

Source of Funds Report

NSLA 2014-15

PANGBURN SCHOOL DISTRICT
1100 Short Street Pangburn, Arkansas 72121

Source of Funds Report

For: NSLA (State-281) - Employee Benefits, NSLA (State-281) - Employee Salaries, NSLA (State-281) - Materials & Supplies, NSLA (State-281) - Purchased Services.

Total Amount Reported: \$268978.45

Generated on September 29, 2014

PANGBURN ELEMENTARY SCHOOL -- \$137535

Source of Funds: NSLA (State-281) - Employee Benefits -- \$23627

Priority 1: Improve Literacy Skills

Goal: Students will improve in their ability to respond to text dependent questions and the IOWA and PARCC.

Priority 2: Improve Math Skills

Goal: Students will improve in answering open response questions while working on numbers and operations, geometry, measurement, data analysis and probability.

Source of Funds: NSLA (State-281) - Employee Salaries -- \$99908

Priority 1: Improve Literacy Skills

Goal: Students will improve in their ability to respond to text dependent questions and the IOWA and PARCC.

Priority 2: Improve Math Skills

Goal: Students will improve in answering open response questions while working on numbers and operations, geometry, measurement, data analysis and probability.

Source of Funds: NSLA (State-281) - Materials & Supplies -- \$7112

Priority 1: Improve Literacy Skills

Goal: Students will improve in their ability to respond to text dependent questions and the IOWA and PARCC.

Priority 2: Improve Math Skills

Goal: Students will improve in answering open response questions while working on numbers and operations, geometry, measurement, data analysis and probability.

Source of Funds: NSLA (State-281) - Purchased Services -- \$6888

Priority 1: Improve Literacy Skills

Goal: Students will improve in their ability to respond to text dependent questions and the IOWA and PARCC.

Priority 2: Improve Math Skills

Goal: Students will improve in answering open response questions while working on numbers and operations, geometry, measurement, data analysis and probability.

PANGBURN HIGH SCHOOL -- \$129722

Source of Funds: NSLA (State-281) - Employee Benefits -- \$26717

Priority 1: Literacy

Goal: All students will IMPROVE READING and WRITING skills and strategies in order to perform successfully on the PARCC PBA and the EOY assessments.

Priority 2: Math

Goal: Students will improve their abilities to solve equations and inequalities and gain a deeper understanding of the language of algebra.
Source of Funds: NSLA (State-281) - Employee Salaries -- \$87915

Priority 1: Literacy

Goal: All students will IMPROVE READING and WRITING skills and strategies in order to perform successfully on the PARCC PBA and the EOY assessments.

Priority 2: Math

Goal: Students will improve their abilities to solve equations and inequalities and gain a deeper understanding of the language of algebra.

Source of Funds: NSLA (State-281) - Materials & Supplies -- \$10671

Priority 1: Literacy

Goal: All students will IMPROVE READING and WRITING skills and strategies in order to perform successfully on the PARCC PBA and the EOY assessments.

Priority 2: Math

Goal: Students will improve their abilities to solve equations and inequalities and gain a deeper understanding of the language of algebra.

Goal: Students will improve their abilities to solve problems in coordinate geometry, transformations, higher order thinking skills, and real world applications.

Source of Funds: NSLA (State-281) - Purchased Services -- \$4419

Priority 1: Literacy

Goal: All students will IMPROVE READING and WRITING skills and strategies in order to perform successfully on the PARCC PBA and the EOY assessments.

Priority 2: Math

Goal: Students will improve their abilities to solve equations and inequalities and gain a deeper understanding of the language of algebra.

PANGBURN SCHOOL DISTRICT -- \$1721.45

Source of Funds: NSLA (State-281) - Employee Benefits -- \$0

There is no data for the Source of Funds type "NSLA (State-281) - Employee Benefits".

Source of Funds: NSLA (State-281) - Employee Salaries -- \$0

There is no data for the Source of Funds type "NSLA (State-281) - Employee Salaries".

Source of Funds: NSLA (State-281) - Materials & Supplies -- \$1721.45

Priority 1: To provide instructional support in math and literacy for Federal programs and Special Needs Funds

Goal: To improve ACADEMIC ACHIEVEMENT and school environment by using DATA DRIVEN DECISIONS to guide instruction, implementation and analysis of scores and outcomes. Peer review was completed by meetings and discussions of campus leaders, CAMPUS STAFFS, district leaders, parents and community members. All LICENSED staff completed CORE area PD and TESS training over the summer & in August working as a group and by independent study to better understand the NEW STANDARDS with MAX stretch implemented in all areas showing GREATER STUDENT ENGAGEMENT, student collaboration and evaluation. ACSIP meeting minutes described continue success with Math scores in grade 3-6, but stronger IMPLEMENTATION & STUDENT INTERVENTIONS needed in Math for grades 7-11. Literacy scores continue to increase, yet more integration needed with NON-FICTION sources and greater integration of TECHNOLOGY. Staff & Administration planned SUMMER PD with a focus on greater INDIVIDUAL & TEAM PLANNING using COMMON CORE GUIDELINES, PARCC, greater COLLABORATION between ELA, MATH & SCIENCE with elective areas and Social Studies so STUDENTS can CONNECT the REAL WORLD APPLICATIONS across academic areas. Principals are doing DAILY WALKTHROUGHS as school started and are ENCOURAGED by the SIGNIFICANT IMPROVEMENTS which are occurring in classrooms following TESS requirements. Discipline incidents have decreased, Student ENGAGEMENT has INCREASED, and STUDENT WORK EXAMPLES are posted in rooms, and in building.

Source of Funds: NSLA (State-281) - Purchased Services -- \$0

There is no data for the Source of Funds type "NSLA (State-281) - Purchased Services".

PANGBURN ELEMENTARY SCHOOL -- \$137535

Source of Funds

For: NSLA (State-281) - Employee Benefits, NSLA (State-281) - Employee Salaries, NSLA (State-281) - Materials & Supplies, NSLA (State-281) - Purchased Services.

Source of Funds: NSLA (State-281) - Employee Benefits -- \$23627

Priority 1: Improve Literacy Skills

1. Based on a comprehensive NEEDS ASSESSMENT that reflects an in-depth trend analysis of multiple data sources across multiple grade levels and content areas, we found that our AREAS OF NEED include the ALL STUDENT group, , and TAG group related to text dependent questions and provide evidence based on responses. This CONCLUSION has been obtained by studying the CRT, NRT, TLI and STATE ASSESSMENTS, and other classroom data.
2. The attendance rate for the district in 2011 at 95% , 2012 at 95.7% and 2013 at 94.6%,
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Supporting Data:

Goal Students will improve in their ability to respond to text dependent questions and the IOWA and PARCC.

Benchmark Pangburn Elementary did not meet the 2013 ESEA goal in Literacy yet had all student passing percent of 89.13%.The White and Economically Disadvantaged groups both met score percentage of 88.89 and 86.47. No areas under Literacy met the required Growth Performance score. Pangburn Elementary is rated as Needs Improvement in Literacy, for K-6.

Intervention: Students will improve on writing content and style, with an emphasis on comprehensive language skills.				
Scientific Based Research: Explorations in Non-Fiction Writing, by: Steed & Hoyt (2010). I Can Write Like That by: Ehmann & Gayer (2009).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
L:1W:10 [3 & 5 Title I Schoolwide] Interventions for students with DYSLEXIA TENDENCIES have been added to a INTERVENTION GROUP INSTRUCTION. HQ teacher, Melissa Smith, [paid by local funds] leads the Dyslexia services. Other Highly Qualified TITLE I Elementary PARAS (H.Brewer) with FTE of 0.88 using Title I funds; [Salary \$12,320 & Benefits \$1680] and another HQ Para working with 5th & 6th grade, (A. Brown) with FTE of 0.25 in NSLA [Salary- \$3550, Benefits-\$880] also allows for more individual student support in literacy classrooms. Action Type: Equity	Principals, Melissa Smith , Paras	Start: 07/01/2014 End: 06/30/2015		NSLA (State-281) - Employee Benefits: \$880.00 <hr/> ACTION BUDGET: \$880.00
L: 1W.12 [Title I: SCHOOLWIDE #8, #9] One LITERACY FACILITATOR, Stephanie Vernon, is hired by the district to work with students in grades K-12 with a FTE of 0.40 for k-6 using NSLA funds,[Salary \$ 24,982 & Benefits \$6,246] and FTW of 0.40 for 7-12 NSLA , and FTE of 0.20 from local funds providing staff development. The Literacy Facilitator works with students in the classroom and supply professional development in the summer as well as throughout the year. Grade level PLC's ,as well as district level meetings with the leadership team, will be held by all facilitators to plan instruction. Facilitators also provide SUPPORT AND TECHNICAL ASSISTANCE to students that are in the most need. They will collaborate with campus teachers on the use of MAX strategies as well as other assistance. Action Type: Collaboration Action Type: Professional Development	Principals:..Ramsey; Louks , Vernon, Literacy Faciliator; Teachers	Start: 07/01/2014 End: 06/30/2015		NSLA (State-281) - Employee Benefits: \$6,246.00 <hr/> ACTION BUDGET: \$6,246.00
Total Budget:				\$7,126.00

Intervention: Students will improve in the areas of reading practical passage/open response, and reading comprehension.				
Scientific Based Research: Catching Readers Before They Fail; by: Johnaon & Keier (2010). 35 Strategies for Guiding Readers Through Informational Texts; by: Moss & Loh (2010)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
L:2R:5 [Title I: SCHOOLWIDE #3 & #7] A TRANSITIONAL PROGRAM between our ABC Pre-School and	Principal Ramsey ; Kelly	Start:		NSLA (State- \$1,889.00

Kindergarten classes includes visiting the Kindergarten classrooms and planning among the pre-school staff and Kindergarten teachers. A ELEMENTARY LICENSED teacher is placed both ABC rooms; ABC Director, K. Davis salary is paid from ABC funds, the for 2nd Pre-K teacher, K. Barnett, is funded with FTE of 0.20 under (TITLE 11 funds, transferred to Title I funds), [Salary \$ 7,000, Benefits \$ 1,750]. A support para (A. Baser) helps with the TRANSITION of Pre-K students to Kinder is funded with FTE of 0.5 in Title I fund, [Salary \$7560; Benefits, \$1,890] and FTE of 0.5 using NSLA funds. Action Type: Alignment Action Type: Equity	Davis, Preschool Director	07/01/2014 End: 06/30/2015		281) - Employee Benefits: <hr/> ACTION BUDGET: \$1,889.00
L:2R:4 [Title I: SCHOOLWIDE #3 & #9] SUPPLEMENTAL books, as well as big books, that are NON-FICTION, will be added to the literacy book rooms as needed to be used in the guided reading lessons. INTERVENTION KITS that were purchased provided additional support in small group instruction on literacy using SPED funds, local & fund raising funds PTO. Campus libraries continue to purchase with local funds additional books for grades K-2 to READ & enjoy that also increases Supplies for LITERACY CENTERS will be purchased for grades K-2 which also increases VOCABULARY and FLUENCY. Using NSLA salary funds, one third of a cost of extra elementary teacher is included in budget, [Salary \$9,372; Benefits \$1000] Action Type: Alignment	Waire & Knapp, Library; Yancy, Literacy Intervienist, K-2 Teachers	Start: 07/01/2014 End: 06/30/2015		NSLA (State-281) - Employee Benefits: \$1,000.00 <hr/> ACTION BUDGET: \$1,000.00
Total Budget:				\$2,889.00

Intervention: SUPPLEMENTAL INTERVENTIONS				
Scientific Based Research: Interventions That Work, by: Dorn & Soffos (2012).Catching Readers Before They Fail; by: Johnaon & Keier (2010). 35 Strategies for Guiding Readers Through Informational Texts; by: Moss & Loh (2010).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
L:3RC:1 [Title I: SCHOOLWIDE #2 & #9] Supplemental INTERVENTION Teacher with FTE of 0.52, Autumn Yancy, NSLA funds [Salary \$22,672 & Benefits \$5,668] and a FTE of 0.48 of local funds who will INSTRUCT STUDENTS who are BELOW PROFICIENCY in READING. Materials will be purchased as needed using SPED and Intervention funds. Intervention Teacher will meet with grade level PLC's with COLLABORATIVE OPPORTUNITIES to teach/discuss interventions. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Principal Ramsey, Intervention Teacher- Yancy, Classroom teachers	Start: 07/01/2014 End: 06/30/2015		NSLA (State-281) - Employee Benefits: \$5,668.00 <hr/> ACTION BUDGET: \$5,668.00
Total Budget:				\$5,668.00

Priority 2: Improve Math Skills

- Supporting Data:
1. Based on a COMPREHENSIVE NEEDS ASSESSMENT that reflects an in-depth trend analysis of multiple data sources across multiple grade levels and content areas, we found that our areas of need in our ALL STUDENTS AND TAGG GROUP - specifically White, and Economic Disadvantaged population to be open response questions in geometry,numbers and operations,measurement,data analysis and probability. These conclusions have been obtained by studying the CRT,NRT, intermittent assessments, STATE BENCHMARKS ESEA report and other data.
 2. The attendance rate for the district was 95% in 2011, 95.7% in 2012 and 94.6 %.
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Goal Students will improve in answering open response questions while working on numbers and operations, geometry, measurement, data analysis and probability.

Benchmark Pangburn Elementary did NOT meet the the 2012 ESEA goal of 81.74 with an average percent passed of 89.36 in grades 2-6 Tested grades showed continued progress by meeting ESEA Accountability in SPED populations group. All groups except SPED, did not reach growth performance ratings either. Grade levels will continue to work on closing gaps between Economically Disadvantaged, White and the ALL student Group.

Intervention: Students will increase their knowledge in open response numbers and operations, geometry, and measurement problem solving.
Scientific Based Research: Making Standards Useful in the Classroom, by: Marzano & Haystead (2008). Classroom Assessment and Grading That Works, by: Marzano (2009). CGI-- Thinking Mathmatically, by: Franke & Carpenter (2009).

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>M:1.11 [Title I: SCHOOLWIDE #2 & #9] Three Title I Highly Qualified paras, who work in the Elementary classroom with teachers and students to meet INDIVIDUAL STUDENT needs for INCREASING MATH SKILLS for those scoring below proficient on the SAT 10 and PARCC . The first para is N. Chastain, with FTE of 0.35 in Title I funds,[Salary \$5,670, Benefit \$1,418]. A second Para, L. Wilkerson, with an FTE of 0.33 in Title I funds, [\$5214, Benefits \$1,304], and a third para, G. Curl, with an FTE of 0.35 [Salary \$5215, Benefits \$1461]. A fourth Title I para, G. Langley with an FTE. of 0.375 [Salary \$7,032, Benefits \$1758] works with elementary children in the computer lab to strength math skills. A fifth para, A. Brown, works with FTE of 0.25 is paid under SPED, F6702 funds, [Salary \$ 3,550; Benefits \$888] works with 5th & 6th grades to support struggling students in math. A sixth Para also supports 5th & 6th graders with literacy, A. Richardson,(a former teacher) with FTE of 0.4 under NSLA Fund [Salary - \$8240, Benefits \$ 2060] All of these who are Title One HIGHLY QUALIFIED paras.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	Principals: Ramsey & Louks; Paras	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teaching Aids 	NSLA (State-281) - Employee \$2,060.00 Benefits: <hr/> ACTION BUDGET: \$2,060.00
<p>M: 1.14 [Title I: SCHOOLWIDE #2,#4] A MATH FACILITATOR, Wade Butler, with an FTE of 0.375 in high school and 0.375 in elementary will be paid from NSLA funds [Salary \$23,533 & Benefits \$5,884] and 0.25 in local funds. He works directly with teachers and students in the classroom and supply professional development in the summer as well as throughout the year. Grade level PLC's as well as district level meetings with the leadership team, will be held by Facilitators to plan instruction. All facilitators provide SUPPORT AND TECHNICAL ASSISTANCE to elementary students that are in the most need. The Facilitator will collaborate with teachers on the use of MAX strategies as well as other assistance.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide</p>	Wade Butler, Math Facilitator; Elementary Math & Science Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	NSLA (State-281) - Employee \$5,884.00 Benefits: <hr/> ACTION BUDGET: \$5,884.00
Total Budget:				\$7,944.00

Source of Funds: NSLA (State-281) - Employee Salaries -- \$99908

Priority 1: Improve Literacy Skills

- Based on a comprehensive NEEDS ASSESSMENT that reflects an in-depth trend analysis of multiple data sources across multiple grade levels and content areas, we found that our AREAS OF NEED include the ALL STUDENT group, , and TAG group related to text dependent questions and provide evidence based on responses. This CONCLUSION has been obtained by studying the CRT, NRT, TLI and STATE ASSESSMENTS, and other classroom data.
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Supporting Data:

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percentage of 88.89 and 86.47. No areas under Literacy met the required Growth Performance score. Pangburn Elementary is rated as Needs Improvement in Literacy, for K-6.

Intervention: Students will improve on writing content and style, with an emphasis on comprehensive language skills.				
Scientific Based Research: Explorations in Non-Fiction Writing, by: Steed & Hoyt (2010). I Can Write Like That by: Ehmann & Gayer (2009).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
L:1W:10 [3 & 5 Title 1 Schoolwide] Interventions for students with DYSLEXIA TENDENCIES have been added to a INTERVENTION GROUP INSTRUCTION. HQ teacher, Melissa Smith, [paid by local funds] leads the Dyslexia services. Other Highly Qualified TITLE I Elementary PARAS (H.Brewer) with FTE of 0.88 using Title I funds; [Salary \$12,320 & Benefits \$1680] and another HQ Para working with 5th & 6th grade, (A. Brown) with FTE of 0.25 in NSLA [Salary- \$3550, Benefits-\$880] also allows for more individual student support in literacy classrooms. Action Type: Equity	Principals, Melissa Smith , Paras	Start: 07/01/2014 End: 06/30/2015		NSLA (State-281) - Employee \$3,550.00 Salaries: <hr/> ACTION BUDGET: \$3,550.00
L: 1W.12 [Title I: SCHOOLWIDE #8, #9] One LITERACY FACILITATOR, Stephanie Vernon, is hired by the district to work with students in grades K-12 with a FTE of 0.40 for k-6 using NSLA funds,[Salary \$ 24,982 & Benefits \$6,246] and FTW of 0.40 for 7-12 NSLA , and FTE of 0.20 from local funds providing staff development. The Literacy Facilitator works with students in the classroom and supply professional development in the summer as well as throughout the year. Grade level PLC's ,as well as district level meetings with the leadership team, will be held by all facilitators to plan instruction. Facilitators also provide SUPPORT AND TECHNICAL ASSISTANCE to students that are in the most need. They will collaborate with campus teachers on the use of MAX strategies as well as other assistance. Action Type: Collaboration Action Type: Professional Development	Principals: Ramsey; Louks , Vernon, Literacy Faciliator; Teachers	Start: 07/01/2014 End: 06/30/2015		NSLA (State-281) - Employee \$24,982.00 Salaries: <hr/> ACTION BUDGET: \$24,982.00
Total Budget:				\$28,532.00
Intervention: Students will improve in the areas of reading practical passage/open response, and reading comprehension.				
Scientific Based Research: Catching Readers Before They Fail; by: Johnaon & Keier (2010). 35 Strategies for Guiding Readers Through Informational Texts; by: Moss & Loh (2010)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
L:2R:5 [Title I: SCHOOLWIDE #3 & #7] A TRANSITIONAL PROGRAM between our ABC Pre-School and Kindergarten classes includes visiting the Kindergarten classrooms and planning among the pre-school staff and Kindergarten teachers. A ELEMENTARY LICENSED teacher is placed both ABC rooms; ABC Director, K. Davis salary is paid from ABC funds, the for 2nd Pre-K teacher, K. Barnett, is funded with FTE of 0.20 under (TITLE 11 funds, transferred to Title I funds), [Salary \$ 7,000, Benefits \$ 1,750]. A support para (A. Baser) helps with the TRANSITION of Pre-K students to Kinder is funded with FTE of 0.5 in Title I fund, [Salary \$7560; Benefits, \$1,890] and FTE of 0.5 using NSLA funds. Action Type: Alignment Action Type: Equity	Principal Ramsey ; Kelly Davis, Preschool Director	Start: 07/01/2014 End: 06/30/2015		NSLA (State-281) - Employee \$7,559.00 Salaries: <hr/> ACTION BUDGET: \$7,559.00
L:2R:4 [Title I: SCHOOLWIDE #3 & #9] SUPPLEMENTAL books, as well as big books, that are NON-FICTION, will be added to the literacy book rooms as needed to be used in the guided reading lessons. INTERVENTION KITS that were purchased provided additional support in small group instruction on literacy using SPED funds, local & fund raising funds PTO. Campus libraries continue to purchase with local funds additional books for grades K-2 to READ & enjoy that also increases Supplies for LITERACY CENTERS will be purchased for grades K-2 which also increases VOCABULARY and FLUENCY. Using NSLA salary funds, one third of a cost of extra elementary teacher is included in budget, [Salary \$9,372; Benefits \$1000] Action Type: Alignment	Waire & Knapp, Library; Yancy, Literacy Intervienist, K-2 Teachers	Start: 07/01/2014 End: 06/30/2015		NSLA (State-281) - Employee \$9,372.00 Salaries: <hr/> ACTION BUDGET: \$9,372.00
Total Budget:				\$16,931.00
Intervention: SUPPLEMENTAL INTERVENTIONS				
Scientific Based Research: Interventions That Work, by: Dorn & Soffos (2012).Catching Readers Before They Fail; by: Johnaon & Keier (2010). 35 Strategies for Guiding Readers Through Informational Texts; by: Moss & Loh (2010).				

Actions	Person Responsible	Timeline	Resources	Source of Funds
L:3RC:1 [Title I: SCHOOLWIDE #2 & #9] Supplemental INTERVENTION Teacher with FTE of 0.52, Autumn Yancy, NSLA funds [Salary \$22,672 & Benefits \$5,668] and a FTE of 0.48 of local funds who will INSTRUCT STUDENTS who are BELOW PROFICIENCY in READING. Materials will be purchased as needed using SPED and Intervention funds. Intervention Teacher will meet with grade level PLC's with COLLABORATIVE OPPORTUNITIES to teach/discuss interventions. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Principal Ramsey, Intervention Teacher- Yancy, Classroom teachers	Start: 07/01/2014 End: 06/30/2015		NSLA (State-281) - Employee Salaries: \$22,672.00 <hr/> ACTION BUDGET: \$22,672.00
Total Budget:				\$22,672.00

Priority 2: Improve Math Skills

- Supporting Data:
- Based on a COMPREHENSIVE NEEDS ASSESSMENT that reflects an in-depth trend analysis of multiple data sources across multiple grade levels and content areas, we found that our areas of need in our ALL STUDENTS AND TAGG GROUP - specifically White, and Economic Disadvantaged population to be open response questions in geometry, numbers and operations, measurement, data analysis and probability. These conclusions have been obtained by studying the CRT, NRT, intermittent assessments, STATE BENCHMARKS ESEA report and other data.
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Actions	Person Responsible	Timeline	Resources	Source of Funds
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M: 1.14 [Title I: SCHOOLWIDE #2,#4] A MATH FACILITATOR, Wade Butler, with an FTE of 0.375 in high school and 0.375 in elementary will be paid from NSLA funds [Salary \$23,533 & Benefits \$5,884] and 0.25 in local funds. He works directly with teachers and students in the classroom and supply professional development in the summer as well as throughout the year. Grade level PLC's as well as district level meetings with the leadership team, will be held by Facilitators to plan instruction. All	Wade Butler, Math Facilitator; Elementary Math & Science Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	NSLA (State-281) - Employee Salaries: \$23,533.00

facilitators provide SUPPORT AND TECHNICAL ASSISTANCE to elementary students that are in the most need. The Facilitator will collaborate with teachers on the use of MAX strategies as well as other assistance. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide				ACTION BUDGET: \$23,533.00
Total Budget:				\$31,773.00

Source of Funds: NSLA (State-281) - Materials & Supplies -- \$7112

Priority 1: Improve Literacy Skills

1. Based on a comprehensive NEEDS ASSESSMENT that reflects an in-depth trend analysis of multiple data sources across multiple grade levels and content areas, we found that our AREAS OF NEED include the ALL STUDENT group, , and TAG group related to text dependent questions and provide evidence based on responses. This CONCLUSION has been obtained by studying the CRT, NRT, TLI and STATE ASSESSMENTS, and other classroom data.
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Intervention: Students will improve on writing content and style, with an emphasis on comprehensive language skills.				
Scientific Based Research: Explorations in Non-Fiction Writing, by: Steed & Hoyt (2010). I Can Write Like That by: Ehmann & Gayer (2009).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
L:1W:7 SUPPLEMENTAL supplies for CLASSROOM LIBRARIES and NON-FICTION texts for Implementation of the K-6 Comprehensive Literacy Model and COMMON CORE FRAMEWORKS. NSLA Materials and Supplies funds of \$3756 will be used to purchase SCHOLASTIC NEWS & SOCIAL STUDIES WEEKLY for additional non-fiction texts in 1st - 6th grades at \$298 per classroom (12 teachers). Other purchased supplies include: chart paper, magnetic letters, highlighter tape, markers and index cards. Action Type: Alignment Action Type: Collaboration	Principal & Grade Level Chairs	Start: 07/01/2014 End: 06/30/2015		NSLA (State-281) - Materials & Supplies: \$3,756.00 <hr/> ACTION BUDGET: \$3,756.00
Total Budget:				\$3,756.00

Intervention: Students will improve in the areas of reading practical passage/open response, and reading comprehension.				
Scientific Based Research: Catching Readers Before They Fail; by: Johnaon & Keier (2010). 35 Strategies for Guiding Readers Through Informational Texts; by: Moss & Loh (2010)				
Actions	Person Responsible	Timeline	Resources	Source of Funds

<p>L:2R:13 [Title I: SCHOOLWIDE: #2, #3 & #4] MAPPING and ALIGNMENT in literacy will be a continuous process so that all COMMON CORE Standards are covered. SUMMER PD sessions created COLLABORATION OPPORTUNITIES for teachers to exchange with other grades-below and above for vertical alignment.Using Title VI Federal Material & Supply funds of \$4245, chromebooks, (15 chromebooks at \$270 each); and Title VI State Materials & Supplies funds of \$3880.51 will be used to purchase IPADS (10 IPADS at \$370), each of NSLA Materials and Supplies funds of \$575 will be used to purchase remediation resources to address STRUGGLING STUDENTS. The Chromebooks and IPADS will give students greater opportunities to increase technology skills as well. During the ACADEMIC YEAR grade level team meetings will meet WEEKLY with the literacy coaches, and principals in PLC's</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	<p>Principal Ramsey & Louks; Vernon, Literacy Coach, Teachers & Paras</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>NSLA (State-281) - Materials & Supplies: \$575.00</p> <hr/> <p>ACTION BUDGET: \$575.00</p>
<p>L:2R:8 [Title I: SCHOOLWIDE #2 & #6] Parents are encouraged to provide opportunities to involve their children in everyday reading situations and to purchase a variety of reading materials for their children through ANNUAL BOOK FAIRS, and MONTHLY BOOK SALES. NSLA Supplies & Materials of \$450 will purchase additional reading books for Parent Center to be used by families. A CAMPUS LITERACY NIGHT in the Fall is provided to encourage greater participation. The rapid response phone system will be used to NOTIFY parents of upcoming activities offered during the year for students and their parents. The parent center and parent facilitator are available to help parents with issues of concern for their children. The facilitator will be able to help instruct the parents on how to incorporate developmentally appropriate learning activities at home and where to obtain these activities.</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Principals; Sherri Gregson,Counselor; Brandy Gallegly, Social Worker; Cristy Waire & Amada Knapp, Library, Literacy Teac</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>NSLA (State-281) - Materials & Supplies: \$450.00</p> <hr/> <p>ACTION BUDGET: \$450.00</p>
<p>Total Budget:</p>				<p>\$1,025.00</p>

Priority 2: Improve Math Skills

1. Based on a COMPREHENSIVE NEEDS ASSESSMENT that reflects an in-depth trend analysis of multiple data sources across multiple grade levels and content areas, we found that our areas of need in our ALL STUDENTS AND TAGG GROUP - specifically White, and Economic Disadvantaged population to be open response questions in geometry,numbers and operations,measurement,data analysis and probability. These conclusions have been obtained by studying the CRT,NRT, intermittent assessments, STATE BENCHMARKS ESEA report and other data.
2. The attendance rate for the district was 95% in 2011, 95.7% in 2012 and 94.6 %.
- 3.
- 4.

Supporting Data:

Goal Students will improve in answering open response questions while working on numbers and operations, geometry, measurement, data analysis and probability.

Benchmark Pangburn Elementary did NOT meet the the 2012 ESEA goal of 81.74 with an average percent passed of 89.36 in grades 2-6 Tested grades showed continued progress by meeting ESEA Accountability in SPED populations group. All groups except SPED, did not reach growth performance ratings either. Grade levels will continue to work on closing gaps between Economically Disadvantaged, White and the ALL student Group.

Intervention: Students will increase their knowledge in open response numbers and operations, geometry, and measurement problem solving.

Scientific Based Research: Making Standards Useful in the Classroom, by: Marzano & Haystead (2008). Classroom Assessment and Grading That Works, by: Marzano (2009). CGI-- Thinking Mathmatically, by: Franke & Carpenter (2009).

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>M:1.5 [Title I: SCHOOLWIDE #2, #9] Students will be exposed regularly to OPEN RESPONSE math problems and problems requiring MULTIPLE STEPS. Students will have opportunities to discuss their methods with classmates and teacher. NSLA Materials & Supplies fund of \$1260 will purchase 4 additional CHROME BOOKS, AT \$270 each,will be used for INDIVIDUAL skill development Individual student's unique needs will be addressed in AIP's with collaboration between MATH FACILITATOR, Administrators and Math teachers.</p> <p>Action Type: AIP/IRI</p>	<p>Butler, Math Faciliator; Math Teachers & Paras</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>NSLA (State-281) - Materials & Supplies: \$1,260.00</p> <hr/> <p>ACTION BUDGET: \$1,260.00</p>

Action Type: Collaboration Action Type: Equity				
M:1.3 [Title I: SCHOOLWIDE #9] MEASUREMENT concepts will be REINFORCED in the K-3 science lab classes as well as in the 4-6 science classes. NSLA Materials and Supplies funds of \$1071 will be used to purchase hands-on activities and experiments which will increase STUDENT ENGAGEMENT. Informal and formal observations by administrators will verify what has been taught. Action Type: Alignment Action Type: Collaboration Action Type: Equity	K-6 Science & Math Teachers, Science Lab	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers Teaching Aids 	NSLA (State-281) - Materials & Supplies: \$1,071.00 <hr/> ACTION BUDGET: \$1,071.00
Total Budget:				\$2,331.00

Source of Funds: NSLA (State-281) - Purchased Services -- \$6888

Priority 1: Improve Literacy Skills

- Based on a comprehensive NEEDS ASSESSMENT that reflects an in-depth trend analysis of multiple data sources across multiple grade levels and content areas, we found that our AREAS OF NEED include the ALL STUDENT group, , and TAG group related to text dependent questions and provide evidence based on responses. This CONCLUSION has been obtained by studying the CRT, NRT, TLI and STATE ASSESSMENTS, and other classroom data.
- The attendance rate for the district in 2011 at 95% , 2012 at 95.7% and 2013 at 94.6%,
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Supporting Data:

Goal Students will improve in their ability to respond to text dependent questions and the IOWA and PARCC.

Benchmark Pangburn Elementary did not meet the 2013 ESEA goal in Literacy yet had all student passing percent of 89.13%.The White and Economically Disadvantaged groups both met score percentage of 88.89 and 86.47. No areas under Literacy met the required Growth Performance score. Pangburn Elementary is rated as Needs Improvement in Literacy, for K-6.

Intervention: Students will improve in the areas of reading practical passage/open response, and reading comprehension.				
Scientific Based Research: Catching Readers Before They Fail; by: Johnaon & Keier (2010). 35 Strategies for Guiding Readers Through Informational Texts; by: Moss & Loh (2010)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
L:2R:17 [Title I: SCHOOLWIDE #2 & 8] Implementation of AIPs (ACADEMIC IMPROVEMENT PLANS) for each student who scores below proficient on the ACTAAP and/or grade level assessments will be completed. AIP's will be created by TLI and teachers will meet with parents to discuss academic improvement plans if the student scored basic or below basic on the ACTAAP test. K-2 students will receive an IRI plan if needed, Additional Highly Qualified SPED Para. A. Williams with FTE of 0.0.25 paid by Title I Literacy funds [Salary \$3500 and Benefits - \$1760] and 0.50 paid by SPED funds [Salary \$7000, Benefits \$880] who works with one-on-one student in the morning, and assist with literacy small groups in the afternoon as well as using EDMENTUM PLATO & Study Island software,[NSLA Purchased Service of \$2219] Action Type: Alignment Action Type: Equity	Principals: Ramsey, Campus Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	NSLA (State-281) - Purchased Services: \$2,219.00 <hr/> ACTION BUDGET: \$2,219.00

Total Budget:	\$2,219.00
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Priority 2: Improve Math Skills

1. Based on a COMPREHENSIVE NEEDS ASSESSMENT that reflects an in-depth trend analysis of multiple data sources across multiple grade levels and content areas, we found that our areas of need in our ALL STUDENTS AND TAGG GROUP - specifically White, and Economic Disadvantaged population to be open response questions in geometry, numbers and operations, measurement, data analysis and probability. These conclusions have been obtained by studying the CRT, NRT, intermittent assessments, STATE BENCHMARKS ESEA report and other data.

Supporting Data:

2. The attendance rate for the district was 95% in 2011, 95.7% in 2012 and 94.6 %.
- 3.
- 4.

Goal Students will improve in answering open response questions while working on numbers and operations, geometry, measurement, data analysis and probability.

Benchmark Pangburn Elementary did NOT meet the the 2012 ESEA goal of 81.74 with an average percent passed of 89.36 in grades 2-6 Tested grades showed continued progress by meeting ESEA Accountability in SPED populations group. All groups except SPED, did not reach growth performance ratings either. Grade levels will continue to work on closing gaps between Economically Disadvantaged, White and the ALL student Group.

Intervention: Students will increase their knowledge in open response numbers and operations, geometry, and measurement problem solving.				
Scientific Based Research: Making Standards Useful in the Classroom, by: Marzano & Haystead (2008). Classroom Assessment and Grading That Works, by: Marzano (2009). CGI-- Thinking Mathmatically, by: Franke & Carpenter (2009).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
M:1.9 [Title I: SCHOOLWIDE #2 & #9] Each K-6 classroom, including the Special Education classrooms, has COMPUTERS & IPADS with age and DEVELOPMENTALLY APPROPRIATE SOFTWARE. All computers are internet accessible. Grade levels use SPED Purchased Services of \$1750, HELP-ME-TO-LEARN software which provides student support in learning math skills. Using NSLA Purchased Services of \$1750 will be used for IXL program software ,targeting K-4 student's math skills which can be utilized in the computer lab and individual classrooms on the SMARTBOARD as well as IPADS or kindles. Action Type: Alignment Action Type: Equity Action Type: Technology Inclusion Action Type: Title I Schoolwide	Principals: Ramsey, Louks; Math Teachers & Paras	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers • District Staff • Teachers 	NSLA (State-281) - Purchased Services: \$1,750.00 <hr/> ACTION BUDGET: \$1,750.00
M:1.12 [Title I: SCHOOLWIDE #2,#9] Students will UTILIZE the COMPUTER LAB which is equipped with mathematics specific software including ORCHARD, a mathematics software that addresses many areas, including algebra, measurement, concepts and estimation. Earlier purchases of IPADS and additional SMARTBOARDS allows more access for students to apply math concepts. Students in grades 3rd through & 6th have opportunities to utilize PLATO credit recovery software and Study Island math skill sport paid by NSLA Purchased Services funds of \$2119 for remediation and practice on an individualized student basis before school, during school, after-school and weekend sessions. Action Type: Equity Action Type: Technology Inclusion	Langley, Elementary Lab, Math Teachers & Paras	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers • District Staff • Teachers • Teaching Aids 	NSLA (State-281) - Purchased Services: \$2,119.00 <hr/> ACTION BUDGET: \$2,119.00
Total Budget:				\$3,869.00

Intervention: Students will improve in OPEN RESPONSE data analysis, data interpretation, and probability				
Scientific Based Research: Making Standards Useful in the Classroom, by: Marzano & Haystead (2008). Classroom Assessment and Grading That Works, by: Marzano (2009). CGI-- Thinking Mathmatically, by: Franke & Carpenter (2009).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
M:2.6 [Title I: SCHOOLWIDE #3,#5] All MATH INSTRUCTION is being presented by HIGHLY QUALIFIED TEACHERS, certified in the field in which they teach, through completion of HQT forms provided by the	Principals: Ramsey, Louks;:	Start: 07/01/2014	<ul style="list-style-type: none"> • District Staff 	NSLA (State-281) - Purchased \$800.00

Arkansas Department of Education. STRATEGIES to RETAIN the teachers are used by Pangburn School District and is evident by the limited TEACHER TURNOVER which occurs on campus as well as a variety of PD sessions and supplies available to teachers and Paras.. NSLA Purchased Services of \$800 will be utilized to send teachers, and administrators to conferences, workshops, math trainings, PLC sessions, etc. to better understand math concepts utilized in classroom and staff will visit other schools to acquire SUBJECT MATTER KNOWLEDGE. The district will fund PROFESSIONAL DEVELOPMENT workshops, which will include travel, meals, lodging, fees, and supplies. Federal funds will only be used on activities that are above the 60 hour state requirement. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide	Supt. Berryhill	End: 06/30/2015		Services: <hr/> ACTION BUDGET: \$800.00
Total Budget:				\$800.00

PANGBURN HIGH SCHOOL -- \$129722

Source of Funds

For: NSLA (State-281) - Employee Benefits, NSLA (State-281) - Employee Salaries, NSLA (State-281) - Materials & Supplies, NSLA (State-281) - Purchased Services.

Source of Funds: NSLA (State-281) - Employee Benefits -- \$26717

Priority 1: Literacy

- Supporting Data:
- Based on a COMPREHENSIVE NEEDS ASSESSMENT that reflects an in-depth trend analysis of multiple data strands across multiple grade levels and content areas, as well as new ESEA Standards, we found that our areas of need in our ALL STUDENT group, and our TAGG group (specifically Special Education and Economically Disadvantaged) to be improving reading and writing skills on the open response literary, content, and practical portions of the benchmark and EOC. This conclusion has been obtained by studying the CRT,NRT, intermittent assessments, End of Course and PARCC, and other data.
 - The attendance rate for the district was 96.1% in 2010, 95.% in 2011, 95.7% in 2012, and 94.6% in 2013-14 (many snow days last year).
 - The graduation rate for high school was 91.1% in 2010, 91.3% in 2011 and dropped to 84.3% in 2012, the 2013 rate was 84.31%.
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Goal All students will IMPROVE READING and WRITING skills and strategies in order to perform successfully on the PARCC PBA and the EOY assessments.

Benchmark Pangburn High School did meet the 2013 ESEA goal in 2013 of LITERACY SCORES a combined population of 83.93 and White scores were passing, which is an drop from the 2012 scores. In the 2013 report, High School IS RANKED "ACHIEVING" UNDER ESEA Accountability requirements. Under Performance scores, under GROUPS, TAGG was 78.26%, Economically Disadvantaged, was 79.555 and SPED was 28.57%. In 2014-15 continued focus needs to be in the TAGG group in Literacy, specifically, ECONOMICALLY DISADVANTAGED, AND SPECIAL EDUCATION.

Intervention: To provide a Standards Based LITERACY INSTRUCTION with an emphasis on CONTENT and STYLE IN WRITING and an emphasis on COMPREHENSION of literary and content reading.				
Scientific Based Research: Language and Literacy Instruction in Schools, by: Silliman, Wilkerson & Guilford (2007). Explorations in Non-Fiction Writing, by: Steed & Hoyt (2010). I Can Write Like That by: Ehmann & Gayer (2009).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
L:1.2 [Title I: SCHOOLWIDE #2] Two Highly Qualified Paras, J. Huckaby with an FTE of 0.25 paid from Literacy NSLA funds and).25 from Math, NSLA funds [Salary \$4950 & Benefits \$1238] and FTE of 0.20 paid by local funds, and FTE of o.3 SPED funds; and Para, K. Richardson, FTE of 0.4 Elem NSLA and).40 HS NSLA, [Salary \$8240 and Benefits \$2060] will both work in the classrooms with teachers and students to meet individual literacy needs. Action Type: Collaboration	Principals: Rolland ,Louks; Paras	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	NSLA (State-281) - Employee \$3,298.00 Benefits: <hr/> ACTION \$3,298.00

Action Type: Equity Action Type: Technology Inclusion				BUDGET:
L: 1.36 [Title I: SCHOOLWIDE #2, #4] One LITERACY FACILITATOR, S. Vernon is hired by the district to work with students in grades K-12. The facilitator works weekly with an FTE of 0.40 in high school from HS NSLA funds, 0.40 from Elementary NSLA funds in K-6 elementary and 0.20 local funds. [Salary \$24,982, Benefits \$6,246]. The Literacy Facilitator works directly with teachers and students in the classroom and leads professional development in the summer as well as throughout the year. Grade level PLC's, as well as district level meetings with the leadership team, will be held by all facilitators to plan instruction. Facilitators provide SUPPORT AND TECHNICAL ASSISTANCE to high school students that are in the most need. They will collaborate with high school teachers on the use of MAX strategies as well as increased practice on text dependent questions, evidence based answers, and strategies to help students perform well on the PARCC PBA and EOY assessments.	Vernon, Literacy Facilitator; Principals: Rolland, Louks	Start: 07/01/2014 End: 06/30/2015		NSLA (State-281) - Employee \$6,246.00 Benefits: <hr/> ACTION BUDGET: \$6,246.00
Total Budget:				\$9,544.00

Priority 2: Math

1. ESEA 2013 results had grades 7-11 not making ANY of the Percentage passed for any student group as well as the All Student and All Sub Populations did not meet Growth percentages. Based on a COMPREHENSIVE NEEDS ASSESSMENT, the highest score for 2013 was the ALL Student group of 78.87%; the lowest score was SPED with 46.15% passing. We must continue to focus on the new PARCC and Common Core requirements to be better students for these expectations. More support and training for SPED teachers must be developed. This conclusion has been obtained by studying the CRT, NRT, EOC, intermittent assessments, and other classroom data.
2. The attendance rate for the district was 96.1% in 2010, 95% in 2011, 95.7% in 2012 and 96.4% in 2013.
3. The graduation rate for high school was 91.1% in 2010, 91.3% in 2011, dropped to 84.3% in 2012 and was 84.31 in 2013.
- 4.
- 5.
- 6.

Supporting Data:

Goal Students will improve their abilities to solve equations and inequalities and gain a deeper understanding of the language of algebra.

Benchmark Pangburn High School did not meet the ESEA Goal for 7-11 in Math in 2013 with an ALL STUDENT SCORE & GROWTH PERFORMANCE with a score of 77.68% as well as missed requirements in TAGG, WHITE AND ECONOMICALLY DISADVANTAGED. High School Math has a NEEDS IMPROVEMENT status and will target student interventions in all sub groups, especially Students with Disabilities.

Intervention: To improve algebraic skills in language of algebra and solving equations and inequalities with application of math in REAL WORLD situations.				
Scientific Based Research: Classroom Assessment and Grading That Works, by: Marzano (2009). CGI-- Thinking Mathmatically, by: Franke & Carpenter (2009). The Art & Science of Teaching, by: Marzanl (2007)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
M:1.6 [Title I: SCHOOLWIDE #2] Continue to DEVELOP & UTILIZE Academic Improvement Plans (AIP) for each student scoring BELOW PROFICIENT on PARCC and End of Course Level Exams. AIP's will be used to INDIVIDUALIZE REMEDIATION for those not scoring proficient on ACTAAP. A Highly Qualified Title I Para, Jo Stacy, with FTE of 0.54 [Salary \$9288 & Benefits \$2322] will distribute AIP's for 9-12 grades and serve as additional math resources for students. A Highly Qualified NSLA Para, A. Brown with FTE of 0.5 from local funds; will assist 7 & 8 graders with math remediation & assist with TLI exams and AIP's. HS math teacher, Whitworth will also work with students having math academic problems. Another Highly Qualified Para, J. Huckaby with an FTE of 0.25 funded by NSLA [Salary \$4950 & Benefits \$1238], will assist with Math Remediation, and after-school tutorials. NSLA Supplies & Materials of \$2781 will be used t purchase more IPADS or ten Chromebooks (\$270 each) for use with student interventions. Title I funds of \$1000 Materials & Supplies funds will be used for supplemental math supplies for students. Action Type: Alignment Action Type: Equity Action Type: Technology Inclusion	Counseling Office; Math Teachers, Paras	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> ● District Staff ● Outside Consultants ● Teachers 	NSLA (State-281) - Employee \$1,238.00 Benefits: <hr/> ACTION BUDGET: \$1,238.00
M: 1.16 [Title I: SCHOOLWIDE #4]] A MATH FACILITATOR, W. Butler with an FTE of 0.375 in high	Butler, Math	Start:	<ul style="list-style-type: none"> ● District Staff 	NSLA (State- \$5,884.00

<p>school and 0.375 in elementary will be paid at 0.375 NSLA funds[Salary \$ 23,533 & Benefits \$5,884] and 0.25 local funds. He works directly with teachers and students in the classroom and supplies professional development in the summer as well as throughout the year. Grade level PLCs,as well as district level meetings with the leadership team, will be held by all facilitators to plan instruction. All facilitators provide SUPPORT AND TECHNICAL ASSISTANCE to students that are in the most need. They will collaborate with secondary teachers on the use of MAX strategies as well as other assistance. NSLA Materials and Supplies funds of \$1000 will be used to purchase books and resources for math/science teachers.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	Facilitator; Principals: Rolland, Louks	07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	281) - Employee Benefits: <hr/> ACTION BUDGET: \$5,884.00
<p>M: 1.17 [Title I: SCHOOLWIDE #9] An ALE teacher, C. Collett with a FTE of 0.35,paid with ALE funds [Salary \$18,942 & Benefits paid with NSLA funds, and a FTE of 0.40 from NSLA funds [Salary \$21,260 & Benefits \$10,051] and 0.25 from local funds, who works with students to meet the social, emotional, and academic needs of students that would not experience success within the regular classroom. The identification for placement in the program is conducted by a committee consisting of the ALE supervisor, counselor, parent or legal guardian and other teachers. At placement the student and parent sign an agreement to participate in the program. All team members contribute to the decision by giving input on the students needs from their viewpoint. Placement can be made throughout the school year. The pupil/teacher ratio is 8:1, and is monitored by the principal and ALE supervisor. The program is designed to meet the needs of all students who attend both academically and emotionally. Teachers certified in specific fields of study design the programs of study for ALE students based both upon the Common Core and graduation requirements and the course of study presented in the regular classroom. The teachers present instruction and monitor student progress, therefore enabling students to progress toward educational goals. The guidance counselor makes frequent visits to the ALE site to check in with students, to check on progress, and to reinforce the importance of the ALE program. The ALE exit criteria is based upon two things:1) the student completes the required coursework; 2) the student fails to take advantage of the opportunities provided through the ALE program(absenteeism, discipline, lack of effort). The transitional success is monitored through regular grade reports and meetings with teacher to check progress. OTHER MEASURES TO DETERMINE SUCCESS include: 1.) review of the exit criteria; 2.) graduation rate; 3.) through credit recovery in which 25% of the 58 ALE students accomplished the credit needed to pass that subject and graduate</p> <p>Action Type: Alignment Action Type: Equity Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	Collett; ALE Coordinator; Principals: Rolland & Louks, teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	NSLA (State-281) - Employee Benefits: \$10,051.00 <hr/> ACTION BUDGET: \$10,051.00
Total Budget:				\$17,173.00

Source of Funds: NSLA (State-281) - Employee Salaries -- \$87915

Priority 1: Literacy

- Based on a COMPREHENSIVE NEEDS ASSESSMENT that reflects an in-depth trend analysis of multiple data strands across multiple grade levels and content areas, as well as new ESEA Standards, we found that our areas of need in our ALL STUDENT group, and our TAGG group (specifically Special Education and Economically Disadvantaged) to be improving reading and writing skills on the open response literary, content, and practical portions of the benchmark and EOC. This conclusion has been obtained by studying the CRT,NRT, intermittent assessments, End of Course and PARCC, and other data.
- The attendance rate for the district was 96.1% in 2010, 95.% in 2011, 95.7% in 2012, and 94.6% in 2013-14 (many snow days last year).
- The graduation rate for high school was 91.1% in 2010, 91.3% in 2011 and dropped to 84.3% in 2012, the 2013 rate was 84.31%.
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Supporting Data:

Goal All students will IMPROVE READING and WRITING skills and strategies in order to perform successfully on the PARCC PBA and the EOY assessments.

Benchmark Pangburn High School did meet the 2013 ESEA goal in 2013 of LITERACY SCORES a combined population of 83.93 and White scores were passing, which is an drop from the 2012 scores. In the 2013 report, High School IS RANKED "ACHIEVING" UNDER ESEA Accountability requirements. Under Performance scores, under GROUPS, TAGG was 78.26%, Economically Disadvantaged, was 79.555 and SPED was 28.57%. In 2014-15 continued focus needs to be in the TAGG group in Literacy, specifically, ECONOMICALLY DISADVANTAGED, AND SPECIAL EDUCATION.

Intervention: To provide a Standards Based LITERACY INSTRUCTION with an emphasis on CONTENT and STYLE IN WRITING and an emphasis on COMPREHENSION of literary and content reading.				
Scientific Based Research: Language and Literacy Instruction in Schools, by: Silliman, Wilkerson & Guilford (2007). Explorations in Non-Fiction Writing, by: Steed & Hoyt (2010). I Can Write Like That by: Ehmann & Gayer (2009).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
L:1.2 [Title I: SCHOOLWIDE #2] Two Highly Qualified Paras, J. Huckaby with an FTE of 0.25 paid from Literacy NSLA funds and).25 from Math, NSLA funds [Salary \$4950 & Benefits \$1238] and FTE of 0.20 paid by local funds, and FTE of o.3 SPED funds; and Para, K. Richardson, FTE of 0.4 Elem NSLA and).40 HS NSLA, [Salary \$8240 and Benefits \$2060] will both work in the classrooms with teachers and students to meet individual literacy needs. Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion	Principals: Rolland ,Louks; Paras	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	NSLA (State-281) - Employee \$13,190.00 Salaries: <hr/> ACTION BUDGET: \$13,190.00
L: 1.36 [Title I: SCHOOLWIDE #2, #4] One LITERACY FACILITATOR, S. Vernon is hired by the district to work with students in grades K-12. The facilitator works weekly with an FTE of 0.40 in high school from HS NSLA funds, 0.40 from Elementary NSLA funds in K-6 elementary and 0.20 local funds. [Salary \$24,982, Benefits \$6,246]. The Literacy Facilitator works directly with teachers and students in the classroom and leads professional development in the summer as well as throughout the year. Grade level PLC's,as well as district level meetings with the leadership team, will be held by all facilitators to plan instruction. Facilitators provide SUPPORT AND TECHNICAL ASSISTANCE to high school students that are in the most need. They will collaborate with high school teachers on the use of MAX strategies as well as increased practice on text dependent questions, evidence based answers, and strategies to help students preform well on the PARCC PBA and EOY assessments.	Vernon, Literacy Facilitator; Principals: Rolland, Louks	Start: 07/01/2014 End: 06/30/2015		NSLA (State-281) - Employee \$24,982.00 Salaries: <hr/> ACTION BUDGET: \$24,982.00
Total Budget:				\$38,172.00

Priority 2: Math

1. ESEA 2013 results had grades 7-11 not making ANY of the Percentage passed for any student group as well as the All Student and All Sub Populations did not meet Growth percentages. Based on a COMPREHENSIVE NEEDS ASSESSMENT, the highest score for 2013 was the ALL Student group of 78.87%; the lowest score was SPED with 46.15% passing. We must continue to focus on the new PARCC and Common Core requirements to be better students for these expectations. More support and training for SPED teachers must be developed. This conclusion has been obtained by studying the CRT,NRT,EOC, intermittent assessments, and other classroom data.
2. The attendance rate for the district was 96.1% in 2010, 95% in 2011, 95.7% in 2012 and 96.4% in 2013.
3. The graduation rate for high school was 91.1% in 2010, 91.3% in 2011, dropped to 84.3% in 2012 and was 84.31 in 2013.
- 4.
- 5.
- 6.

Goal Students will improve their abilities to solve equations and inequalities and gain a deeper understanding of the language of algebra.

Benchmark Pangburn High School did not meet the ESEA Goal for 7-11 in Math in 2013 with an ALL STUDENT SCORE & GROWTH PERFORMANCE with a score of 77.68% as well as missed requirements in TAGG, WHITE AND ECONOMICALLY DISADVANTAGED. High School Math has a NEEDS IMPROVEMENT status and will target student interventions in all sub groups, especially Students with Disabilities.

Intervention: To improve algebraic skills in language of algebra and solving equations and inequalities with application of math in REAL WORID situations.				
Scientific Based Research: Classroom Assessment and Grading That Works, by: Marzano (2009). CGI-- Thinking Mathmatically, by: Franke & Carpenter (2009). The Art & Science of Teaching, by: Marzanl (2007)				

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>M:1.6 [Title I: SCHOOLWIDE #2] Continue to DEVELOP & UTILIZE Academic Improvement Plans (AIP) for each student scoring BELOW PROFICIENT on PARCC and End of Course Level Exams. AIP's will be used to INDIVIDUALIZE REMEDIATION for those not scoring proficient on ACTAAP. A Highly Qualified Title I Para, Jo Stacy, with FTE of 0.54 [Salary \$9288 & Benefits \$2322] will distribute AIP's for 9-12 grades and serve as additional math resources for students. A Highly Qualified NSLA Para, A. Brown with FTE of 0.5 from local funds; will assist 7 & 8 graders with math remediation & assist with TLI exams and AIP's. HS math teacher, Whitworth will also work with students having math academic problems. Another Highly Qualified Para, J. Huckaby with an FTE of 0.25 funded by NSLA [Salary \$4950 & Benefits \$1238], will assist with Math Remediation, and after-school tutorials. NSLA Supplies & Materials of \$2781 will be used to purchase more IPADS or ten Chromebooks (\$270 each) for use with student interventions. Title I funds of \$1000 Materials & Supplies funds will be used for supplemental math supplies for students.</p> <p>Action Type: Alignment Action Type: Equity Action Type: Technology Inclusion</p>	Counseling Office; Math Teachers, Paras	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> ● District Staff ● Outside Consultants ● Teachers 	<p>NSLA (State-281) - Employee Salaries: \$4,950.00</p> <hr/> <p>ACTION BUDGET: \$4,950.00</p>
<p>M: 1.16 [Title I: SCHOOLWIDE #4] A MATH FACILITATOR, W. Butler with an FTE of 0.375 in high school and 0.375 in elementary will be paid at 0.375 NSLA funds[Salary \$ 23,533 & Benefits \$5,884] and 0.25 local funds. He works directly with teachers and students in the classroom and supplies professional development in the summer as well as throughout the year. Grade level PLCs,as well as district level meetings with the leadership team, will be held by all facilitators to plan instruction. All facilitators provide SUPPORT AND TECHNICAL ASSISTANCE to students that are in the most need. They will collaborate with secondary teachers on the use of MAX strategies as well as other assistance. NSLA Materials and Supplies funds of \$1000 will be used to purchase books and resources for math/science teachers.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	Butler, Math Facilitator; Principals: Rolland, Louks	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> ● District Staff ● Teachers 	<p>NSLA (State-281) - Employee Salaries: \$23,533.00</p> <hr/> <p>ACTION BUDGET: \$23,533.00</p>
<p>M: 1.17 [Title I: SCHOOLWIDE #9] An ALE teacher, C. Collett with a FTE of 0.35,paid with ALE funds [Salary \$18,942 & Benefits paid with NSLA funds, and a FTE of 0.40 from NSLA funds [Salary \$21,260 & Benefits \$10,051] and 0.25 from local funds, who works with students to meet the social, emotional, and academic needs of students that would not experience success within the regular classroom. The identification for placement in the program is conducted by a committee consisting of the ALE supervisor, counselor, parent or legal guardian and other teachers. At placement the student and parent sign an agreement to participate in the program. All team members contribute to the decision by giving input on the students needs from their viewpoint. Placement can be made throughout the school year. The pupil/teacher ratio is 8:1, and is monitored by the principal and ALE supervisor. The program is designed to meet the needs of all students who attend both academically and emotionally. Teachers certified in specific fields of study design the programs of study for ALE students based both upon the Common Core and graduation requirements and the course of study presented in the regular classroom. The teachers present instruction and monitor student progress, therefore enabling students to progress toward educational goals. The guidance counselor makes frequent visits to the ALE site to check in with students, to check on progress, and to reinforce the importance of the ALE program. The ALE exit criteria is based upon two things:1) the student completes the required coursework; 2) the student fails to take advantage of the opportunities provided through the ALE program(absenteeism, discipline, lack of effort). The transitional success is monitored through regular grade reports and meetings with teacher to check progress. OTHER MEASURES TO DETERMINE SUCCESS include: 1.) review of the exit criteria; 2.) graduation rate; 3.) through credit recovery in which 25% of the 58 ALE students accomplished the credit needed to pass that subject and graduate</p> <p>Action Type: Alignment Action Type: Equity Action Type: Technology Inclusion</p>	Collett; ALE Coordinator; Principals: Rolland & Louks, teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> ● District Staff ● Teachers 	<p>NSLA (State-281) - Employee Salaries: \$21,260.00</p> <hr/> <p>ACTION BUDGET: \$21,260.00</p>

Action Type: Title I Schoolwide				
Total Budget:				\$49,743.00

Source of Funds: NSLA (State-281) - Materials & Supplies -- \$10671

Priority 1: Literacy

1. Based on a COMPREHENSIVE NEEDS ASSESSMENT that reflects an in-depth trend analysis of multiple data strands across multiple grade levels and content areas, as well as new ESEA Standards, we found that our areas of need in our ALL STUDENT group, and our TAGG group (specifically Special Education and Economically Disadvantaged) to be improving reading and writing skills on the open response literary, content, and practical portions of the benchmark and EOC. This conclusion has been obtained by studying the CRT,NRT, intermittent assessments, End of Course and PARCC, and other data.
2. The attendance rate for the district was 96.1% in 2010, 95.% in 2011, 95.7% in 2012, and 94.6% in 2013-14 (many snow days last year).
3. The graduation rate for high school was 91.1% in 2010, 91.3% in 2011 and dropped to 84.3% in 2012, the 2013 rate was 84.31%.
- 4.
- 5.

Goal All students will IMPROVE READING and WRITING skills and strategies in order to perform successfully on the PARCC PBA and the EOY assessments.

Benchmark Pangburn High School did meet the 2013 ESEA goal in 2013 of LITERACY SCORES a combined population of 83.93 and White scores were passing, which is an drop from the 2012 scores. In the 2013 report, High School IS RANKED "ACHIEVING" UNDER ESEA Accountability requirements. Under Performance scores, under GROUPS, TAGG was 78.26%, Economically Disadvantaged, was 79.555 and SPED was 28.57%. In 2014-15 continued focus needs to be in the TAGG group in Literacy, specifically, ECONOMICALLY DISADVANTAGED, AND SPECIAL EDUCATION.

Intervention: To provide a Standards Based LITERACY INSTRUCTION with an emphasis on CONTENT and STYLE IN WRITING and an emphasis on COMPREHENSION of literary and content reading.				
Scientific Based Research: Language and Literacy Instruction in Schools, by: Silliman, Wilkerson & Guilford (2007). Explorations in Non-Fiction Writing, by: Steed & Hoyt (2010). I Can Write Like That by: Ehmann & Gayer (2009).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
L:1.8 [Title I: SCHOOLWIDE #2] The school will utilize SUPPLEMENTAL MATERIALS to provide more PRACTICE and OPPORTUNITIES for NON-FICTION reading passages. NSLA Materials & Supplies funds of \$2390.00 and Title I Materials & Supplies funds of \$8000.00 will purchase more non-fiction reading materials to assist with greater literacy development. Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Vernon, Literacy Coach, ELA Teachers & Paras	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	NSLA (State-281) - Materials & Supplies: \$2,390.00 <hr/> ACTION BUDGET: \$2,390.00
L:1.29 [Title I: SCHOOLWIDE #2] Literacy Labs in various grades and classroom libraries in English classes will be expanded. The district funds will purchase more non-fiction texts to be used by students and classrooms. Students will be required to have reading materials in hand in every class to read at available opportunities All students will be encouraged to read texts within their designated range as identified by the STAR inventory and based on areas of weakness according to each student's AIP. NSLA Materials & Supplies funds of \$3500 will be used to purchase additional classroom sets of NON-FICTION books. An additional Title I Para. A. Knapp, with an FTE of 0.4 Elementary and 0.4 HS Title I funds, [Salary \$5840 & Benefits \$1460] works with 7th & 8th grade. She supervises the use of IPADS, CHROME BOOKS, & COMPUTERS in library for research. She collaborates with the content area teachers in her building on the needs of the students and then teaches to these needs. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion	Vernon, Literacy Coach;ELA Teachers, Paras	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Teachers • Teaching Aids 	NSLA (State-281) - Materials & Supplies: \$3,500.00 <hr/> ACTION BUDGET: \$3,500.00

Total Budget:	\$5,890.00
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Priority 2: Math

1. ESEA 2013 results had grades 7-11 not making ANY of the Percentage passed for any student group as well as the All Student and All Sub Populations did not meet Growth percentages. Based on a COMPREHENSIVE NEEDS ASSESSMENT, the highest score for 2013 was the ALL Student group of 78.87%; the lowest score was SPED with 46.15% passing. We must continue to focus on the new PARCC and Common Core requirements to be better students for these expectations. More support and training for SPED teachers must be developed. This conclusion has been obtained by studying the CRT,NRT,EOC, intermittent assessments, and other classroom data.
2. The attendance rate for the district was 96.1% in 2010, 95% in 2011, 95.7% in 2012 and 96.4% in 2013.
3. The graduation rate for high school was 91.1% in 2010, 91.3% in 2011, dropped to 84.3% in 2012 and was 84.31 in 2013.
- 4.
- 5.
- 6.

Goal Students will improve their abilities to solve equations and inequalities and gain a deeper understanding of the language of algebra.

Benchmark Pangburn High School did not meet the ESEA Goal for 7-11 in Math in 2013 with an ALL STUDENT SCORE & GROWTH PERFORMANCE with a score of 77.68% as well as missed requirements in TAGG, WHITE AND ECONOMICALLY DISADVANTAGED. High School Math has a NEEDS IMPROVEMENT status and will target student interventions in all sub groups, especially Students with Disabilities.

Intervention: To improve algebraic skills in language of algebra and solving equations and inequalities with application of math in REAL WORID situations.				
Scientific Based Research: Classroom Assessment and Grading That Works, by: Marzano (2009). CGI-- Thinking Mathmatically, by: Franke & Carpenter (2009). The Art & Science of Teaching, by: Marzanl (2007)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
M:1.6 [Title I: SCHOOLWIDE #2] Continue to DEVELOP & UTILIZE Academic Improvement Plans (AIP) for each student scoring BELOW PROFICIENT on PARCC and End of Course Level Exams. AIP's will be used to INDIVIDUALIZE REMEDIATION for those not scoring proficient on ACTAAP. A Highly Qualified Title I Para, Jo Stacy, with FTE of 0.54 [Salary \$9288 & Benefits \$2322] will distribute AIP's for 9-12 grades and serve as additional math resources for students. A Highly Qualified NSLA Para, A. Brown with FTE of 0.5 from local funds; will assist 7 & 8 graders with math remediation & assist with TLI exams and AIP's. HS math teacher, Whitworth will also work with students having math academic problems. Another Highly Qualified Para, J. Huckaby with an FTE of 0.25 funded by NSLA [Salary \$4950 & Benefits \$1238], will assist with Math Remediation, and after-school tutorials. NSLA Supplies & Materials of \$2781 will be used t purchase more IPADS or ten Chromebooks (\$270 each) for use with student interventions. Title I funds of \$1000 Materials & Supplies funds will be used for supplemental math supplies for students. Action Type: Alignment Action Type: Equity Action Type: Technology Inclusion	Counseling Office; Math Teachers, Paras	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> ● District Staff ● Outside Consultants ● Teachers 	NSLA (State-281) - Materials & Supplies: \$2,781.00 <hr/> ACTION BUDGET: \$2,781.00
M: 1.16 [Title I: SCHOOLWIDE #4]] A MATH FACILITATOR, W. Butler with an FTE of 0.375 in high school and 0.375 in elementary will be paid at 0.375 NSLA funds[Salary \$ 23,533 & Benefits \$5,884] and 0.25 local funds. He works directly with teachers and students in the classroom and supplies professional development in the summer as well as throughout the year. Grade level PLCs,as well as district level meetings with the leadership team, will be held by all facilitators to plan instruction. All facilitators provide SUPPORT AND TECHNICAL ASSISTANCE to students that are in the most need. They will collaborate with secondary teachers on the use of MAX strategies as well as other assistance. NSLA Materials and Supplies funds of \$1000 will be used to purchase books and resources for math/science teachers. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide	Butler, Math Facilitator; Principals: Rolland, Louks	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> ● District Staff ● Teachers 	NSLA (State-281) - Materials & Supplies: \$1,000.00 <hr/> ACTION BUDGET: \$1,000.00
Total Budget:				\$3,781.00

Goal Students will improve their abilities to solve problems in coordinate geometry, transformations, higher order thinking skills, and real world applications.

Benchmark Pangburn High School did NOT meet the 2013 ESEA goal with a score of 77.68 in ALL STUDENTS, TAGG, WHITE, ECONOMICALLY DISADVANTAGED AND WHITE; and did NOT meet GROWTH MEASURE in 2013 for these same areas. HISPANIC, AND ELL STUDENTS DID MEET ESEA PERFORMANCE & GROWTH MEASURES for 2013.

Intervention: To improve GEOMETRY SKILLS in coordinate geometry, transformations, and triangles as well as the application of GEOMETRY skills to REAL WORLD situations.				
Scientific Based Research: Classroom Assessment and Grading That Works, by: Marzano (2009). CGI-- Thinking Mathmatically, by: Franke & Carpenter (2009).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
M:2.11 [Title I: SCHOOLWIDE #4] Math & Science teachers in grades 7-8 will meet with elementary teachers monthly to prepare LAB ASSIGNMENTS for students. Lists of additional materials and supplies needed for successful IMPLEMENTATION of campus labs will be created and purchased using NSLA Materials & Supplies funds of \$1000. Action Type: Alignment Action Type: Equity	Principals: Ramsey; Math & Science Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	NSLA (State-281) - Materials & Supplies: \$1,000.00 <hr/> ACTION BUDGET: \$1,000.00
Total Budget:				\$1,000.00

Source of Funds: NSLA (State-281) - Purchased Services -- \$4419

- Priority 1: Literacy
- Based on a COMPREHENSIVE NEEDS ASSESSMENT that reflects an in-depth trend analysis of multiple data strands across multiple grade levels and content areas, as well as new ESEA Standards, we found that our areas of need in our ALL STUDENT group, and our TAGG group (specifically Special Education and Economically Disadvantaged) to be improving reading and writing skills on the open response literary, content, and practical portions of the benchmark and EOC. This conclusion has been obtained by studying the CRT, NRT, intermittent assessments, End of Course and PARCC, and other data.
- Supporting Data:
- The attendance rate for the district was 96.1% in 2010, 95.5% in 2011, 95.7% in 2012, and 94.6% in 2013-14 (many snow days last year).
 - The graduation rate for high school was 91.1% in 2010, 91.3% in 2011 and dropped to 84.3% in 2012, the 2013 rate was 84.31%.
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Goal All students will IMPROVE READING and WRITING skills and strategies in order to perform successfully on the PARCC PBA and the EOY assessments.

Benchmark Pangburn High School did meet the 2013 ESEA goal in 2013 of LITERACY SCORES a combined population of 83.93 and White scores were passing, which is an drop from the 2012 scores. In the 2013 report, High School IS RANKED "ACHIEVING" UNDER ESEA Accountability requirements. Under Performance scores, under GROUPS, TAGG was 78.26%, Economically Disadvantaged, was 79.555 and SPED was 28.57%. In 2014-15 continued focus needs to be in the TAGG group in Literacy, specifically, ECONOMICALLY DISADVANTAGED, AND SPECIAL EDUCATION.

Intervention: To provide a Standards Based LITERACY INSTRUCTION with an emphasis on CONTENT and STYLE IN WRITING and an emphasis on COMPREHENSION of literary and content reading.				
Scientific Based Research: Language and Literacy Instruction in Schools, by: Silliman, Wilkerson & Guilford (2007). Explorations in Non-Fiction Writing, by: Steed & Hoyt (2010). I Can Write Like That by: Ehmann & Gayer (2009).				
Actions	Person Responsible	Timeline	Resources	Source of Funds

<p>L.1.33 [Title I: SCHOOLWIDE #9] Secondary Campus will utilize EDMENTUM-PLATO software, which will assist students in regaining credit for ELA courses, to be used for REMEDIATION as well as SUCCESSFUL COMPLETION Curriculum components. Students in ALE will utilize program before school, after school, Saturday, Summer School and evening sessions as well as during class periods in ALE and 7-12 grade classrooms. Purchased Services PD Funds of \$1000, pays training costs of PLATO & Study Island; and NSLA Purchased Services of \$2220 will help pay for PLATO & Study Island software licenses that can be used by staff and students in variety of ways to accelerate and remediate. Teachers also have access to the PLATO course information.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide</p>	<p>Collette, ALE Instructor; Principals: Rolland, Louks ; Counselor Hartsfield, Paras</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> District Staff 	<p>NSLA (State-281) - Purchased Services: \$2,200.00</p> <hr/> <p>ACTION BUDGET: \$2,200.00</p>
<p>Total Budget:</p>				<p>\$2,200.00</p>

Priority 2: Math

- Supporting Data:
- ESEA 2013 results had grades 7-11 not making ANY of the Percentage passed for any student group as well as the All Student and All Sub Populations did not meet Growth percentages. Based on a COMPREHENSIVE NEEDS ASSESSMENT, the highest score for 2013 was the ALL Student group of 78.87%; the lowest score was SPED with 46.15% passing. We must continue to focus on the new PARCC and Common Core requirements to be better students for these expectations. More support and training for SPED teachers must be developed. This conclusion has been obtained by studying the CRT,NRT,EOC, intermittent assessments, and other classroom data.
 - The attendance rate for the district was 96.1% in 2010, 95% in 2011, 95.7% in 2012 and 96.4% in 2013.
 - The graduation rate for high school was 91.1% in 2010, 91.3% in 2011, dropped to 84.3% in 2012 and was 84.31 in 2013.
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Goal Students will improve their abilities to solve equations and inequalities and gain a deeper understanding of the language of algebra.

Benchmark Pangburn High School did not meet the ESEA Goal for 7-11 in Math in 2013 with an ALL STUDENT SCORE & GROWTH PERFORMANCE with a score of 77.68% as well as missed requirements in TAGG, WHITE AND ECONOMICALLY DISADVANTAGED. High School Math has a NEEDS IMPROVEMENT status and will target student interventions in all sub groups, especially Students with Disabilities.

<p>Intervention: To improve algebraic skills in language of algebra and solving equations and inequalities with application of math in REAL WORID situations.</p>				
<p>Scientific Based Research: Classroom Assessment and Grading That Works, by: Marzano (2009). CGI-- Thinking Mathmatically, by: Franke & Carpenter (2009). The Art & Science of Teaching, by: Marzanl (2007)</p>				
<p>M:1.7 [Title I: SCHOOLWIDE #9] Secondary Campus will utilize EDMENTUM-PLATO & Study Island software, which will assist students in regaining credit for Math courses, to be used for REMEDIATION as well as STATE ASSESSMENT PREPARATION - 7th, Math, 8th Math, Algebra I EOC, Geometry EOC. Using Title VI State Supplies & Materials funds of \$3881 to purchase fourteen CHROMEBOOKS (\$270 each) for student use. Campus will also use Title VI Federal Materials& Supplies funds of \$4245.50 to purchase additional Chromebooks(\$270 each) & Students will utilize program before school, after school, Saturday, and during Summer School as well as during class periods in ALE and 7th & 8th grade classrooms. A 1/2 time additional math teacher provides extra ALE support as well a licensed teacher in 7th & 8th provides ADDITIONAL MATH INTERVENTIONS. NSLA Purchased Services of \$2219.00 assist with cost of Math PLATO software and EOC & ACT preparation.</p> <p>Action Type: Equity Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Collette, ALE Instructor, Moorehead, Interventions; Counselor, Principals: Rolland, Louks</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> District Staff Teachers 	<p>NSLA (State-281) - Purchased Services: \$2,219.00</p> <hr/> <p>ACTION BUDGET: \$2,219.00</p>
<p>Total Budget:</p>				<p>\$2,219.00</p>

Source of Funds

For: NSLA (State-281) - Employee Benefits, NSLA (State-281) - Employee Salaries, NSLA (State-281) - Materials & Supplies, NSLA (State-281) - Purchased Services.

Source of Funds: NSLA (State-281) - Employee Benefits -- \$0

There is no data for the Source of Funds "NSLA (State-281) - Employee Benefits".

Source of Funds: NSLA (State-281) - Employee Salaries -- \$0

There is no data for the Source of Funds "NSLA (State-281) - Employee Salaries".

Source of Funds: NSLA (State-281) - Materials & Supplies -- \$1721.45

Priority 1: To provide instructional support in math and literacy for Federal programs and Special Needs Funds

- Supporting Data:
1. Based on a comprehensive NEEDS ASSESSMENT that reflects an in-depth trend analysis of multiple strands across multiple grade levels(K-12) and content areas, we found that our areas of need for literacy improvement in the following groups: All Students, Targeted Achievement Gap Group,SPECIAL GROUP and specifically the White and Economically Disadvantaged Groups. Campuses will work specifically on open-ended responses as well as essays. Under K-12 Math, we improved in the 2013 scores, but our three-year performance trend has increased, specifically in the groups of All Students and Targeted Achievement Gap Group. Areas of Math focus across the district open response items focusing on algebraic functions, geometry, transformations, and operations. The conclusions have been obtained by studying the NORMES data analysis and the ESEA Accountability Reports & input from staff and parents.
 2. The attendance rate for the district was 96.1% in 2010, 95% in 2011 and 95.7% in 2012.
 3. The graduation rate for high school was 91.1% in 2010, 91.3% in 2011 and dropped to 84.3% in 201.2

Goal To improve ACADEMIC ACHIEVEMENT and school environment by using DATA DRIVEN DECISIONS to guide instruction, implementation and analysis of scores and outcomes. Peer review was completed by meetings and discussions of campus leaders, CAMPUS STAFFS, district leaders, parents and community members. All LICENSED staff completed CORE area PD and TESS training over the summer & in August working as a group and by independent study to better understand the NEW STANDARDS with MAX stretegis implemented in all areas showing GREATER STUDENT ENGAGEMENT, student collaboration and evaluation. ACSIP meeting minutes described continue success with Math scores in grade 3-6, but stronger IMPLEMENTATION & STUDENT INTERVENTIONS needed in Math for grades 7-11. Literacy scores continue to increase, yet more integration needed with NON-FICTION sources and greater integration of TECHNOLOGY. Staff & Administration planned SUMMER PD with a focus on greater INDIVIDUAL & TEAM PLANNING using COMMON CORE GUIDELINES,PARCC, greater COLLABORATION between ELA,MATH & SCIENCE with elective areas and Social Studies so STUDENTS can CONNECT the REAL WORLD APPLICATIONS across academic areas. Principals are doing DAILY WALKTHROUGHS as school started and are ENCOURAGED by the SIGINIFICANT IMPROVEMENTS which are occurring in classrooms following TESS requirements. Discipline incidents have decreased, Student ENGAGEMENT has INCREASED, and STUDENT WORK EXAMPLES are posted in rooms, and in building.

Benchmark Current ESEA Preliminary 2013 ratings for District includes Achieving in Literacy, and Needs Improvement in Math and Graduation Rate. Under District Literacy in 2013, we achieved in all student category with 87.19% yet we were lower under TAGG group with 80.73% and SPED at 40.62%. New interventions for Literacy which target struggling students at an earlier timeframe in grades 3-11 with the assistance of our new Literacy Facilitator should improve student skills in open response, and understanding non-fiction texts at all levels. Under District Math 2013, ALL STUDENTS category scored 79.78 which is bwlow the 84.43% AMO; All CATEGORIES, (except Hispanic) were below the required percent, with SPED and ECONOMICALLY DISADVANTAGED results were 51.61% and 75.50%. We added extra math teacher for HS which has allowed us to double block math classes in high school and math intervention periods using teacher, para or PLATO software for students in 3rd through 11th grades will help improve math open response, measurement, and problem solving skills. Under Graduation Rate - District 2013 & High School 2013 is under NEEDS IMPROVEMENT,with all students at 84.31%, but required AMO is 91.23%; TAGG Group was 74.07% and Economically Disadvantaged was 72.0%. We will submit a correction for 2013 senior records which will reduce incorrect counts for future reports, plus we are being more consistent tracking students who enter or withdraw during grades 9-12 in the future.

Intervention: INSTRUCTIONAL SUPPORT will assist in implementing a BALANCED LITERACY and MATH programs across the curriculum which is intended to IMPROVE INSTRUCTION and to INCREASE STUDENT ACHIEVEMEN at all levels.

Scientific Based Research: Making Standards Useful in the Classroom, by: Marzano & Haystead (2008). The Art & Science of Teaching, by: Marzanl (2007) Explorations in Non-Fiction Writing, by: Steed & Hoyt (2010). Interventions That Work, by: Dorn & Soffos (2012).Catching Readers Before They Fail; by: Johnaon & Keier (2010).

Actions	Person Responsible	Timeline	Resources	Source of Funds
I:8 TECHNOLOGY NEEDS ASSESSMENT: Currently a large computer lab in Elementary serves grades K-4 (created in 2010 from local funds). A Dell 20 station NETBOOK cart has been added to	Dr.Beryhill, Superintendent, Rob Hayes, Technology	Start: 07/01/2014	<ul style="list-style-type: none"> • District Staff 	NSLA (State- \$1,721.45

<p>Elementary for shared use among the teachers. PTO purchased Kindles for use in grades k-3 last year, NSLA & Local funds purchased Kindle sets (20 in each) during 2012-13 for 3rd - 6th grade level departments to share with students. Each classroom room in K-6 has 2 or more student computers per room to provide SUPPORT & REMEDIATION activities for students. In grades 5-8, two large computer labs are available for student use each day, and a CHROME BOOK cart of 20 (purchased in local technology funds) is available for use with wireless access. Two 20-station carts of IPADS were purchased from Title VI & local funds in 2012-13 and for classes to use. The new High School building has improved wireless signal with NEW computers in workforce areas, computer lab, distance learning, teacher computers, and a 20 station CHROME BOOK LAB.(purchased from local funds). A partial lab in the library can serve 10 students, (10 computers purchased in 2012 with local funds). K-12 teachers have assigned IPADS for instructional use in their classrooms. Additional SMART BOARDS were purchased for non-core classrooms. The emphasis for 2013-14 is to purchase ADDITIONAL BANDWIDTH through Federal E-RATE and DISTRICT FUNDS to better assist the use of TECHNOLOGY DEVICES purchased with Federal monies. Using NSLA,PD (\$3400 supplies & materials fund), and local technology funds to purchase more IPADS (\$390) or CHROME BOOKS(\$268) which can be used in a variety of ways by students during classroom activities and by Staff during Professional Development sessions. Extra DOCUMENT CAMERAS and KINDLES document cameras were purchased using Federal SPED funds to be used by SPED staff at all campuses. We are upgrading the older computers in Distance Learning Lab to assist with student use of new PLATO software for remediation, VIRTUAL HIGH SCHOOL, AP classes, credit recovery and Technology Training will be offered in summer, August and throughout the school year in developing instructional techniques with the use of netbooks, CHROME books, IPADS & Kindles at campuses. Current computer labs and carts at each campus will be used by students to REINFORCE ACADEMIC SKILLS IN Math and Literacy taught in the classroom under Common Core Standards. Providing PD training on use of Kindles, \$1400 PD Materials & Supplies will purchase 9 Kindles Fire (\$160 plus S/H) for training purposes. Extra 23 Chrome books with power strips (\$301) and extra 16 additional IPADS (\$429 each) will be purchased for K-12 using Title VI State to assist STUDENTS working at their OWN PACE to increase STUDENT COMPREHENSION and ACHIEVEMENT. With available VI Federal funds, the district will purchase a variety of intervention software using purchased services to support literacy, math and science instruction at elementary and high school including: IXL Learning, Help Me to Learn, & Moby Max. Also using Title VI Federal materials & supplies funds to purchase 50 student headphones (\$16.24 each) to utilize in lab or classroom;(\$1400 PD Materials & Supplies; \$1721.45 NSLA Materials & Supplies; \$14,000.12 Title VI State Materials & Supplies); [Title VI Federal Purchased Services of \$ 2400, \$600, 499; and \$824.89 Title VI Materials & Supplies].</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion</p>	<p>Coordinator; Principals: Rolland, Ramsey, Wammck; Staff</p>	<p>End: 06/30/2015</p>	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	<p>281) - Materials & Supplies:</p> <hr/> <p>ACTION BUDGET: \$1,721.45</p>
<p>Total Budget:</p>				<p>\$1,721.45</p>

Source of Funds: NSLA (State-281) - Purchased Services -- \$0

There is no data for the Source of Funds "NSLA (State-281) - Purchased Services".