

School Plan

**MANILA ELEMENTARY SCHOOL
P.O. BOX 670, MANILA, AR 72442**

Arkansas Comprehensive School Improvement Plan

2014-2015

The Mission of the Manila Public School is to provide an equitable, well rounded education to its students in a safe, structured learning environment where students can achieve success in all academic disciplines. Each student will have the opportunity to develop skills in the following areas:

1. Achieving and processing information.
2. Thinking, reasoning, and problem solving.
3. Achieving working skills in technology.
4. Dealing with change.
5. Developing creativity.
6. Valuing themselves and contributing to the community.
7. Exhibiting responsible behavior.

These skills are needed in order for the students to serve their community and society and to achieve personal fulfillment. We believe that learning is a life-long process in which student are expected to take personal responsibility and that learning must take place in a nurturing and safe environment that recognizes the diversity of individuals while assuring equity for all.

Above all, MPS will strive to provide challenging educational opportunities that will develop the skills needed to make students productive and effective citizens. Through the education of its citizens, Manila Public Schools is committed to developing, improving, and advancing the community.

Manila Elementary Vision Statement
We are the Manila Lions.
Learning is our never-ending standard.

Learning
Is
Our
Never-ending
Standard

Manila Elementary Mission Statement
P- Partnership with parents and community.
A- Accept the diverse needs of all students and individual achievements.
W- Work to enhance intrinsic motivation and personal responsibility.
S - Strive to become life long learners and productive members

of society by helping them reach their fullest potential.

Grade Span: P-4

Title I: Title I Schoolwide

School Improvement: MS

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Goal: To improve reading and writing skills across the integrated curriculum.

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Goal: To improve math skills within the strands of measurement, geometry, algebra, data analysis, and order of operations. (Multiple Choice and Open Response)

Priority 3: Wellness

Goal: Manila School District will provide support for students in making healthy lifestyle choices by implementing systems to aid in decreasing the average BMI on annual student screening and increasing collaboration between members of the school community in support of positive lifestyle choices.

Priority 5: Parental Involvement

Goal: The goal of Manila Elementary School is to improve parental and community involvement that in turn will increase student success.

Priority 6: Professional Development

Goal: The goal of Manila Elementary, with the support of the district, is to provide the staff with professional development based on the needs of both the students and staff and tied directly to student improvement.

Priority 1: To improve Comprehensive Literacy skills per Framework Strands across the integrated curriculum

1. On the Criterion Reference Test (CRT) the weaknesses for third grade are: Recognizing and using variations of print, summarizing major parts found in nonfiction texts, using graphic organizers including character webs and K-W-L charts to make meaning of the reading selection, organizing information and events logically, using context clues to determine the precise meaning of new words, asking questions and supporting answers by connecting prior knowledge with literal and inferential information found in the text, drawing inference, such as conclusions or generalizations, and supporting them with text evidence or personal experiences.

On the CRT the fourth grade weaknesses are: Using inferences to expand understanding of content knowledge, reading critically to compare information from two or more sources, recognizing expository text structures that are comparative, comparing and contrasting fiction and nonfiction, utilizing functional texts, including brochures, newspapers, articles, and magazines to accomplish tasks, using context clues to determine the precise meanings of new words, and editing for spelling, punctuation, capitalization and sentence structure without the aid of a checklist.

2. Third Grade:
Augmented Benchmark Examination Combined: 84% Proficient/Advanced Fourth Grade:
Augmented Benchmark Examination Combined: 93% Proficient/Advanced Third grade
weaknesses for Reading and Language were:

Supporting Data:

- *Vocabulary= Modifier, noun
- *Factual understanding = Understanding stated information
- *Inference and interpretation = Infer traits, draw conclusions
- *Analyze and generalization = Analyze structure
- *Spelling = Correct spelling and vowels
- *Punctuation = end punctuation
- *Usage and expression = Organization of ideas and conciseness *Open Response Items

- Fourth grade weaknesses for Reading and Language were:
- *Vocabulary= verb
 - *Factual understanding = Understanding stated information and understanding words in context
 - *Inference and interpretation = Interpreting nonliteral language
 - *Analyze and generalization =Determining main idea
 - *Spelling = Correct spelling
 - *Punctuation = apostrophe and end punctuation
 - *Usage and expression = Appropriate use and conciseness *Open Response Items

3. The attendance rate for Manila Elementary School was 2010-11 93.4%, 2011-12 94%, 2012-13 94%, 2013-14 95%
- 4.

Goal To improve reading and writing skills across the integrated curriculum.

Benchmark Manila Elementary School met standards in literacy for AYP all subgroups, in 2012-13 and 2013-14

Intervention: Implementation of Reading Recovery.
Scientific Based Research: Clay, M.M (1993). Reading recovery: A guide book. Heinemann, New Zealand; Clay, M.M. (2005). Literacy lesson: Designed for individuals. Heinemann, New Zealand;
Lyons, C., Pinnells, S., Ford, D.D. (1993). Partners in learning: Teachers and children in reading recovery. Teachers' College Press.

Actions	Person Responsible	Timeline	Resources	Source of Funds
In order to have the latest information, Reading Recovery teacher will attend appropriate training. Action Type: Professional Development	Jason Evers and Mary Kaye Spain	Start: 07/01/2014 End: 06/30/2015	λ Outside Consultants	ACTION BUDGET: \$
Using Title I funds, a Reading Recovery teacher(Mary K. Spain) will provide individual instruction (30 minutes) for at risk students in first grade.(1.0 FTE). Action Type: Title I Schoolwide	Jason Evers, Mary Kaye Spain	Start: 07/01/2014 End: 06/30/2015	λ Performance Assessments λ Teachers λ Teaching Aids	Title I - Employee \$48504.00 Salaries: Title I - Employee \$12457.12 Benefits: ACTION BUDGET: \$60961.12
Using Title I Funds,provide materials, supplies, services and equipment, and services as necessary to support student in grades K-4 in learning, reasoning, and higher order thinking skills in literacy, math and across the integrated curriculum. This will include any professional development travel or fees needed for the program. Action Type: Title I Schoolwide	Pamela Castor, Jason Evers	Start: 07/01/2014 End: 06/30/2015	λ District Staff λ Outside Consultants	Title I - Purchased \$200.00 Services: Title I - Other \$100.00 Objects: Title I - Materials & \$567.11 Supplies: ACTION BUDGET: \$867.11
The Reading Recovery teachers will administer the Observational Survey at the beginning and end of the child's program to show improvement or lack of made by child.They will also use Running Records as daily assessment. Action Type: Title I Schoolwide	Mary Kaye Spain	Start: 07/01/2014 End: 06/30/2015	λ Performance Assessments λ Teaching Aids	ACTION BUDGET: \$
Total Budget:				\$61828.23
Intervention: Implementation of ELLA and ELF in grades K-.				
Scientific Based Research: National Reading Panel. (2000). Put Reading First: The Research Building Blocks for Teaching Children to Read. (2001) Adams,J., Foorman, B., Lundberg, I. & Beeler, T. Phonemic awareness in young children: A classroom curriculum. Baltimore: Brooks publishing; Beers, K. When kids can't read: What teachers can do. Portsmouth: Heinmann. Rasinski, T., (2004). Assessing reading fluency. Pacific Resources for Education and Learning; Miller, D. (2002). Reading with meaning: Teaching comprehension in the primary grades. Portland:				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Manila Elementary School will strive to develop, implement, monitor, evaluate, and review a curriculum that is rigorous and aligned to state and local standards. Curriculum will: * be aligned to the Common Core	Jason Evers	Start: 07/01/2014 End: 06/30/2015	λ Computers λ District Staff λ Outside Consultants λ Teachers	ACTION BUDGET: \$

Standards. Action Type: Alignment Action Type: Collaboration				
Using NSLA funds, highly qualified teachers will implement a comprehensive literacy program in grades K-4. This instruction will include teacher explanation and modeling of the five components of reading: phonemic awareness, phonics, fluency, vocabulary, and text comprehension as well as writing instruction followed by guided and independent practice. Additional practice may be integrated into literacy centers, computer labs, and/or homework. To support the Comprehensive reading model, Phonetic Connections (Start Up, Spiral Up, and Build Up) were purchased for use by grades K-2 and the number of leveled readers, as well as other reading materials, were expanded. Action Type: Equity Action Type: Professional Development Action Type: Title I Schoolwide	Jason Evers and Ginger Baltimore	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> λ Teachers λ Teaching Aids 	ACTION BUDGET: \$
Using NSLA funds, Manila Kindergarten will provide materials, supplies and furniture necessary to support student learning and higher order thinking. Example: Dibels	Jason Evers, Ginger Baltimore	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> λ Administrative Staff λ District Staff 	ACTION BUDGET: \$
Collaboration between special education and regular education teachers will take place. Action Type: Collaboration Action Type: Special Education	Jason Evers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> λ District Staff λ Performance Assessments 	ACTION BUDGET: \$
Using Title I funds, Manila Elementary School will use multiple modes of evaluation and best practices. This will allow opportunities to monitor, modify, and drive instruction to meet student needs and support student work. Example: ClassWorks. Action Type: Alignment Action Type: Special Education Action Type: Title I Schoolwide	Jason Evers, Ginger Baltimore	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> λ Performance Assessments λ Teachers λ Teaching Aids 	Title I - Purchased \$14901.00 Services: ACTION BUDGET: \$14901
Teachers, administrators, and parents will be involved in creating AIPs and/or IRIs for students scoring below proficient on the ACCTAP. Action Type: AIP/IRI Action Type: Collaboration	Jason Evers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> λ Performance Assessments 	ACTION BUDGET: \$
Technology will be incorporated into the classroom through: classroom computers, LCD projectors, Smart boards, document cameras, internet use and support. Manila Elementary Schools will also, provide materials, supplies, and equipment necessary to support the Computer Labs:	Jason Evers and Jason Baltimore	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> λ District Staff λ Performance Assessments 	Title I - Purchased \$595.66 Services: ACTION BUDGET: \$595.66

Wireless support \$595.66 Action Type: Technology Inclusion Action Type: Title I Schoolwide				
(PBIS)Positive Behavior Intervention and Support will emphasize, a school-wide system of support that defines and teaches model student behavior while creating a positive school environment. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation	Jason Evers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> λ Administrative Staff λ District Staff λ Teachers 	ACTION BUDGET: \$
Implementation of small group instruction targeting differentiation. Example:Reading First Teachers will continue to receive training on the five componenets of reading and differentiation. Action Type: Collaboration Action Type: Professional Development	Jason Evers and Ginger Baltimore	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> λ Administrative Staff λ District Staff λ Outside Consultants λ Performance Assessments λ Teachers λ Teaching Aids 	ACTION BUDGET: \$
Utilizing NSLA funds, the Elementary school will purchase the Dibels student assessment. Action Type: Alignment Action Type: Equity	Jason Evers	Start: 07/01/2014 End: 06/30/2015		NSLA (State-281) \$1700.00 - Materials & Supplies: ACTION BUDGET: \$1700
Total Budget:				\$17196.66
Intervention: Implementation of Accelerated Reader				
Scientific Based Research: Ganske, K., (2000). Word journeys: Assessment, guided phonics, spelling, and vocabulary instruction. New York: Guilford Press; Beck, I., McKewean, M. & Kucan, L. (2002). Bringing words to life. New York: Stenhouse				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Utilizing Title I funds, the computer lab will serve as additional support for student learning. Renaissance Accelerated Reader/Star programs will support literacy instruction. The Renaissance Accelerated Reader promotes reading by providing an online test format for selected titles. Action Type: Technology Inclusion Action Type: Title I Schoolwide	Pamela Castor, Jason Evers, Stacey Shelton	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> λ Administrative Staff λ Computers λ District Staff λ School Library 	Title I - Purchased Services: \$3685.00 ACTION BUDGET: \$3685
Using Title I funds, Manila Elementary will utilize an interventionist(compensatory education teacher) to improve the reading skill of students by providing individual and small group instruction (FTE 1.0-Phyllis Clark). Action Type: Title I Schoolwide	Pamela Castor, Jason Evers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> λ Teachers λ Title Teachers 	ACTION BUDGET: \$
Using Rural and Low Income	Jason Evers	Start:	λ Teachers	Title VI

funds, Manila Elementary School will acquire technology and supplies to increase student academic performance. Technology to be determined. Action Type: Technology Inclusion		07/01/2014 End: 06/30/2015		State - Materials & \$5025.00 Supplies: ACTION BUDGET: \$5025
Total Budget:				\$8710
Intervention: Implement Literacy Lab in grade 4.				
Scientific Based Research: Ganske, K., (2000). Word journeys: Assessment, guided phonics, spelling, and vocabulary instruction. New York: Guildord Press; Beck, I., McKewean, M. & Kucan, L. (2002). Bringing words to life. New York: Stenhouse; Marzano, R. J. & Pickering, D. (2005). Building academic vocabulary. Alexandria,: ASCD (Association of supervisors and curriculum				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will implement a comprehensive literacy program in grade 4. Including: vocabulary, fluency, comprehension, and writing instruction followed by guided and independent practice. Action Type: Alignment	Jason Evers	Start: 07/01/2014 End: 06/30/2015	λ Administrative Staff λ District Staff λ Teachers	ACTION BUDGET: \$
Providing fiction and non-fiction leveled readers, content specific books, and manipulatives that support the Common Core Curriculum.	Jason Evers	Start: 07/01/2014 End: 06/30/2015	λ Administrative Staff λ District Staff	ACTION BUDGET: \$
Using Title I funds, an after school program is being planned for students in grades 3-4. The criteria for participating in the program will include, but is not limited to scoring below proficiency on the ACTAAP assessment, low grades, or teacher referral. The after-school program will concentrate on instructional strategies designed to address weaknesses in math and literacy as noted in the ACTAAP assessment. Materials and supplies will be provided, as well as transportation. \$2880.00 for salaries; \$623.52 benefits; 1200.00 materials & supplies. This will include: 6 teachers (to be determined)@ the rate of \$40 per day for approximately 12 days. Action Type: Equity Action Type: Title I Schoolwide	Jason Evers	Start: 07/01/2014 End: 06/30/2015	λ Central Office λ Computers λ District Staff λ Performance Assessments λ Teachers λ Teaching Aids	Title I - Purchased \$2895.00 Services: Title I - Materials & \$1200.00 Supplies: Title I - Employee \$2880.00 Salaries: Title I - Employee \$623.52 Benefits: ACTION BUDGET: \$7598.52
Using NSLA funds, Ginger Baltimore has been hired to serve as Academic Coach/Instructional Facilitator. She will work with individual or small groups of teachers and students in support of at-risk students. With Ginger's support vertical alignment should be easier and the transition to Common Core should also be easier. (FTE 1.0) Salary=46919.00;	Jason Evers and Pamela Castor	Start: 07/01/2014 End: 06/30/2015		NSLA (State-281) - \$500.00 Materials & Supplies: NSLA (State-281) - \$11981.96

Benefits=11981.96, supplies 500.00 Action Type: Collaboration				Employee Benefits: NSLA (State-281) - \$46919.00 Employee Salaries: ACTION BUDGET: \$59400.96
Grade four double blocked literacy period. The classes are gender based and use strategies based on gender research.	Jason Evers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Using NSLA funds, Manila Elementary will provide materials, equipment, supplies and services to support student learning in literacy and across the integrated curriculum: lab table (Murray) Action Type: Equity Action Type: Technology Inclusion	Jason Evers	Start: 07/01/2014 End: 06/30/2015	λ Teachers	NSLA (State-281) - Materials & Supplies: \$3858.75 ACTION BUDGET: \$3858.75
Total Budget:				\$70858.23

Intervention: In order to provide more individualized and/or small group instruction Manila Elementary School will utilize class size reduction.

Scientific Based Research: Pate-Bain, H. (1992). Class size does make a difference. Educational Leadership; Egelson, P., Harman, P., Hood, A., Achilles, C.M. (2002). How class size makes a difference. Office of Educational Research and Improvement, US Department of Education

Actions	Person Responsible	Timeline	Resources	Source of Funds
Using Title II A funds, Manila Schools will employ Jill Beach as a first grade teacher to reduce class size in first grade(1.0 FTE). With the reduction in size class, each class was reduced from approximately 20 students to 16 students.	Pamela Castor	Start: 07/01/2014 End: 06/30/2015	λ Teachers	Title II-A - Employee Salaries: \$37514.00 Title II-A - Employee Benefits: \$3942.74 ACTION BUDGET: \$41456.74
Total Budget:				\$41456.74

Intervention: Manila Schools will serve TAGG children by continuing to provide the Manila Schools Pre-School (Wee Little Lions). The Program is funded through the Arkansas Better Chance for School Success (ABCSS) Pre School Program and State Special Needs funding for NSLA.

Scientific Based Research: Rothstein, R. (2004). Class and schools: Using social, economic, and educational reform to close the black-white achievement gap. Washington, DC: Teachers College Press.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Forty children will attend the Manila ABC Preschool based on the Arkansas Division of Child care and Early Childhood eligibility criteria. Manila Elementary Pre-K will have 20 additional Pre-K students. Action Type: Equity	Jason Evers	Start: 07/01/2014 End: 06/30/2015	λ District Staff λ Outside Consultants	ACTION BUDGET: \$

Aligned with the Arkansas Early Education Frameworks Action Type: Alignment	Jason Evers	Start: 07/01/2014 End: 06/30/2015	λ District Staff λ Teachers	ACTION BUDGET: \$
Monthly parent meetings, addressing various topics including parenting and child development. Action Type: Parental Engagement	Jason Evers	Start: 07/01/2014 End: 06/30/2015	λ Community Leaders λ District Staff λ Teachers	ACTION BUDGET: \$
Professional Development activities will be attended by all Manila Elementary Pre-K staff. ABC requires teachers and paraprofessionals to obtain 30 hours of PD targeting early childhood including AECA, frameworks training, work sampling, ECERS-R, etc. Because of Arkansas PD regulations requiring certified staff to obtain 60 hours the ABC hours are to be included in AR requirements. Coordinator must attend annual Coordinators' training. Coordinator and/or director must attend budget training in preparation of yearly ABC Application. Action Type: Professional Development	Jason Evers	Start: 07/01/2014 End: 06/30/2015	λ District Staff λ Outside Consultants	ACTION BUDGET: \$
Collaborating with local, county, and state groups to ensure the success of students. Action Type: Collaboration	Jason Evers	Start: 07/01/2014 End: 06/30/2015	λ District Staff λ Outside Consultants	ACTION BUDGET: \$
Students are given the Brigance pre and post test to monitor progress. Students may be referred to Crowley's Ridge Educational Cooperative Division of Special Education and Early Childhood for further assessment. Manila Preschool collaborates with CREC/SpEd & EC to provide services as required by students including developmental screenings and therapy.	Jason Evers	Start: 07/01/2014 End: 06/30/2015	λ District Staff	ACTION BUDGET: \$
Arkansas State University will monitor the program by using the ECERS scale. Furthermore the program will be monitored by the Arkansas Department of Human Services and ABC staff. Action Type: Program Evaluation	Jason Evers	Start: 07/01/2014 End: 06/30/2015	λ District Staff λ Outside Consultants	ACTION BUDGET: \$
Collaboration with Mississippi County Head Start and other local day cares will take place in late Spring. The students will be introduced to the environment. Action Type: Collaboration	Jason Evers	Start: 07/01/2014 End: 06/30/2015	λ Community Leaders λ District Staff λ Outside Consultants	ACTION BUDGET: \$
Monitoring student performance through the collection of work samples.	Jason Evers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Scheduling is designed to give children an opportunity to develop future academic success through readiness skills needed for	Jason Evers	Start: 07/01/2014 End: 06/30/2015	λ District Staff	ACTION BUDGET: \$

Kindergarten and later grades. Action Type: Alignment Action Type: Program Evaluation				
Using ABC Funds, Manila Elementary Pre-K, will employ Early Childhood licensed teachers and paraprofessionals.(2.0 Licensed FTEs; 2.0 FTEs Classified Paraprofessionals).	Jason Evers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Using NSLA funds, Manila Elementary Pre-K will employ a licensed Early Childhood teacher (FTE-1.0, Elizabeth Harrell . In addition, a para-professional will be utilized to assist Elizabeth Harrell. Also, Classified and Certified substitutes will be utilized as needed. Harrell Salary 35944.00 Benefits 7781.88; Harmon 17389.00 Benefits 376472.00; Subs (Harmon) 1000.00 Benefits 216.50.	Jason Evers	Start: 07/01/2014 End: 06/30/2015	λ Teachers	NSLA (State-281) - \$54333.00 Employee Salaries: NSLA (State-281) - \$11763.10 Employee Benefits: ACTION BUDGET: \$66096.1
Manila Elementary will evaluate the success of the Manila Elementary Pre-K program by reviewing the student, academic progress of attendees in grades PK-4.	Jason Evers	Start: 07/01/2014 End: 06/30/2015	λ Administrative Staff λ Teachers	ACTION BUDGET: \$
Using NSLA funds, Manila Elementary Pre-K will purchase the materials, supplies, equipment and services necessary to meet all ABC guidelines and provide quality instruction based on the early childhood framework for instruction. The action will include upgrading the Pre-K playground.	Jason Evers	Start: 07/01/2014 End: 06/30/2015	λ Administrative Staff λ Central Office λ Teachers	NSLA (State-281) - \$3458.00 Purchased Services: NSLA (State-281) - \$13600.00 Materials & Supplies: ACTION BUDGET: \$17058
Total Budget:				\$83154.1

Intervention: Manila Schools will provide support for the ELL students and their families.

Scientific Based Research: English Language Learners: Boosting Academic Achievement. American Educational Research Association, Winter 2004, Volume 2, Issue 1: Effective Literacy and English Language Instruction for English Learners in the Elementary Grades. US Department of Education, IES National Center for Education Evaluation and Regional Assistance. Hill, J., & Flynn, K. (2006). Classroom instruction that works with English language learners. Alexandria, VA: Association for Supervision and Curriculum

Actions	Person Responsible	Timeline	Resources	Source of Funds
Using State Special Needs funding for ELL, Manila Elementary School will provide materials and supplies as necessary to support student learning. These may include but not limited to: Spanish to English dictionaries, developmentally appropriate readers, and manipulatives, etc.	Jason Evers	Start: 07/01/2014 End: 06/30/2015	λ Administrative Staff	ELL (State-276) - \$1000.00 Materials & Supplies: ACTION

				BUDGET: \$1000
To evaluate the ELL program, data will be examined in order to determine if: *ELDA scores are rising (ELDA scores averaged Listening =4, Speaking= 4.6, Reading = 3.3, Comprehension= 3.25, and composite= 3.25), *if the number of students scoring proficient on the age appropriate ACTAAP exam is increasing, and *if students are being exited from the ELL program.	Jason Evers	Start: 07/01/2014 End: 06/30/2015	λ Administrative Staff	ACTION BUDGET: \$
Using NSLA funds, Manila Schools will hire Norma Lee as an instructional assistant in Middle School. She will also act as Spanish Liaison for the entire school district.	Pam Castor	Start: 07/01/2014 End: 06/30/2015	λ Administrative Staff	ACTION BUDGET: \$
Total Budget:				\$1000

Priority 2: To improve math skills.

1. According to the Criterion refenced portion of the ACTAAP assessment, areas of weakness for the third grade were: To develop an understanding of the commutative and identity properties of multiplication using objects, to relate skip-counting patterns to multiplication, express mathematical relationships using equalities and inequalities, to locate and identify points on a coordinate grid and name the ordered pair (quadrant one only) using common language and geometric vocabulary (horizontal and vertical), to demonstrate the relationship among different standard units Length, Capacity, Weight, to design a survey question after being given a topic and collect, organize, display and describe simple data using frequency tables or line plots, pictographs, and bar graphs, to read and interpret pictographs and bar graphs in which symbols or intervals are greater than one.

According to the Criterion refenced portion of the ACTAAP assessment, areas of weakness for the fourth grade were: to use mathematical language and symbols to compare and order any whole numbers with and without appropriate technology, to create a chart or table to organize given information and to understand relationships and explain the results, to identify, draw, and describe a line, line segment, a ray, an angle, intersecting, perpendicular, and parallel lines, to use repeating and growing numeric and geometric patterns to make predictions and solve problems, to create new figures by combining and subdividing models of existing figures in multiple ways and record results in a table, to determine elapsed time in contextual situations to five-minute intervals with beginning time unknown.

Supporting Data:

2. Third Grade: Augmented Benchmark Examination Combined: 84% Proficient/Advanced
Fourth Grade: Augmented Benchmark Examination Combined: 84% Proficient/Advanced
The weaknesses seen on the Mathematics Problem Solving portion of the third grade NRT were:
Number Sense-Estimation
Operations- Mathematical Connections
Data and Probability- Mathematical Connections and Estimation
Measurement- Estimation and Mathematical Connections *Open Response Items

The weaknesses seen on the Mathematics Problem Solving portion of the Fourth grade NRT were:

- Number Sense-Reasoning and problem solving
- Operations- Reasoning and problem solving and estimation
- Measurement- Reasoning and problem solving *Open Response Items

3. The attendance rate for Manila Elementary School was 2010-2011 93.7%, 2011-2012 94%, 2012-13 94%, 2013-14 95%

Goal To improve math skills within the strands of measurement, geometry, algebra, data analysis, and order of operations. (Multiple Choice and Open Response)

Benchmark The Manila Elementary, met AYP for all areas and populations in 2012-13.

Intervention: Implementation of Common Core Standards and CGI.
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Scientific Based Research: McDonald (2002). Planning a Mathematics Instructional Program to Prepare for the Benchmark Exam. Smart Start Presentation.:

Jacobs, H.H.(1997) Mapping the Big Picture. Association for Supervision and Curriculum Development, Alexandria, VA.:

Kenney, J.M. (2005). Literacy Strategies for Improving Mathematics Instruction. Association Supervision Curriculum Development, Alexandria, VA.:

Classroom instruction that works: Research-based studies for increasing student achievement. Alexandria,VA: Association for Supervision and Curriculum Development.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>All students will participate in math instruction. Highly qualified teachers will include explicit instruction, and modeling concepts within the areas of Number and Operations, Algebra, Geometry, Measurement, and Data Analysis and Probability followed by guided and independent practice. Additional practice may be integrated into math centers, computer labs, and/or homework. Action Type: Alignment Action Type: Equity</p>	<p>Jason Evers</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> λ Computers λ District Staff λ Performance Assessments λ Teachers λ Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>Apply evaluation and assessment strategies to monitor, modify, and drive instruction to meet student needs and support student work. These may include Intermittent Formative Assessments, observational checklists, teacher made assessments, anecdotal information, and even the appropriate ACTAAP data. Furthermore, teachers will continually collect student work from students throughout the year to demonstrate progress. Using NSLA funds participate in ClassWorks Testing. Action Type: Alignment Action Type: Program Evaluation</p>	<p>Jason Evers</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> λ District Staff λ Outside Consultants λ Performance Assessments λ Teachers λ Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>Teachers, administrators, and parents will be involved in creating AIPs and IRIs for students who score basic or below. Action Type: AIP/IRI</p>	<p>Jason Evers</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>ACTION BUDGET: \$</p>
<p>Provide materials, supplies, equipment, and services necessary to support student learning, reasoning, and higher order thinking skills in math and across the integrated curriculum including but limited to: math manipulatives, supplemental math resources, calculators, etc. Action Type: Alignment</p>	<p>Jason Evers and Pamela Castor</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> λ Administrative Staff λ Central Office λ Computers λ District Staff λ Performance Assessments λ Teachers λ Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>An after-school program will be implemented with a high priority being based on open response ACCTAP Math.</p>	<p>Jason Evers</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> λ District Staff 	<p>ACTION BUDGET: \$</p>

<p>A remediation period for grades K-4 will be added to the daily schedule. Students requiring remediation will be grouped by area of weakness and will rotate between teachers. As children show improvement, or lack of, classes will be reorganized to meet the needs of the students</p>	<p>Jason Evers</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<p>λ District Staff</p>	<p>ACTION BUDGET: \$</p>
<p>Using NSLA Funds, Manila Elementary will provide materials, supplies, equipment, and services necessary to support student learning through technology: 26 Desktop Computers (lab); Internet Services. Action Type: Alignment Action Type: Equity Action Type: Technology Inclusion</p>	<p>Jason Evers</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<p>λ Computers λ Teachers</p>	<p>NSLA (State-281) - Materials \$11376.04 & Supplies: NSLA (State-281) - Purchased Services: \$1281.00 ACTION BUDGET: \$12657.04</p>
<p>Collaboration with CRESC to implement, support, and train in CGI. Action Type: Technology Inclusion</p>	<p>Jason Evers, Phyllis Clark</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>ACTION BUDGET: \$</p>
<p>The RTI committee will meet, examine data, and recommend various actions and/or strategies. These interventions/strategies/or actions will be implemented by staff involved in the student's education. Teachers must keep records (anecdotal, teacher checklist, teacher created test, discipline slips, etc) so the committee can review the data and take additional action(s) as necessary. Students meeting established criteria may be referred for testing. Action Type: Special Education</p>	<p>Jason Evers</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<p>λ District Staff λ Performance Assessments λ Teachers λ Teaching Aids</p>	<p>ACTION BUDGET: \$</p>
<p>Using Title I funds, Manila Elementary will utilize an interventionist (compensatory education teacher) to improve the academic performance of students in math by providing individual and small group instruction(Phyllis Clark). Action Type: Title I Schoolwide</p>	<p>Pamela Castor & Jason Evers</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<p>λ Administrative Staff λ Teaching Aids λ Title Teachers</p>	<p>Title I - Employee Salaries: \$50844.00 Title I - Employee Benefits: \$12963.73 ACTION BUDGET: \$63807.73</p>
<p>Using Title I Funds,provide materials, supplies, equipment, and services as necessary to support students in grades K-4 in learning, reasoning, and higher order thinking skills in literacy, math and across the integrated curriculum. Action Type: Alignment Action Type: Equity</p>	<p>Jason Evers, Pam Castor</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<p>λ Administrative Staff λ Teachers</p>	<p>Title I - Purchased Services: \$200.00 Title I - Other Objects: \$100.00 Title I - Materials & Supplies: \$567.66</p>

				ACTION BUDGET: \$867.66
Total Budget:				\$77332.43
Intervention: In order to provide more individualized and/or small group instruction, Manila Elementary School will utilize class size reduction and transition.				
Scientific Based Research: Pate-Bain, H. (1992). Class size does make a difference. Educational Leadership; Egelson, P., Harman, P., Hood,A., Achilles, C.M. (2002). How class size makes a difference. Office of Educational Reserach and Improvement, US Department of Education				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Using Title II A funds, Manila Schools will employ Jill Beach as a first grade teacher to reduce class size in first grade(1.0 FTE). With the reduction in size class, each class was reduced from approximately 20 students to 16 students.	Pamela Castor, Jason Evers	Start: 07/01/2014 End: 06/30/2015	λ District Staff	ACTION BUDGET: \$
Because all curriculum decisions must be based on data, all students will be given assessments for learning and of learning. These assessments include observation checks, teacher made assessments, and even the appropriate ACTAAP data. Furthermore, teachers will continually collect student work from students throughout the year to demonstrate progress within these smaller classes. Action Type: Program Evaluation	Jason Evers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Identify at-risk students who have not developed the essential skills needed to enter First Grade. This will help to ensure that students master the basic Common Core Math skills in a smaller, alternative classroom environment.	Jason Evers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Using Title I Funds,provide materials, supplies, equipment, and services as necessary to support student in grades K-4 in learning, reasoning, and higher order thinking skills in literacy, math and across the integrated curriculum. This will go towards the purchase of Front Row Equipment \$716.00 and (2)projectors \$905.03 each. Action Type: Equity Action Type: Technology Inclusion	Jason Evers	Start: 07/01/2014 End: 06/30/2015	λ Administrative Staff λ Teachers λ Teaching Aids	Title I - Materials & Supplies: \$2526.44 ACTION BUDGET: \$2526.44
Implementation of small group instruction targeting differentiation to ensure rigor at all levels of the RTI process. Action Type: Alignment Action Type: Equity	Chris Ferrell, Jason Evers	Start: 07/01/2014 End: 06/30/2015	λ Teachers	ACTION BUDGET: \$
Using Title I funds, Manila Elementary School will use multiple evaluation and assessment strategies to monitor, modify, and drive instruction to meet student needs and support student work. Including: ClassWorks	Jason Evers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$

Assessments, observational checklists, teacher made assessments, anecdotal information, and the appropriate ACTAAP data. PD will be offered in ClassWorks assessment (assessment modules, alignment, quiz builders, and data analysis) DRA.				
Total Budget:				\$2526.44

Priority 3: Being that the health and well being of students directly affects their ability to learn, Manila Schools will strive to create a culture that promotes the development of lifelong health habits and promotion of a healthy lifestyle.

1. The Manila Elementary School Body Mass Index data presented indicates the percentage of students who may be at risk of being unhealthy :
 *SY 2008-2009 shows that 125 males and 111 females were screened.
 Of the males, 64.8% were considered as being healthy, 12% were considered as being overweight, and 23.2% were considered as being obese.
 Of the females, 61.3% were considered as being healthy, 15.3% were considered as being over weight and 21.4% were considered as being obese.

Supporting Data:

SY 2009-2010 shows that 109 males and 100 females were screened.
 Of the males, 56.9% were considered as being healthy, 16.5% were considered as being overweight, and 26.9% were considered as being obese.
 Of the females, 58% were considered as being healthy, 19% were considered as being over weight and 23.4 were considered as being obese.

2010-2011 shows that 142 males and 89 females were screened.
 Of the males, 63.4% were considered as being healthy, 15.5% were considered as being overweight, and 21.1% were considered as being obese.
 Of the females, 60.7% were considered as being healthy, 15.7% were considered as being over weight and 23.6% were considered as being obese. 2011-2012 shows that 112 males and 115 females were screened.
 Of the males, 52.7% were considered as being healthy, 19.6% were considered as being overweight, and 27.7% were considered as being obese.
 Of the females, 54.8% were considered as being healthy, 20% were considered as being over weight and 25.2% were considered as being obese.

Goal

Manila School District will provide support for students in making healthy lifestyle choices by implementing systems to aid in decreasing the average BMI on annual student screening and increasing collaboration between members of the school community in support of positive lifestyle choices.

Benchmark

By the 2014-2015 school year there will be a decrease of .1/2% of the average Body Mass Index for students as evaluated by the annual Body Mass Index Screening.

Intervention: Schools will implement practices to provide opportunities for students to practice healthy behaviors at school while encouraging them to make healthy food and physical activity choices.				
Scientific Based Research: Guidelines for School Health Programs to Promote lifelong Healthy Eating (june 14, 1996/Vo. 45/ No RR-9; Guidelines for School Health Programs to Promote lifelong Physical Activity (March 7, 1997/Vol.46/ No. RR-6.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The Manila Elementary School and Lion's Pride Parent Organization will sponsor a Field Day consisting of olympic style games and activities.	Jason Evers	Start: 07/01/2014 End: 06/30/2015	λ Community Leaders λ District Staff	ACTION BUDGET: \$
Manila Elementary School will prohibit student access to vending machines. Action Type: Wellness	Jason Evers and Pamela Castor	Start: 07/01/2014 End: 06/30/2015	λ Administrative Staff	ACTION BUDGET: \$
Manila Elementary School will participate in the Presidential Fitness Program. Action Type: Wellness	Tracy Milligan	Start: 07/01/2014 End: 06/30/2015	λ District Staff λ Teachers	ACTION BUDGET: \$

The percentage of students being identified as at-risk will decrease. Action Type: Wellness	Tonya Tucker	Start: 07/01/2014 End: 06/30/2015	λ District Staff	ACTION BUDGET: \$
The Manila Elementary will implement the Arkansas Rice Depot backpack food program. On Friday afternoon, children in need will receive a backpack of kid friendly food items for the weekend and additional food items for breakfast on Monday as needed. Students will be nominated for this program by teachers based on guidelines provided by Arkansas Rice Depot.	Jason Evers and Teresa Eastin	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$0

Priority 5: Increase parental and community involvement thus increasing student achievement.

Supporting Data:

Goal The goal of Manila Elementary School is to improve parental and community involvement that in turn will increase student success.

Benchmark The number of parents participating in parental and community involvement will increase by 5%.

Intervention: Manila Elementary School will revise and expand the parent and community involvement activities.				
Scientific Based Research: Henderson, A.T., Mapp, K.L., Johnson, V.R., and Davies, D. (2007). Beyond the bake sale: the essential guide to family-school partnership. New Press, New York, NY				
Whitaker, T. and Fiore, D. (2001). Dealing with difficult parents: and with parents in difficult situations. Eye on Education, Larchmont, NY				
Act 603 of 2003: Henderson, A.T. & Mapp, K. L. (2003). A new wave of evidence: The impact of school, family, and community connections on student achievement. Southwest Educational Development Library				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Using Title I funds and local funds, Manila Elementary teachers and staff will communicate regularly with parents by newsletter, notes, phone calls, letters, Parent Teacher Conferences, report cards, five week reports, Math/Literacy nights, and parent invitational meetings. The school will also expand and continue the use of the district's website to enhance parent/school communications. These communications will be in a language parents understand. This action will include the Oncourse Web & Lesson planner \$1330 and postage approx. \$180. Action Type: Parental Engagement	Jason Evers	Start: 07/01/2014 End: 06/30/2015	λ Administrative Staff λ Computers λ District Staff λ Teachers	Title I - Purchased \$1510.00 Services: ACTION BUDGET: \$1510
Manila Elementary School will work closely with the Parent's Pride (formerly the Academic Booster Club). Parent's Pride is a parent organization whose mission is the support of student learning and success. Parent Pride in collaboration with the Elementary staff host the annual Fall Festival. Action Type: Parental Engagement	Jason Evers	Start: 07/01/2014 End: 06/30/2015	λ District Staff	ACTION BUDGET: \$

<p>Manila Elementary School will plan and implement a School/Parent/Student Compact. The compact outlines how parents, school staff, and students will share the responsibility for improved student academic achievement. The compact shall describe: *the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment, *the ways the parent will be responsible for supporting their child's learning such monitoring attendance and homework,volunteering in the classroom, postive use of extracurricular time, *and participating, as appropriate, in the decisions relating to the education of their children. Action Type: Parental Engagement</p>	<p>Jason Evers</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<p>λ Computers λ District Staff</p>	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Manila Elementary School will hold Parent Teacher Conferences in grades PreK-12 on October 24, 2013. Action Type: Parental Engagement</p>	<p>Pam Castor</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<p>λ District Staff</p>	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Implement a parent volunteer plan which includes the interests and availability of volunteers for school staff. Action Type: Parental Engagement</p>	<p>Jason Evers</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<p>λ Community Leaders λ District Staff</p>	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Enhancing parent/student/school communication through the district's website. Action Type: Parental Engagement</p>	<p>Jason Baltimore</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<p>λ Computers λ District Staff</p>	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Manila Elementary School will distribute student handbooks which include: statements attesting to the school district's commitment to parental involvement, information concerning the district's process for resolving parental concerns, what students will be learning, how students will be assessed, what parents should expect for their child's education, how parents can assist and how parents can make a difference in their child's education. Action Type: Parental Engagement</p>	<p>Jason Evers</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<p>λ Computers λ District Staff</p>	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Manila Elementary School will help in the planning and implementation of the annual meeting (Open House). At the annual Open House a Title I meeting will be held to inform parents of the state of the school. The report includes: Highly Qualified Status and information concerning Supplemental Educational Services. At the annual meeting parents will be informed of their rights to be involved in the planning, review and improvement of student programs. Action Type: Parental Engagement</p>	<p>Jason Evers</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Collaborates with other state, regional,</p>	<p>Jason Evers</p>	<p>Start:</p>	<p>λ Administrative</p>	

and local entities such as Crowley's Ridge Educational Cooperative, Arkansas Game and Fish, Mississippi County Sheriff's Department, Manila Police Department, Manila Volunteer Fire Department, Lion's Club, Alumni Association and numerous local businesses and individuals to provide services for the students. Action Type: Collaboration Action Type: Parental Engagement		07/01/2014 End: 06/30/2015	Staff λ Community Leaders λ District Staff λ Teachers	_____ ACTION BUDGET: \$
Jason Evers will serve as Parent Involvement Facilitator for the Elementary School. Action Type: Parental Engagement	Jason Evers	Start: 07/01/2014 End: 06/30/2015	λ Administrative Staff λ Central Office	_____ ACTION BUDGET: \$
Manila Elementary School publicly celebrates students' achievements by: *displays within the schools, *newspaper articles, *marquee statements, *in-house celebrations, family and community programs, etc. PBIS Celebrations, Honor Roll, perfect attendance, WOW students, Art awards, PE awards, Music awards, Most improved awards, Homework Club, ACTAAP perfect attendance, student walls, etc. are some of the examples. Action Type: Parental Engagement	Jason Evers	Start: 07/01/2014 End: 06/30/2015	λ Community Leaders λ Teachers	_____ ACTION BUDGET: \$
The Manila Elementary School, families and community groups are active partners in the educational process and work together to promote programs and services for students. Action Type: Parental Engagement	Jason Evers	Start: 07/01/2014 End: 06/30/2015	λ District Staff λ Teachers	_____ ACTION BUDGET: \$
The Manila Elementary School will maintain an accurate student record system that provides timely information pertinent to the student's academic and educational progress through the school website. Action Type: Parental Engagement	Jason Evers	Start: 07/01/2014 End: 06/30/2015	λ Administrative Staff λ Central Office λ District Staff	_____ ACTION BUDGET: \$
Manila Elementary School staff will coordinate and integrate parent involvement strategies with other programs such as Reading recovery, Manila Schools Pre-K, and MCEOC Head Start (transitional parent strategies). Action Type: Parental Engagement	Jason Evers	Start: 07/01/2014 End: 06/30/2015	λ Administrative Staff λ Central Office λ District Staff λ Teachers	_____ ACTION BUDGET: \$
Manila Elementary School will identify possible barriers (socioeconomically disadvantaged, limited English, limited literacy, disability)(TAGG) to the involvement of parents in the education of their child. Strategies to address such barriers will be taken as needed. Such strategies may include providing information and school reports in a language parents can understand. Action Type: Parental Engagement	Jason Evers	Start: 07/01/2014 End: 06/30/2015	λ Administrative Staff λ District Staff λ Teachers	_____ ACTION BUDGET: \$
Provide instruction to parents on how	Jason Evers	Start:	λ Administrative	_____

to incorporate developmentally appropriate learning activities in the home environment. Action Type: Parental Engagement		07/01/2014 End: 06/30/2015	Staff λ Central Office λ District Staff λ Teachers	ACTION BUDGET: \$
A Parent Involvement Plan (PIP) will be reviewed and revised annually to include Parent Involvement activities. The PIP will be posted on the School's Web site. Action Type: Parental Engagement	Jason Evers	Start: 07/01/2014 End: 06/30/2015	λ District Staff	ACTION BUDGET: \$
Manila Elementary School will hold Parent Teacher Conferences in grades PreK-12 on March 20, 2014. Action Type: Parental Engagement	Pam Castor	Start: 07/01/2014 End: 06/30/2015	λ District Staff λ School Library λ Teachers	ACTION BUDGET: \$
Using Title VI, Rural and Low Income funds, Manila Elementary School will purchase materials and supplies to assist the counselor in providing support services to students and their families. These materials may include, but are not limited to brochures, pamphlets, books and anti-bullying speakers. (Speakers to be determined). Action Type: Equity Action Type: Parental Engagement	Jason Evers	Start: 07/01/2014 End: 06/30/2015	λ Administrative Staff λ Teachers λ Teaching Aids	Title VI State - Purchased Services: \$500.00 Title VI State - Materials & Supplies: \$1500.00 ACTION BUDGET: \$2000
Total Budget:				\$3510

Priority 6: All professional Development should be of high quality, based on the needs of both students and staff, and directed toward improving instruction, and increasing academic success.

1. When surveyed, the Manila Elementary School staff expressed a need for professional development in the areas of: *Advocacy/Leadership = IDEA-including Inclusion, Legal Issues Specific to Staff including Ethics, Family Medical Leave Act, FERPA, and Teacher Fair Dismissal from Teacher Point of View
*Assessment = Benchmark Strategies, DIBELS -Accessing & Interpreting Results, and Performance Assessments
*Supporting PLCs and System Change = RTI (Response to Intervention), Improving School/Team Culture, and Closing the Achievement Gap
*Cognitive Research/Instructional Strategies = Comprehensive Literacy Strategies, Higher Order Thinking Skills (Blooms), Cooperative Learning, Differentiation - How It Is Different, and Learning Styles & Techniques
* Standards/Frameworks/Curriculum Alignment = Curriculum Mapping Common Core Standards Vertical & Horizontal Alignment Processes
*Current Math tools specific and aligned with CCSS *Parental Involvement = Parental Involvement in Elementary, Building Positive Relationships to Promote Parent Involvement, and Parental Involvement Beyond the School House
*Technology = Spreadsheets as a learning tool and planning lessons where technology is used as the learning tool.

Supporting Data:

Goal The goal of Manila Elementary, with the support of the district, is to provide the staff with professional development based on the needs of both the students and staff and tied directly to student improvement.

Benchmark

Intervention: Manila Elementary will provide opportunities and support for the staff to participate in various Professional Development.				
Scientific Based Research: DuFour, R. & Dufour, B. (2005) Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement presented at the 2005 summer SMART Conference. Joyce, B. & Showers, B. (2002) Student Achievement through Staff Development				
Actions	Person Responsible	Timeline	Resources	Source of Funds

Manila Schools will strive to recruit and retain Highly Qualified teachers who implement appropriate instructional strategies. In order to help teachers meet and keep the Highly Qualified status, Manila Elementary will see that professional development is provided as necessary.	Jason Evers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Staff members will participate in professional networks and/or Professional Learning Communities. PLCs will analyze student data, determine best practices directly tied to student data, examine research on instructional strategies, and participate in action research in the areas of Literacy and Math .	Jason Evers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Data will be collected by CRESC to determine the Professional Development needs of the staff. The date will be used to complete professional growth plans.	Jason Evers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Develop vertical and horizontal alignment through collaboration using weekly grade level meetings,monthly Leadership Team meetings, Literacy Team meetings, Math Team meetings, and PBIS meetings.	Jason Evers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Manila Elementary will continue to contract with The Apple Group for Dyslexia.This training will allow classroom teachers and special education teachers to further differentiate for all students, but especially at risk students. This system can also be used as a RTI strategy.	Jason Evers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Manila Elementary hosted a K-6 Back to School Conference for all Mississippi County Schools. Sessions will included: Arkansas history, strategies for dyslexia, character education, parental involvement, classroom management, rigor and relevance for CCSS, grant writing, inclusion, economics, community involvement, and strategies for content embedded math and literacy and TESS.	Jason Evers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Using State professional development funds, all staff will have opportunities to attend high quality professional development activities directed toward improving instruction. These should be research based and include strategies targeting the needs of all children in school as well as the needs of the specific sub-populations. This will include all travel, meals lodging and fees for parking where applicable: APSRC Conf. \$2300; ARSCA \$500; Advanced Ed \$250. This may also	Jason Evers	Start: 07/01/2014 End: 06/30/2015	λ Teachers	PD (State-223) - \$100.00 Other Objects: PD (State-223) - \$7850.00 Purchased Services: PD (State-223) - \$500.00 Materials & Supplies:

include, Teachscape, CPR Training, Bloomboard Training, Apple Group Trainings. Action Type: Professional Development				ACTION BUDGET: \$8450
Manila Elementary will provide opportunities for special education staff to attend trainings pertinent to the needs of their students including but not limited to: * Portfolios . . * Differentiation . . * Speech training . . * Best practices for children with disabilities. . * State conferences . . Action Type: Professional Development	Jason Evers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Crowley's Ridge Educational Cooperative's Literacy personnel will continue to act as mentors for K-4 literacy and math teachers. Action Type: Parental Engagement	Jason Evers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Manila Elementary staff will be trained on the current state mandated TESS model; including the mandated 3 hour face to face training and any additional training required for staff.	Jason Evers	Start: 07/01/2014 End: 06/30/2015	λ Administrative Staff	ACTION BUDGET: \$
Manila Elementary Staff that teaches math will be provided opportunities to begin or complete CGI math training at Crowley's Ridge Educational Cooperative.	Jason Evers	Start: 07/01/2014 End: 06/30/2015	λ Administrative Staff λ Teachers	ACTION BUDGET: \$
Using State Professional Development funds the administrator will attend the AAEA Conference and other conferences to enhance school leadership skills, best practices for leading the faculty and staff, and increasing student achievement. Action Type: Professional Development	Jason Evers	Start: 07/01/2014 End: 06/30/2015	λ Administrative Staff	PD (State-223) - Purchased Services: \$2300.00 PD (State-223) - Other Objects: \$100.00 ACTION BUDGET: \$2400
Total Budget:				\$10850

λ Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Aimee McLaughlin	Pre-k Teacher	Math
Classroom Teacher	Cindy Smith	Kindergarten	Math
Classroom Teacher	Debbie Crosthwait	Fourth Grade	Math (3-4) Building Steering
Classroom Teacher	Debbie Donner	First grade teacher	Literacy
Classroom Teacher	Diane Johnson	Second Grade	Math
Classroom Teacher	Ginger Baltimore	Literacy Coach	Literacy
Classroom Teacher	Jamie Cole	Teacher	Math
Classroom Teacher	Jamie Murray	Fourth Grade	Literacy 3-4
Classroom Teacher	Judy Shelton	Kindergarten Teacher	Literacy
Classroom Teacher	Mary Spain	Reading Recovery	Literacy (K-2)
Classroom Teacher	Mitzi Adcock	3rd grade	Literacy

Classroom Teacher	Richard Smith	Third Grade	Math (3-4)
Classroom Teacher	Sarah Perkins	Kindergarten teacher	Literacy
Classroom Teacher	Sherri Brothers	Paraprofessional	Math
Classroom Teacher	Stacey Shelton	Librarian	Literacy (K-2)
Classroom Teacher	Tracy Milligan	Physical Education	Math (K-6)
Community Representative	Carol Deaton	Alumni	Alumni Committee
District-Level Professional	Karen Burks	Speech Pathologist	Literacy (K-2)
Non-Classroom Professional Staff	Janie Minton	Migrant Paraprofessional	Literacy K-6
Non-Classroom Professional Staff	Phyllis Clark	Literacy/Math Interventionist	Literacy
Non-Classroom Professional Staff	Robin Adams	Speech Pathologist	Math (K-6)
Non-Classroom Professional Staff	Susan Hollis	Secretary	Data and Research & Handbook
Non-Classroom Professional Staff	Teresa Thomas	Counselor	Literacy
Parent	Becky Ritsmon		Literacy 3-4
Parent	Brandi Harmon		Math
Parent	Brooke Aguilar		Math
Parent	Christie Baugher		Literacy 2-3
Parent	Jeanie Hitt		Math
Parent	Jennifer Jackson		math
Principal	Jason Evers	Principal Pre-K/4	K-4 Steering Committee