

**LINCOLN SCHOOL DISTRICT**  
**Arkansas Comprehensive School Improvement Plan**  
**REVIEW COPY ONLY**  
**2014-2015**

To provide the resources needed to help ensure that each student is successful.

Grade Span:

Title I: Not Applicable

School Improvement:

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- 1 **Priority 1:** All students will improve Literacy skills based on Needs Assessment budget federal & state categorical funds to support specific areas of need, as evidenced by District-wide needs assessment: Curriculum & Instruction, Title I Schoolwide Programs, Professional Development, Technology Inclusion, and Parental Engagement.

based on Needs Assessment budget federal & state categorical funds to support specific areas of need, as evidenced by District-wide needs assessment: Curriculum & Instruction, Title I Schoolwide Programs, Professional Development, Technology Inclusion, and Parental Engagement.

- 1.1 **Goal:** Schools and District will meet AMO standards for Literacy. The goal of the LEA is to provide supporting services to the individual schools in the district in order to strengthen areas of weakness identified through the comprehensive needs assessment. The district committee will meet to review building level progress on, at least, a semi-annual basis.

**Benchmark:** All schools in the LEA will show annual increases in the percentage of students scoring proficient or advanced that meet or exceed the state requirement for AMO as defined in the state accountability workbook. During the 2014-15 school year, Lincoln Consolidated School District will meet or exceed the Annual Measurable Outcomes(AMO). Literacy Performance AMO for All Students 78.26 and TAGG 73.50. Literacy Growth AMO for All Students 79.12 and TAGG 74.85. Graduation Rate: AMO Graduation Rate All Students 93.96 and TAGG 94.74. The District will also meet or exceed the AMOs for all subpopulations.

<p><b>Intervention</b> Supporting and Community Services: District will support building level interventions. The LEA will conduct annual reviews of all school plans to ensure that interventions and associated actions support the areas of concern found in their comprehensive needs assessments. The LEA will also require an ACSIP Compliance Checklist, for all fund requests, that links the funds back to an approved ACSIP action in their ACSIP plans.</p>				
<p><b>Scientific Based Research</b>                  "A Theoretical and Empirical Investigation of Teacher Collaboration for School Improvement and Student Achievement in Public Schools.: Yvonne L. Goddard, oger D. goddard &amp; Megan Tschannen-Moran - 2007. Teachers College Record. The Benefits of Teacher Collaboration.Essentials on Education Data and Research AnalysisBy: Carla Thomas McClure. District Administration, Sep 2008</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Welfare: ACADEMIC SUPPORT FOR HOMELESS CHILDREN.                  LEA will engage in child finding activities that will include messages in local media, posters in local businesses and professional offices as well as training and identification information to the district schools. Our goal is to accurately identify any students defined as homeless who are attending district schools. Funds will be set aside to assist HOMELESS CHILDREN by providing them with materials and supplies and other items or services essential for academic success. The amount of funds set aside will be determined by looking at past expenditures for homeless students and determining an appropriate amount to meet the anticipated needs for these students for the current school year. The minimum set aside for each identified homeless child will be equal to the Title I per pupil allocation to the district schools plus a reserve to deal with unexpected emergencies. The LEA will strive to be in full compliance with the provisions of the McKinney/Vento Act. &lt;BR&gt; 6501-1591-699-000-00 66100&lt;BR&gt; 6501-1591-699-000-00 63900 &lt;BR&gt;                  Action Type: Equity</p>	Jana Claybrook	Start: 07/01/2014 End: 06/30/2015	Administrative Staff	Title I Purchased Services:     \$500.00 Title I Materials & Supplies:     \$5,000.00 <hr/> ACTION BUDGET:     \$5,500.00

<p><b>Intervention</b> Supporting and Community Services: District will support building level interventions. The LEA will conduct annual reviews of all school plans to ensure that interventions and associated actions support the areas of concern found in their comprehensive needs assessments. The LEA will also require an ACSIP Compliance Checklist, for all fund requests, that links the funds back to an approved ACSIP action in their ACSIP plans.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Student Assessment. Annually, all NRT (ITBS), End of Course and PARCC data, along with other school-based data, will be analyzed to determine curriculum, instruction, and staff development needs. Curriculum maps will be adjusted for gaps and redundancies. A literacy interventionist shall be hired to develop extra support for students scoring below proficiency on the benchmark exams. This individual will also analyze progress to group students for small group instruction. Results of this data analysis will also be used to develop individual and group professional development needs.</p> <p>FEDERAL FUNDS WILL BE USED FOR SUPPLEMENTAL TESTING TO PROVIDE ANOTHER TOOL TO EVALUATE THE EFFECTIVENESS OF PROGRAM INTERVENTION STRATEGIES. FEDERAL FUNDS WILL NOT BE USED TO PROVIDE ANY OF THE INTERVENTIONS OR ACTIONS REQUIRED BY STATE LAWS OR REGULATIONS. Our district will use interim assessments developed by THE LEARNING INSTITUTE (\$24739) and administered at least quarterly to identify target students. We will also partner with the Arkansas Public School Resource Center,(\$2500 annual membership dues listed in the Other Category) so we have access to the NWEA formative assessments and make use of their research development and assessment services.</p> <p>Action Type: Alignment                  Action Type: Collaboration                  Action Type: Equity                  Action Type: Professional Development                  Action Type: Program Evaluation</p>	<p>Jana Claybrook</p>	<p>Start: 07/01/2014                  End: 06/30/2015</p>	<p>Administrative Staff                  Central Office                  Outside Consultants                  Teachers                  Teaching Aids</p>	<p>Title I                  Purchased Services:     \$24,739.00  <hr/>                 ACTION BUDGET:       \$24,739.00</p>

<p><b>Intervention</b> Supporting and Community Services: District will support building level interventions. The LEA will conduct annual reviews of all school plans to ensure that interventions and associated actions support the areas of concern found in their comprehensive needs assessments. The LEA will also require an ACSIP Compliance Checklist, for all fund requests, that links the funds back to an approved ACSIP action in their ACSIP plans.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Professional Development Activities. The State Board of Education (SBE) promulgated these Rules pursuant to Act 1185 of 2005, Act 2095 of 2005, Act 2318 of 2005, Act 2007 of 2005, Act 1183 of 2005, §28 of Act 2131 of 2005, Ark. Code Ann. §6-17-704, and Ark. Code Ann. §6-15-201 et seq. District will support staff development activities that are in compliance with these rules and regulations.</p> <p>PROFESSIONAL DEVELOPMENT: All teachers will have the opportunity to participate in the school and district professional development plan. Teachers will use an instrument developed by the district professional development committee to evaluate the effectiveness of the professional development plan, the course offerings and the effectiveness of the knowledge gained. Annually, upon review of the test data, the professional development committee, working under the guidelines of the district professional development policy, will develop a professional development plan for the school and individual teachers based on information obtained through data analysis. All new teachers (first 3 years) and teachers in need of assistance will be assigned a mentor to assist them in reaching their professional development goals and needs. All teachers will have the opportunity to have input regarding the district and building level professional development plan. The district will provide all teachers and administrators with no less than 60 hours of professional development including all required PD by ADE according to state law. Teachers will have the opportunity to evaluate the benefit of the professional development activities and provide feedback on needed changes. The district will provide high quality professional development activities to our teachers and administrators with focus on the TAP Program. Building level requests will be aligned to specific needs in each individual building for improving the use and integration of instructional technology.</p> <p>Professional Development and NSLA funds will also be used to pay for travel expenses and registration fees for staff development conferences and training. These funds will also be used to pay for trainers to come to the district to conduct training activities for all of our staff as well as to pay for stipends for teachers attending training during non-contract time. This year's priorities will be New Tech, (project based instruction), Math and Science Conferences, TAP training, Common Core, Curriculum Maps and alignment, Common Core Writing, Formative assessment training, Elbow to Elbow, and the ASCD Conferences.</p> <p>PROFESSIONAL DEVELOPMENT opportunities will also be provided to improve instruction in math, literacy and technology integration and to ensure that all teachers in the district are highly qualified. These funds will be</p>	<p>Jana Claybrook</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<p>Administrative Staff Central Office District Staff Outside Consultants Teachers</p>	<p>PD (State-223) Materials &amp; Supplies: \$14,126.00 PD (State-223) Purchased Services: \$26,126.00 ACTION BUDGET: \$40,252.00</p>

<p><b>Intervention Supporting and Community Services:</b> District will support building level interventions. The LEA will conduct annual reviews of all school plans to ensure that interventions and associated actions support the areas of concern found in their comprehensive needs assessments. The LEA will also require an ACSIP Compliance Checklist, for all fund requests, that links the funds back to an approved ACSIP action in their ACSIP plans.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>PROGRAM EVALUATION: For 2014-15 school year we will use the following protocol in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program: We reviewed student data in targeted areas to determine if the strategies being supported are effective in meeting the stated goals of the building plans. We used this data/information to determine whether the objective(s) of this Intervention/Program was(were) achieved and whether it has been successful in attaining the anticipated participant outcome objectives.</p> <p>Action Type: Program Evaluation</p>	Jana Claybrook	Start: 07/01/2014 End: 06/30/2015	Administrative Staff Central Office Computers District Staff Performance Assessments Teachers	ACTION BUDGET:
<p>Lincoln School District is acting LEA for a local Title I part D institution, Teen Challenge. The students in this institution are adjudicated into the facility for at risk behavior and most come from out of state. The LEA will act as fiscal agent for this facility and help to ensure that funds are used to supplement and not supplant institutional responsibilities. Funds will be used to pay for an instructional tutor to help students in math and literacy for an FTE of .4. Funds will also be used to pay for transitional services, transportation to academic and transitional activities, and for guidance and social work for the at risk students. Remaining funds will be used to supplement instructional materials and pay for subscription fees for supplemental computer assisted instructional programs. Total Title I part D funds available for the 2014-15 year is \$4167.63 salary \$19250.00 benefits \$23417.63.</p> <p>Action Type: Equity</p>	Jana Claybrook	Start: 07/01/2014 End: 06/30/2015	Administrative Staff Outside Consultants	ACTION BUDGET:

<p><b>Intervention</b> Supporting and Community Services: District will support building level interventions. The LEA will conduct annual reviews of all school plans to ensure that interventions and associated actions support the areas of concern found in their comprehensive needs assessments. The LEA will also require an ACSIP Compliance Checklist, for all fund requests, that links the funds back to an approved ACSIP action in their ACSIP plans.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>PARENTAL/COMMUNITY INVOLVEMENT - DISTRICT</p> <p>The Lincoln Consolidated School District understands the importance of involving parents and the community as a whole in promoting higher student achievement and general good will between the district and those it serves. Therefore, the district shall strive to develop and maintain the capacity for meaningful and productive parental and community involvement that will result in partnerships that are mutually beneficial to the school, students, parents, and the community and reflected in ESEA, ACT 307 of 2007. To achieve such ends, the district shall work to ensure that all schools in the district conduct the following activities lead by Parental Involvement Coordinator.</p> <ol style="list-style-type: none"> <li>1. Involve parents and the community in the development of the long range planning of the district through PARENT INVOLVEMENT MEETINGS; Title I funds will be used to supplement parent involvement meetings by providing food and refreshments for Title I meetings. Funds shown in building levels plans.</li> <li>2. Give the schools in the district the support necessary to enable them to plan and implement effective parental involvement activities, including the development and distribution of a VOLUNTEER RESOURCE BOOK;</li> <li>3. Continue to support PTA/PTO organizations in the schools and use these organizations to keep parents aware of the States content and achievement standards, State and local student assessments and how the districts curriculum is aligned with the assessments and how parents can work with the district to improve their childs academic achievement;</li> <li>4. Provide parents with INFORMATIONAL PACKETS and training they need to be better able to help their child achieve.</li> <li>5. The handbook for each school will include information concerning the schools policies and procedures used to RESOLVE PARENT CONCERNS.</li> <li>6. Support schools, especially the high school, to conduct SEMINARS that will promote positive partnerships between the school and parents and help parents to be more involved in decisions affecting their childs academic success;</li> <li>7. Each school will have a PARENT FACILITATOR along with a school wide parental involvement coordinator to keep parents informed about parental involvement programs, meetings, and other activities they could be involved in.</li> <li>8. Keep parents aware of their childs academic progress through TWO PARENT TEACHER CONFERENCES per year.</li> <li>9. Improve communication between parents and the schools in the district via phone communication systems, email, district web page and various</li> </ol>	<p>Becki Griscom</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<p>Administrative Staff District Staff</p>	<p>ACTION BUDGET:</p>

October 1, 2014 Priority 1: IMPROVE ACHIEVEMENT IN LITERACY SKILLS.



<p><b>Intervention Supporting and Community Services:</b> District will support building level interventions. The LEA will conduct annual reviews of all school plans to ensure that interventions and associated actions support the areas of concern found in their comprehensive needs assessments. The LEA will also require an ACSIP Compliance Checklist, for all fund requests, that links the funds back to an approved ACSIP action in their ACSIP plans.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Provide an Alternative Learning Environment for students who do not perform well in a classroom environment according to the district's identification process. The goal of the ALE program will be to increase attendance and to graduate at-risk students. Any student eligible for special education services will continue to receive services while in the ALE. The program will be comprised of a combination of tutoring services, supplemental, computer based software and courses and direct instruction by certified instructional staff.</p> <p>Bethany Mitchell 1FTE Salary \$42078.95 Benefits \$9110.08 Oleta Danforth 1FTE Salary \$25942 Benefits \$7434.44</p> <p>Materials and Supplies 2281-5200-032-018-00 69320 &lt;BR&gt;</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Special Education</p>	<p>Courtney Jones</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<p>Administrative Staff Computers District Staff Outside Consultants Teachers</p>	<p>ALE (State-275) Employee Benefits: \$16,544.52 ALE (State-275) Employee Salaries: \$68,020.95 <hr/>ACTION BUDGET: \$84,565.47</p>
<p>AYP/SES Communication: Each year the district will determine AMO status for each district school and ensure that each school communicates their status to parents of their students. Where applicable, and to the extent possible, such communication shall be in a language understood by the parent. When needed SES status will be communicated in a like manner and parents of eligible students will receive information concerning their rights to SES activities for their children along with a list of eligible SES providers from which they may choose services.&amp;8195;</p> <p>Action Type: Parental Engagement</p>	<p>Mary Ann Spears</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<p>Administrative Staff District Staff</p>	<p><hr/>ACTION BUDGET:</p>

<p><b>Intervention</b> Supporting and Community Services: District will support building level interventions. The LEA will conduct annual reviews of all school plans to ensure that interventions and associated actions support the areas of concern found in their comprehensive needs assessments. The LEA will also require an ACSIP Compliance Checklist, for all fund requests, that links the funds back to an approved ACSIP action in their ACSIP plans.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>COORDINATION AND INTEGRATION OF PROGRAMS: The LEA works to ensure that all Interventions and Actions implemented in this plan are fully coordinated to ensure that expenditures and actions are in full compliance with state and federal regulations and guidelines. The goal is to coordinate state and federal funds and programs in a way that provides maximum benefit to all students, including, LEA students, migratory students, students with disabilities, homeless students, neglected and delinquent children and students from immigrant families, and assures that federal and state categorical funds are used to supplement the regular local and state program requirements without a duplication of effort. Because the LEA sponsors an ABC, preschool program housed within our elementary school facility, we are able to provide a seamless transition to our elementary school program and also provide for the individual needs of specific demographic groups of children</p> <p>Action Type: Alignment Action Type: Equity</p>	<p>Becki Griscom, Jana Claybrook</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<p>Administrative Staff District Staff</p>	<p>_____</p> <p>ACTION BUDGET:</p>
			<p>Total Budget</p>	<p>\$155,056.47</p>

<b>Intervention</b> Provide Instructional Technology and supplemental computer aided instruction to improve teaching and learning.				
<b>Scientific Based Research</b>				
Hake, Richard R. "Interactive-Engagement vs Traditional Methods: A Six-Thousand-Student Survey of Mechanics Test Data for Introductory Physics Courses", American Journal of Physics, Vol 66, pps 64-74, 1998. Comment: One of the earliest papers on SRS use in the classroom.				
Heartsoft, The Association of Educational Publishers Cotton, Kathleen ,School Improvement Research Series(SIRS), NW Regional Educational Lab, Computer Assisted Instruction, 2001 Studies in success: <a href="http://www.compasslearning.com/study">http://www.compasslearning.com/study</a>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
District will support technology integration in the classrooms by purchasing supplemental instructional software and technology. In an effort to increase the instructional day for students, the LEA will support mobile computing technologies that will allow students to have access to computer based instructional activities and will provide mobile computing devices to our students with the goal of reaching a one to one computer ratio with ubiquitous computing across our district. NSLA funds may also be used to purchase classroom computers, classroom response systems, projection equipment, mobile charging carts, and smart boards. The classroom response systems have proven to increase classroom participation by students by requiring all students to respond to questions, by automating the grading process and providing immediate feedback to the teacher concerning student comprehension of material being covered in the class. The portable chalkboards allow the teacher the freedom to move around the room while interacting with computer delivered interactive material and allows instant annotation of presentations, increasing teacher effectiveness. Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	Mary Ann Spears	Start: 07/01/2014 End: 06/30/2015	Administrative Staff Outside Consultants Teachers	NSLA (State-281) Materials & Supplies: \$255,129.28 NSLA (State-281) Purchased Services: \$25,967.26 <hr/> ACTION BUDGET: \$281,096.54
Professional Development in the use of Computer aided instructional Technology; use of computer aided software programs, instructional technology and technology integration will be provided to facilitate effective integration into the curriculum. This training will include support of Web 2.0 tools and how to develop lesson plans using these tools to improve learning. Action Type: Alignment Action Type: Professional Development Action Type: Technology Inclusion	Adrian Risley	Start: 07/01/2014 End: 06/30/2015	Administrative Staff Central Office Computers District Staff Outside Consultants Teachers	<hr/> ACTION BUDGET:

<b>Intervention</b> Provide Instructional Technology and supplemental computer aided instruction to improve teaching and learning.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>PROGRAM EVALUATION: The District will monitor the use of instructional technology by conducting surveys and analyzing teacher data collected from building level reports based on teacher evaluations using the TAP instructional rubric for the 2014-2015 school year.</p> <p>Action Type: Program Evaluation</p>	Jana Claybrook	Start: 07/01/2014 End: 06/30/2015	Administrative Staff Central Office Computers District Staff Teachers	<hr/> ACTION BUDGET:
<p>The District will maintain support for supplemental instructional software including Compass Odyssey Software and READ 180. Compass Odyssey has high school courses as well as a K-8 instructional program that has computer assisted activities in Math, Literacy, Science and Social Studies and this will be used to supplement classroom instruction. This software has been tailored to CCSS so that it will be integrated into the K-8 classroom activities. READ 180 has been highly effective in developing reading fluency among younger age students and the use of this software will be expanded to include middle school. Funds may also be set aside for materials, supplies and continued training in the use of this software.</p> <p>Action Type: Technology Inclusion</p>	Jana Claybrook	Start: 07/01/2014 End: 06/30/2015	Administrative Staff Computers District Staff	Title I Purchased Services:     \$5,000.00 Title I Materials & Supplies:   \$29,170.72 <hr/> ACTION BUDGET:       \$34,170.72
			Total Budget	\$315,267.26

<p><b>Intervention</b> To help close the achievement gap in our district we will implement an extended learning model that includes after school tutoring and a SUMMER SCHOOL PROGRAM modeled after the guidelines of the Southern Region Education Board and their extensive field research. Because of changes in state allocation for CPEP programs we will also provide summer enrichment for students in need of improvement of college preparation for ACT readiness.</p>				
<p><b>Scientific Based Research</b> Cooper, H., et al. Making the Most of Summer School: A Meta-Analytic and Narrative Review. Monographs of the Society for Child To help close the achievement gap in our district we will implement a SUMMER SCHOOL PROGRAM modeled after the guidelines of the Souther Region Education Board and their extensive field research.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Summer School: We will provide a summer school session to support students who may be behind in their academic progress. We plan on a 4 week session in June 2015. This summer program will include PK- 12 as well as ACT college prep students. Classes will be held 5.5 hours a day , for four days a week for a total amount of instructional time of 26 hours per week. We will participate in the summer nutrition program to provide meals for the students. We will budget for 3 teachers and 2 aides for grades 4-12 and 4 teachers and 1 aide for preK-grade 3. Total FTE for teachers will be 1.5 and FTE for aides will be .36 Teachers will be paid \$25 per hour for their service and paraprofessionals will be paid \$10 per hour. Salaries and benefits will include those of teachers/paraprofessionals and bus drivers. Materials and supplies will be purchased for Summer School.</p> <p>Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity</p>	Melody Sebastian	Start: 07/01/2014 End: 06/30/2015	Administrative Staff Central Office Computers District Staff Performance Assessments School Library Teachers	<p>NSLA (State-281) Employee Salaries: \$17,000.00 NSLA (State-281) Employee Benefits: \$8,500.00 NSLA (State-281) Materials &amp; Supplies: \$1,000.00 <hr/>ACTION BUDGET: \$26,500.00</p>
<p>PROGRAM EVALUATION: For the 2014-15 school year we will use the following protocol in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program: We used pre-post test data, in specific learner outcomes, during the summer session to evaluate growth of participants during the summer session. We will evaluate our summer activities to determine if modifications need to be made before next summer to ensure that all students show improvement in student achievement.</p> <p>Action Type: Program Evaluation</p>	Building Principals	Start: 07/01/2014 End: 06/30/2015	Administrative Staff Central Office Computers District Staff Performance Assessments Teachers	<p>_____</p> <p>ACTION BUDGET:</p>

<p><b>Intervention</b> To help close the achievement gap in our district we will implement an extended learning model that includes after school tutoring and a SUMMER SCHOOL PROGRAM modeled after the guidelines of the Southern Region Education Board and their extensive field research. Because of changes in state allocation for CPEP programs we will also provide summer enrichment for students in need of improvement of college preparation for ACT readiness.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>AIP/IRI: Students who do not score proficient or above on their grade level Benchmark Exams, or do not meet the satisfactory passing level on all general end-of-course (EOC) tests shall be required to participate in an individualized academic improvement plan (AIP). Each AIP shall be developed by school personnel and the students parents and shall be designed to assist the student in attaining the expected achievement level. The AIP shall also state the parents role as well as the consequences for the students failure to participate in the plan. These AIP's will be developed by parents and teachers and will show a management plan for eliminating deficiencies in mathematics or literacy by the end of the school year. Actions on the AIP will include such things as peer tutoring, before/after school programs, extended time to complete tests and assignments (other modifications) double blocking, increased hands-on instruction in mathematics and Literacy, parent volunteer programs, frequent assessments to determine progress, computerized tutorial programs, Compass learning lab instruction, and other strategies, as research indicates are appropriate. Funds will be used to purchase Compass Learning Odyssey, computer software and supplies needed to implement program. \$4905. Action Type: AIP/IRI</p>	<p>Melody Sebastian</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<p>Administrative Staff Teachers</p>	<p>Title I Purchased Services: \$11,000.00 ACTION BUDGET: \$11,000.00</p>
			<p>Total Budget</p>	<p>\$37,500.00</p>

<p><b>Intervention</b> ABC Pre-K transition program. Title I funds will be used to pay salary and benefits for an instructional assistant in a pre-K classroom housed in our elementary school. The class will be instructed by a certified Pr-K instructor.</p>				
<p><b>Scientific Based Research</b>                  The Effects of the Arkansas Better Chance Program on Young Children's School Readiness Jason T. Hustedt, Ph.D. W. Steven Barnett, Ph.D. Kwanghee Jung, Ph.D. Jessica Thomas, M.Ed. The National Institute for Early Education Research Rutgers University January 2007</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>The District is expanding our ABC program which serves as a transitional program between early childhood and Kindergarten. The ABC program is housed in our elementary school and is an immediate transition to our elementary school. Title I funds will be used to pay for one instructional assistant with a full time equivalency of one (1) and NSL funds will be used to pay for a full time ABC teacher for Pre-k</p> <p>Action Type: Alignment                      Action Type: Collaboration                      Action Type: Equity</p>	Melody Sebastian	Start: 07/01/2014 End: 06/30/2015	Administrative Staff Outside Consultants	<hr/> ACTION BUDGET:
<p>Program Evaluation. For the 2014-2015 school year Lincoln Elementary will monitor student progress using the NWEA formative assessment.</p> <p>Action Type: Alignment                      Action Type: Collaboration                      Action Type: Program Evaluation</p>	Melody Sebastian	Start: 07/01/2014 End: 06/30/2015	Administrative Staff District Staff Outside Consultants	<hr/> ACTION BUDGET:
			<b>Total Budget</b>	<b>\$0.00</b>

2 **Priority 2:** Recruit and Retain Highly Qualified Teachers.

2.1 **Goal:** Our goal is to maintain a highly qualified instructional staff with 100 and to expand the leadership capacity of our teachers.

and to expand the leadership capacity of our teachers. **Benchmark:** All schools in the Lincoln Consolidated School District participate in the Teacher Advancement Program and receive three evaluations per year according to the TAP model. The minimum acceptable score is 3.0 and certified employees scoring below this level are placed on intensive assistance. Our goal is to show improvement in instructional practices as measured on the TAP Instructional rubric. In 2014 we had 4 certified employees score below 3 with a district combined average of 3.6: In 2013 we had 2 certified employees score below 2.75 with a district combined average of 3.7: In 2012 we had no certified employees score below 2.75 with a district combined average of 3.8: Lincoln Consolidated School District will strive to maintain 100% Highly Qualified Teaching Staff.

<b>Intervention</b> Teacher Recruitment, retention and development.				
<b>Scientific Based Research</b>				
TEACHER TRAINING, TEACHER QUALITY AND STUDENT ACHIEVEMENT Douglas N. Harris, Department of Educational Policy Studies University of Wisconsin Madison 213 Education Building, Madison, WI Tim R. Sass, Department of Economics, Florida State University, 288 Bellamy Building Tallahassee, FL 32306 Original version: March 9, 2006 This version: March 12, 2008 National Center for Analysis of Longitudinal Data in Educational research, CLADER Urban Institute. Educational Evaluation and Policy Analysis 9(2), 171-178. McLaughlin, M. (1989). The Rand Study Ten Years Later. Palo Alto: Center for Research/Secondary School Training.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Develop recruitment materials to be used to promote the school district. The district will set aside funds to pay teacher incentive awards based on high quality instruction and student achievement in Literacy. District will pay 99 teachers 34% award pool and the TIF grant will pay 66% of the \$4000. NSLA \$88,862.40 bonus \$25,459.20 fringe Action Type: Alignment Action Type: Professional Development	Jana Claybrook	Start: 07/01/2014 End: 06/30/2015	Administrative Staff Central Office	NSLA (State-281) Employee Salaries: \$88,862.40 NSLA (State-281) Employee Benefits: \$25,459.20 <hr/> ACTION BUDGET: \$114,321.60
District Administrators and/or master teachers, will attend job fairs to recruit potential teachers Action Type: Alignment Action Type: Professional Development	Jana Claybrook	Start: 07/01/2014 End: 06/30/2015	Administrative Staff Central Office	<hr/> ACTION BUDGET:



<b>Intervention</b> Teacher Recruitment, retention and development.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Provide high quality, supplemental, professional development to staff members. Priority will always be given to teachers identified as being not highly qualified. Professional Development and Title II-A funds will be used to pay salary augmentation and extra days for Master and Mentor teachers. Funds will also be used to provide intensive staff development in curriculum alignment for our District's faculty. We will use NSLA funding, for the Master/mentor augmentations and benefits. Master \$9000 plus 20 extra days. 3 Master teachers extra days not covered in TIF Grant \$9961 salary \$2854 fringe</p> <p>Action Type: Alignment                      Action Type: Collaboration                      Action Type: Professional Development                      Action Type: Program Evaluation</p>	Jana Claybrook	Start: 07/01/2014 End: 06/30/2015	Administrative Staff Outside Consultants Teachers	Title II-A Employee Salaries: \$9,960.00 Title II-A Employee Benefits: \$2,854.00 <hr/> ACTION BUDGET: \$12,814.00
<p>PROGRAM EVALUATION: During the 2014-2015 school year we plan to use the following protocol in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program: (1) Numbers of teachers who are not fully certified in areas in which they are assigned. (2)TAP evaluation scores and the relationship of TAP scores to student achievement. (3) Look for links between specific staff development activities and increased student achievement.</p> <p>We will use this data/information to determine whether the objectives of this Intervention were achieved and whether it has been successful in attaining the anticipated participant outcome objectives.</p> <p>The minimum acceptable score is 3 and certified employees scoring below this level are placed on intensive assistance. Our goal is to show improvement in instructional practices as measured on the TAP rubric. For 2014-2015 we will continue to track the SKR (TAP) evaluation score for our teachers to determine improvement in instructional strategies and will also continue to look for data that shows a direct linkage between specific professional development activities and improved student achievement.</p> <p>Action Type: Program Evaluation</p>	Jana Claybrook	Start: 07/01/2014 End: 06/30/2015	Administrative Staff Central Office District Staff Teachers	<hr/> ACTION BUDGET:

<b>Intervention</b> Teacher Recruitment, retention and development.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Funds will be set aside to cover travel expenses for Federal Programs Director to properly manage the Title One funded activities supported in the schools and district's ACSIP plan. travel, materials and supplies\$5500	Jana Claybrook	Start: 07/01/2014 End: 06/30/2015	Administrative Staff	Title I Purchased Services: \$500.00 ACTION BUDGET: \$500.00
			Total Budget	\$127,635.60

3 **Priority 3:** The purpose of the nutrition and physical activity program and standards in the Lincoln Consolidated School District will be to improve the overall health and well being of its students and employees. The health and physical well-being of our students directly affects their ability to learn. Childhood obesity increases the incidence of adult diseases occurring in children and adolescents such as heart disease, high blood pressure, and diabetes. Research indicates that a healthy diet and regular physical activity can help prevent obesity and the diseases resulting from it. It is understood that the eating habits and exercise patterns of students cannot be changed overnight, but at the same time, we believe it is necessary to strive to create a culture in our schols that consistently promotes good nutition and physical activity.

3.1 **Goal:** Goal 1: In our effort to improve the school’s nutrition environment, promote student health, and reduce childhood obesity, all schools in the Lincoln Consolidated School District will adhere to the Arkansas Rules Governing Nutrition and Physical Activity Standards in Arkansas Public Schools. Students participating in the BMI activity will improve their cardiovascular, muscular strength/endurance, and flexibility.

**Benchmark:** By the end of 2013-2014 school year, there will be a 1% decrease of the average Body Mass Index for students as evaluated by the Body Mass Index Screening. Healthier BMI results will indicate healthier lifestyles are being practiced. NSLA FUNDS will be used to support overall school wellness by employing 3 school nurses, one for each school campus:elementary-A.Brewer salary\$39850 benefits\$9174 middle school-S. Phillips \$ high school-E.Stephens salary\$39850 benefits\$10467...and 0.5 FTE Health an Wellness Coordinator- S. Karber salary\$ benefits\$

<b>Intervention</b> Lincoln School District will provide opportunities for students to practice healthy behaviors at school and encourage them to make healthy food choices resulting in increased academic performance.				
<b>Scientific Based Research</b> SNAP Education and Evaluation Study (Wave I): Final Report - January 2012 USDA Nutrition Education in FNS: A Coordinated Approach for Promoting Healthy Behaviors - February 2002A				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide professional development to all school staff on the topics of nutrition. Action Type: Collaboration Action Type: Wellness	Stan Karber	Start: 07/01/2014 End: 06/30/2015	Teachers	_____
Increase access to fruits and vegetables by providing fresh fruits and vegetable snacks twice weekly to student in the classroom in grades K 7. This will be implemented through the Fresh Fruits and Vegetables Program grant funded by the Arkansas Department of Education, Child Nutrition Unit. Elementary \$25,800 Middle \$26,475 Action Type: Collaboration Action Type: Wellness	Valorie Dawson	Start: 07/01/2014 End: 06/30/2015	Administrative Staff Community Leaders Teachers	Special Grants : \$52,275.00 ACTION BUDGET: \$52,275.00

<b>Intervention</b> Lincoln School District will provide opportunities for students to practice healthy behaviors at school and encourage them to make healthy food choices resulting in increased academic performance.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Implement a grade appropriate nutrition education program that will develop an awareness of and appreciation for nutrition throughout the curriculum Action Type: Collaboration Action Type: Wellness	Classroom Teachers, Stan Karber	Start: 07/01/2014 End: 06/30/2015	Administrative Staff District Staff Outside Consultants Teachers	_____ ACTION BUDGET:
The school will abide by the current allowable food and beverage portion standards. Action Type: Wellness	Valorie Dawson	Start: 07/01/2014 End: 06/30/2015	Administrative Staff Central Office District Staff Outside Consultants	_____ ACTION BUDGET:
Lincoln School District will offer choices daily at lunch of entrees, fruit, vegetables, and whole grain foods weekly. Only low fat or fat free milk will be served at breakfast or lunch. Salad bar will be available daily for grades 4 - 12. Action Type: Collaboration Action Type: Wellness	Building Principals	Start: 07/01/2014 End: 06/30/2015	Administrative Staff District Staff Teachers	_____ ACTION BUDGET:
Establish class schedules and bus routes that don't directly or indirectly restrict meal access. Action Type: Collaboration Action Type: Wellness	Building Principals	Start: 07/01/2014 End: 06/30/2015	Administrative Staff District Staff	_____ ACTION BUDGET:
Establish no more than nine (9) school wide events that permit exceptions to the food and beverage limitations established by the Rule. Action Type: Collaboration Action Type: Wellness	Building Principals	Start: 07/01/2014 End: 06/30/2015	Administrative Staff Central Office	_____ ACTION BUDGET:
Follow the Physical Education and Health Education Frameworks in all grades . Action Type: Collaboration Action Type: Wellness	Building Principals	Start: 07/01/2014 End: 06/30/2015	Administrative Staff Teachers	_____ ACTION BUDGET:

<b>Intervention</b> Lincoln School District will provide opportunities for students to practice healthy behaviors at school and encourage them to make healthy food choices resulting in increased academic performance.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The school will meet or exceed the more stringent of Arkansas' or the U.S. Department of Agriculture's Nutrition Standards for reimbursable meals and a la' carte foods served in the cafeteria; restrict access to vended foods, competitive foods, and foods of minimal nutritional value as required by law and rule; and conform new vending contracts to the content restrictions contained in the Rules and reduce district dependence on profits from the sale of FMNV. Action Type: Wellness	Valorie Dawson	Start: 07/01/2014 End: 06/30/2015	Administrative Staff	_____ ACTION BUDGET:
Display signage in cafeteria that promotes fruits, vegetables and healthy eating. Action Type: Collaboration Action Type: Wellness	Valorie Dawson	Start: 07/01/2014 End: 06/30/2015	Administrative Staff District Staff	_____ ACTION BUDGET:
During the 2014-2015 school year, Lincoln School District will use the following evaluation methods to determine the effectiveness of the intervention. 1. Develop calendar with faculty and staff for no more than nine scheduled food exception events . 2. Develop and document the service schedule for fruit and vegetable delivery to classroom twice weekly (pre k - 7). 3. Develop and review food service menus quarterly in District Wellness Committee. 4. Assess mastery of concepts and skills related to nutrition and healthy eating from end of unit post test. 5. Conduct annual Body Mass index assessment of students in grade K, 2, 4, 6 ,8, and 10. 6. Increase score in Module 4: Nutrition of CDC School Health Index. NSLA FUNDS will be used to support overall school wellness by employing 3 school nurses, one for each school campus:elementary-A.Brewer salary\$41,353.00 benefits \$9,074.30 middle school-S. Phillips \$36,403.00 benefits \$8,002.62 high school-E.Stephens salary \$41,353.00 benefits \$10,892.30 Action Type: Program Evaluation	Stan Karber	Start: 07/01/2014 End: 06/30/2015	Administrative Staff Community Leaders Computers District Staff Outside Consultants Teachers	NSLA (State-281) Employee Benefits: \$27,969.22 NSLA (State-281) Employee Salaries: \$119,109.00 _____ ACTION BUDGET: \$147,078.22
			<b>Total Budget</b>	<b>\$199,353.22</b>

<b>Intervention</b> Lincoln District faculty and staff will encourage strategies and activities that promote a non-sedentary lifestyle.				
<b>Scientific Based Research</b> Why We Should Not Cut P.E. December 2009/January 2010 December 2009/January 2010   Volume 67   Number 4 Health and Learning Pages 60-65 Effect of Physical Education and Activity Level on Academic Achievement in Children DAWN PODULKA COE, JAMES M. PIVARNIK, CHRISTOPHER J. WOMACK, MATHEW J. REEVES, and ROBERT M. MALINA. Departments of Kinesiology and Epidemiology, Michigan State University, East Lansing, MI; and Tarleton State University, Stephenville, TX 0915-9131/06/3808-1515/0 MEDICINE & SCIENCE IN SPORTS & EXERCISE Copyright 2006 by the American College of Sports Medicine DOI: 10.1249/01.mss.0000227537.13175.1b				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide professional development to all school staff on the topics of physical activity. Action Type: Collaboration Action Type: Wellness	Building Principals	Start: 07/01/2014 End: 06/30/2015	Administrative Staff Teachers	_____ ACTION BUDGET: _____
All students will participate in physical activity or physical education aligned with the physical education and health frameworks. SPARK PE curriculum will be implemented in grades K - 6. This comprehensive curriculum is aligned with the AR Health and PE frameworks. Action Type: Collaboration Action Type: Wellness	Building Principals	Start: 07/01/2014 End: 06/30/2015	Administrative Staff Teachers	_____ ACTION BUDGET: _____
Implement Fitnessgram to assess student flexibility, endurance, strength etc in grade K - 6, with the purpose of students setting personal goals to stay in the healthy fitness zone. Action Type: Collaboration Action Type: Wellness	Building Principals	Start: 07/01/2014 End: 06/30/2015	Administrative Staff Outside Consultants Teachers	_____ ACTION BUDGET: _____
Implement a minimum of 120 minutes weekly of physical education per student in grades K - 6 through participation in Child Wellness Intervention Program (CWIP) grant program. Enforce K -12 Physical Education requirements. Action Type: Collaboration Action Type: Wellness	Building Principals	Start: 07/01/2014 End: 06/30/2015	Administrative Staff District Staff Outside Consultants Teachers	_____ ACTION BUDGET: _____
Promote reduction of time children spend engaged in sedentary activities such as watching television and playing video games. Action Type: Collaboration Action Type: Wellness	Stan Karber	Start: 07/01/2014 End: 06/30/2015	Administrative Staff Central Office Community Leaders Outside Consultants School Library Teachers	_____ ACTION BUDGET: _____

<b>Intervention</b> Lincoln District faculty and staff will encourage strategies and activities that promote a non-sedentary lifestyle.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Encourage development and participation in family oriented, community-based physical activity program. Action Type: Collaboration Action Type: Wellness	Stan Karber	Start: 07/01/2014 End: 06/30/2015	Administrative Staff District Staff Public Library Teachers Title Teachers	_____ ACTION BUDGET:
Encourage participation in extracurricular programs that supports physical activity, i.e. Girls on the Run, Pee Wee football, basketball, cheer, and City league baseball and softball, soccer, Lincoln Adventure Youth Club, rock climbing, bowling, volleyball. Action Type: Collaboration Action Type: Wellness	Building Principals	Start: 07/01/2014 End: 06/30/2015	Administrative Staff District Staff Title Teachers	_____ ACTION BUDGET:

<b>Intervention</b> Lincoln District faculty and staff will encourage strategies and activities that promote a non-sedentary lifestyle.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>PROGRAM EVALUATION: For 2013-2014 we used the following protocol in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program: Records on the types and frequency of school sponsored Activities that promote cardiovascular health; Surveys on the effectiveness of instructional programs aimed at increasing physical activity. We will use this data/information to determine whether the objectives of this Intervention were achieved and whether it has been successful in attaining the anticipated participant outcome objectives.</p> <p>2013-2014 Results: Elementary Each student in K-5 received 120 minutes of PE weekly and 20 minutes daily recess (weather permitting). 3rd and 4th grade students are offered 20 minutes Mondays and Fridays before school in the gym or on the playground.</p> <p>Middle School All students were offered 15 minutes Phys. Activity after lunch with a variety of activities to choose from. All students are offered 20 minutes daily of physical activity before school on the playground (weather permitting) Each 5th and 6th grader receives 120 minutes of PE weekly. 7th graders enrolled in athletics receive 46 minutes daily physical activity. 7th graders enrolled in PE receive 46 minutes daily for one semester.</p> <p>High School High school students enrolled in athletics received 46 minutes of physical activity daily. Students are required to enroll in PE for one semester between grades 9 and 12. Those students enrolled in PE get 46 minutes daily for 1 semester.</p> <p>Action Type: Program Evaluation</p>	Stan Karber	Start: 07/01/2014 End: 06/30/2015	Administrative Staff Computers District Staff Outside Consultants Teachers	ACTION BUDGET:
			Total Budget	\$0.00



4 **Priority 4:** The Lincoln Consolidated School District will provide support services to students of limited English proficiency to improve their English Language Proficiency.

4.1 **Goal:** Program Goal: ELL students will learn grade-level content in both Math and Literacy and gain proficiency in the English language.

**Benchmark:** In 2014, The ELL population for the Lincoln Consolidated School District met performance in Literacy with 32 out of 44 scoring a combined 72.73% proficient or advanced (AMO 68.42%) The ELL population for the Lincoln Consolidated School District met growth in Literacy with 27 out of 38 scoring a combined 71.05% proficient or advanced (AMO 69.32%)

The ELL population for the Lincoln Consolidated School District did not meet performance in Math with 39 out of 63 scoring a combined 61.90% proficient or advanced (AMO 68.22%) The ELL population for the Lincoln Consolidated School District did not meet performance in Math with 20 out of 38 scoring a combined 52.63% proficient or advanced (AMO 69.32%)

It is expected that each of our ELL populations will meet, or exceed, Grade Appropriate scores for proficiency or advanced for Literacy and Math PARCC and EOC examinations or make AMO through either the "Growth" models or be exempt (NA) for N count.

<p><b>Intervention</b> We will provide a comprehensive, K-12, alternative language program based on scientifically based research on teaching ELL children. The program is designed to enable ELL children to speak, read, write, and comprehend the English language and meet challenging State Academic content and student academic achievement standards. We will strengthen English language development through the use of computer aided programs that focus on vocabulary and grammar while, at the same time, supporting the classroom or content teachers in their goal to meet the needs of all diverse learners through ongoing staff development in the use of effective ELL strategies.</p>				
<p><b>Scientific Based Research</b>                  Scientific Based Research: Echevarria, Jana; Vogt, Mary Ellen; Short, Deborah. Pearson. New Edition (2007). Making Content Comprehensible for English Learners: The SIOP Model Echevarria, Jana; Vogt, Mary Ellen. Pearson. (2007). 99 Ideas and Activities for Teaching English Learners with the SIOP Model "Focus on Learning: Promising Strategies for Improving Student Achievement", May, 1998. Consortium for Policy Research in Education. "The Use of Computer Technology for Literacy Intervention: Factors contributing to the use of computer-delivered skills-based literacy software", April, 2002. <a href="http://www.ecs.org/clearing">http://www.ecs.org/clearing</a></p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Title III funds are used to hire a part time ELL coordinator/teacher to work with ELL students in the middle school and high school and to facilitate parent engagement and communication from the parents of ELL students. FTE of .25 for each building for a total of .5 Action Type: Collaboration Action Type: Equity	Michele Price	Start: 07/01/2014 End: 06/30/2015	Administrative Staff	<hr/> ACTION BUDGET:

<p><b>Intervention</b> We will provide a comprehensive, K-12, alternative language program based on scientifically based research on teaching ELL children. The program is designed to enable ELL children to speak, read, write, and comprehend the English language and meet challenging State Academic content and student academic achievement standards. We will strengthen English language development through the use of computer aided programs that focus on vocabulary and grammar while, at the same time, supporting the classroom or content teachers in their goal to meet the needs of all diverse learners through ongoing staff development in the use of effective ELL strategies.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Computer aided ELL support: We find that many model ELL programs have successfully used software applications to provide direct immersion instruction to ELL populations with great success. We will purchase software to be used as an instructional support tool to enhance English language development of our ELL populations. (READ 180 and SYSTEM 44)</p> <p>Action Type: Equity Action Type: Technology Inclusion</p>	Building Principals	Start: 07/01/2014 End: 06/30/2015	Administrative Staff Computers Outside Consultants Teachers Teaching Aids	ACTION BUDGET:
<p>PARENT OUTREACH: We will use a variety of strategies to provide quality parental engagement to ELL populations. 1. We will provide interpreters for each of the two major languages we have represented in our ELL populations, (Spanish and Hmong) at our parent teacher conferences. 2. We will provide English Language classes for the parents of ELL students through an adult education program.</p> <p>Action Type: Equity Action Type: Parental Engagement Action Type: Technology Inclusion</p>	Michele Price	Start: 07/01/2014 End: 06/30/2015	Administrative Staff Central Office Outside Consultants Teachers	ACTION BUDGET:
<p>ELL EXIT STRATEGIES: The district LPAC Team will assess English language development of our ELL students grades 4-12 on, at least, an annual basis. Students will be recommended to exit the ESOL program if they meet the following criteria: 1) Proficient scores in all five areas of the ELDA (level 5 is Proficient). 2) Classroom Performance in all four core content areas with a grade of "C" or better without needing scaffolding. 3) Achievement on the CRT Literacy is proficient or advanced without accommodations OR Achievement on NRT Reading and Language totals is 40%ile or better without accommodations. 4) Recommendations from at least two grade level classroom teachers.</p> <p>Action Type: Collaboration Action Type: Equity</p>	Michele Price	Start: 07/01/2014 End: 06/30/2015	Administrative Staff Central Office District Staff Performance Assessments Teachers	ACTION BUDGET:

<p><b>Intervention</b> We will provide a comprehensive, K-12, alternative language program based on scientifically based research on teaching ELL children. The program is designed to enable ELL children to speak, read, write, and comprehend the English language and meet challenging State Academic content and student academic achievement standards. We will strengthen English language development through the use of computer aided programs that focus on vocabulary and grammar while, at the same time, supporting the classroom or content teachers in their goal to meet the needs of all diverse learners through ongoing staff development in the use of effective ELL strategies.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>ELL facilitator will help with student placement, programming, instruction, assessment, ELL Interpreter and evaluation of the ELL program.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	Mary Ann Spears	Start: 07/01/2014 End: 06/30/2015	Administrative Staff Central Office District Staff	ACTION BUDGET:
<p>PROGRAM EVALUATION: PROGRAM EVALUATION:</p> <p>Action Type: Program Evaluation</p>	Michele Price	Start: 07/01/2014 End: 06/30/2015	Administrative Staff District Staff Outside Consultants Teachers	ACTION BUDGET:
<p>PROFESSIONAL DEVELOPMENT IN ELL STRATEGIES: We will use district personnel who have been trained in the ELL Academy to train Master and Mentor teachers in our district in the effective use of these strategies. The Master and Mentor teachers will then use cluster group meetings to teach these strategies to the rest of our teachers. They will also model these strategies for the teachers and use our TAP imbedded professional development model and rubric to ensure that these strategies are properly implemented.</p>	Building Principals	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET:
			Total Budget	\$0.00

5 **Priority 5:** All student will improve Math skills based on Needs Assessment budget federal & state categorical funds to support specific areas of need, as evidenced by District-wide needs assessment:Curriculum & Instruction, Title I Schoolwide programs,Professional Development, Technology Inclusion, and Parental Engagement.

5.1 **Goal:** Schools and District will meet AMO standards for Math. The goal of the LEA is to provide supporting services to the individual schools in the district in order to strengthen areas of weakness identified through the comprehensive needs assessment. The district will meet to review building level progress on, at least, a semi-annual basis.

**Benchmark:** All schools in the LEA will show annual increases in the percentage of students scoring proficient or advanced that meet or exceed the state requirement for AMO as defined in the state accountability workbook. During the 2014-15 school year, Lincoln Consolidated School District will meet or exceed the Annual Measurable Outcome (AMO). Math Performance AMO for All Students 80.26% and TAGG 77.13%. Math Growth AMO for All Students 73.61% and TAGG 68.91%. The District will also meet the AMO's for all sub-populations.

<p><b>Intervention</b> Supporting and Community Services: District will support building level interventions. The LEA will monitor school plans and will require an ACSIP Compliance Checklist, that links the funds back to an approved ACSIP action, for all fund requests tied to their ACSIP plans. The LEA will also conduct annual reviews of all school plans to determine if they are meeting the ACSIP goals. Schools in school improvement will be monitored at least semi-annually.</p>				
<p><b>Scientific Based Research</b>                  "A Theoretical and Empirical Investigation of Teacher Collaboration for School Improvement and Student Achievement in Public Schools.: Yvonne L. Goddard, oger D. goddard &amp; Megan Tschannen-Moran - 2007. Teachers College Record. The Benefits of Teacher Collaboration.Essentials on Education Data and Research AnalysisBy: Carla Thomas McClure. District Administration, Sep 2008</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>SUPPORT TAP (Teacher Advancement Program) as part of the District's instructional improvement plan. Master and Mentor teachers will serve in leadership and support roles to other classroom instructors. Master and Mentor teachers may be full or part time teachers who assume these extra responsibilities which are supplemental to our regular instruction. Salaries for these positions will be paid from NSLA and salary augmentation from TITLE II-A FUNDS and/or Title I. This program uses a formal TAP evaluation process that is based upon a rigorous instructional rubric. Master Teachers conduct TAP evaluations, lead cluster group meetings (which are designed to improve classroom instruction), research and implement best practices, analyze data, and team teach to demonstrate best practices. We will have 3 master teacher positions with a FTE of 2.7107 and 6 mentor teachers for the 2014-15 school year. NO FEDERAL OF NSLA FUNDS ARE USED TO MEET STATE STANDARDS.                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Equity                  Action Type: Professional Development</p>	<p>Mary Ann Spears</p>	<p>Start: 07/01/2014                  End: 06/30/2015</p>	<p>Administrative Staff                  Central Office                  District Staff                  Teachers</p>	<p>ACTION BUDGET:</p>

<p><b>Intervention Supporting and Community Services:</b> District will support building level interventions. The LEA will monitor school plans and will require an ACSIP Compliance Checklist, that links the funds back to an approved ACSIP action, for all fund requests tied to their ACSIP plans. The LEA will also conduct annual reviews of all school plans to determine if they are meeting the ACSIP goals. Schools in school improvement will be monitored at least semi-annually.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Student Assessment: Annually, all NRT (ITBS), End of Course and PARCC Data, along with other school-based data, will be analyzed to determine curriculum, instruction, and staff development needs. Curriculum maps will be adjusted for gaps and redundancies,for students scoring below proficiency on the benchmark exams. Results of this data analysis will also be used to develop individual and group professional development needs. FEDERAL FUNDS WILL BE USED FOR SUPPLEMENTAL TESTING TO PROVIDE ANOTHER TOOL TO EVALUATE THE EFFECTIVENESS OF PROGRAM INTERVENTION STRATEGIES. FEDERAL FUNDS WILL NOT BE USED TO PROVIDE ANY OF THE INTERVENTIONS OR ACTIONS REQUIRED BY STATE LAWS OR REGULATIONS. Our district is participating in a Total Instructional Alignment program that will include formative assessments developed by THE LEARNING INSTITUTE and administered at least quarterly. We will also purchase testing material from HBJ, parent company of the state’s augmented test, to use as test prep materials. We will also partner with the Arkansas Public School Resource Center so we have access to the NWEA formative assessments and make use of their research development and assessment services.</p> <p>Action Type: Alignment                      Action Type: Collaboration                      Action Type: Equity                      Action Type: Professional Development                      Action Type: Program Evaluation</p>	<p>Jana Claybrook</p>	<p>Start: 07/01/2014                      End: 06/30/2015</p>	<p>Administrative Staff                      Central Office                      Outside Consultants                      Teachers                      Teaching Aids</p>	<p>ACTION BUDGET:</p>

<p><b>Intervention</b> Supporting and Community Services: District will support building level interventions. The LEA will monitor school plans and will require an ACSIP Compliance Checklist, that links the funds back to an approved ACSIP action, for all fund requests tied to their ACSIP plans. The LEA will also conduct annual reviews of all school plans to determine if they are meeting the ACSIP goals. Schools in school improvement will be monitored at least semi-annually.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>PROGRAM EVALUATION: For 2014-15 school year we used the following protocol in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program: We reviewed student data in targeted areas to determine if the strategies being supported are effective in meeting the stated goals of the building plans. We used this data/information to determine whether the objective(s) of this Intervention/Program was(were) achieved and whether it has been successful in attaining the anticipated participant outcome objectives.</p> <p>Action Type: Program Evaluation</p>	<p>Jana Claybrook</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<p>Administrative Staff Central Office Computers District Staff Performance Assessments Teachers</p>	<p>ACTION BUDGET:</p>
			<p>Total Budget</p>	<p>\$0.00</p>

<p><b>Intervention</b> District will support supplemental instruction with computer aided instructional software and hardware and provide instructional technology to improve teaching and learning.</p>				
<p><b>Scientific Based Research</b>                  Hake, Richard R. "Interactive-Engagement vs Traditional Methods: A Six-Thousand-Student Survey of Mechanics Test Data for Introductory Physics Courses", American Journal of Physics, Vol 66, pps 64-74, 1998. Comment: One of the earliest papers on SRS use in the classroom.                  Heartsoft, The Association of Educational Publishers Cotton, Kathleen ,School Improvement Research Series(SIRS), NW Regional Educational Lab, Computer Assisted Instruction, 2001 Studies in success:<a href="http://www.compasslearning.com/study">http://www.compasslearning.com/study</a>                  Heartsoft, The Association of Educational Publishers Cotton, Kathleen ,School Improvement Research Series(SIRS), NW Regional Educational Lab, Computer Assisted Instruction, 2001 Studies in success:<a href="http://www.compasslearning.com/study">http://www.compasslearning.com/study</a></p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>District will support technology integration in the classrooms by supporting technology training activities and purchase of instructional technology. IN AN EFFORT TO INCREASE THE INSTRUCTIONAL DAY FOR STUDENTS, the LEA will support mobile computing technologies and software that will allow students to have access to computer based instructional activities and will provide mobile computing devices to our students with the goal of reaching a one to one computer ratio with ubiquitous computing across our district. All funding for this action is placed in the Litracy priority for budgeting purposes but this action supports all instrucional areas including math.                      Action Type: Technology Inclusion</p>	<p>Adrian Risley</p>	<p>Start: 07/01/2014                      End: 06/30/2015</p>	<p>Administrative Staff                      Outside Consultants                      Teachers</p>	<p>_____</p> <p>ACTION BUDGET:</p>
<p>Professional Development in the use of instructional technology and technology integration will be provided to facilitate effective integration into the curriculum.Staff will also be trained in the use of supplemental, computer aided instruction and in effective technology integration strategies to develop 21st Century Learning Skills.                      Action Type: Alignment                      Action Type: Professional Development                      Action Type: Technology Inclusion</p>	<p>Building Principals</p>	<p>Start: 07/01/2014                      End: 06/30/2015</p>	<p>Administrative Staff                      Central Office                      Computers                      Outside Consultants                      Teachers</p>	<p>_____</p> <p>ACTION BUDGET:</p>



<b>Intervention</b> District will support supplemental instruction with computer aided instructional software and hardware and provide instructional technology to improve teaching and learning.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>PROGRAM EVALUATION: For the 2013-14 school year we used the following protocol in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program: Surveys and by direct observations, including classroom walk-throughs.</p> <p>The results of our data will show:</p> <p>We will report this information in our 2014-15 ACSIP plan.</p> <p>Action Type: Program Evaluation</p>	Adrain Risley	<p>Start: 07/01/2014</p> <p>End: 06/30/2015</p>	<p>Administrative Staff</p> <p>Central Office</p> <p>Computers</p> <p>District Staff</p> <p>Teachers</p>	<p>_____</p> <p>ACTION BUDGET:</p>
			Total Budget	\$0.00

<p><b>Intervention</b> To help close the achievement gap in our district we will implement a SUMMER SCHOOL PROGRAM modeled after the guidelines of the Souther Region Education Board and their extensive field research.</p>				
<p><b>Scientific Based Research</b>                  Cooper, H., et al. Making the Most of Summer School: A Meta-Analytic and Narrative Review. Monographs of the Society for Child To help close the achievement gap in our district we will implement a SUMMER SCHOOL PROGRAM modeled after the guidelines of the Souther Region Education Board and their extensive field research.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>We will train our teachers in effective strategies for improving the achievement of at risk students to be used in a summer school setting. This training will provide Summer school staff strategies for addressing specific needs identified on Benchmark and Formative Assessments. Trainings will be conducted both onsite and at the NWESC. The expected outcome will be for these teachers to be better prepared to address specific deficit areas previously identified within the targeted student populations being served through the Summer School Program.</p> <p>Action Type: Alignment                      Action Type: Collaboration                      Action Type: Equity                      Action Type: Professional Development</p>	<p>Building Principals</p>	<p>Start: 07/01/2014                      End: 06/30/2015</p>	<p>Administrative Staff                      Central Office                      Computers                      District Staff                      Outside Consultants                      Teachers</p>	<p>ACTION BUDGET:</p>
<p>Hire Teachers and assistants to provide instruction to at risk students during a 4 week summer program. This summer program will include PK-12 grades. Classes will be held four (4) days a week and we will participate in the summer nutrition program to provide meals for the students. We will budget for 3 teachers and 2 aides for grades 4-12 and 4 teachers and 1 aide for grades PK-3. Teachers will be paid \$25 per our for their service and paraprofessionals will be paid \$10 per hour. We will provide limited transportation to student participants. Salaries and benefits will include those of teachers/paraprofessionals and bus drivers as well as child nutrition workers. FUNDS ARE BUDGETED IN THE LITERACY PRIORITY.</p> <p>Action Type: AIP/IRI                      Action Type: Collaboration                      Action Type: Equity</p>	<p>Mary Ann Spears</p>	<p>Start: 07/01/2014                      End: 06/30/2015</p>	<p>Administrative Staff                      Central Office                      Computers                      District Staff                      Performance Assessments                      School Library                      Teachers</p>	<p>ACTION BUDGET:</p>

<b>Intervention</b> To help close the achievement gap in our district we will implement a SUMMER SCHOOL PROGRAM modeled after the guidelines of the Souther Region Education Board and their extensive field research.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>PROGRAM EVALUATION: For the 2014-15 school year we will use the following protocol in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program: We used pre-post test data, in specific learner outcomes, during the summer session to evaluate growth of participants during the summer session.</p> <p>We will evaluate our summer activities to determine if modifications need to be made before next summer to ensure that all students show improvement in student achievement.</p> <p>Action Type: Program Evaluation</p>	Building Principals	Start: 07/01/2014 End: 06/30/2015	Administrative Staff Central Office Computers District Staff Performance Assessments Teachers	ACTION BUDGET:
			Total Budget	\$0.00

## A School Improvement Planning Team

SCHOOL IMPROVEMENT PLANNING TEAM MEMBERS			
Classification	Name	Position	Committee
Classroom Teacher	Traci Birkes	Master Teacher	Title I
Classroom Teacher	Wes Newby	High School Master Teacher	Title I
District-Level Professional	Adrain Risley	Technology Director	Title I
District-Level Professional	Jana Claybrook	District Executive Master Teacher	Title I
District-Level Professional	Mary Ann Spears	Superintendent	Title I
District-Level Professional	MaryAnn Spears	Superintendent	Title I
Non-Classroom Professional Staff	Mary Freeman	Elementary Counselor	LPAC
Parent	Claudia Marron	ELL Interpreter	LPAC
Parent	Mandi Leming	Parent	Title I
Parent	Mandi Leming	Parent	LPAC
Principal	Becki Griscom	Elementary Asst. Principal	Parent Involvement
Principal	Becki Griscom	Elementary Asst. Principal	Title I
Principal	Courtney Jones	HS Principal	Title I
Principal	Courtney Jones	HS Principal	LPAC
Principal	Melody Sebastian	Elementary Principal	Title I
Principal	Melody Sebastian	ES Principal	LPAC
Principal	Michelle Price	Member	Title I