 Students: 87% of CAUCASIAN STUDENTS  
138 Students: 79.7% of ECON. DISADVANTAGED STUDENTS  
9 Students: 55.6% of LEP STUDENTS  
27 Students: 33.3% of STUDENTS WITH DISABILITIES  
The lowest identified areas for the COMBINED POPULATION were open response geometry, measurement, and data analysis and probability questions; and multiple choice measurement and geometry questions.  
The lowest identified areas for AFRICAN AMERICAN were open response measurement, geometry, and data analysis and probability questions; and multiple choice measurement and geometry questions.  
The lowest identified areas for HISPANIC were open response measurement, geometry, and data analysis and probability questions; and multiple choice data analysis and probability and geometry questions.  
The lowest identified areas for CAUCASIAN were open response measurement, geometry, and data analysis and probability questions; and multiple choice measurement and geometry questions.  
The lowest identified areas for ECON. DISADVANTAGED STUDENTS were open response measurement, geometry, and data analysis and probability questions; and multiple choice measurement and geometry questions.  
The lowest identified areas for LEP STUDENTS were open response algebra, geometry and data analysis and probability questions; and multiple choice measurement and data analysis and probability questions.  
The lowest identified areas for STUDENTS WITH DISABILITIES were open response algebra, measurement, and data analysis and probability questions; and multiple choice measurement, and data analysis and probability questions.
8. Benchmark-5th Grade Mathematics Exam 2008 Tested & Percent of Students Scoring Proficient/Advanced:  
298 Students: 72.3% of COMBINED STUDENTS  
11 Students: 63.6% of AFRICAN AMERICAN STUDENTS  
23 Students: 39.1 of HISPANIC STUDENTS  
257 Students: 76.7% of CAUCASIAN STUDENTS  
152 Students: 65.8% of ECON. DISADVANTAGED STUDENTS  
12 Students: 33.3% of LEP STUDENTS  
41 Students: 41.5% of STUDENTS WITH DISABILITIES  
The lowest identified areas for the COMBINED POPULATION were open response geometry, measurement, and data

analysis and probability questions; and multiple choice measurement and data analysis and probability. The lowest identified areas for AFRICAN AMERICAN were open response measurement, geometry, and data analysis and probability questions; and multiple choice measurement and data analysis and probability questions. The lowest identified areas for HISPANIC were open response measurement, algebra, geometry, and data analysis and probability questions; and multiple choice data analysis and probability and measurement questions. The lowest identified areas for CAUCASIAN were open response measurement, geometry, and data analysis and probability questions; and multiple choice measurement, geometry and data analysis and probability questions. The lowest identified areas for ECON. DISADVANTAGED STUDENTS were open response measurement, geometry, and data analysis and probability questions; and multiple choice measurement and geometry questions. The lowest identified areas for LEP STUDENTS were open response algebra, geometry and data analysis and probability questions; and multiple choice measurement and data analysis and probability questions. The lowest identified areas for STUDENTS WITH DISABILITIES were open response algebra, geometry, measurement, and data analysis and probability questions; and multiple choice measurement, and data analysis and probability questions.

9. FY 08-09 SAT 10 in GRADE 4 for the COMBINED POPULATION there were 299 students tested with 70 % scoring at or above the 50th percentile in READING COMPREHENSION, 41% in Comprehensive Language, and 81 % scoring at or above the 50th percentile in MATH PROBLEM SOLVING. GRADE 5 for the COMBINED POPULATION there were 311 students tested with 62% scoring at or above the 50th percentile in READING COMPREHENSION, 51% in Comprehensive Language, and 77 % scoring at or above the 50th percentile in MATH PROBLEM SOLVING. 2008 Grade 4-SAT10 The NORMES TEMPLATE and the ACSIP Rubric do not match. Also, THE NORMES REPORT DATA DID NOT SHOW SUBSKILLS AND SKILL CLUSTER PERFORMANCE REPORTS
10. FOR COMBINED AND SUBPOPULATIONS. FY 07-08 in GRADE 4 for the COMBINED POPULATION there were 311 students tested with 72.3 % scoring at or above the 50th percentile in READING COMPREHENSION AND 75.2 % scoring at or above the 50th percentile in MATH PROBLEM SOLVING.
11. FY 07-08 in GRADE 5 for the COMBINED POPULATION there were 309 students tested with 69.6 % scoring at or above the 50th percentile in READING COMPREHENSION AND 72.1 % scoring at or above the 50th percentile in MATH PROBLEM SOLVING.
12. For the year 2009-2010 the Lake Hamilton Intermediate School met or exceeded the state attendance goal of 91.13%. LHS had a percentage of 93.9%.
13. For the year 2009-1010 the Lake Hamilton High School met or exceeded the state graduation rate of 73.90%.

Goal All students will improve in concepts, computational skills and problem solving in all strands of math, which will be applied across the curriculum.

Benchmark The Combined Population met the 2010 AYP target of 70.0%. It is expected that this population will meet, or exceed, the 2011 AYP target of 77.50%. In 2010, 62.1% of the STUDENTS WITH DISABILITIES scored proficient/advanced which did not meet the AYP target. In 2011, the percent of STUDENTS WITH DISABILITIES scoring proficient/advanced will meet the AYP target of 77.50% or make a 10% gain to invoke the Safe Harbor Provision.

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| Intervention: Implement research-based strategies to improve student achievement in mathematics. |                    |          |           |                 |
| Scientific Based Research: "The Essentials of Mathematics K-6" Kathy Checkley 2006               |                    |          |           |                 |
| Actions  | Person Responsible | Timeline | Resources | Source of Funds |

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| <p>Instruction will be based on Arkansas Frameworks. A. Vertical - Teacher representatives will meet with representatives of other grade levels. B. Horizontal - All teachers will meet by grade level to discuss and map curriculum for the year. C. Content instruction relating to measurement, geometry and data and probability. D. Assessments/Learning Institute (local, state, and national) E. Arkansas State Frameworks F. Classroom Walk-Thru Observation will be used to monitor curriculum alignment. Steve Davenport- Principal, Stacy Howell-Asst. Principal.<br/>Action Type: Alignment<br/>Action Type: Collaboration<br/>Action Type: Professional Development</p> | <p>Melayna Hardin, 5th grade teacher</p> | <p>Start: 07/01/2010<br/>End: 06/30/2011</p> | <ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul> | <p>_____</p> <p>ACTION BUDGET: \$</p> |
| <p>Teachers will write an AIP for all students scoring Basic or Below Basic on the fourth and fifth grade Benchmark Exam using the TLI on line portal. A. Peer tutoring B. Small group instruction C. Success Maker computer software D. After school tutoring<br/>Action Type: AIP/IRI<br/>Action Type: Alignment</p>   | <p>Belinda Hunter, 5th grade teacher</p> | <p>Start: 07/01/2010<br/>End: 06/30/2011</p> | <ul style="list-style-type: none"> <li>• Teachers</li> </ul>  | <p>_____</p> <p>ACTION BUDGET: \$</p> |
| <p>Parents, students, and school staff will work as a team toward student success. A. Open house/orientation for parents and teachers B. Weekly progress reports reflecting grades in conduct and academics C. Agenda books - daily communication: assignments and conduct D. Parent/teacher conferences twice a year E. After school tutoring provided by school staff F. Parent volunteers tutoring A.I.P. students Title I and ELL funds will be used to support meetings by providing materials and supplies to promote communication and student achievement.<br/>Action Type: Collaboration<br/>Action Type: Parental Engagement</p>   | <p>Robin Chuang, 4th grade teacher</p>   | <p>Start: 07/01/2010<br/>End: 06/30/2011</p> | <ul style="list-style-type: none"> <li>• Teachers</li> </ul>  | <p>_____</p> <p>ACTION BUDGET: \$</p> |
| <p>All students will participate in grade appropriate math lessons and activities across the curriculum. A. Everyday Math B. Benchmark released items C. Aligned with the Arkansas Framework D. Successmaker<br/>Action Type: Equity</p>   | <p>Jeri Elmore, Resource teacher</p>     | <p>Start: 07/01/2010<br/>End: 06/30/2011</p> | <ul style="list-style-type: none"> <li>• Computers</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>                     | <p>_____</p> <p>ACTION BUDGET: \$</p> |

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| LHIS Parental Involvement plan will be posted on the website. A Parental Involvement Plan review will be conducted annually and involve parents in the evaluation.<br>Action Type: Parental Engagement  | Amy Humphries,<br>Parent Coordinator                                  | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>Teachers</li> </ul>  | <hr/> ACTION BUDGET: \$ |
| Annual in-service will be offered to strengthen math instruction for all teachers. A. Everyday Math B. Math workshops through Dawson<br>Action Type: Professional Development   | Melayna Hardin, 5th grade teacher                                     | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>Outside Consultants</li> <li>Teachers</li> </ul>                                   | <hr/> ACTION BUDGET: \$ |
| Special education and regular education teachers will work together to correlate math curriculum. Through the use of modifications students will be given the opportunity to learn grade level materials across the curriculum. A. Benchmark released items B. Rubric for open response C. Success Maker lab<br>Action Type: Equity<br>Action Type: Special Education<br>Action Type: Title I Schoolwide  | Jeri Elmore, Math Resource teacher                                    | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>                                  | <hr/> ACTION BUDGET: \$ |
| All students will use SuccessMaker labs weekly to enhance their understanding of math concepts.<br>Action Type: Technology Inclusion  | Lindsay Brown,<br>Computer Lab teacher                                | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> </ul>   | <hr/> ACTION BUDGET: \$ |
| Teachers will use CRT, NRT, and local test assessment data to evaluate student progress. Results of assessments will be used to focus instruction and provide professional development. Federal and/or State funds will be used to support instruction by providing non-consumable materials, software, and other instructional tools to improve benchmark scores and overall student achievement.<br>Action Type: Alignment<br>Action Type: Program Evaluation<br>Action Type: Special Education | Kristi Anderson, Math Facilitator/ Melayna Hardin - 5th grade teacher | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul> | <hr/> ACTION BUDGET: \$ |
| An after-school-tutoring program will be available to students twice a week for literacy and math tutoring. Teachers will use remediation strategies, alternative teaching strategies, test taking strategies, and small group instruction. Tutoring  | Brooke Murders/ ACSIP Chairman  | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>District Staff</li> </ul>  | <hr/> ACTION BUDGET: \$ |

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| services will be made available to students through NSLA funds.<br>Action Type: Equity<br>Action Type: Program Evaluation   |  |  |  |                   |
| Some teachers will use The Master Ruler, a math manipulative for measurement, to enhance student achievement in measurement in the customary and metric systems. New teachers will be trained in the use of The Master Ruler.<br>Action Type: Alignment<br>Action Type: Professional Development<br>Action Type: Technology Inclusion | Trish Hays, Director of Instruction                        | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>              | ACTION BUDGET: \$ |
| All teachers will be given up to 12 hours of professional development time to review the Alignment of Frameworks, pacing guides, assessments, work on school improvement plans, data analysis and lesson planning.<br>Action Type: Collaboration  | Steve Davenport, Principal                                 | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>       | ACTION BUDGET: \$ |
| Committees and or faculty have attended workshops, trainings, or have been involved in data analysis for their schools CRT and Normed Reference Data.<br>Action Type: Professional Development  | Trish Hays, Curriculum Coordinator                         | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>       | ACTION BUDGET: \$ |
| All teachers will receive training in DISTRICT GOALS AND FISCAL ACCOUNTABILITY.<br>Action Type: Professional Development  | Trish Hays, Curriculum Director/Steve Davenport, Principal | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>                           | ACTION BUDGET: \$ |
| The math resource teacher will utilize focused pacing guides that emphasize teach and re-teach.<br>Action Type: Special Education   | Jeri Elmore, Resource Teacher                              | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>• Teachers</li> </ul>                                       | ACTION BUDGET: \$ |
| All resource Math students will be provided 90 minutes of Math instruction daily.<br>Action Type: Special Education   | Steve Davenport, Principal                                 | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>• Teachers</li> </ul>                                       | ACTION BUDGET: \$ |
| Priority Committee will meet annually to assess the effectiveness of interventions and actions and to realign as needed based on data analysis.<br>Action Type: Program Evaluation<br>Action Type: Title I Schoolwide   | Shanna Lamm/ ACSIP Co-Chair                                | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> </ul> | ACTION BUDGET: \$ |

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|  |  |  | <ul style="list-style-type: none"> <li>Teachers</li> </ul>                                  |  |
| All teachers will receive training in the RTI: Response to Intervention model for interventions for struggling students.<br>Action Type: Professional Development  | Kay Ekey   | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>Central Office</li> <li>Teachers</li> </ul>          | ACTION BUDGET: \$  |
| All teachers will review and evaluate the results of standardized and Benchmark tests annually<br>Action Type: Program Evaluation  | Kristi Anderson, Math Coach  | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>Teachers</li> </ul>                                  | ACTION BUDGET: \$  |
| Implement character education by having students work in cooperative math learning groups.<br>Action Type: Wellness  | Sharon Rosenbaum, Counselor  | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>Teachers</li> </ul>                                  | ACTION BUDGET: \$  |
| Classrooms will be equipped with instructional materials which will enhance and enrich the instruction and learning of math and science. NSLA and Title I funds will be used to provide these resources and may include but not limited to: science kits, math kits, scientific equipment, interactive technology for classrooms and/or(PODS)- (iPods, audio visual (Elmo, projectors, promethean, etc.)reading and math materials which would integrate learning expectations in reading, math and science. FN 1591<br>Action Type: Alignment<br>Action Type: Equity<br>Action Type: Technology Inclusion | Trish Hays, Director of Instructional Services & Federal Programs/<br>Steve Davenport, Principal/<br>Kristi Anderson, Math Coa | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>Teachers</li> <li>Teaching Aids</li> </ul>           | Title I -<br>Materials & Supplies: \$5000.00<br>Title I -<br>Capital Outlay: \$5000.00<br>ACTION BUDGET: \$10000 |
| The Scantron Solutions will be used to assess performance in a timely manner allowing teachers accurate access to student performance, thus making it easier to modify instruction at any point and time. Scantron will also make it easier to monitor student progress, and prepare reports for feedback to students and parents. Trends of data disaggregated can also be used to review curriculum and make any needed adjustments.<br>Action Type: Alignment<br>Action Type: Technology Inclusion  | Trish Hays, Curriculum Director  | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> </ul> | ACTION BUDGET: \$  |
| All teachers will receive training in Smart Core.  | Trish Hays, Curriculum   | Start:                                     | <ul style="list-style-type: none"> <li>Administrative</li> </ul>                            |  |

|   |                                  |  |   |                   |
|---|----------------------------------|--|---|-------------------|
| Action Type: Professional Development   | Director                         | 07/01/2010<br>End:<br>06/30/2011           | <ul style="list-style-type: none"> <li>Staff</li> <li>Teachers</li> </ul>                                   | ACTION BUDGET: \$ |
| The professional development committee in Lake Hamilton School District has a system to evaluate the effectiveness of professional development to improve student achievement.<br>Action Type: Professional Development<br>Action Type: Program Evaluation  | Trish Hays, Curriculum Director  | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>Teachers</li> </ul>  | ACTION BUDGET: \$ |
| Lake Hamilton Intermediate School uses ESCWORKS on line registration to maintain a system to monitor and manage professional development.<br>Action Type: Program Evaluation  | Steve Davenport, Principal       | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> </ul>                               | ACTION BUDGET: \$ |
| All teachers will implement the use of supplemental materials with special emphasis in geometry, measurement, and data analysis and probability.<br>A. Groundworks B. Master Ruler C. Interwrite Tool Kit D. Exemplars - Constructed Response Items E. Released Items<br>Action Type: Alignment<br>Action Type: Professional Development<br>Action Type: Technology Inclusion | Steve Davenport, Principal       | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>Teachers</li> </ul> | ACTION BUDGET: \$ |
| 4th and 5th grade math teachers will be trained in the use of manipulatives that address customary and metric measures of weight, mass, volume, and capacity.<br>Action Type: Equity<br>Action Type: Professional Development   | Kristi Anderson-Math Coach       | Start:<br>07/01/2010<br>End:<br>06/03/2011 | <ul style="list-style-type: none"> <li>Teachers</li> </ul>  | ACTION BUDGET: \$ |
| 4th and 5th grade students will be TLI tested in Science four times during the 2009-2010 school year. TLI Modules are a supplemental resource used along with the textbook and science labs to help improve test scores in science. NSLA will provide stipend, materials and supplies to support TLI implementation.<br>Action Type: Equity                                   | Lori Stroope, 5th grade teacher  | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>                          | ACTION BUDGET: \$ |
| All 4th and 5th grade Science teachers will be trained in The Learning Institute portal for accessing data and in the use of the quiz builder   | Rachel Reeves, 4th grade teacher | Start:<br>07/01/2010<br>End:               | <ul style="list-style-type: none"> <li>Teachers</li> </ul>  | ACTION BUDGET: \$ |

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| component.<br>Action Type: Professional Development  |  | 06/30/2011                                 |  |                   |
| 5th grade students will have the opportunity to attend Space Camp in Huntsville, Alabama. At camp, students will experience Arkansas State Frameworks in science presented in a unique way such as experiments, hands on activities, games, and more. Space history will also be an important part of this camp.<br>Action Type: Alignment | Cindy Powell, 5th grade resource teacher | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>• None</li> </ul> | ACTION BUDGET: \$ |
| Identified students in need of additional tutorial assistance will be offered/provided summer school. During this time, students will participate in a 4 week intense summer school program. Students will receive individualized and small group literacy instruction.<br>Action Type: Equity<br>Action Type: Program Evaluation          | Steve Davenport.<br>Principal            | Start:<br>07/01/2010<br>End:<br>06/30/2011 |  | ACTION BUDGET: \$ |
| Total Budget:  |  |  |  | \$10000           |

Intervention: Implementing Standards-Based mathematics instruction.

Scientific Based Research: Teaching 101: First, Do the Math, Fennell, 2006

| Actions   | Person Responsible             | Timeline                                   | Resources  | Source of Funds   |
|---|--------------------------------|--|--|-------------------|
| All math teachers, including special education teachers, will attend training on the traits of standards-based mathematics instruction. This training may include consultants that will lead teachers in estimation strategies across the strands. A. Everyday Math B. Math workshops through Dawson Cooperative C. Benchmark training D. Math consultants<br>Action Type: Alignment<br>Action Type: Professional Development<br>Action Type: Special Education | Steve Davenport,<br>Principal  | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul> | ACTION BUDGET: \$ |
| All grade level math teachers, including special education teachers will collaborate to align and pace curriculum using the Arkansas Framework and pacing guides. A. Vertical Alignment - Teachers will use the framework for math to teach grade level standards. B. Horizontal Alignment - Grade level meetings will be   | Kristi Anderson,<br>Math Coach | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Teachers</li> </ul>                                   | ACTION BUDGET: \$ |

|   |                                       |                                      |  |                         |
|---|---------------------------------------|--------------------------------------|--|-------------------------|
| held weekly for teachers to review and plan using the Arkansas Framework and the pacing guide. Teachers will meet with the district math coach to pace curriculum. The curriculum will be reviewed yearly after receipt of Augmented Benchmark scores to identify strengths and weaknesses.<br>Action Type: Alignment<br>Action Type: Collaboration<br>Action Type: Professional Development  |                                       |                                      |  |                         |
| All teachers will work together to map aligned curriculum for instructional and assessment purposes. A. Teachers will meet to break the framework into quarters. B. Teachers will use the quartiled framework to write pacing guides. c. Teachers will meet monthly to map curriculum d. Teachers will develop assessments using the pacing guide.<br>Action Type: Alignment<br>Action Type: Collaboration<br>Action Type: Equity<br>Action Type: Special Education | Kristi Anderson, Math Coach           | Start: 07/31/2010<br>End: 06/30/2011 | <ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>                 | <hr/> ACTION BUDGET: \$ |
| Parent volunteers and WATCHDOG Dads will be used to help remediate students who score basic or below basic on aligned assessments and/or the Benchmark exam.<br>Action Type: AIP/IRI<br>Action Type: Parental Engagement  | Stacey Kandlbinder, 5th Grade Teacher | Start: 07/31/2010<br>End: 06/30/2011 | <ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>                       | <hr/> ACTION BUDGET: \$ |
| Students scoring below proficiency on the mathematics section of the Benchmark exam will be remediated by: A. In-class interventions to aid with student ability to solve multiple-step problems. B. Parent Volunteers C. Small group instruction D. peer tutoring E. Success Maker computer software F. After school tutoring<br>Action Type: AIP/IRI<br>Action Type: Alignment<br>Action Type: Parental Engagement<br>Action Type: Technology Inclusion           | Joyce Gay - 4th grade teacher         | Start: 07/31/2010<br>End: 06/30/2011 | <ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul> | <hr/> ACTION BUDGET: \$ |
| For students in remediation programs, achievement improvement will be assessed through assessments. A. Skill assessments B. Formative assessments C. State Benchmark  | Shirley Lerz - 4th grade teacher      | Start: 07/31/2010<br>End: 06/30/2011 | <ul style="list-style-type: none"> <li>• Performance Assessments</li> </ul>  | <hr/> ACTION BUDGET: \$ |

|   |   |  |  |   |
|---|---|--|--|---|
| Action Type: AIP/IRI<br>Action Type: Alignment<br>Action Type: Program Evaluation   |   |  | <ul style="list-style-type: none"> <li>Teachers</li> </ul>   |   |
| (Remediation) Results of The Learning Institute assessments will be used to identify improvement in student achievement and further assist students with disabilities. These interim assessments will be used to modify instructional strategies as needed.<br>Action Type: Equity<br>Action Type: Program Evaluation<br>Action Type: Special Education | Melayna Hardin -<br>5th grade teacher       | Start:<br>07/31/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Outside Consultants</li> <li>Performance Assessments</li> <li>Teachers</li> </ul> | <hr/> ACTION BUDGET: \$   |
| LHIS will continue and monitor the use of Everyday Math program in meeting the needs of the students.<br>Action Type: Alignment<br>Action Type: Collaboration   | Belinda Hunter -<br>5th grade teacher       | Start:<br>07/31/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>          | <hr/> ACTION BUDGET: \$   |
| Title 1 para-professionals will work with math and literacy students to help them in their weak areas. Title I and ELL funds will be available to provide materials for instruction. Title I FN 1591 ELL FN 1930<br>Action Type: Alignment<br>Action Type: Equity<br>Action Type: Professional Development  | Steve Davenport,<br>Principal               | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>                                       | <hr/> Title I -<br>Materials & \$3000.00<br>Supplies:<br>ELL (State-<br>276) - \$3000.00<br>Materials &<br>Supplies:<br><hr/> ACTION BUDGET: \$6000 |
| Everyday Math Multi-Lingual Handbooks will be available to assist classroom teachers with LEP students.<br>Action Type: Equity  | Darla Proppe, ESL<br>Coordinator            | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>District Staff</li> </ul>   | <hr/> ACTION BUDGET: \$   |
| All teachers will review the Alignment of Frameworks and revise the math language.<br>Action Type: Alignment  | Belinda Hunter,<br>5th grade teacher        | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>Teachers</li> </ul>   | <hr/> ACTION BUDGET: \$   |
| All teachers will receive 6 hours of Technology training.<br>Action Type: Professional Development  | Chris Mahoney,<br>Director of<br>Technology | Start:<br>07/01/2010<br>End:               | <ul style="list-style-type: none"> <li>Central Office</li> <li>Computers</li> </ul>  | <hr/> ACTION BUDGET: \$   |

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|  |   | 08/31/2011                                 |  |                   |
| All teachers will receive a review of services and training in these programs: ESL, G/T, 504, Special Education, character education and drug education.<br>Action Type: Special Education   | Steve Davenport,<br>Principal                                       | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>   | ACTION BUDGET: \$ |
| All teachers will receive training in PINNACLE attendance and grade reporting software program.<br>Action Type: Parental Engagement<br>Action Type: Professional Development<br>Action Type: Technology Inclusion  | Chris Mahoney,<br>Director of<br>Technology                         | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>Teachers</li> </ul>      | ACTION BUDGET: \$ |
| Priority Committee will meet annually to assess the effectiveness of interventions and actions and to realign as needed based on data analysis.<br>Action Type: Program Evaluation<br>Action Type: Title I Schoolwide  | Shanna Lamm/<br>ACSIP Co-Chair                                      | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul> | ACTION BUDGET: \$ |
| Teachers will use INTERWRITE, Promethean, and Smart Technology to integrate technology into classroom instruction. This will provide visual instruction to those students who learn better using visual cues.<br>Action Type: Equity<br>Action Type: Technology Inclusion  | Kristi Anderson,<br>K-5 Math Coach                                  | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>Teachers</li> <li>Teaching Aids</li> </ul>                                | ACTION BUDGET: \$ |
| All 4th and 5th grade math teachers will be trained in The Learning Institute portal for accessing data and in the use of the quiz builder component.<br>Action Type: Professional Development   | Kristi Anderson-<br>Math Coach                                      | Start:<br>07/01/2010<br>End:<br>06/03/2011 | <ul style="list-style-type: none"> <li>Teachers</li> </ul>   | ACTION BUDGET: \$ |
| Several math teachers at LHIS will be trained and implement the Promethean interactive board into their everyday math lessons to enhance student achievement by incorporating visual and kinesthetic experiences.<br>Action Type: Equity<br>Action Type: Professional Development<br>Action Type: Technology Inclusion | Chris Mahoney-<br>Tech Supervisor<br>Kristi Anderson-<br>math Coach | Start:<br>07/01/2010<br>End:<br>06/03/2011 | <ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> </ul>                                    | ACTION BUDGET: \$ |
| Math teachers will be trained in Thinking Mathematically. This institute is devoted to studying how students' learning of fractions, decimals, proportional reasoning and algebra can be connected with what students already understand about whole number and whole number operations.                               | Kristi Anderson,<br>Math Coach                                      | Start:<br>07/01/2010<br>End:<br>06/30/2011 |  | ACTION BUDGET: \$ |

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| Action Type: Professional Development   |   |  |   |                   |
| All teachers will receive training in the use of data from the Successmaker assessment and tutorial software program.<br>Action Type: Professional Development<br>Action Type: Technology Inclusion | Lindsey Brown,<br>Lab Manager,<br>Steve Davenport,<br>Principal | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> </ul> | ACTION BUDGET: \$ |
| Total Budget:   |   |  |   | \$6000            |

Intervention: Curriculum Mapping and Alignment - Improve math 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" Lisa Carter, 2007 "From Standards to Success" Mark R. O'Shea, 2005

| Actions   | Person Responsible                 | Timeline                                   | Resources  | Source of Funds   |
|---|------------------------------------|--|--|-------------------|
| CRT, NRT, and other school data will be analyzed to determine areas of needs for combined population and subpopulations. Data results will be used to begin the mapping and alignment of curriculum with the AR Frameworks, district curriculum and assessments.<br>Action Type: Alignment<br>Action Type: Program Evaluation   | Stacy Howell,<br>Asst. Principal   | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> </ul> | ACTION BUDGET: \$ |
| Annually, School Improvement Committees will coordinate and intergrate programs through mapping and alignment of LHIS's math curriculum to the AR State Frameworks and Assessments. A. Mapping - Each grade level will meet in content teams to determine if all teachers have covered the same concepts/skills. They will place the agreed upon concepts and skills and assessments on the grade level map. They will identify math skills being taught for each grade and coordinate maps to ensure a continuum of instruction aligned with the frameworks. B. Each teacher will use the pacing guides to determine skills taught in each 9 weeks. C. Vertical Mapping - Math skills which are being aligned to the AR State Frameworks and assessments will be assigned to designated levels to ensure a continuum of student learning skills. D. The maps are used in planned alignment of the operational curriculum with the Frameworks and criterion referenced tests. E. Committees | Kristi Anderson,<br>K-5 Math Coach | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>       | ACTION BUDGET: \$ |

|   |  |  |  |   |
|---|--|--|--|---|
| meet annually for review and update the curriculum alignment with the current and revised AR Frameworks in all disciplines and state assessments.<br>Action Type: Alignment<br>Action Type: Program Evaluation  |  |  |  |   |
| Committees will use the results of mapping and alignment activities to offer guidance in the selection of materials and supplies as well as providing consistency in instruction across grade levels and departments.<br>Action Type: Alignment<br>Action Type: Program Evaluation  | Kristi Anderson,<br>K-5 Math Coach                       | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>                           | ACTION BUDGET: \$   |
| Instructional texts in math programs will be aligned with district and state standards and with district objectives. This will include programs such as Everyday Math, etc. Teachers will use the aligned curriculum to instruct students learning expectations for their respective content areas.<br>Action Type: Alignment   | Kristi Anderson,<br>K-5 Math Coach                       | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>                                  | ACTION BUDGET: \$   |
| Priority Committee will meet annually to assess the effectiveness of interventions and actions and to realign as needed based on data analysis.<br>Action Type: Program Evaluation<br>Action Type: Title I Schoolwide   | Shanna Lamm/<br>ACSIP Co-Chair                           | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul> | ACTION BUDGET: \$   |
| Classroom Jeopardy games will be used to incorporate national and state standards in the content areas of Math, Language, Science and Social Studies. Teachers will create games based on content area curriculum documents. Classroom Jeopardy may be used as informal pre-assessments, review and post assessments.<br>Action Type: Technology Inclusion  | Kristi Anderson,<br>K-5 Math Coach                       | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>• Teachers</li> </ul>   | ACTION BUDGET: \$   |
| 4th and 5th grade math teachers will work together to map the aligned curriculum for instructional purposes into a calendar that will include TLI assessments that will be given throughout the year. Instructional Facilitator, Kristi A., will facilitate the TLI meetings, provide feedback for instructional focus and monitor ACSIP implementation of strategies. Title I funds will be used to provide materials to support instructional strategies for math and science.<br>FN 2294<br>Action Type: Alignment | Kristi Anderson-<br>Math<br>Instructional<br>Facilitator | Start:<br>07/01/2010<br>End:<br>06/03/2011 | <ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>                                 | Title I -<br>Materials & \$6000.00<br>Supplies:<br><hr/> ACTION<br>BUDGET: \$6000 |

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|--|---------------------------------------|--|--|-------------------|
| Action Type: Collaboration   |                                       |  |  |                   |
| 4th and 5th grade science teachers will work together to map the aligned curriculum for instructional purposes into a calendar that will include TLI assessments that will be given throughout the year.<br>Action Type: Collaboration | Lori Stroope,<br>5th grade<br>teacher | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul> | ACTION BUDGET: \$ |
| Total Budget:  |                                       |  |  | \$6000            |

Priority 3: To Improve Student Health and Wellness

Supporting Data:

1. 2009-2010 School Health Index: Module 1: School Health and Safety Policies 93% Module 2: Health Education 90% Module 3: Physical Education 92% Module 4: Nutrition Services 100% Module 5-7: not required at this time Module 8: Family and Community Involvement 100%
2. 2008-2009 School Health Index: Module 1: School Health and Safety Policies 93% Module 2: Health Education 95% Module 3: Physical Education 92% Module 4: Nutrition Services 100% Module 5-7: not required at this time Module 8: Family and Community Involvement 100%
3. BODY MASS INDEX DATA SY 2009-2010: Of the 243 students assessed at Lake Hamilton Intermediate school in grade 4, the following represents the percent of students at risk of overweight and overweight: Intermediate: Males 44.7% Females 40% The Lake Hamilton Intermediate School Body Mass Index data presented indicates the percentage of students who may be at risk of poor academic performance. BODY MASS INDEX DATA SY 2008-2009: Of the 123 students assessed at Lake Hamilton Intermediate school in grade 4, the following represents the percent of students at risk of overweight and overweight: Intermediate: Males 23.6% Females 19.5% The Lake Hamilton Intermediate School Body Mass Index data presented indicates the percentage of students who may be at risk of poor academic performance. BODY MASS INDEX DATA SY 2007-2008: Of the 319 students in Grade 4; 176 students assessed at Lake Hamilton Intermediate school in grade 4, the following represents the percent of students at risk of overweight and overweight: Intermediate: Males 31.7% Females 28.7% The Lake Hamilton Intermediate School Body Mass Index data presented indicates the percentage of students who may be at risk of poor academic performance.
4. 2007-2008 School Health Index: Module 1: School Health and Safety Policies 90% Module 2: Health Education 90% Module 3: Physical Education 82% Module 4: Nutrition Services 86% Module 5-7: not required at this time Module 8: Family and Community Involvement 100%
5. For the 2009-2010 school year the following represents the data percentages of students receiving free, reduced and paid lunch for the Lake Hamilton Intermediate School and an average for the district. Intermediate: \_\_\_\_ FREE: \_\_\_\_ REDUCED: \_\_\_\_ PAID: \_\_\_\_ The district had an overall percentage of for FREE AND REDUCED \_\_\_\_
6. For the 2008-2009 school year the following represents the data percentages of students receiving free, reduced and paid lunch for the Lake Hamilton Intermediate School and an average for the district. Intermediate: 56% FREE: 41% REDUCED: 15% PAID: 267 The district had an overall percentage of for FREE AND REDUCED 53%
7. For the 2007-2008 school year the following represents the data percentages of students receiving free, reduced and paid lunch for the Lake Hamilton Intermediate School and an average for the district. Intermediate: FREE: 38% REDUCED: 13% PAID: 49% The district had an overall percentage of 49% for FREE AND REDUCED
8. The Garland County Unemployment Rate is: 2009-10 7.1% compared to the Arkansas average of 7.3% and the United States average of 9.3%. The Garland County Unemployment Rate is: 2008-09 7.20% compared to the United States average of 8.5%. The Garland County Unemployment Rate is: 2007-08 5.6% compared to the state rate of

5.3%. FY 2006 5.3%

**Goal** The Lake Hamilton Intermediate School will provide support for students in making healthy lifestyle changes by implementing systems to aid in decreasing the average BMI on routine annual screening and increasing collaboration between all segments of the school community in support of positive lifestyle choices. The Lake Hamilton Intermediate School will also promote healthy living by improving drug awareness and maintaining a safe and drug free school.

**Benchmark** By the school year of 2010-2011, there will be a decrease of the average Body Mass Index by 1/2% as evaluated by the annual BMI screening. There will be a 5% decrease in discipline referrals by the end of the 2010-2011 school year as measured by the school report card and APSCN.

| Intervention: To improve Lake Hamilton Intermediate School's health and safety policies and implement strategies to promote a safe and healthy lifestyle.   |                              |                                      |   |                   |
|---|------------------------------|--------------------------------------|---|-------------------|
| Scientific Based Research: Journal of the American Dietetic Association, 103(7): 887-93. NAL Call Number: 389.8 Am34 Position of the American Dietetic Association: Child and Adolescent food and nutrition programs. J. Stang, C.T. Bayerl Associated Content, "What You Don't Know About Physical Punishment and Children's Discipline". The Children Physical Punishment and Discipline Dilemma, MichaelTaylorOnline.org, published Nov 17, 2006 |                              |                                      |   |                   |
| Actions   | Person Responsible           | Timeline                             | Resources   | Source of Funds   |
| Administration will choose a committee of parents, teachers, and administrators. Meeting will be scheduled and goals will be set.<br>Action Type: Collaboration<br>Action Type: Wellness  | Principals and Team          | Start: 07/01/2010<br>End: 06/30/2011 | <ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> <li>District Staff</li> <li>Teachers</li> </ul> | ACTION BUDGET: \$ |
| Teachers will work with physical education instructor to align the health standards into the curriculum.<br>Action Type: Alignment<br>Action Type: Collaboration<br>Action Type: Wellness   | Steve Davenport and Teachers | Start: 07/01/2010<br>End: 06/30/2011 | <ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>  | ACTION BUDGET: \$ |
| Teachers will schedule speakers from the community to present health and nutrition as well as drug prevention information as it pertains to their curriculum. The Parent-Teacher Organization may be consulted as a resource in providing qualified speakers.<br>Action Type: Collaboration<br>Action Type: Parental Engagement<br>Action Type: Wellness  | Gail Davis, School Nurse     | Start: 07/01/2010<br>End: 06/30/2011 | <ul style="list-style-type: none"> <li>Community Leaders</li> <li>Outside Consultants</li> </ul>  | ACTION BUDGET: \$ |

|   |   |  |  |                         |
|---|---|--|--|-------------------------|
| Students will be engaged in a minimum of 150 minutes of physical education and other physical activity programs per week. These activities may include classroom aerobics, Physical Education instruction, or extracurricular activities.<br>Action Type: Wellness  | Christie Dyer, PE instructor                    | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>Teachers</li> </ul>   | <hr/> ACTION BUDGET: \$ |
| The staff will implement ways to decrease Allergies and Asthma in students that include: A. Maintenance will do all "burning" after school. B. Administration and Maintenance will meet before school begins. C. Nurse will have information available for teachers that shows symptoms/signs of Asthma and Allergies and ways to prevent them in the classroom.<br>Action Type: Wellness | Gail Davis, School Nurse                        | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul> | <hr/> ACTION BUDGET: \$ |
| Nutritional Services Director will provide nutritional information to parents and teachers by listing the nutritional value of school meals on the district website or upon request.<br>Action Type: Professional Development<br>Action Type: Wellness  | Vivian Nicholson, Nutritional Services Director | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>Central Office</li> <li>Computers</li> </ul>                              | <hr/> ACTION BUDGET: \$ |
| Nutritional Services Director will provide more vegetables and fruit for daily meals and skim fat from meats.<br>Action Type: Wellness  | Vivian Nicholson, Nutrition Services Director   | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>Central Office</li> </ul>   | <hr/> ACTION BUDGET: \$ |
| A designee from the wellness committee will reassess goals and actions using the School Health Index annually. The results will be used to determine improvement. The plan will be modified accordingly.<br>Action Type: Program Evaluation   | Christie Dyer, PE teacher                       | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>Teachers</li> </ul>   | <hr/> ACTION BUDGET: \$ |
| All teachers will receive training in Defibrillator use.<br>Action Type: Professional Development   | Gail Davis, Nurse                               | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>Teachers</li> </ul>   | <hr/> ACTION BUDGET: \$ |
| All teachers and administrators will receive training in nutrition and health of students and self.<br>Action Type: Professional Development  | Trish Hays, Curriculum Coordinator              | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>   | <hr/> ACTION BUDGET: \$ |
| All faculty will receive training in working with children who have asthma.<br>Action Type: Professional Development<br>Action Type: Wellness   | Gail Davis, School Nurse                        | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>District Staff</li> </ul>   | <hr/> ACTION BUDGET: \$ |

|   |   |  |  |                         |
|---|---|--|--|-------------------------|
| All faculty will receive training in how to work with children who receive unintentional injuries.<br>Action Type: Professional Development<br>Action Type: Wellness  | Gail Davis, School Nurse                                  | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>District Staff</li> </ul> | <hr/> ACTION BUDGET: \$ |
| All faculty will receive training in working with students in regard to violence and suicide.<br>Action Type: Professional Development<br>Action Type: Wellness   | Paulette Click, 5th grade Counselor                       | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>District Staff</li> </ul> | <hr/> ACTION BUDGET: \$ |
| All faculty will receive training in appropriate activities for physical education in the classroom and safe and drug free education. Character education activities will be promoted throughout the year.<br>Action Type: Professional Development<br>Action Type: Wellness  | Christie Dyer, PE instructor/ Sharon Rosenbaum, Counselor | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>District Staff</li> </ul> | <hr/> ACTION BUDGET: \$ |
| All science teachers will review and revise the health frameworks to be taught in their classrooms annually.<br>Action Type: Professional Development<br>Action Type: Wellness  | Erin Scrimshire, 4th Grade Science Teacher                | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>Teachers</li> </ul>       | <hr/> ACTION BUDGET: \$ |
| A LHis track meet will be held each spring. The track meet will involve all students. They will participate in a variety of physical activities.<br>Action Type: Wellness   | Christi Dyer, P.E. teacher                                | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>Teachers</li> </ul>       | <hr/> ACTION BUDGET: \$ |
| Priority Committee will meet annually to assess the effectiveness of interventions and actions and to realign as needed based on data analysis. Baseline data from ADE report card, APSCN report, and BMI will be reviewed to determine if improvement has been achieved. The state report card, APSCN, BMI, will be assessed to determine if discipline has improved and the BMI data will be reviewed to determine if there is improvement.<br>Action Type: Collaboration<br>Action Type: Program Evaluation<br>Action Type: Wellness | Shanna Lamm/ ACSIP Co-Chair                               | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>Teachers</li> </ul>       | <hr/> ACTION BUDGET: \$ |
| Total Budget:   |   |  |  | \$0                     |

Priority 4:

1. In the fall of 2010 4 students were tested in 4th grade, and 5 were tested in 5th grade with the LAS. Of the 9 tested in Intermediate, all were identified as requiring ESL Program Services. Of these, 2 parents waived services. 2. In the spring of 2010, 12 LEP students were tested with the ELDA assessment in 4th grade, and 19 fifth grade LEP students were tested. 75 % of the fourth graders achieved a rating of 4 (2nd highest possible score). 5% of the fifth grade LEP scored a score of level 5/Proficient language acquisition. 74% achieved a level 4 (2nd highest possible

Supporting Data:

- score). 3. 83% of fourth grade LEP students met AYP Proficiency in Literacy. % scored Proficient or Advanced AYP in Literacy (ACTAAP benchmark). 4. 68% of fifth grade LEPs met or exceeded AYP Proficiency in Literacy (ACTAAP benchmark).
2. 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.
  3. 1. In the fall of 2009 15 students were tested in 4th grade, and 19 were tested in 5th grade with the LAS. Of the 34 tested in the Intermediate, 34 were identified as requiring ESL Program Services. Of these, no parents refused services.
  4. 2. In the spring of 2009, 19 LEP students were tested with the ELDA assessment in 4th grade, and 13 third grade LEP students were tested. 5% of the fourth grade LEP students reached language acquisition score of 5/Proficient (highest score that indicates Proficiency). 37% of the fourth graders achieved a rating of 4 (2nd highest possible score). 15% of the fifth grade LEP scored a score of level 5/Proficient language acquisition. 54% achieved a level 4 (2nd highest possible score).
  5. 47% of fourth grade LEP students met AYP Proficiency in Literacy. 5% scored Advanced AYP in Literacy. 67% of 5th grade LEPs scored Proficient in Literacy benchmarks.

**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<br>"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 pertinent data will determine placement for ESL Services. The results of the various assessments are reviewed to determine areas of need and services. Individual Modification Plans and accommodations are developed, as | Dawn Shinn, ESL Teacher/ Trish Hays, Director of Instruction and Federal Programs | Start:<br>07/01/2010<br>End:<br>06/30/2011 | <ul style="list-style-type: none"> <li>• District Staff</li> </ul> | ACTION BUDGET: \$ |

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| <p>relevant, by by Dawn Shinn, ESL Teacher. Communication with LPAC committee will occur. As new students enroll or drop, appropriate assessments and surveys will be provided. Relevant information will be given to APSCN designee and student data will be periodically reviewed for accuracy by teacher.<br/>Action Type: Collaboration<br/>Action Type: Equity<br/>Action Type: Program Evaluation</p>  |   |  |  |  |
| <p>Results of the LAS, 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. Modification Plans for individual students are developed by Dawn Shinn and shared with classroom teachers.<br/>Action Type: Alignment<br/>Action Type: Collaboration<br/>Action Type: Equity</p>  | <p>Dawn Shinn, ESL Teacher</p>                                    | <p>Start:<br/>07/01/2010<br/>End:<br/>06/30/2011</p> | <ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul> | <hr/> <p>ACTION BUDGET:     \$</p>   |
| <p>NSLA funds will be used to provide a 1.0 FTE ESL Teacher to work with eligible students to improve academic achievement. Materials and supplies will be provided to support LEP students. Funds will be used to promote highly qualified staff to work with this group. Teachers working with limited-English speaking students will have opportunities to attend training activities and conferences designed to improve their skills and knowledge. ELL Funds will be used for fees, travel expenses, stipends, consultants and miscellaneous materials and supplies for staff members related to professional development and for classroom instruction. The ESL Classroom teacher, Dawn Shinn, will provide second language acquisition instruction in small group format within the ESL classroom as well as</p> | <p>Steve Davenport,<br/>Principal/ ESL Teacher<br/>Dawn Shinn</p> | <p>Start:<br/>07/01/2010<br/>End:<br/>06/30/2011</p> | <ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul> | <p>NSLA (State-281) - Employee Benefits:     \$12941.71<br/>NSLA (State-281) - Employee Salaries:     \$47932.50<br/>ELL (State-276) - Purchased Services:     \$1500.00<br/>ELL (State-276) - Materials &amp; Supplies:     \$4000.00</p> <hr/> |

|  |  |  |   |   |
|--|--|--|---|---|
| <p>push in model for classrooms. Targeted literacy skills will be improved through ESL classroom instruction. Dawn will provide content-based curriculum support and review, analyze, and apply the implications of TLI assessments to modify instruction. NSLA FN 1590 ELL FN 1930<br/>Action Type: Equity</p>  |  |  |   | <p>ACTION BUDGET: \$66374.21</p>  |
| <p>Title III funds will be used for interpreters, translators and other services as needed.<br/>Action Type: Equity<br/>Action Type: Title I Schoolwide</p>  | <p>Trish Hays, Director of Federal Programs/Steven Davenport, Principal</p>                          | <p>Start: 07/01/2010<br/>End: 06/30/2011</p> | <ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Performance Assessments</li> <li>• Teaching Aids</li> </ul> | <p>Title III - Purchased Services: \$500.00</p> <hr/> <p>ACTION BUDGET: \$500</p> |
| <p>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. This may include opportunities via Dawson Educational Co-op, District PD, and other.<br/>Action Type: Professional Development</p>   | <p>Trish Hays, Director of Instruction and Federal Programs/ Steve Davenport, Principal</p>          | <p>Start: 07/01/2010<br/>End: 06/30/2011</p> | <ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>  | <hr/> <p>ACTION BUDGET: \$</p>  |
| <p>The classroom teachers, in collaboration with Dawn Shinn (ESL Teacher) will monitor academic progress via interim assessments TLI, Successmaker, Unit assessments and other input. Results will be used to modify instruction as needed, communicate results to affected teachers and adjust modifications and strategies according to individual needs. Instructional Facilitator and ESL teacher will analysis TLI interim assessments and teacher will ensure progress monitoring and instructional modifications.<br/>Action Type: Equity<br/>Action Type: Program Evaluation</p> | <p>Dawn Shinn, Teacher/Shirley Chancellor, Instructional Facilitator/ Steve Davenport, Principal</p> | <p>Start: 07/01/2010<br/>End: 06/30/2011</p> | <ul style="list-style-type: none"> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>                                 | <hr/> <p>ACTION BUDGET: \$</p>  |
| <p>Parents of Spanish-speaking LEP students receive communications in both English and Spanish as needed.<br/>Action Type: Equity</p>  | <p>Dawn Shinn, ESL Teacher/ Rachel Reeves, Parent Facilitator</p>                                    | <p>Start: 07/01/2010<br/>End: 06/30/2011</p> | <ul style="list-style-type: none"> <li>• Central Office</li> <li>• District Staff</li> </ul>  | <hr/> <p>ACTION BUDGET: \$</p>  |

|   |   |                                      |   |   |
|---|---|--------------------------------------|---|---|
| Action Type: Parental Engagement  |   |                                      |   |   |
| The ESL staff, in collaboration Parent Facilitators, and teachers will plan and provide opportunities for ESL Family Nights to increase parent involvement among all groups who speak languages other than English. ELL funds will be available to provide materials and supplies to support these meetings. Which may include interpreters, babysitters, light refreshments, and other. fn 2170<br>Action Type: Equity<br>Action Type: Parental Engagement | Rachel Reeves, Parent Facilitator/ Dawn Shinn, ESL Teacher, /Amy Humphries, Parent Center Coordinator | Start: 07/01/2010<br>End: 06/30/2011 | <ul style="list-style-type: none"> <li>Central Office</li> <li>District Staff</li> </ul>  | ELL (State-276) - Purchased Services: \$1000.00<br>ELL (State-276) - Materials & Supplies: \$2000.00<br><hr/> ACTION BUDGET: \$3000 |
| Title III funds will be used for materials and supplies to assess students, make available instructional materials, technology, conference fees, registration, and other services as needed.<br>Action Type: Program Evaluation   | Trish Hays, Director of Federal Programs/Steven Davenport, Principal                                  | Start: 07/01/2010<br>End: 06/30/2011 | <ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>Performance Assessments</li> <li>Teaching Aids</li> </ul> | Title III - Materials & Supplies: \$1500.00<br><hr/> ACTION BUDGET: \$1500  |
| Total Budget:   |   |                                      |   | \$71374.21  |

• Planning Team

| Classification    | Name            | Position                         | Committee                          |
|-------------------|-----------------|----------------------------------|------------------------------------|
| Classroom Teacher | Angel Knox      | 4th Grade Special Ed             | Wellness                           |
| Classroom Teacher | Angie Thornton  | Art teacher                      | Math                               |
| Classroom Teacher | Belinda Hunter  | 5th grade                        | Math                               |
| Classroom Teacher | Beth Simpson    | Resource                         | Federal Programs Advisory/Literacy |
| Classroom Teacher | Brooke Murders  | 4th grade                        | ACSIP Chairman/Literacy            |
| Classroom Teacher | Cheri Walker    | 4th grade                        | Federal Programs Advisory/Literacy |
| Classroom Teacher | Christie Dyer   | Physical Education               | Wellness Chairman                  |
| Classroom Teacher | Christie Glover | 5th grade                        | Literacy                           |
| Classroom Teacher | Cindy Powell    | Resource Teacher                 | Literacy                           |
| Classroom Teacher | Dana Short      | 4th grade teacher                | Math                               |
| Classroom Teacher | Danielle Faught | 5th grade                        | Literacy                           |
| Classroom Teacher | DeAnna Jones    | Self-Contained Classroom Teacher | Wellness                           |
| Classroom Teacher | Erin Scrimshire | fourth grade                     | Wellness                           |

|                                  |                    |                         |                                    |
|----------------------------------|--------------------|-------------------------|------------------------------------|
| Classroom Teacher                | Jamie Clay         | 5th grade               | Literacy                           |
| Classroom Teacher                | Jana Catlett       | 5th grade               | Literacy                           |
| Classroom Teacher                | Janette King       | 4th grade               | Writing                            |
| Classroom Teacher                | Jeri Elmore        | Resource teacher        | Federal Programs Advisory/Math     |
| Classroom Teacher                | Joyce Gay          | 4th Grade               | Math                               |
| Classroom Teacher                | Laurie Holland     | Speech                  | Literacy                           |
| Classroom Teacher                | LeaAnn Ferrell     | 4th grade               | Math                               |
| Classroom Teacher                | Lee Palmer         | Speech teacher          | Federal Programs Advisory/Wellness |
| Classroom Teacher                | Linda Smith        | fifth grade             | math                               |
| Classroom Teacher                | Linda Woodson      | Counselor               | Wellness                           |
| Classroom Teacher                | Lori Stroope       | 5th grade               | Wellness                           |
| Classroom Teacher                | Marcia Davenport   | 4th grade               | Literacy                           |
| Classroom Teacher                | Melayna Hardin     | Fifth Grade             | Math                               |
| Classroom Teacher                | Nicole Turpen      | ACE Teacher             | Wellness                           |
| Classroom Teacher                | Paul Graves        | Music teacher           | Math                               |
| Classroom Teacher                | Paulette Click     | Counselor               | Wellness                           |
| Classroom Teacher                | Rachel Reeves      | 4th grade teacher       | Literacy                           |
| Classroom Teacher                | Robin Chuang       | 4th grade               | Math                               |
| Classroom Teacher                | Shanna Lamm        | 5th grade               | ACSIP Co-Chair/Math                |
| Classroom Teacher                | Sharon Rosenbaum   | Counselor               | Federal Programs Advisory/Wellness |
| Classroom Teacher                | Sheila Whatley     | 5th grade               | Wellness                           |
| Classroom Teacher                | Shirley Lerz       | 4th Grade Teacher       | Math                               |
| Classroom Teacher                | Sonya Walker       | 5th grade               | Wellness                           |
| Classroom Teacher                | Stacey Kandlbinder | 5th grade teacher       | Literacy                           |
| Non-Classroom Professional Staff | Becky Mills        | 5th grade aide          | Math                               |
| Non-Classroom Professional Staff | Belinda Stingle    | Instructional Assistant | Literacy                           |
| Non-Classroom Professional Staff | Dawn Shinn         | ESL Teacher             | Literacy                           |
| Non-Classroom Professional Staff | Dianne Hass        | Bookkeeper              | Math                               |
| Non-Classroom Professional Staff | Gail Davis         | Nurse                   | Wellness                           |
| Non-Classroom Professional Staff | Katie Williams     | 4th grade aide          | Literacy                           |
| Non-Classroom Professional Staff | Kristi Anderson    | Math Coach              | Math                               |
| Non-Classroom Professional Staff | Laura Young        | 5th grade Parapro       | Wellness                           |
| Non-Classroom Professional Staff | Linda Dupre        | Cafeteria Staff         | Wellness                           |
| Non-Classroom Professional Staff | Lindsay Brown      | Computer Lab Manager    | Math                               |
| Non-Classroom Professional Staff | Paula Broadbent    | Library Aide            | Literacy                           |

|                                  |                    |   |                                    |
|----------------------------------|--------------------|---|------------------------------------|
| Non-Classroom Professional Staff | Ramona Abernathy   | Media Specialist  | Literacy                           |
| Non-Classroom Professional Staff | Sharon McCuddy     | Self-Contained Aide                                       | Wellness                           |
| Non-Classroom Professional Staff | Shirley Chancellor | k-5 Literacy Coach  | Literacy                           |
| Non-Classroom Professional Staff | Stacy Sullivan     | 4th grade aide Spec Ed                                    | Literacy                           |
| Non-Classroom Professional Staff | Wanda Noles        | Instructional Assistant- Self Contained Special Education | Literacy                           |
| Parent                           | Beverly Hill       | Parent  | Parent Advisory                    |
| Parent                           | Darbi Murry        | Parent  | Parent Advisor                     |
| Parent                           | Sharon Plyler      | Parent  | Parent Advisory                    |
| Parent                           | Stacy Dodd         | Parent  | Parent Advisory                    |
| Parent                           | Tammie Lawrence    | Parent  | Parent Advisory                    |
| Parent                           | Tina Brown         | Parent  | Parent Advisory                    |
| Principal                        | Stacy Howell       | Assistant Principal                                       | Federal Programs Advisory/Math     |
| Principal                        | Steve Davenport    | Principal   | Federal Programs Advisory/Wellness |

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