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## School Plan

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### BENTON SCHOOL DISTRICT

#### Arkansas Comprehensive School Improvement Plan

2013-2014

#### Pursuit of Excellence Through Education

We believe that the Benton School District will:

1. Provide students a world-class education that prepares them for a globally competitive society.
2. Develop lifelong learners and students who can become self-directed in their learning by using a variety of learning strategies to enhance their educational experience.
3. Create opportunities for all students to succeed by becoming proficient or above in all content areas with an emphasis on literacy, mathematics, and the sciences.
4. Strive to be a district of excellence that competes at the state and national levels in all academic and extracurricular activities.
5. Instill a desire for ethical behavior, integrity, and good citizenship.

Grade Span:

Title I: Not Applicable

School Improvement:

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**Goal:** To implement a comprehensive school wellness plan to improve overall health and wellness of students and staff.

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**Goal:** To improve parental involvement in the Benton School District.

Priority 1: To provide leadership, service, and support for the use of State and Federal Funds

Supporting

Data:

1. 2013 ESEA PERFORMANCE DATA: In Literacy, 2013 district scores were 86.73% for all students and 76.27% for the TAGG Group. A three year performance trend shows the district scoring at 86.68% in literacy for all students and 74.64% for TAGG Group. In 2013, African American students scored 70.45% in literacy, Hispanic students scored 81.75% in literacy, white students scored 88.77% in literacy, and economically disadvantaged students scored 78.33% in literacy. English learners scored 76.40% in literacy, and students with disabilities scored 41.09% in literacy. In Math, district scores were 88.55% for all students

- and 79.32% for the TAGG Group. A three year performance trend shows the district scoring at 89.28% in math for all students and 79.93% for TAGG Group. In 2013, African American students scored 65.43% in math, Hispanic students scored 86.16% in math, white students scored 89.44% in math, and economically disadvantaged students scored 81.40% in math. English learners scored 79.80% in math, and students with disabilities scored 49.07% in math.
2. 2012 ESEA PERFORMANCE DATA: In Literacy, 2012 district scores were 88.89% for all students and 77.29% for the TAGG Group. A three year performance trend shows the district scoring at 85.38% in literacy for all students and 71.93% for TAGG Group. In 2012, African American students scored 75.15% in literacy, Hispanic students scored 80.15% in literacy, white students scored 90.95% in literacy, and economically disadvantaged students scored 80.32% in literacy. English learners scored 73.26% in literacy, and students with disabilities scored 42.23% in literacy. In Math, district scores were 90.69% for all students and 81.81% for the TAGG Group. A three year performance trend shows the district scoring at 88.86% in math for all students and 79.54% for TAGG Group. In 2012, African American students scored 78.79% in math, Hispanic students scored 84.00% in math, white students scored 92.45% in math, and economically disadvantaged students scored 82.24% in math. English learners scored 78.49% in math, and students with disabilities scored 55.98% in math.
  3. 2011 ESEA PERFORMANCE DATA: K-5 Subgroup AYP In 2010-2011, 91.2% of the combined population were proficient in math and 86.5% were proficient in literacy. 83.1% of African Americans were proficient in math and 75.3% were proficient in literacy. 86.0% of hispanics were proficient in math and 69.4% were proficient in literacy. 92.3% of caucasians were proficient in math and 88.6% were proficient in literacy. 84.2% of economically disadvantaged were proficient in math and 75.4% were proficient in literacy. 83.3% of limited English proficient students were proficient in math and 63.4% were proficient in literacy. 65.2% of students with disabilities were proficient in math and 41.1% were proficient in literacy. 6-8 Sub-group AYP In 2010-2011, 85.3% of the combined population were proficient in math and 80.3% were proficient in literacy. 66.7% of African Americans were proficient in math and 68.8% were proficient in literacy. 77.3% of hispanics were proficient in math and 77.3% were proficient in literacy. 87.4% of caucasians were proficient in math and 81.3% were proficient in literacy. 76.3% of economically disadvantaged were proficient in math and 69.6% were proficient in literacy. 70.8% of limited English proficient students were proficient in math and 62.5% were proficient in literacy. 47.9% of students with disabilities were proficient in math and 29.6% were proficient in literacy. 9-12 Sub-group AYP In 2010-2011, 88.4% of the combined population were proficient in math and 85.7% were proficient in literacy. 62.7% of African Americans were proficient in math and 62.0% were proficient in literacy. 75.9% of hispanics were proficient in math and 64.1% were proficient in literacy. 91.3% of caucasians were proficient in math and 89.5% were proficient in literacy. 77.6% of economically disadvantaged were proficient in math and 73.1% were proficient in literacy. 70.8% of limited English proficient students were proficient in math and 40.0% were proficient in literacy. 67.2% of students with disabilities were proficient in math and 42.1% were proficient in literacy. The lowest areas identified were reading content and practical passages and writing content and style for literacy and data analysis and probability for mathematics.
  4. AMOS FOR LITERACY GROWTH In 2012, 91.18% of all students showed growth in literacy. In 2013, 86.48% of all students showed growth in literacy. In 2012, 83.00% of TAGG students showed growth in literacy. In 2013, 79.77% of TAGG students showed growth in literacy. In 2012, 80.49% of African American students showed growth in literacy. In 2013, 80.00% of African American students showed growth in literacy. In 2012, 50.39% of students with disabilities showed growth in literacy. In 2013, 51.49% of students with disabilities showed growth in literacy.
  5. AMOS FOR MATHEMATICS GROWTH In 2012, only 79.57% of all students showed growth in mathematics. In 2013, only 72.12% of all students showed growth in mathematics. In 2012, only 68.70% of TAGG students showed growth in mathematics. In 2013, only 61.73% of TAGG students showed growth in mathematics. In 2012, only 62.60% of African American students showed growth in mathematics. In 2013, only 48.70% of African American students showed growth in mathematics. In 2012, only 73.91% of Hispanic students showed growth in mathematics. In 2013, only 71.43% of Hispanic students showed growth in mathematics. In 2012, 81.48% of White students showed growth in mathematics. In 2013, 73.88% of White students showed growth in mathematics. In 2012, only 71.31% of Economically disadvantaged students showed growth in mathematics. In 2013, only 63.52% of Economically disadvantaged students showed growth in mathematics. In 2012, only 72.13% of English Learners showed growth in mathematics. In 2013, only 68.25% of English Learners showed growth in mathematics. In 2012, only 33.07% of students with disabilities showed growth in mathematics. In 2013, only 28.36% of students with disabilities showed growth in mathematics.

6. AMOS FOR GRADUATION RATE In 2011, the graduation rate for all students was 81.11%. In 2012, the graduation rate for all students was 91.52%. In 2013, the graduation rate is not yet available. In 2011, the graduation rate for TAGG students was 62.14%. In 2012, the graduation rate for TAGG students was 66.52%. In 2013, the graduation rate for TAGG students is not yet available. In 2011, the graduation rate for Hispanic students was 58.33%. In 2012, the graduation rate for Hispanic students was 100%. In 2013, the graduation rate for Hispanic students is not yet available. In 2011, the graduation rate for Economically Disadvantaged students was 60.67%. In 2012, the graduation rate for Economically Disadvantaged students was 78.48%. In 2013, the graduation rate for Economically Disadvantaged students was not yet available. In 2011, the graduation rate for Students with Disabilities was 67.74%. In 2012, the graduation rate for Students with Disabilities was 87.50%. In 2013, the graduation rate for Students with Disabilities was not yet available.
7. COMBINED POPULATION BENCHMARK AND EOC DATA for 2013: Grade 3 Math 93%, Literacy 86%, Grade 4 Math 91%, Literacy 92%, Grade 5 Math 81% Literacy 91%, Grade 6 Math 84% Literacy 83%, Grade 7 Math 88% Literacy 89%, Grade 8 Math 82% Literacy 86%, EOC Algebra 99%, EOC Geometry 94%, EOC Biology 61%, and 11th grade Literacy Exam 82%.
8. COMBINED POPULATION BENCHMARK AND EOC DATA for 2012: Grade 3 Math 95%, Literacy 90%, Grade 4 Math 90%, Literacy 92%, Grade 5 Math 87% Literacy 93%, Grade 6 Math 88% Literacy 88%, Grade 7 Math 89% Literacy 87%, Grade 8 Math 82% Literacy 93%, EOC Algebra 96%, EOC Geometry 96%, EOC Biology 64%, and 11th grade Literacy Exam 82%.
9. COMBINED POPULATION BENCHMARK AND EOC DATA for 2011: Grade 3 Math 92%, Literacy 82%, Grade 4 Math 91%, Literacy 91%, Grade 5 Math 91% Literacy 85%, Grade 6 Math 85% Literacy 78%, Grade 7 Math 82% Literacy 81%, Grade 8 Math 75% Literacy 91%, EOC Algebra 96%, EOC Geometry 95%, EOC Biology 60%, and 11th grade Literacy Exam 80%.

**Goal** The goal of the Benton Administration Office is to provide leadership, service, and support to each individual school as they strive to provide the opportunities for all students to be proficient in literacy, science, and mathematics.

**Benchmark** By the end of 2014, at least 88.34% of all students will score proficient or advanced in literacy, compared to 87.04% in 2013. By the end of 2014, at least 77.61% of TAGG students will score proficient or advanced in literacy, compared to 75.12% in 2013.

**Benchmark** By the end of 2014, at least 89.51% of all students will show growth in literacy, compared to 88.34% in 2013. By the end of 2014, at least 83.27% of TAGG students will show growth in literacy, compared to 81.41% in 2013.

**Benchmark** By the end of 2014, at least 91.46% of all students will score proficient or advanced in mathematics, compared to 90.51% in 2013. By the end of 2014, at least 84.02% of TAGG students will score proficient or advanced in mathematics, compared to 82.24% in 2013.

**Benchmark** By the end of 2014, at least 85.46% of all students will show growth in mathematics, compared to 83.84% in 2013. By the end of 2014, at least 76.80% of TAGG students will show growth in mathematics, compared to 74.22% in 2013.

**Benchmark** For 2012, Benton Schools' graduation rate for all students was 91.52%, above the state-required 79.83% AMO. For 2013, Benton Schools will have a graduation rate for all students of at least 81.85% to meet the state's required AMO. For 2012, Benton Schools had a graduation rate for TAGG students of 80.85%, above the required 66.52% state-required AMO; and for 2013, Benton Schools will have a graduation rate for TAGG students of at least 69.87%.

Intervention: Provide administrative support to schools.				
Scientific Based Research: Lezotte, Lawrence W. Correlates of Effective Schools: The First and Second Generation. Effective Schools Products, Ltd., Okemos, MI, 1991.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Title I - To offset the cost of administering and monitoring Title I programs, the Title I Coordinators (Mary Morgan and Karla Neathery) will receive additional salary and benefits (0.04 FTE). Funds will also be used to pay for materials and supplies, such as file folders, boxes, file labels, ring binders. Action Type: Collaboration	Tammy Barger	Start: 07/01/2013 End: 06/30/2014	• Central Office	Title I - Materials & Supplies: \$1107.85 Title I - Employee Salaries: \$3000.00 Title I - Employee Benefits: \$711.90

				ACTION BUDGET: \$4819.75
Title I - The Benton School District will provide assistance to families identified in need based on our homeless student count. (Title I Homeless.) Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Mary Morgan	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Central Office</li> </ul>	Title I - Purchased Services: \$1000.00 Title I - Materials & Supplies: \$2000.00 <hr/> ACTION BUDGET: \$3000
Title I 5% professional development set aside funds will be used to further support mathematics and literacy curriculum development. As needs are continually identified, outside consultants may be used. Title I teachers and staff may also participate in professional development activities in current best practices, attending state and national conferences. Books on best practices may also be purchased for a book study. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Karla Neathery	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	Title I - Purchased Services: \$40104.22 Title I - Materials & Supplies: \$2200.00 <hr/> ACTION BUDGET: \$42304.22
Title IIA Funding - Title IIA funding will be used to hire district math and literacy curriculum specialists. (Cheryl Hentschel 1.0 FTE salary \$73,291.20 and fringes \$18,914.58 and Leann Pinkerton 12 days salary \$5,238.80 and fringes \$1,379.69. Leann Pinkerton worked 12 days under Title IIA funds before she was transferred to a non-Title IIA position.) The performance responsibilities of these individuals include: to monitor curriculum and assessment to lead in the disaggregation of data to communicate curriculum information to the building level to develop pacing guides for subject areas to assist with the selection and organization of school curriculum materials to investigate research based teaching strategies to develop and manage local assessments to provide professional development in areas of need to develop a system to enrich and remediate through AIPs all students to collaborate with other curriculum coordinators, administrators, and teachers on a regular scheduled basis to coordinate district programs to act as a coach to teachers learning new strategies to provide support and education to parents in curriculum areas to assist principal in the assessment of the effectiveness of school-based	Karla Neathery	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>District Staff</li> <li>Outside Consultants</li> </ul>	Title II-A - Employee Salaries: \$78530.00 Title II-A - Employee Benefits: \$20294.27 <hr/> ACTION BUDGET: \$98824.27

<p>programs. Effectiveness of the curriculum coordinators will be evaluated through increased achievement on standardized assessments.                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Parental Engagement                  Action Type: Professional Development                  Action Type: Program Evaluation                  Action Type: Technology Inclusion                  Action Type: Wellness</p>				
<p>Categorical State Funding (Professional Development) - In order to ensure all students have high quality educators who utilize innovative and research based teaching practices to increase student achievement, the Assistant Superintendent of Curriculum and Instruction will allocate funds to provide professional development in areas of need. Areas of professional development need will be determined through data disaggregation and teacher readiness to implement ACSIP interventions. Teachers and staff will attend conferences and workshops. Outside consultants will be secured to provide training. Dawson Coop will be paid a fee to provide professional development opportunities. Training materials will also be purchased to support professional development initiatives. Meals and snacks will be purchased for some trainings. Membership fees will be paid to APSRC, Economics Arkansas, and HSU Education Alliance (other objects). Effectiveness will be determined by reviewing professional development surveys and observing implementation of strategies learned during classroom walkthroughs. Protocols for evaluating and adjusting programs will continue to be implemented.                  Action Type: Collaboration                  Action Type: Professional Development</p>	<p>Karla Neathery</p>	<p>Start: 07/01/2013                  End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• District Staff</li> <li>• Outside Consultants</li> </ul>	<p>PD (State-223) - Other Objects: \$2715.00                  PD (State-223) - Purchased Services: \$84409.00                  PD (State-223) - Materials &amp; Supplies: \$26734.00                  PD (State-223) - Employee Benefits: \$1650.00                  PD (State-223) - Employee Salaries: \$7500.00  <hr/>                 ACTION BUDGET: \$123008</p>
<p>Categorical State Funding (ALE) - In order to ensure success for all students, the Benton School District will provide alternative learning environments for students in need of specialized classroom settings. The goal of each of these environments is to provide needed assistance to students to ensure their achievement and provide the necessary support for students to be transitioned back into the regular classroom setting at the appropriate time. A LINX Classroom</p>	<p>Jim Elser</p>	<p>Start: 07/01/2013                  End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Computers</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>ALE (State-275) - Purchased Services: \$17947.68                  ALE (State-275) - Materials &amp; Supplies: \$21800.00                  ALE (State-275) - Salaries: \$116986.25</p>

<p>is available for elementary-aged students who temporarily need smaller class sizes and a more personalized approach to learning. An Alternative Learning Center is also available for secondary students for the same purposes. These alternative learning environments will provide instruction that is aligned to the state frameworks, assessments, and Benton curriculum. A referral and a transition process that follow the state alternative requirements are in place for the students. Funds will be spent on administrator salary and benefits (1.0 FTE - Jim Elser), teacher salaries and benefits (6.0 FTE - Carolyn Bittinger, Bren Redifer, Thurman Welch, Suzy Hope, Holly Thorwarth, and Michelle Thompson), and paraprofessionals salaries and benefits (3.0 FTE - Dorothy Moore, Teresa Davis, and Chanel Tillman). In addition, water, electric, gas utilities, and equipment repair for these learning environments will be paid using ALE funds. Transportation will be provided for students from the ALE to the schools as needed (other objects). The success of these alternative learning environments will be evaluated through participants' achievement on standardized assessments.                  Action Type: AIP/IRI                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Equity                  Action Type: Program Evaluation                  Action Type: Special Education                  Action Type: Technology Inclusion</p>				<p>275) -                  Employee Benefits:                  ALE (State-275) - \$419074.29                  Employee Salaries:  <hr/>                 ACTION BUDGET: \$575808.22</p>
<p>Needs Improvement - Technical assistance and support is currently being provided to Benton High School to assist with closing the gap in graduation rate. Professional development and additional resources will be provided as needed. Collbaorations of parents, students, educators, and community members will be brought together to focus on systemic improvements. Specific interventions are included in the building plan. Technical assistance and support is also currently being provided for Angie Grant Elementary, Ringgold, Caldwell, Howard Perrin Elementary, BMS, BJH, and BHS to assist with closing the gap in mathematics performance and growth. Professional development and additional resources will be provided as needed. Collbaorations of</p>	<p>Karla Neathery and Mary Morgan</p>	<p>Start: 07/01/2013                  End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>

<p>parents, educators, and community members will be brought together to focus on systemic improvements. Specific interventions are included in the building plans. The district will continue to support Benton High School, Angie Grant Elementary, Howard Perrin Elementary, Ringgold Elementary, Caldwell, BMS, and BJH in their initiatives in hopes of increasing student achievement and removing these schools from needs improvement status.                  Action Type: Collaboration                  Action Type: Equity                  Action Type: Professional Development                  Action Type: Special Education</p>				
<p>Academic Improvement Plans - The district will provide support to schools in developing AIPs for students who are at risk on not scoring proficient in literacy and mathematics. Using the test results from the ITBS, Benchmarks, Qualls (K), and DIBELS (1st grade), an IRI or AIP will be developed for each student, including special education students, scoring below proficient. This plan will outline areas of specific needs and will guide remediation instruction to reduce the achievement disparity among subpopulations. Parents will partner with the school and classroom teacher to support the child's achievement of success according to the IRI or AIP. Each building has a list of strategies in their building ACSIP plans. TLI module tests will be used to monitor student progress.                  Action Type: AIP/IRI                  Action Type: Collaboration                  Action Type: Equity                  Action Type: Parental Engagement                  Action Type: Special Education</p>	<p>Leann Pinkerton</p>	<p>Start: 07/01/2013                  End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>
<p>Preschool Coordination and Transition - Benton Schools has partnered with Dawson Cooperative in housing five ABC funded preschool classrooms at our elementary schools. This allows students to become acclimated to their school building environment. Additionally, a kindergarten fun fair is held each year for all entering kindergarten students and their parents during kindergarten registration to allow a smooth transition into kindergarten. Activities include readiness screening, preliteracy and mathematics activities, lunchroom demonstrations, and a school bus tour.                  Action Type: Collaboration</p>	<p>Karla Neathery</p>	<p>Start: 07/01/2013                  End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>

<p>Action Type: Equity Action Type: Parental Engagement</p>				
<p>The Benton School District will support schools in providing opportunities for parental involvement. Parents have been included on district and school ACSIP teams to contribute to school improvement efforts. Annual parent involvement meetings will be held with all stakeholders to examine district and school policies and make suggestions to improve parental involvement thereby increasing student achievement. Informational packets will be available and distributed at each building. Parent involvement meetings will be held both at the district level and building level to provide instruction on how to incorporate developmentally appropriate learning activities in the home. Volunteer resource books will be compiled annually. Volunteer training will be provided to volunteers who assist in instructional programs. Each school's process for resolving parental concerns will be placed in each respective handbook. Seminars will be held to inform parents of high school students about how to be involved in decisions. The formation of PTOs will be supported. A certified Parent Facilitator will be designated at each building and stipends will be provided. Two parent/teacher conferences will be held each year (October 28, 2013 and March 31, 2014). The two hours for teachers and the three hours for administrators of professional development in parental involvement will be provided during the state- required rotating years. Additional activities will be supported as needed. Parent Compacts have been developed in conjunction with parents and distributed to all parents at each Title I school. Information related to schools and parent programs is sent to parents to the extent practical in the parent's native language. The Parental Involvement Program will be evaluated for effectiveness through sign in sheets at open house, information meetings, and parent/teacher conferences and parent surveys.</p> <p>Action Type: Parental Engagement</p>	<p>Karla Neathery</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> </ul>	<p>Title I - Materials &amp; Supplies: \$5405.93</p> <hr/> <p>ACTION BUDGET: \$5405.93</p>
<p>Categorical Funding (NSLA) To meet the needs of the district as specified in the needs assessment conducted in 2013, the following activities and</p>	<p>Karla Neathery</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> </ul>	<p>NSLA (State-281) - \$18565.00</p>



<p>services will be provided by using NSLA funds. Supplies for preschool will be purchased with NSLA funds. (\$1000) Salaries will be paid to any afterschool tutors; in addition, supplies will be purchased and transportation will be provided for those students who participate in an afterschool tutoring program(other objects). Salaries \$11625.00 fringes \$2395.00 Transportation (\$4,100) Salaries will be paid to teachers for curriculum development outside of the contracted school day. (0.15 FTE)\$5000.00 salaries and \$1250 fringes Scholastic Read 180 maintenance and support will be provided to all schools. (\$24,464.00) The Learning Institute services and support will be funded. (\$71,460.00) Media and technology fees will be paid to Dawson Educational Cooperative (other objects \$14,465.00) Materials and supplies, technology headphones, mouses, software, staff development, and administrative supplies will be purchased to support these employees and activities (after-school) . (\$18,394.00)                  Action Type: AIP/IRI                  Action Type: Collaboration                  Action Type: Professional Development                  Action Type: Program Evaluation                  Action Type: Special Education                  Action Type: Technology Inclusion</p>			<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<p>Other Objects:                  NSLA (State-281) - \$95924.00                  Purchased Services:                  NSLA (State-281) - \$19394.00                  Materials &amp; Supplies:                  NSLA (State-281) - \$3645.00                  Employee Benefits:                  NSLA (State-281) - \$16625.00                  Employee Salaries:</p> <hr/> <p>ACTION BUDGET: \$154153</p>
<p>Title IIA funds will be used to provide training on how to understand and use data and assessments to improve classroom practice and student learning. Collaborative groups of teachers and administrators will be involved in effective instructional practices and training on how to teach and address the needs of students with different learning styles. Title IIA funds will also be used to recruit and hire highly qualified teachers to reduce class size, particularly in the early grades.                  Action Type: Professional Development                  Action Type: Program Evaluation</p>	<p>Karla Neathery</p>	<p>Start: 07/01/2013                  End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>Title II-A - Purchased Services: \$42293.72                  Title II-A - Materials &amp; Supplies: \$10000.00</p> <hr/> <p>ACTION BUDGET: \$52293.72</p>
<p>Total Budget:</p>				<p>\$1059617.11</p>

Priority 3: School Wellness

Supporting Data: 1. See School Plans

Goal To implement a comprehensive school wellness plan to improve overall health and wellness of students and staff.

Benchmark N/A

Intervention: Provide administrative support to individual schools in the implementation of their comprehensive wellness program.				
Scientific Based Research: Act 1220; Sejnowski, T. "Exercise Improves Learning and Memory." Proceedings of the National Academy of Sciences(1999). Miller, G. "Boost Your Brain Power." retrieved from www.nutricounter.com/miller2.html on September 6, 2006.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
A local School Nutrition and Physical Activity Advisory Committee has been established and includes members from: school district board of education, school administrators, food service personnel, teachers, parents, students, and professional groups such as nurses and community members. Action Type: Wellness	Karla Neathery	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Community Leaders</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The School Nutrition and Physical Activity Advisory Committee developed a district wellness policy. This policy was submitted to the school board and approved on 5/8/2006. This policy is included with the district school board policies and has been submitted to ADE. Action Type: Wellness	Karla Neathery	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	ACTION BUDGET: \$
The School Nutrition and Physical Activity Advisory Committee will meet periodically to implement the requirements of Section 4.03 of Act 1220. Action Type: Wellness	Karla Neathery	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Community Leaders</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Professional development will be provided targeting the prevention of unintentional injuries, violence, suicide, asthma, and food allergies. Additional training will be provided as needed in order to successfully implement the district comprehensive wellness program. Action Type: Professional Development Action Type: Wellness	Karla Neathery	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Central Office</li> <li>District Staff</li> <li>Outside Consultants</li> </ul>	ACTION BUDGET: \$
Annually, the effectiveness of this intervention will be determined using the School Health Index. Action Type: Program Evaluation Action Type: Wellness	Karla Neathery	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Community Leaders</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
<b>Total Budget:</b>				<b>\$0</b>

Priority 4: Private School - Our Lady of Fatima

Supporting Data:

- In 2011, students in grade 1 taking the SAT-10 scored at the 64%ile in total reading. In 2012, students in grade 1 taking the SAT-10 scored at the 65%ile in total reading. In 2013, students in grade 1 taking the SAT-10 scored at the 70%ile in total reading. The lowest area was informational reading comprehension.
- In 2011, students in grade 2 taking the SAT-10 scored at the 48%ile in total reading. In 2012, students in grade 2 taking the SAT-10 scored at the 57%ile in total reading. In 2013, students in grade 2 taking the SAT-10 scored at the 27%ile in total reading. The lowest area was functional reading comprehension.
- In 2011, students in grade 5 taking the SAT-10 scored at the 62%ile in total reading. In 2012, students in grade 5 taking the SAT-10 scored at the 71%ile in total reading. In 2013, students in grade 5 taking the SAT-10 scored at the 28%ile in total reading. The lowest area was informational reading comprehension.

4. In 2011, students in grade 1 taking the SAT-10 scored at the 46%ile in total math. In 2012, students in grade 1 taking the SAT-10 scored at the 49%ile in total math. In 2013, students in grade 1 taking the SAT-10 scored at the 48%ile in total math. The lowest area was math problem solving geometry and measurement.
5. In 2011, students in grade 2 taking the SAT-10 scored at the 44% in total math. In 2012, students in grade 2 taking the SAT-10 scored at the 40% in total math. In 2013, students in grade 2 taking the SAT-10 scored at the 27%ile in total math. The lowest area was math procedures computation in context.
6. In 2011, students in grade 5 taking the SAT-10 scored at the 48% in total math. In 2012, students in grade 5 taking the SAT-10 scored at the 47% in total math. In 2013, students in grade 5 taking the SAT-10 scored at the 41%ile in total math. The lowest area was math problem solving data statistics and probability.

**Goal** The goal of the Benton Administration Office is to provide support to Our Lady of Fatima through federal programs as they strive to provide the opportunities for all students to be proficient in literacy and mathematics.

**Benchmark** Our Lady of Fatima will decrease the percentage of students scoring below 50 percentile in total reading by 3% and in total mathematics by 3%.

Intervention: Implement supplemental services to eligible private school students				
Scientific Based Research: Batsche, George, et.al. Response to Intervention: Policy Considerations and Implementation. (2006) National Association of State Directors of Special Education, Inc. Accountability: Responsibility and Reasonable Expectations, Robert L. Linn, Educational Research, vol. 32, no. 7, pp. 3-13. October 2003.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Consultation between the Benton School District and Our Lady of Fatima private school is an ongoing process. The Benton School District Federal Programs supervisor meets with the private school principal in the Spring to plan for the forthcoming year. Again, in September, the federal programs supervisor meets with the principal to agree upon services for the coming year. Consultation will continue throughout the school year as agreed upon services are implemented and assessed. Action Type: Collaboration	Mary Morgan	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	ACTION BUDGET: \$
Services agreed upon for identified students include the use of an existing Title I funded computer lab for computer assisted instruction and remediation. 15 iPads and cases and associated peripheral devices will be purchased for the use of math and reading intervention. Applications for the iPads will be purchased. Additional math and reading manipulatives will be purchased. Our Lady of Fatima has used private school funds to hire an aide to work with Title I students under the direct supervision of classroom teachers. Professional development for the Title I aide will be provided. Action Type: Technology Inclusion Action Type: Title I Target Assistance	Mary Morgan	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Teachers</li> </ul>	Title I - Materials & Supplies: \$11550.45  ACTION BUDGET: \$11550.45
As determined through consultation, private school teachers are encouraged to attend Benton School District professional development activities or send teachers to	Karla Neathery	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Teachers</li> </ul>	Title II-A - Materials & Supplies: \$7300.00  \$2500.00

<p>professional development workshops in areas of need through the use of Title I professional development set asides. Using Title IIA funds, teachers will participate in training on the Accelerated Reader on-line program and training on the use of iPads. Master Teacher brochures will be purchased. Additional staff development will be provided as needs arise. Action Type: Professional Development</p>				<p>Title II-A - Purchased Services:  ACTION BUDGET: \$9800</p>
<p>The effectiveness of private school programs will be evaluated by formative interim assessments including monthly visits, observations, and reports generated from computer assisted instructional programs. Summative SAT 10 data will also be reviewed for program effectiveness. Action Type: Program Evaluation</p>	<p>Karla Neathery</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$21350.45</p>

Priority 5: Title III funds will be used to help ensure that children who are limited English proficient develop high levels of academic achievement in English.

Supporting Data:

1. ELDA An analysis of ELDA data shows that the lowest area on the ELDA continues to be writing for grades K-5 with reading also being problematic. For grades 6-12, reading is the lowest area with writing also being problematic.
2. Benchmark Mathematics for ELL Students An analysis of district-wide 2013 Benchmark data shows that ELL students did not meet performance AMO of 80.56%. ELL students scored 79.80% proficient in mathematics.
3. Benchmark Literacy for ELL Students An analysis of district-wide 2013 Benchmark data shows that ELL students exceeded AMOs for literacy. 2013 AMO was 66.67 and ELL students were 76.40% proficient or advanced in literacy.
4. 11th Grade Literacy for ELL Students The lowest identified areas are practical reading passages and writing content and style.
5. ELDA 2011 ELDA 2011 K Listening Level 5- 17% Level 4- 4% Level 3- 70% Level 2- 9% Level 1 - 0% K Speaking Level 5- 30% Level 4- 17% Level 3- 30% Level 2- 17% Level 1 - 4% K Reading Level 5 - 17% Level 4 - 17% Level 3 - 35% Level 2 - 22% Level 1 - 9% K Writing Level 5 -9% Level 4 - 30% Level 3 - 13% Level 2 - 26% Level 1 - 22% K Composite Level 5 - 4% Level 4 - 30% Level 3 - 22% Level 2 - 30% Level 1 - 13% Grade 1 Listening Level 5 - 55% Level 4 - 18% Level 3 - 14% Level 2 - 9% Level 1 - 5% Grade 1 Speaking Level 5 - 59% Level 4 - 9% Level 3 - 14% Level 2 - 14% Level 1 - 5% Grade 1 Reading Level 5 - 36% Level 4 - 32% Level 3 - 14% Level 2 - 9% Level 1 - 9% Grade 1 Writing Level 5 - 9% Level 4 - 41% Level 3 - 27% Level 2 - 14% Level 1 - 9% Grade 1 Composite Level 5 - 9% Level 4 - 45% Level 3 - 23% Level 2 - 14% Level 1 - 9% Grade 2 Listening Level 5 - 50% Level 4 - 22% Level 3 - 28% Level 2 - 0% Level 1 - 0% Grade 2 Speaking Level 5 - 50% Level 4 - 28% Level 3 - 22% Level 2 - 0% Level 1 - 0% Grade 2 Reading Level 5 - 56% Level 4 - 33% Level 3 - 6% Level 2 - 6% Level 1 - 0% Grade 2 Writing Level 5 - 11% Level 4 - 56% Level 3 - 22% Level 2 - 11% Level 1 - 0% Grade 2 Composite Level 5 - 11% Level 4 - 72% Level 3 - 6% Level 2 - 11% Level 1 - 0% Grade 3 Listening Level 5 - 33% Level 4 - 33% Level 3 - 20% Level 2 - 7% Level 1 - 7% Grade 3 Speaking Level 5 - 53% Level 4 - 40% Level 3 - 0% Level 2 - 7% Level 1 - 0% Grade 3 Reading Level 5- 40% Level 4- 13% Level 3 - 0% Level 2 - 13% Level 1 - 33% Grade 3 Writing Level 5 - 0% Level 4 - 33% Level 3 - 27% Level 2 - 27% Level 1 - 13% Grade 3 Composite Level 5 - 0% Level 4 - 40% Level 3 - 20% Level 2 - 20% Level 1 - 20% Grade 4 Listening Level 5 - 56% Level 4 - 25% Level 3 - 13% Level 2 - 0% Level 1 - 6% Grade 4 Speaking Level 5- 88% Level 4- 0% Level 3-13% Level 2- 0% Level 1 - 0% Grade 4 Reading Level 5- 25% Level 4- 50% Level 3- 6% Level 2 - 19% Level 1 - 0% Grade 4 Writing Level 5 - 0% Level 4 - 63% Level 3 - 19% Level 2 - 19% Level 1 - 0% Grade 4 Composite Level 5 - 0% Level 4 - 56% Level 3 - 38% Level 2 - 6% Level 1 - 0% Grade 5 Listening Level 5 - 50% Level 4 - 14% Level 3 - 21% Level 2 - 7% Level 1 - 7% Grade 5 Speaking Level 5- 71% Level 4- 21% Level 3- 0% Level 2 - 0% Level 1 - 7% Grade 5 Reading Level 5 - 21% Level 4 - 43% Level 3 - 7% Level 2 - 7% Level 1 - 21% Grade 5 Writing Level 5 - 0% Level 4 - 57% Level 3 - 7% Level

2 -36% Level 1- 0% Grade 5 Composite Level 5-0% Level 4- 50% Level 3- 21% Level 2-7%  
 Level 1 - 21% Grade 6 Listening Level 5 - 33% Level 4 - 13% Level 3 - 13% Level 2 -20%  
 Level 1 - 20% Grade 6 Speaking Level 5 - 47% Level 4 - 13% Level 3 - 20% Level 2 -0%  
 Level 1 - 20% Grade 6 Reading Level 5 - 7% Level 4 - 20% Level 3 - 27% Level 2 -20%  
 Level 1 - 27% Grade 6 Writing Level 5 - 0% Level 4 - 33% Level 3 - 13% Level 2 -27%  
 Level 1 - 27% Grade 6 Composite Level 5 - 0% Level 4 - 20% Level 3 - 33% Level 2 -20%  
 Level 1 - 27% Grade 7 Listening Level 5 - 85% Level 4 - 8% Level 3 - 8% Level 2 -0%  
 Level 1 - 0% Grade 7 Speaking Level 5- 77% Level 4- 15% Level 3- 0% Level 2- 0% Level  
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 0% Grade 7 Writing Level 5 - 8% Level 4 - 62% Level 3 - 15% Level 2 - 15% Level 1 -0%  
 Grade 7 Composite Level 5-0% Level 4- 62% Level 3- 38% Level 2- 0% Level 1 -0% Grade  
 8 Listening Level 5 - 100% Level 4 - 0% Level 3 - 0% Level 2 - 0% Level 1 - 0% Grade 8  
 Speaking Level 5 - 89% Level 4 - 11% Level 3 - 0% Level 2 - 0% Level 1 - 0% Grade 8  
 Reading Level 5 - 33% Level 4 - 56% Level 3 - 0% Level 2 - 11% Level 1 - 0% Grade 8  
 Writing Level 5 - 11% Level 4 - 67% Level 3 - 22% Level 2 - 0% Level 1 - 0% Grade 8  
 Composite Level 5 - 11% Level 4 - 78% Level 3 - 11% Level 2 - 0% Level 1 - 0% Grade 9  
 Listening Level 5 - 50% Level 4 - 42% Level 3 - 0% Level 2 - 8% Level 1 - 0% Grade 9  
 Speaking Level 5 - 83% Level 4 - 8% Level 3 - 0% Level 2 - 0% Level 1 - 8% Grade 9  
 Reading Level 5 - 17% Level 4 - 58% Level 3 - 250% Level 2 - 0% Level 1 - 0% Grade 9  
 Writing Level 5- 17% Level 4- 58% Level 3- 17% Level 2- 8% Level 1 - 0% Grade 9  
 Composite Level 5 - 0% Level 4 - 67% Level 3 - 25% Level 2 - 8% Level 1 - 0% Grade 10  
 Listening Level 5 - 44% Level 4 - 22% Level 3 - 33% Level 2 - 0% Level 1 - 0% Grade 10  
 Speaking Level 5 - 89% Level 4 - 11% Level 3 - 0% Level 2 - 0% Level 1 - 0% Grade 10  
 Reading Level 5- 33% Level 4- 33% Level 3- 0% Level 2- 33% Level 1 - 0% Grade 10  
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 12 Listening Level 5 - 50% Level 4 - 50% Level 3 - 0% Level 2 - 0% Level 1 -0% Grade 12  
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 6. ELDA 2012 K Listening Level 5 42% Level 4 15% Level 3 27% Level 2 12% Level 1 4% K  
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 8 Listening Level 5 81% Level 4 06% Level 3 0% Level 2 0% Level 1 13% Grade 8 Speaking  
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Level 3 19% Level 2 6% Level 1 13% Grade 9 Listening Level 5 50% Level 4 17% Level 3 17% Level 2 8% Level 1 8% Grade 9 Speaking Level 5 83% Level 4 0% Level 3 0% Level 2 8% Level 1 8% Grade 9 Reading Level 5 50% Level 4 17% Level 3 8% Level 2 17% Level 1 8% Grade 9 Writing Level 5 17% Level 4 50% Level 3 8% Level 2 17% Level 1 8% Grade 9 Composite Level 5 17% Level 4 50% Level 3 8% Level 2 17% Level 1 8% Grade 10 Listening Level 5 50% Level 4 10% Level 3 30% Level 2 0% Level 1 10% Grade 10 Speaking Level 5 70% Level 4 0% Level 3 0% Level 2 0% Level 1 30% Grade 10 Reading Level 5 60% Level 4 0% Level 3 10% Level 2 10% Level 1 20% Grade 10 Writing Level 5 0% Level 4 50% Level 3 20% Level 2 10% Level 1 20% Grade 10 Composite Level 5 0% Level 4 60% Level 3 0% Level 2 20% Level 1 20% Grade 11 Listening Level 5 25% Level 4 50% Level 3 0% Level 2 25% Level 1 0% Grade 11 Speaking Level 5 50% Level 4 25% Level 3 25% Level 2 0% Level 1 0% Grade 11 Reading Level 5 25% Level 4 25% Level 3 25% Level 2 25% Level 1 25% Grade 11 Writing Level 5 25% Level 4 25% Level 3 25% Level 2 25% Level 1 0% Grade 11 Composite Level 5 25% Level 4 0% Level 3 50% Level 2 25% Level 1 0% Grade 12 Listening Level 5 50% Level 4 17% Level 3 17% Level 2 17% Level 1 0% Grade 12 Speaking Level 5 83% Level 4 0% Level 3 17% Level 2 0% Level 1 0% Grade 12 Reading Level 5 50% Level 4 17% Level 3 17% Level 2 17% Level 1 0% Grade 12 Writing Level 5 33% Level 4 17% Level 3 33% Level 2 0% Level 1 17% Grade 12 Composite Level 5 33% Level 4 17% Level 3 33% Level 2 0% Level 1 17%

**Goal** The district will meet or exceed Title III AMAO's.  
 In 2013-2014, the district will meet AMAO's of 1) 5.0% attaining English proficiency 2) 31% making progress on the ELDA 3) AMO for the ELL Subgroup  
**Benchmark** In 2011-2012, the district met AMAO's with 1) 14.61% attaining English proficiency 2) 43.05% making progress on the ELDA 3) meeting AYP for the LEP subgroup in Literacy In 2010-2011, the district met AMAO's with 1) 6.29% attaining English proficiency 2) 30.0% making progress on the ELDA 3) meeting AYP for the LEP subgroup in Literacy and Mathematics 2012-2013 AMAO data is not yet available.

Intervention: Title III funds will be distributed to the schools and Indirect Cost will be recovered by the district.				
Scientific Based Research: Project G.L.A.D. A Program of Academic Excellence. Language Acquisition to Literacy in a Multilingual Setting. Scaffolding Language, Literacy, and Academic Content in English and Spanish: The Linguistic Highway from Mesoamerica to Southern California. Hayes, Katherine; Rueda, Robert; Chilton, Susan. from English Teaching: Practice and Critique, v8 n2 p137-166 Sep 2009 English Language Learners in U.S. Schools: An Overview of Research Findings. Genesee, Fred; Lindholm-Leary, Kathryn; Saunders, William; Christian, Donna. from Journal of Education for Students Placed at Risk, 10(4), 363-385. 2005				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Funds will be used for ESL translators/interpreters to increase communication with ESL parents. The ESL coordinator will work with building administration, parents of LEP students, and ESL teaching staff to determine and implement best practices for LEP students aligned with state standards. Training will be provided as needed. The effectiveness will be determined by annual analysis of ELDA, Benchmark and ITBS data. All AMAOs for ELL students were met for 2010-2011. In 2011-2012, AMAOs were met for ELDA growth, ELDA proficiency, and AMOs for Literacy. AMOs were not met for LEP students in math. AMAO data has not been received for 2012-2013. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation	Leann Pinkerton	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
<b>Total Budget:</b>				\$0
Intervention: Categorical State Funding (ELL)				
Scientific Based Research: Project G.L.A.D. A Program of Academic Excellence. Language Acquisition to Literacy in a Multilingual Setting. Scaffolding Language, Literacy, and Academic Content in English and				

Spanish: The Linguistic Highway from Mesoamerica to Southern California. Hayes, Katherine; Rueda, Robert; Chilton, Susan. from English Teaching: Practice and Critique, v8 n2 p137-166 Sep 2009				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Categorical State Funding (ELL) - In order to ensure success for all students, the Benton School District will hire certified staff (3.0 FTE - Jeannie Martin, Carmen Phelps, and Cynthia Furbee) to provide direct and support services to English language learners. Substitutes will be provided as needed. Curriculum for English language learners will be aligned to the state frameworks, Common Core Standards, and to the Benton curriculum and will be delivered to increase the proficiency of served students in the areas of literacy and mathematics. Additional instructional materials and supplies will be provided. Interpreters will be contracted as needed to increase communication and parental involvement. ESL Teachers will attend conferences as needed to stay current on best practices. These services will be evaluated annually by increased achievement on the ELDA, Benchmark, and EOC assessments. All AMAOs for ELL students were met for 2010-2011. AMAOs were met in 2011-2012 in ELDA Growth (AMAO 1), ELDA Proficiency (AMAO 2), and AMOs for LEP students in Literacy. AMO was not met in math. Data has not been received for 2012-2013. Action Type: Alignment Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation	Leann Pinkerton	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	ELL (State-276) - Purchased Services: \$6685.00
				ELL (State-276) - Materials & Supplies: \$3781.00
				ELL (State-276) - Employee Benefits: \$44915.00
				ELL (State-276) - Employee Salaries: \$160707.00
				<hr/> ACTION BUDGET: \$216088
<b>Total Budget:</b>				<b>\$216088</b>

**Priority 6:** Benton Schools will use Coordinated Early Intervention Services Funds to reduce the number of students unnecessarily referred for Special Education Services.

- Supporting Data:**
1. Since 2007, 590 students have been referred to CEIS services. 91% of the students referred for CEIS services remained in the general education setting. As of 9/17/2013, 54 students (9%) were referred, evaluated, placed under IDEA. Presently, 10% of the district's student population receives special education and related services.
  2. The risk ratio for African American students with Mental Retardation has decreased from 4.27 in 2007-2008 to .002 in 2013-2014. However, the percentage of African American students represented in all disability categories remains relatively high (15%), compared to the overall district enrollment of 11% of African American students.

**Goal:** Provide intervention services to an acceptable relative proportion of African American to Caucasian students receiving special education services.

**Benchmark:** Benton School District will maintain the relative proportion of African American students receiving special education services.

**Intervention:** In order to ensure that all students have equal opportunities for success, the district will implement a tier system for prereferral. An intensive reading intervention team will identify and serve



students in need of prereferral intervention. A research based supplementary math program, Making Sense of Problem Solving will be implemented to increase success for at risk students in the area of mathematics problem solving. Identified at risk students at Benton Middle School will participate in an after school support group to close the achievement gap of African American students, and economically disadvantaged students. Participants will take field trips, hear motivational guest speakers, and receive targeted intensive remediation. An instructional aide will receive a stipend to assist with sessions. Professional development in working with these at risk populations will be provided. At the high school, an after school Credit Recovery program will be implemented to help students that are struggling academically.

Scientific Based Research: Introduction to Response to Intervention: What, why, and how valid is it?; Fuchs, Douglas, Fuchs, Lynn S. Reading Research Quarterly, 2006 A Study of Read 180 Stages A and B in Upper Elementary and Middle Schools in Iredell-Statesville Schools, North Carolina. Data analysis conducted by Noga Admon, November 2003

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Four paraprofessionals have been employed to provide early intervening services. (4.0 FTE - Stacy Samples, Grace Smith, Lisa Bono, and Misty McCutcheon) The Read 180 model will be used to provide small group instruction and support for students during a designated period of the school day. Effectiveness of the system will be evaluated annually through number of special education referrals and performance on standardized assessments.                      Action Type: Equity                      Action Type: Program Evaluation                      Action Type: Special Education                      Action Type: Technology Inclusion</p>	Cindy Rogers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	Special Ed. IDEA: \$99400.00 <hr/> ACTION BUDGET: \$99400
<p>Identified at risk students at Benton Middle School will participate in an after school support group to close the achievement gap of African American students, and economically disadvantaged students. Participants will take field trips, hear motivational guest speakers, and receive targeted intensive remediation. An instructional aide will receive a stipend to assist with sessions. Professional development in working with these at risk populations will be provided. Parent nights will be held to include parents in the process and inform parents of the progress of their children. Effectiveness will be evaluated by the number of special education referrals and performance on benchmark exams.                      Action Type: Equity                      Action Type: Parental Engagement                      Action Type: Professional Development                      Action Type: Program Evaluation                      Action Type: Special Education</p>	Cindy Rogers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Performance Assessments</li> </ul>	<hr/> ACTION BUDGET: \$
<p>An after school Credit Recovery program will be implemented to help students that are struggling academically. Literacy instructors and a math instructors (Danny Revis, Sue Ellen Rankin, Dennis Abraham, and Mitchell Meredith) will receive a stipend to run the program. This will reduce the number of students that</p>	Cindy Rogers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	Special Ed. IDEA: \$6000.00 <hr/> ACTION BUDGET: \$6000

are referred to special education by increasing the success of at risk populations. Effectiveness will be evaluated by the number of special education referrals and the number of credits recovered. Action Type: Equity Action Type: Program Evaluation Action Type: Special Education				
In collaboration with administration, curriculum specialists, general education staff, special education staff, intervention coordinators, and other district personnel, the special education supervisor completed a self assessment of policies, procedures, and practices affecting disproportionality. Most indicators were found to be in place. Those that were not fully in place are recommended for implementation. Action Type: Collaboration Action Type: Special Education	Cindy Rogers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
<b>Total Budget:</b>				<b>\$105400</b>

Priority 7: Increase participation at Parental Involvement events across the district by 3% each year.

1. District Parent Teacher Fall Conference Attendance Percentages October 2010 76% October 2011 75% October 2012 75%
2. District Parent Teacher Spring Conference Attendance Percentages March 2011 62% February 2012 50% March 2013 62%

Supporting Data:

Goal To improve parental involvement in the Benton School District.

Benchmark By the end of the 2014 school year, the district will raise its Parent Teacher Conference Day attendance in the fall and the spring each by 3%.

<b>Intervention: Implement a district comprehensive parental involvement plan.</b>				
<b>Scientific Based Research: pans</b>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Volunteer resource books will be compiled annually. (Materials and supplies needed to produce these resource books will be paid for from Title I funds.) Volunteer training will be provided to volunteers who assist in instructional programs. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development	Karla Neathery	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Informational packets will be available and distributed at each building. Parent involvement meetings will be held both at the district level and building level to provide instruction on how to incorporate developmentally appropriate learning activities in the home. Each school's process for resolving parental concerns will be placed in each respective handbook. Seminars will be held to inform parents of high school students about how to be involved in decisions. The formation of PTOs will be supported. A certified Parent Facilitator will be designated at each building. Two parent/teacher conferences will be held each year (October 28, 2013 and March 31, 2014). The two hours for teachers and the three hours for administrators of	Karla Neathery	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$

<p>professional development in parental involvement will be provided during the state-required rotating years. Additional activities will be supported as needed. Parent Compacts have been developed in conjunction with parents and distributed to all parents at each Title I school. (Materials and supplies needed to develop the compacts will be paid from Title 1 funds.) Information related to schools and parent programs is sent to parents to the extent practical in the parent's native language. The Parental Involvement Program will be evaluated for effectiveness through sign in sheets at open house, information meetings, and parent/teacher conferences and parent surveys                  Action Type: Collaboration                  Action Type: Parental Engagement                  Action Type: Professional Development                  Action Type: Program Evaluation                  Action Type: Title I Schoolwide</p>				
<p>The Benton School District will support schools in providing opportunities for parental involvement. Parents have been included on district and school ACSIP teams to contribute to the school improvement efforts. Annual parent involvement meetings will be held with all stakeholders to examine district and school policies and make suggestions to improve parental involvement thereby increasing student achievement. Parents will also be included on the district committee for "Closing the Achievement Gap."                  Action Type: Collaboration                  Action Type: Parental Engagement                  Action Type: Professional Development</p>	<p>Karla Neathery</p>	<p>Start: 07/01/2013                  End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>

• Planning Team

Classification	Name	Position	Committee
District-Level Professional	Karla Neathery	Director of Curriculum and Instruction	Federal Programs Advisory Committee
District-Level Professional	Mary Morgan	Assistant Superintendent for Personnel	Federal Programs Advisory Committee
Non-Classroom Professional Staff	Cheryl Hentschel	Elementary Math Specialist	Federal Programs Advisory Committee
Non-Classroom Professional Staff	Jodi Quinn	Literacy Specialist - Ringgold/Perrin	Federal Programs Advisory Committee
Non-Classroom Professional Staff	Kelly Moore	Parent Center/ HIPPY Coordinator	Federal Programs Advisory Committee
Non-Classroom Professional Staff	Leann Pinkerton	Secondary Literacy Specialist	Federal Programs Advisory Committee
Non-Classroom Professional Staff	Pam Evans	Literacy Specialist - Ringgold	Federal Programs Advisory Committee
Non-Classroom Professional Staff	Vickie Woodall	Literacy Specialist - Grant	Federal Programs Advisory Committee
Parent	Evie Goldman		Federal Programs Advisory Committee
Parent	Tracy Samples		Federal Programs Advisory Committee
Principal	Beverly Overturf	Principal - Ringgold Elementary	Federal Programs Advisory Committee
Principal	Jan Cash	Principal - Our Lady of Fatima	Federal Programs Advisory Committee

Principal

Laura Baber

Principal - Angie Grant Elementary

Federal Programs Advisory  
Committee