

DISTRICT Plan

PANGBURN SCHOOL DISTRICT
1100 Short Street Pangburn, Arkansas 72121

Arkansas Comprehensive School Improvement Plan

UPDATED 2014-2015

All students are expected to learn, create, achieve, and succeed in education, community, and life. As educators, we should strive to motivate, encourage, and inspire young people to overcome obstacles and achieve life-long goals.

Grade Span:

Title I: Not Applicable

School Improvement:

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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 strategies 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.

Priority 2: Parental Engagement

Goal: To ensure good communication between the school district and parents by keeping parents informed in various ways parent notes sent by teacher, using school website, school newspaper, electronic sign, posted sign on downtown corner, campus wide phone messages, etc.

Priority 4: Wellness

Goal: The district will provide support for students in making Healthy Lifestyle Choices by implementing systems to aid in decreasing the average BMI on routine annual student screenings and increasing collaboration between all segments of the school community in support of positive lifestyle choices.

Priority 1: To provide instructional support in math and literacy through Federal Programs and Special Needs Funds.

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

Supporting Data:

- 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 strategies 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.

Benchmark Current ESEA Preliminary 2013 ratings for District include Achieving in Literacy, and Needs Improvement in Math and Graduation Rate. Under District Literacy in 2013, we achieved in all student categories 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 below 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 ACHIEVEMENT at all levels.

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

Actions	Person Responsible	Timeline	Resources	Source of Funds
I:7 PROFESSIONAL DEVELOPMENT NEEDS: Looking at data from Summer 2013 State Assessment results for Literacy and Math as well as collecting input from grade level teacher meetings in Math, & Literacy as well as administrator feedback, our EMPHASIS for PROFESSIONAL DEVELOPMENT should target HIGH LEVEL THINKING SKILLS, STUDENT ENGAGEMENT, OPPORTUNITIES for STUDENT COLLABORATIONS, student collaborations, effective methodology on OPEN RESPONSE TRAINING and the understanding and application of VARIOUS WAYS to solve MATH REAL WORLD problems. After collecting input from staff meetings and administrator feedback, a District wide EMPHASIS for PD will be to see evidence of consistent classroom use of various MAX Strategies. COLLABORATIVE	Dr. Berryhill, Superintendent, Facilitators: Butler, Vernon; Principals: Ramsey, Louks & Rolland	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Teachers 	Title I - Materials & Supplies: \$2836.29 PD (State-223) - Purchased Services: \$2000.00 PD (State-223) - Materials & Supplies: \$1042.58 <hr/> ACTION \$5878.87

<p>PRESENTATION methods as well as teacher and student effective USE OF TECHNOLOGY including Smartboards, CHROME BOOKS, KINDLES, and IPADS. As a component of TESS, Administrative Classroom Walkthroughs will collect data on the evidence of EFFECTIVE CLASSROOM STRATEGIES, STUDENT ENGAGEMENT, STUDENT FEEDBACK & EVALUATION, COMMON CORE ALIGNMENT, ETC. Grade Level & Campus PLC's will occur throughout each week and month to allow for CURRICULUM ALIGNMENT, COLLABORATION, & DATA ANALYSIS of student assessments, work products, etc. The district will fund professional development workshops for literacy and math targeting Common Core Standards using Title I, NSLA, PD and local funds found in Elementary & High School ACSIP plans. PD funds at District Level will purchase MATH & LITERACY Resource books for use by teachers (recommended by FACILITATORS-Butler & Vernon), to promote GREATER EFFECTIVENESS in the classroom (Non Fiction Mentor Texts K-8 (\$22.80 plus S/H & Making Non-Fiction and Informational Texts Come Alive 6th-13 (\$ 24.00 plus S/H). District PD Purchased Services will cover costs of \$110 per person in Math, Literacy and Science; Supplemental TGI DATA training for new Elementary teachers at \$550 per teacher as well as local SUPPLEMENTAL TRAINING opportunities for use of MAX Strategies, STUDENT ENGAGEMENT, EFFECTIVE TECHNOLOGY use in classroom, etc. which are above the mandatory 60 hour professional development requirement. [\$2000 PD Purchased Services=3 teachers at \$550 and 16 sessions at \$110 or less; \$1042.58 PD Materials (30 books at \$26.40 & 8 books at \$28.80) & Title 1 Materials & Supplies funds of \$2,836.29 will purchase books & supplies for training in using collaborative instructional methods.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion</p>				<p>BUDGET:</p>
<p>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 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</p>	<p>Dr.Berryhill, Superintendent, Rob Hayes, Technology Coordinator; Principals: Rolland, Ramsey & Louks; Staff</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff • Teachers • Teaching Aids 	<p>PD (State-223) - Materials & Supplies: \$1400.00 NSLA (State-281) - Materials & Supplies: \$1721.45</p> <hr/> <p>ACTION BUDGET: \$3121.45</p>

funds) is available for use with wireless access. Two 20-station carts of IPADS were purchased from Title VI & local funds in 2013-14 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 20123 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 campus 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;).

Action Type: Alignment
Action Type: Collaboration
Action Type: Equity
Action Type: Special Education
Action Type: Technology Inclusion

<p>I:10 The district will use multiple methods to share information with PARENTS & COMMUNITY such as the ON-LINE GRADEBOOK service for teachers as well as parents, CAMPUS VISITS during Open House, Fall and Spring PARENT-TEACHER conferences, Annual Report to the Public, district electronic sign, an updated school website with announcements - upcoming events, STATE REQUIRED information, STAFF LISTINGS, etc. Campus & District Title I funds will be used for PARENT INVOLVMENT NEWSLETTER & PARENT INFORMATION BOOKLETS (District Title I, \$313.54 supplies and materials funds); Help Children Learn, booklets for secondary parents on college & career readiness) for Parent Nights at campuses (Campus ACSIP funds). A software program allows rapid communication with staff, parents, and community about events, programs, calendar dates, attendance, etc. Families are encouraged to utilize various resources in the Parent Center located in the District. Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion</p>	<p>Dr. Berryhill, Superintendent, Rob Hayes, Technology Coordinator, Principals: Rolland, Ramsey & Louks; Staff</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Community Leaders • Computers • District Staff • Teachers 	<p>Title I - Materials & Supplies: \$313.54</p> <hr/> <p>ACTION BUDGET: \$313.54</p>
<p>I:11 An ALE teacher, with a FTE of 0.50,paid with ALE funds included in HS ACSIP plan), and a FTE of 0.50 from campus NSLA funds, 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 student's 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. Instruction is also given by the teacher under the use of the Arkansas Virtual High School. 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.</p>	<p>Rolland, HS Principal, Collett, ALE, Hartsfield, Counselor, Gallegly, Social Worker</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>discipline, lack of effort). The area FAMILIES, INC. Counseling program assigns a staff member to the program each year to serve as a supplemental resource for ALE room. 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.) testing of material taught by both Virtual High School testing as well as EOC testing; and 4.)through credit recovery in which 25% of the 58 ALE students accomplished the credit needed to pass that subject and graduate. Title I funds of \$342 will be used to purchase additional support and review materials for secondary students. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion</p>				
<p>I:12 FEDERAL FUND EXPENDITURES (Title I, Title II, NSLA, PD, SPED) will be supervised by Superintendent and Campus Principals on targeted and campus wide professional development which utilizes the latest technology and targets our struggling students. Sessions will be on training on the new standards as well as alignment of CAREER READINESS. These funds and purchases are included in the High School & Elementary ACSIP plans & will be used to purchase a sets of 25 chromebooks and a carts for storage and charging to assist struggling students in literacy, math & science. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion</p>	<p>Dr. Berryhill, Superintendent & Principals Rolland, Ramsey & Louks</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Computers • District Staff • Outside Consultants • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
<p>I:13 STATE PROFESSIONAL DEVELOPMENT will be offered to the staff to make all aware of newest programs and the BEST PRACTICES in education that will have a LONG LASTING IMPACT on classroom INSTRUCTION and STUDENT ACHIEVEMENT. Staff development books such as Supplemental Books on Danielson's FRAMEWORKS, Literacy Instructional Techniques, and NCTM Math Resources and other teaching guidebooks will be purchased to go along with professional development which is offered in District. All PROFESSIONAL DEVELOPMENT must be approved by the CAMPUS PRINCIPAL and must SUPPORT the building's ACSIP plan. This will include 2-3 hours of parent involvement; 6 hours of technology; dyslexia awareness, data disaggregation; instructional leadership; bullying, ethics, and fiscal management. Verification and evaluation of implementation of the professional development hours will be accomplished through TESS informal and formal evaluations, (by Principals & Facilitators) as well as teachers individual</p>	<p>Dr. Berryhill, Superintendent & Campus Principals: Rolland, Ramsey & Louks; Staff</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Teachers 	<p>PD (State-223) - Purchased Services: \$1515.00</p> <hr/> <p>ACTION BUDGET: \$1515</p>

<p>needs assessments and REQUIRED TESS PROFESSIONAL GROWTH PLANS. PD data collected over school years: 2011-12, & 2012-13, 2013-14 showed that 100% of TEACHERS MET the 60 hours of REQUIRED professional development as well as 100% of the ADMINISTRATORS MET the requirements for professional development as well. PD Purchased Services of \$1515 for in state training & travel costs to support mandatory professional development hours for certified staff. Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion</p>				
<p>I:6 The FEDERAL PROGRAM Coordinator will communicate with the DISTRICT BOOKKEEPER as well as with CAMPUS PRINCIPALS to see that funds allocated are used in a TIMELY MANNER and are TRACKED ACCORDINGLY. Federal Coordinator will manage timesheets needed by all federal employees. Coordinator will attend state wide training, and promote local staff development on components of Title I programs. PD fund purchased services of \$2500 funds will cover Federal Programs State Conference & other designated trainings of fees, housing, food, and travel. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	<p>Dr. Berryhill, Superintendent; Principals: Rolland, Ramsey & Louks</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Central Office • District Staff • Teachers 	<p>PD (State-223) - Materials & Supplies: \$2500.00</p> <hr/> <p>ACTION BUDGET: \$2500</p>
<p>I:5 Pangburn School District will RECRUIT, HIRE, AND RETAIN highly qualified teachers as required by the state of Arkansas. Classified paraprofessionals that work with students will meet the State and Federal requirements of Highly Qualified using in-district training sessions (Campus PD Supplies & Materials & purchased services). Classroom Walk-Throughs will continually occur by CAMPUS ADMINISTRATORS to see that ALL PERSONNEL are following guidelines for TESS STANDARDS, COMMON CORE, & SAFETY requirements. Hiring of NEW EMPLOYEES is conducted through a committee process, with recommendations being presented to the school board by the principal and superintendent. The District will utilize the services of WDMESC as they offer a variety of HIGH QUALITY, APPROPRIATE and ALIGNED PROFESSIONAL DEVELOPMENT for Teachers, Para Professionals, Coordinators & Directors, Facilitators and Administrators. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	<p>Dr. Berryhill, Superintendent, Principals - Rolland, Ramsey & Louks; Coordinators: Bell, Hayes, Pate</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>I.1 A LITERACY FACILITATOR is hired by the district to work with students in grades K-12. One facilitator works weekly with an FTE of .44 in high school, 0.44 in K-4 elementary and 0.12 providing staff development. She will be paid 88% from NSLA and 12% from PD funds (Campus ACSIP plan). A MATH FACILITATOR with an FTE of .50 in high school and .50 in</p>	<p>Facilitators - Vernon & W. Butler; Superintendent - Berryhill</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>PD (State-223) - Materials & Supplies: \$2070.00</p> <hr/>

<p>elementary will be paid totally by 0.75 NSLA funds and 0.25 local funds, (Campus ACSIP plans). Both work 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 meetings ,as well as district level meetings with the leadership team, will be held by both facilitators to plan instruction. All facilitators provide SUPPORT AND TECHNICAL ASSISTANCE to high school students that are in the most need. They will collaborate with teachers on their greatest needs in the classroom, recommend appropriate PD for staff members in Math and/or Literacy, and help select the best classroom resources/support books for student and staff use. Facilitators also DEMONSTRATE LESSONS and METHODS for teachers and serve as EXTRA SUPPORT for new Math & Literacy teachers in the district. PD Materials & Supplies of \$2070 will be used for Math and Literacy training for staff members focusing on Common Core.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>				<p>ACTION BUDGET: \$2070</p>
<p>I:3 Pangburn Elementary & Pangburn High School will utilize STANDARIZED TESTS and Benchmark test results to develop ACADEMIC IMPROVEMENT PLANS. Information from these assessments will be used to ADJUST INSTRUCTION in order to MEET THE NEEDS OF ALL STUDENTS by providing POINT IN TIME REMEDIATION and EARLY REMEDIATION. AIPs will be used to INDIVIDUALIZE REMEDIATION for those not scoring proficient on state exams and TLI Modules. Additional instruction is provided by the LITERACY & MATH FACILITATORS each day to students who have not been proficient in the past. An ADVISORY PERIOD in grades 7-12, allows each high school teacher to be responsible for a small group of students. Each advisor meets TWICE A WEEK with their advisory group to check grades, and make a WEEKLY ACADEMIC INTERVENTION PLAN for their students. The other 3 days are left open for tutoring or extra help in classes. Campus Title I funds will be used to purchase remediation supplies to help support students struggling students in literacy and math. Using facilitator support, district will utilize various IPAD and Chromebooks sets for remediation and extra practice for weak math and literacy skills.</p> <p>Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity</p>	<p>Campus Principals: Rolland, Ramsey & Louks; Counselors, Campus Staff</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>I:15 Pangburn School District has one PRIVATE SCHOOL, Mt. Pleasant Academy, in our area. The letter of intent was sent, followed by a consultation to offer services through PHONE CALLS and PERSONEL VISITS during school year. At the</p>	<p>Dr. Berryhill, Superintendent & Federal Program Coordinator</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff 	<p>ACTION BUDGET: \$</p>

consultation all services that were offered were explained followed by a question and answer period. Mt. Pleasant Academy ELECTED NOT TO PARTICIPATE. Copies of the paperwork have been sent to the state department. Action Type: Collaboration Action Type: Equity			<ul style="list-style-type: none"> District Staff 	
I:4 Pangburn School District will hold each school accountable for MEETING THE ESTABLISHED GOALS as required by ESEA Standards by monitoring each building's data throughout the year. DISTRICT ADMINISTRATION will SUPPORT the SCHOOLS in obtaining ACADEMIC SUCCESS for all students. The ACSIP plan will be revised annually based on the analysis of the data. Action Type: Alignment Action Type: Equity	Dr. Berryhill, Superintendent, Principals - Rolland, Ramsey, & Louks	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
I:2 DIFFERENTIATED INSTRUCTION in Literacy & Math will be used in grades K through 12th to provide curriculum compacting through acceleration and enrichment. Use of PLATO software for STAFF & students in grades 5-12 to REMEDIATE, ACCELERATE, as well as Benchmark, PARCC, and ACT preparation will be utilized during school day, evenings, before school, Saturday sessions and summer school. As local technology funds are available, classroom computers for teachers will be upgraded. Campus Title 1 funds will be used for math and literacy remediation & acceleration. Action Type: Equity	GT Coordinator, Shannon Galyan; Dr. Berryhill, Supt. Principals: Rolland, Ramsey & Louks	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
I:17 Pangburn Schools COORDINATES & INTEGRATES SERVICES by providing TRANSITION actions for students in order to increase PROGRAM EFFECTIVENESS and REDUCE fragmentation of the instructional program. PRESCHOOL and KINDERGARTEN teachers meet and discuss the needs of the STUDENTS ENTERING KINDERGARTEN as well as the preschool teachers letting the teachers know about any special needs of a child. Fourth and fifth grade teachers COLLABORATE on the NEEDS OF THE STUDENTS before they enter Middle School. Students in the 8th grade have a SEMINAR class to prepare for High School and beyond. High School also offers an ADVISORY CLASS for all High School STUDENTS to enable EACH STUDENT to improve learning skills as needed for college or career. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Principals: Rolland, Ramsey & Louks; Counselors: Hartsfield & Gregson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
I:18 Wilbur Mills Education Center will help MEET THE NEEDS of our STUDENTS and STAFF with TECHNICAL SUPPORT, INSTRUCTIONAL EXPERTISE, & RESOURCES. Instructional Specialists in a variety of content areas provide training at	Dr. Berryhill, Superintendent, Principals: Rolland, Ramsey, Louks, Staff	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Outside Consultants 	ACTION BUDGET: \$

<p>Beebe as well as visiting teachers & administrators on campus to COLLABORATE and offer Instructional METHODS & SERVICES, CURRICULUM & IDEAS throughout the school year. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>			<ul style="list-style-type: none"> Teachers 	
<p>D: 1.19 Funds will be provided for students identified as HOMELESS to help MEET BASIC NEEDS so that the students will be able to participate in school MORE EFFECTIVELY. As of October 1st, two HOMELESS STUDENTS were identified in the District. Campus Title I funds will be used to support these Homeless students. Each campus will ensure that the SAME SERVICES and EDUCATIONAL OPPORTUNITIES are the SAME for both homeless students and non-identified students as supported by campus counselors (Hartsfield & Gregson) as well as social worker and Homeless Liaison, Gallegly. Action Type: Equity Action Type: Parental Engagement</p>	<p>B. Gallegly, Homeless Liaison; Counselors: Hartsfield, Gregson; Principals: Rolland, Ramsey, Louks</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>I: 20 ELL INTERVENTIONS - The District follows state guidelines on identifying possible ENGLISH, LANGUAGE LEARNERS through our ENROLLMENT PROCEDURES. The District ESL Coordinator, Jennifer Hutchings is assisted by Para High School Professional, who both work with teachers on the best strategies for use with ELL's. Hutchings also checks with teachers in the District if a new student may be an ELL or just needs extra remediation or assistance with learning English. Hutchings also serves as an interpreter on any parent-teacher meetings to provide support of our ELL's. In the 2012-13 school year, the District has 5 ELL students (all were PSD students last year) in the district (overall October 1 student population count of 787). During the 2014-14 school year, two students are under ESL services. The ESL coordinator also worked extensively with the MOTHER of two of the students who utilized our PARENT CENTER so that she could learn English as well. ESL SUPPLEMENTAL RESOURCES will be purchased with Title I \$400 Supplies & Materials funds during the school year. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Technology Inclusion</p>	<p>J. Hutchings, Para; Principals: Rolland, Ramsey, Louks</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> District Staff Teachers 	<p>Title I - Materials & Supplies: \$400.00</p> <hr/> <p>ACTION BUDGET: \$400</p>
<p>D 1.21 New TITLE II funds for 2014-15 were transferred to Title I to help support our PreK program; the funds were used to cover a part of teacher's salary and benefits. After transfer of Title II funds occurred, we received notification of our remaining carryover funds of \$ 305.97 under Title II and \$0.12 funds in Title VI State will be used for STAFF DEVELOPMENT materials for math & literacy.</p>	<p>Wade Butler, S. Vernon; Principals: Ramsey, Louks & Rolland; Math Teachers 3-11</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> District Staff Teachers Teaching Aids 	<p>Title VI State - Materials & Supplies: \$0.12</p> <p>Title II-A - Materials & Supplies: \$305.97</p>

Action Type: Collaboration Action Type: Professional Development				ACTION BUDGET: \$306.09
Total Budget:				\$16104.95

Priority 2: TITLE I COMPONENTS OF PARENT ENGAGEMENT: The District will ensure that each Title I campus provides assistance to parents in understanding of topics such as :state academic standards, local and state assessments, requirements of Title I programs, and how parents can monitor their child's progress in school and methods to work with educators to improve achievement of their children. The District will provide materials and offer training to help parent work their children related to literacy, math and technology. District will also provide yearly training to all staff about the importance and value o contributions made by parents and how to work with parents as equal partners in their education.

- Supporting Data:
1. PARENT INVOLVEMENT NEEDS ASSESSMENT: Analysis of the 2012-13 school year showed that more than 85% of elementary and middle school parents attended PARENT-TEACHER CONFERENCES, with most parents attending at both Fall and Spring meeting times. Grades 7-12 have arranged students in ADVISORY GROUPS led by campus staff members who communicate often with students and parents about academic progress of student. In the spring, in grades 9-12, Career Planning Meetings are held with advisory teacher, parent, and student - the students led each of these meetings; 100% participation occurred. Parent participation logs were documented for each fall and spring conference as well as other parent meetings held during the school year.
 2. District will work to ensure schools coordinate and integrate parent involvement programs with HIPPIY, ABC Pre-K, Parent Center, Volunteer and parent training, as well as specific elementary and high school programs that fully support parent participation in the education of their children. District & campuses will ensure that information related to school and parent programs will be sent to parents in several formats including weekly and monthly newsletters, email, District electronic sign, posting on school website, phone calls by School Messenger System, and personal contacts made by teacher. We will continue to gather input from parents on types of activities that they would like to utilize and what are the best methods of communications between school and parents.

Goal To ensure good communication between the school district and parents by keeping parents informed in various ways parent notes sent by teacher, using school website, school newspaper, electronic sign, posted sign on downtown corner, campus wide phone messages, etc.

Benchmark Improve Student Attendance rates by 1% using methods each nine weeks to intervene earlier with students having higher absences.

Intervention: To provide an open communication between the school and community through parent engagement activities. Use a variety of ways to pass information to parents continually throughout school year.				
Scientific Based Research: Research Summary, Parent Involvement, by: Pate & Andrews (2006).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
P:4 Student handbooks are passed out at the beginning of school or as students enroll in Pangburn School so parents and students are AWARE OF ALL RULES AND PROCEDURES. Sections of the Handbook are also posted on line on the District website. The handbook is also used to inform the parents of the school's process for resolving parental concerns. It includes how to define a problem, whom to approach first, and how to develop solutions. INFORMATION related to school and parent programs is sent to parents to the extent practical in a language they can understand.1/5(E) Tear out pages are provided in the handbook for parents to sign and return to school to be put on file. The Parent Compact, which includes 3 sections entails how the student, parent, and principal is committed to the education of that individual child is sent home to parents and asked to be returned. All returned forms are signed and on file. The PARENTAL	Principals: Rolland, Ramsey & Louks; Office Secretaries, Superintendent Berryhill	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Community Leaders • District Staff • Teachers 	ACTION BUDGET: \$

<p>INVOLVEMENT PLANS for each school and the district will be revised annually and posted on DISTRICT WEBSITE. Parents will be notified of the Title I meeting in the area paper as well as at the Annual Report to the Public. Action Type: Equity Action Type: Parental Engagement</p>				
<p>P:1 PARENT TEACHER CONFERENCES are provided in the fall and spring for all grade levels in the district. A needs assessment survey is handed out to parents at the fall conference for them to fill out and return to the office. This survey helps to plan parent involvement activities for the year on what parents are interested in. THROUGHOUT the school year at various club, organization meeting, PARENT INVOLVMENT ideas are shared. A VOLUNTEER resource sheet is also available so parents may list interests and availability so that the school staff may determine how frequently a volunteer would like to participate. TRAINING will be offered each year will be provided for SUBSTITUTE/VOLUNTEER applicants[2(A)]. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I School Wide</p>	<p>Principals: Rolland, Ramsey, Wammack; Dr. Berryhill, Superintendent; Principals: Staff</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Community Leaders • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>P:3 A PARENT CENTER is centrally located in the High School counseling suite allowing PARENTS to be able to find magazines, books, visual aids, etc. Parents will be given opportunities to engage in activities that promote responsible parenting using Title I materials & supplies funds (\$569.20, Title I funds). Parental meetings are held throughout the year to inform parents about testing content and procedures (A,F). Our ELL parents are also utilizing various software programs including Rosetta Stone software to improve student skills in English will be used at meetings and throughout the year. A PARENT FACILITATOR, (Gallegly) will be available to help parents check grades, answer questions, or for whatever the parent needs assistance with. Personnel involved in this will attend conferences and workshops to keep abreast with new ideas and requirements. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	<p>Hartsfield, Gregson, Gallegly, Hutchings -ELL Coordinator; Principals: Rolland, Ramsey & Louks</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>Title I - Materials & Supplies: \$569.20</p> <hr/> <p>ACTION BUDGET: \$569.2</p>
<p>P:5 An ANNUAL REPORT TO THE PUBLIC is held each year so that parents and staff are informed of the districts commitment to parental involvement as well as showing how the district supports the individual schools to develop policies/programs to improve student achievement [1;(2)]. Administrators, Directors, Coordinators & Board Members give an overview of what students will be learning; how they will be assessed; what parents can expect for their child's education, and how parents can assist and make a difference 1:(4). At the 2013 meeting, a total of 25</p>	<p>Dr. Kathy Berryhill, Superintendent & Principals, Directors & Coordinators</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<hr/> <p>ACTION BUDGET: \$</p>

<p>individuals attended. The 2014 DISTRICT Report is scheduled for October.</p> <p>Action Type: Equity</p> <p>Action Type: Parental Engagement</p>				
<p>P:2 OPEN HOUSE is held in early August to give the community an opportunity to visit the school campus. The time also allows PARENTS and CHILDREN to meet with the homeroom teacher before school begins. NIGHT Meetings are also held in the High School for students and parents that are in AP or Pre-AP classes through Virtual HS and students involved in the Searcy or Heber Springs- ASU Vocational Classes. Informational packets are prepared and handed out at meeting or on the first day of school to students [1/5(B)]. PTO meetings are monthly (more often as needed) each year to allow parents the opportunity to become involved in the school activities and fundraisers as well as to promote responsible parenting [1/5:(D)].</p> <p>Action Type: Collaboration</p> <p>Action Type: Equity</p> <p>Action Type: Parental Engagement</p>	<p>Dr. Berryhill, Superintendent; Principals: Rolland, Ramsey & Louks; Staff</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Community Leaders • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>P:7 Administrators & Teachers receive 2 hours of PARENTAL INVOLVEMENT training as required with 2013 Legislative schedule on PD as well as DYSLEXIA AWARENESS. Principals meet with campus staff yearly to educate personnel on the importance of effective PARENT communication, and to understand the value and utility of contributions of parents, [1(C)&2(B&C)] The Campus & District ACSIP Committee will hold meetings to coordinate fund usage and approve, develop, and amend various interventions and actions in ACSIP. This will provide joint collaboration with parents and community members to be engaged in contributing to the development of ACSIP. The plan provides steps to help students meet challenging state standards and enables all students to make achievements.</p> <p>Action Type: Collaboration</p> <p>Action Type: Equity</p> <p>Action Type: Parental Engagement</p> <p>Action Type: Professional Development</p>	<p>Dr. Berryhill, Superintendent & Principals: Rolland, Ramsey & Louks; Staff</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Community Leaders • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>P:8 PRESCHOOL PROGRAMS (HIPPIY and ABC Pre-School) provide parental involvement meetings 3 times a year to address strategies for success as well as parenting issues. Literacy packs and Family Connection papers are sent home during the year, [1:(3)]. Hippy, Pre-school and kindergarten teachers meet throughout the year to discuss TRANSITION and curriculum issues.</p> <p>Action Type: Alignment</p> <p>Action Type: Collaboration</p> <p>Action Type: Equity</p> <p>Action Type: Parental Engagement</p>	<p>Kelly Davis- ABC Coordinator Becky Baker, HIPPIY & Dr. Ramsey, Elementary Principal, Staff</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>P:9 Various activities are planned by the faculty to honor parents and let them be a part of their child's learning. Examples include</p>	<p>Dr. Berryhill, Superintendent; &</p>	<p>Start: 07/01/2014</p>	<ul style="list-style-type: none"> • Community Leaders 	<p>ACTION BUDGET: \$</p>

Grandparents Day Breakfast, FFA Parent/Child Cookout, Fall Festival Activities, Muffins for Moms, Doughnuts for Dads, Library Club, PTP projects, and WATCHDOG to name a few, Campus Title I materials & supply funds will be used to recognize parent volunteer hours with award certificates, at End-of-Year campus or district meetings. [1/5(D)]. Action Type: Collaboration Action Type: Parental Engagement	Campus Principals: Rolland, Ramsey & Louks	End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	
P:10 District will hold ANNUAL TITLE I MEETINGS as part of Report to the Public as well as with Math & Literacy meetings held on campuses throughout year. Purpose of the information meeting to inform parents of Title I School-wide Requirements: 1)the right of parents to be involved in planning, review, and improvement of parent programs; 2)a description and explanation of the assessments given and the curriculum used; 3)the right to request information regarding the professional qualifications of the teachers and paraprofessionals. Campuses & District will complete annual revisions or updates with consideration of areas to target for new school year where PARENT INVOLVEMENT and VOLUNTEER guidelines are presented. Action Type: Equity Action Type: Parental Engagement	Principals Rolland, Ramsey & Louks; Counselors, Staff	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$569.2

Priority 4: The Pangburn School District will support the efforts of each school to improve the overall health and wellness of our students as well as staff(Act 1220 of 2003).

- The BMI data for SY 2012-13 showed that a total of 220 students were assessed. Of the students assessed, the following represents the percent of students overweight or obese. District: Males: Elementary: 42.1% High School: 50.5% Females: Elementary: 43.1% High School: 42%
- The BMI data for SY 2011-13, showed that a total of 220 students were assessed. Of the students assessed, the following represents the percent of students overweight or obese. District: Males: Elementary: 41.5% High School: 52.5% Females: Elementary: 45% High School: 41%

Supporting Data:

- Pangburn School District is located in White County. White County Unemployment Rate is: 2011: 7.8% 2012: 8.0% June 2013: 8.1%
- Pangburn School District is located in White County. The Federal Programs Poverty Data for 2010, the poverty rate in White County was 16.5% in 2011 the poverty rate was 16.9%. In 2012, the White County Rate was 14.4% compared to the state of Arkansas rate of 18.4%.

Goal The district will provide support for students in making Healthy Lifestyle Choices by implementing systems to aid in decreasing the average BMI on routine annual student screenings and increasing collaboration between all segments of the school community in support of positive lifestyle choices.

Benchmark Pangburn School District will reduce the total number of students in the overweight/and or at risk of being overweight categories (as measured by BMI) by 0.5% or more in the 2013-14 school year.

Intervention: Administrative Support for Wellness
Scientific Based Research: Physical Activity Intervention in Children & Adolescents, by: Ward, Russell, & Saunders (2006). Crime, Violence, Discipline and Safety in US Public Schools, by: Neiman (2008).

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>W: 3 The Pangburn School District has developed DISTRICT WELLNESS POLICIES in collaboration with the district Nutrition and Physical Activity Committee. Policies have been approved by the District School Board, through coordination of ADE, Child Nutrition Unit as required. The district will ENGAGE students, parents, teachers, food service professional, health professional, and other interested community members in developing, implementing, monitoring, and reviewing district-wide nutrition and physical activity policies. A school health council has been formed. A QUALIFIED CHILD NUTRITION PROFESSIONAL will provide students with ACCESS to a VARIETY of NUTRITIOUS and APPEALING FOODS provided during meal times. District meets the health and nutrition needs of students and will provide CLEAN, SAFE, and PLEASANT SETTINGS and ADEQUATE times to eat. Foods and beverages sold or served at school will meet the nutrition recommendations of the U.S. Dietary Guidelines for Americans. All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis. Schools will provide nutrition education and physical education to FOSTER LIFELONG HABITS of HEALTHY EATING and PHYSICAL ACTIVITY. The school staff will act as role models for good nutrition and physical activity. Assessments will help review policy compliance, assess progress, and determine areas in need of improvement.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Wellness</p>	<p>Margaret McNabb & Wellness Committee, Campus Principals, Child Nutrition Services</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Community Leaders • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>W: 2 The Pangburn School District will provide support to schools to ensure successful IMPLEMENTATION of the WELLNESS POLICIES. District will use PD funds to provide resources and professional development to school staff in connection with the CWIP and SPARK Physical Education program. Director of Child Nutrition Services continues to share techniques and ideas for district and school staff to improve the nutrition environment for students and staff. Wellness Committee (with staff, parents, students, and community) continues to work together to promote the health and physical fitness of students and staff. (\$650 PD Fund supplies and materials for staff training, and use of SPARK curriculum materials).</p> <p>Action Type: Equity Action Type: Professional Development Action Type: Wellness</p>	<p>Nurse McNabb, D. Bell, Child Nutrition Director; Health & PE Teachers, Campus Principals</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Community Leaders • District Staff • Outside Consultants • Teachers 	<p>PD (State-223) - Materials & Supplies: \$650.00</p> <hr/> <p>ACTION BUDGET: \$650</p>
<p>W:1 The Pangburn School District will ensure each school provides a PLEASANT ENVIRONMENT and monitors schedules and other factors which may interfere with students' access to health information, resources, and a healthy environment. The SCHOOL HEALTH INDEX MODULES will be used to evaluate district and school effectiveness. Pangburn High School is 94% effective in implementing the guidelines of the School Health Index in modules</p>	<p>Nurse McNabb, Wellness Committee, Principals: Rolland, Ramsey, & Louks</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Community Leaders • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

1-5. 75% of teachers provide information to students that promote healthy living. Action Type: Equity Action Type: Parental Engagement Action Type: Wellness				
W:4 The Pangburn School District will support the schools in making PHYSICAL ACTIVITY and HEALTHY FOODS WIDELY AVAILABLE IN ALL AREAS of the school campus and encourage students to make HEALTHY BEHAVIOR CHOICES outside the school. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	PE teachers, Child Nutrition Services. Nurse McNabb	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
W:5 The Pangburn School District WILL SUPPORT IMPLEMENTING a HEALTH PROMOTION and PHYSICAL ACTIVITY curriculum. The curriculum will be aligned with Common Core Standards. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Wellness	Campus Principals & Health/PE Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
W:7 The Pangburn School District will INVOLVE PARENTS in physical activity and nutrition education through HOMEWORK FOLDER, NEWSPAPER ARTICLES, WEBSITE POSTINGS, WEBSITE LINKS, AND MEAL MENUS. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Dr. Berryhill, Campus Principal, Teachers, Child Nutrition Services	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Community Leaders • District Staff • None • Teachers 	ACTION BUDGET: \$
W:6 During the 2013-14 school year, Pangburn School District will continue to FULFILL the REQUIREMENTS for being a COORDINATED HEALTH SITE. A coordinator has been named and the Wellness Committee continues to meet on a REGULAR BASIS to plan events, activities and offer support in the district. Campus PD Supplies & Materials funds will be used to train more staff in First Aid and CPR. PSD has also been selected to participate in a National/state Project (The Blue & You Challenge) related to student and staff wellness. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Wellness	Margaret McNabb, Nurse & Wellness Committee	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • None • Outside Consultants • Teachers 	ACTION BUDGET: \$
W: 1.8 CAMPUS Funds will be provided for students identified as HOMELESS to help MEET BASIC NEEDS so that the STUDENTS will be able to participate in SCHOOL MORE EFFECTIVELY. Each campus will ensure that the SAME SERVICES and EDUCATIONAL OPPORTUNITIES are the SAME for both home less students and non-identified students. The schools have a HOMELESS LIAISON, Brandy Gallegly, with an FTE of 0.60 under Title I funds(Elem. & HS ACSIP PLANS) and 0.40 from local funds. She is responsible for helping IDENTIFY STUDENTS as well as properly using funds where	B. Gallegly, Homeless Liaison; Counselors: Hartsfield, Gregson; Principals: Rolland, Ramsey, Louks	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Community Leaders • District Staff • Teachers 	ACTION BUDGET: \$

<p>they are needed. She makes HOME VISITS, takes students as well as parents to services such as doctors, dentists, etc. She meets regularly with COUNSELORS as well as campus staffs to help students in areas that are needed as MANDATORY by the McKinney-Vento Act. She also CORDINATES Christmas for Kids, a program to help needy children and families at Christmas time with food as well as donated presents.</p> <p>Action Type: Equity Action Type: Wellness</p>				
Total Budget:				\$650

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Natalie Free	English teacher	High School ACSIP Chair
Classroom Teacher	Theresa Ramsey	elementary teacher	Elementary ACSIP chair
District-Level Professional	Dr. Kathy Berryhill	Superintendent	District
District-Level Professional	Rob Hayes	Technology Coordinator	District
District-Level Professional	Wade Butler	Math Facilitator	District
Non-Classroom Professional Staff	Aaron Russell		District
Non-Classroom Professional Staff	Brandy Gallegly	Social Worker	District
Non-Classroom Professional Staff	Stacy Hopkins	Bookkeeper	District
Parent	Jimmy Selvidge	parent	District
Parent	Nikki King	Parent	District
Principal	Stephanie Vernon	Literacy Facilitator	District
Principal	Chad Ramsey	M.S. Principal	District
Principal	David Rolland	H.S. Principal	District
Principal	Suzanne Louks	5-8 Administrator	Math