

School Plan

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LAVACA SCHOOL DISTRICT

Arkansas Comprehensive School Improvement Plan

2009-2010

Approved: 11/23/2009 10:25 AM

Lavaca School District is committed to providing leadership, service, and support to the administration, teachers, and staff of each school as they strive to meet the needs of the whole child and provide opportunities for all students to learn in a safe and secure setting and succeed in the world of the 21st century.

Grade Span: Title I: Not Applicable School Improvement:

Table of Contents

Priority 1: Academic Priority: Literacy and Math

Goal: Lavaca School District will provide coordination of supplemental federal and state programs in order to increase achievement and ensure success of all students in literacy and math.

Priority 2: Responsible Behavior: Safe and Drug Free Schools

Goal: All students will exhibit responsible behavior and therefore improve in academic performance.

Priority 3: Wellness

Goal: Students participating in the BMI activity will improve their cardiovascular, muscular strength/endurance, and flexibility.

Priority 4: Special Education

Goal: The goal of the Special Education priority is to reduce the percentage of suspensions and expulsions in Special Education programs in relation to the proportion of the total number in the Special Education services.

- Priority 1: The district will provide state and federal assistance to ensure the success of all populations in the district.
- See school plans for 2007, 2008, 2009 Benchmark data. See school plans for applicable MAT 8 and SAT 10 data. See school plans for attendance and graduation data.
- Supporting Data:
- Goal: Lavaca School District will provide coordination of supplemental federal and state programs in order to increase achievement and ensure success of all students in literacy and math.
- Benchmark: All Lavaca School District students assessed on Grades 3,4,5,6,7,8 Augmented Benchmark Exams, 11th Grade Literacy Exam, and Algebra I and Geometry End of Course Exams will score proficient or advanced. Ninety-five percent of the Combined Population students and each subgroup will be tested. The graduation rate and attendance rates for the schools will meet or exceed the state rate. The percent of students scoring proficient/advanced in the combined population and all subgroups will meet or exceed the 2010 AYP Target of 70% in K-5 math, 71.20% in K-5 literacy, 64.55% in 6-8 math, 67.60% in 6-8 literacy, 64.60% in 9-12 math, and 67.75% in 9-12 literacy. The 2008 Grade 11 Literacy score of 48% proficient was below the 51.63% required to meet AYP. However, the combined population and all subgroups in Grade 11 Literacy surpassed the 2009 required score of 59.69% proficient with a score of 65% proficient.
- Benchmark: The district will monitor its local, state, and federal program support in its buildings to achieve 100% participation, implementation, and proper use of funding.
- Benchmark: Teachers and administrators throughout the district will have opportunities to monitor classroom instruction and select job-embedded professional development appropriate to build instructional capacity and increase levels of student achievement. All staff will have the opportunity and at least 50% will participate in CWT and develop an increased understanding of the components of effective instruction.

Intervention: The district will provide coordination of supplemental federal programs which positively affect student achievement.				
Scientific Based Research: Senge, Peter. (2005) The fifth discipline: the art and practice of the learning organization. New York: Doubleday.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The Title I teachers, administrators, and aides will attend appropriate professional development meetings, conferences and trainings to gain information that will enable the district to improve student achievement. Purchased services may include registrations, meals, lodging, and travel. Materials and supplies needed for improving instruction in literacy and math will be purchased.	Sandra Smithson, Federal Programs	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Outside Consultants Teachers Title Teachers 	Title I - Purchased Services: \$4000.00 Title I - Materials & Supplies: \$4317.00 <hr/> ACTION BUDGET: \$8317
The district will maintain Title I equipment purchased in the past as necessary to provide efficient and timely services to students and teachers implementing the Title I activities designed to improve academic performance. Action Type: Technology Inclusion	Jared Cleveland, Superintendent	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Central Office 	<hr/> ACTION BUDGET: \$
To remove barriers to learning, Title I and NSLA funds will be used to provide necessary services for homeless and needy	Libby Cobb, Homeless Liaison	Start: 07/01/2009 End:	<ul style="list-style-type: none"> Administrative Staff Central Office 	Title I - Materials & Supplies: \$1000.19

<p>students. These services may include clothing, school supplies, medication, or other needed assistance. Procedures and guidelines are in place for identification and enrollment of homeless students. Programs and activities address the educational needs of homeless students. A Homeless Liaison is in place to monitor and direct homeless activities throughout the district. Staff will receive Professional Development on identification and enrollment procedures and the relevant needs of homeless students. Student surveys and teacher or parent referrals are potential means of identification. Funds have been increased this year due to an anticipated increase in student identification. This increase is attributed to greater awareness of McKinney-Vento and the depressed economy.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development</p>		06/30/2010	<ul style="list-style-type: none"> District Staff Teachers 	<p>NSLA (State-281) - Materials & Supplies: \$602.00</p> <hr/> <p>ACTION BUDGET: \$1602.19</p>
<p>DISTRICT SUPPORT: The district will provide a 1.0 FTE highly qualified National Board certified literacy coach to assist students in grades K-2 and work with teachers in grades K-4 and two 1.0 FTE interventionists for the Title I Schoolwide Program in grades K-4. A .875 FTE and a .125 FTE interventionist will be provided in the Title I Schoolwide program in grades 5-8. A .45 FTE federal programs coordinator will be provided. Materials and supplies to support standards-based instruction and improve student achievement will be purchased.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>	Jared Cleveland, Superintendent	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> Administrative Staff Central Office Title Teachers 	<p>Title I - Employee Salaries: \$31761.00</p> <p>Title I - Employee Benefits: \$7941.00</p> <hr/> <p>ACTION BUDGET: \$39702</p>
<p>Teachers and aides will be trained in the use of JEdI SkillsTutor for use K-12. JEdI is an instructional software program correlated to Arkansas curriculum frameworks and suitable for supplementary instruction and/or remediation for all students, including Special Education, and is used to assist students in improving academic achievement in core curriculum areas. Training will also be made available for NetTrekker is provided by the state of Arkansas to support curriculum and instruction. It provides over 300,000 digital resources arranged by readability and aligned with Arkansas curriculum standards.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion</p>	Sandra Smithson, Curriculum Director	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> Administrative Staff Central Office Computers Outside Consultants Teachers Teaching Aids Title Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>All teachers who work with Title I students will have access to support materials based on Ruby Payne training for working with students in poverty.</p> <p>Action Type: Equity Action Type: Professional Development</p>	Sandra Smithson, Curriculum Director	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> Central Office Outside Consultants School Library 	<hr/> <p>ACTION BUDGET: \$</p>
<p>The district will continue to use calculators in elementary, middle, and high school as a means of integrating technology into the classroom.</p> <p>Action Type: Alignment Action Type: Equity Action Type: Technology Inclusion</p>	Sandra Smithson, Curriculum Director	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> Teachers Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Teachers will acquire knowledge of technology integration into classroom instruction through attendance at technology conferences, Western Arkansas Coop trainings, and local technology training in best practice uses of curriculum and instructional technology in the classroom.</p> <p>Action Type: Professional Development</p>	Sandra Smithson, Curriculum Director	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> District Staff 	<hr/> <p>ACTION BUDGET: \$</p>
<p>The district will recruit and hire a highly qualified 1.0 FTE teacher to reduce class</p>	Jared Cleveland, Superintendent	<p>Start: 07/01/2009</p>	<ul style="list-style-type: none"> Administrative Staff 	<p>Title II-A - Employee \$36500.00</p>

size, particularly in the early grades. Hiring will take place after the district meets the state standard for teacher-pupil ratio. Teacher-Pupil ratio in kindergarten previous to hiring was 22 to 1 with an aide; after hiring the ratio is 17 to 1 with an aide. Action Type: Alignment		End: 06/01/2010	<ul style="list-style-type: none"> Teachers 	Salaries: Title II-A - Employee Benefits: \$8552.87 <hr/> ACTION BUDGET: \$45052.87
Teachers and paraprofessionals will attend appropriate professional development meetings, conferences and trainings to gain information and skills that will enable staff to improve student achievement. Action Type: Alignment Action Type: Professional Development Action Type: Program Evaluation	Jared Cleveland, Superintendent	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Outside Consultants 	<hr/> ACTION BUDGET: \$
The district will communicate school and classroom curricular and extracurricular activities and provide parents, students, and community members access to school events and information. The district website and an online parent contact program will also be used as a parent involvement and communication tool. Action Type: Equity Action Type: Parental Engagement	Jared Cleveland, Superintendent	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Computers District Staff Teachers 	<hr/> ACTION BUDGET: \$
09-10 PROGRAM EVALUATION: In addition to the state required SUMMATIVE ASSESSMENTS, the district will work with the Western Arkansas Education Service Cooperative to provide FORMATIVE ASSESSMENTS in the form of a pretest, three interim formative assessments, and a posttest based on the curriculum frameworks in math and literacy for grades 3-11 and science in grades 5,7, and biology. Teachers will be able to track student progress online with D2SC and use these formative assessments to guide instruction for maximum student achievement. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion	Sandra Smithson	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Computers District Staff Outside Consultants Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$
Visual presenter document readers and projectors will be purchased for use in classroom presentations and instruction. Visual learners will benefit from its use by teachers and students. Action Type: Equity Action Type: Technology Inclusion	Sandra Smithson	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> District Staff Teachers Teaching Aids Title Teachers 	<hr/> ACTION BUDGET: \$
SCHOOL IMPROVEMENT SUPPORT (HIGH SCHOOL): The district will support school improvement efforts in literacy in the high school. Through participation in the Professional Development Consortium of WAESC, the district will also provide periodic training at the Coop and on campus to enable all teachers at each school in the district to understand and use both normative and summative data and assessments to make decisions that will improve their classroom practice and their students' learning. These teacher learning opportunities are sustained and job-embedded and focus on student needs as demonstrated by data. Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion	Jared Cleveland	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Central Office Computers District Staff Outside Consultants Performance Assessments Teachers Teaching Aids 	<hr/> ACTION BUDGET: \$
SCHOOL IMPROVEMENT SUPPORT (HIGH SCHOOL): The district will provide support for the school improvement efforts of the high school in literacy by providing a highly qualified lead English teacher who can mentor other teachers by demonstrating and supporting the implementation of instructional "best practice" strategies in literacy. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Eric Saunders	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Central Office Computers Teachers Teaching Aids 	<hr/> ACTION BUDGET: \$

Action Type: Technology Inclusion				
<p>PEER REVIEW FOR SCHOOL IMPROVEMENT: The ACSIP District and Building Leadership teams will meet having an established agenda that focuses on the goals and objectives of Lavaca High School's School Improvement-2 status. This PEER REVIEW will establish a consensus for best practices that will contribute to the overall academic performance for the entire district effort. There will be special concentration on the Professional Development and monitoring of programs and processes designed to address the need for school improvement. Outcomes will be documented for review and adjustment throughout the year to insure implementation and success of the School Improvement objectives in 2008-2009.</p> <p>Action Type: Collaboration</p>	Jared Cleveland; Eric Saunders; Sandra Smithson	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff 	ACTION BUDGET: \$
<p>PROGRAM EVALUATION: District and building leadership teams met periodically during the 08-09 school year and discussed and analyzed the progress being made concerning the implementation of the district initiatives and programs. Since implementation and student performance are moving forward in all buildings, the leadership team has decided to continue the initiatives into the 09-10 school year and add financial and administrative support in professional development, staffing, materials and supplies, and new program initiatives such as parent services.</p> <p>Action Type: Program Evaluation</p>	Jared Cleveland, Superintendent	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff District Staff 	ACTION BUDGET: \$
<p>SCHOOL IMPROVEMENT TWO-YEAR ACSIP PLAN: The high school has developed a two-year ACSIP plan to address the academic issue that has caused the school to be identified for school improvement. In 08-09, the High School MET AYP STANDARDS. 09-10 is the second year of the 2-year plan. The plan will continue to provide a framework for analyzing problems, identifying underlying causes, and addressing instructional issues in the school.</p> <p>Action Type: Alignment Action Type: Collaboration</p>	Eric Saunders, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
<p>NON-TITLE I PUBLIC SCHOOL CHOICE: Lavaca School District does not have another school for students to transfer to in grades 9-12 so School Choice is not an option. NON-TITLE I SUPPLEMENTAL SERVICES: The High School will provide supplemental services in the form of tutoring which is provided to meet the needs of students facing academic challenges in English.</p> <p>Action Type: AIP/IRI Action Type: Technology Inclusion</p>	Eric Saunders, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers 	ACTION BUDGET: \$
<p>NON-TITLE I PARENT NOTIFICATION OF SCHOOL IMPROVEMENT YEAR I STATUS: The District will ensure Lavaca High School will promptly provide the following information in multiple languages, if needed, to the parents of each child enrolled in the school by requiring the High School to turn in a copy of the letter to the district office: (1) An explanation fo what the identification means and how the school their child attends compares to other elementary and secondary schools served by the LEA and the SEA in terms of the academic achievement of its students; (2) The reason(s) for the school being identified for improvement; and, (3) An explanation of how parents can become involved in addressing the academic issues that led to identification.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	Jared Cleveland, Eric Saunders, Sandra Smithson	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Central Office 	ACTION BUDGET: \$
<p>COMPREHENSIVE NEEDS ASSESSMENT: We have formed ACSIP Leadership Teams in our district and buildings. We have analyzed the testing performance from the</p>	Curriculum Coordinators; Principals	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Central Office 	ACTION BUDGET: \$

<p>2009 administration of our K-12 state assessments: Augmented Benchmarks, EOC and EOL, and SAT 10. We have documented our trends over the three most current years and identified our main areas of weakness. In addition, we have examined our Attendance, Wellness, and Disciplinary data over the past three years. We have analyzed our routines, customs, norms and expectations in order to dig deeper for the root cause in determining why more of our students are not achieving to their full potential. The focus of our District will be to address these areas of need and align instruction in our buildings with the curriculum frameworks in literacy and math; to address the discrepancies in achievement; to assess our curriculum, instruction, assessment, professional development, and school climate so that we will better meet the needs of all our populations. Our data analysis led us to prioritize the following areas: LITERACY-- Content and Style in the literacy strand; and Content and Practical literary passages, Vocabulary (NRT) MATH--Measurement and Numbers and Operations (3-8); Language of Algebra, Linear Function, Coordinate Geometry & Transformations. To accomplish this task: We will select Priorities, Interventions, Actions, and Assessments to determine the best use of funds that will address and resolve these needs FOR THE 09-10 SCHOOL YEAR. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity</p>			<ul style="list-style-type: none"> ● District Staff ● Performance Assessments ● Teachers ● Teaching Aids 	
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Total Budget: \$94674.06

Intervention: The district will assist in the coordination and implementation of the Parental Engagement Actions as required by Act 307 of 2007 and Act 397 of 2009.

Scientific Based Research: "A new wave of evidence. The impact of school, family, and community connections on student achievement." Henderson, A., & Mapp, K. 2002. (SEDL)

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>The parent coordinators will collect data and surveys for program evaluation. Action Type: Program Evaluation</p>	Parent Facilitators	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● Community Leaders ● District Staff ● Teachers 	ACTION BUDGET: \$
<p>Parents will be provided substantial and meaningful opportunities to participate in the education of their children. In addition, an INFORMATIONAL PACKET of materials available for parent use will be compiled and made accessible to parents of students in grades K-12. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	Parent Facilitator	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● District Staff ● School Library 	ACTION BUDGET: \$
<p>During each building's PARENTAL INVOLVEMENT MEETINGS, the Parent Centers will be highlighted and parents will be encouraged to use the centers to find ways they can assist and make a difference in their child's education. Action Type: Parental Engagement</p>	Parent Facilitators	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● District Staff ● School Library ● Teachers 	ACTION BUDGET: \$
<p>The district will provide a program which will be used to communicate messages such as student absence notification, emergency notices, and grade program updates to parents. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Technology Inclusion</p>	Jared Cleveland	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Central Office ● Computers ● Outside Consultants 	ACTION BUDGET: \$
<p>Lavaca School District shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the state's academic content standards and state academic achievement standards, state and local academic assessments and their requirements, and how to monitor a</p>	Jared Cleveland, Sandra Smithson	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● Central Office ● District Staff ● Teachers 	ACTION BUDGET: \$

child's progress and work with educators to improve the achievement of their children. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement			<ul style="list-style-type: none"> Title Teachers 	
Lavaca School District shall provide materials and training to help parents work with their children to improve their children's achievement. Examples are literacy training and using technology, as appropriate, to foster parental involvement. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Technology Inclusion	Jared Cleveland	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff School Library Teachers 	ACTION BUDGET: \$
Lavaca School District shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development	Parent Involvement Coordinators	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Central Office Community Leaders Computers District Staff Outside Consultants 	ACTION BUDGET: \$
Lavaca School District shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. Action Type: Equity Action Type: Parental Engagement	Principals	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Central Office District Staff School Library 	ACTION BUDGET: \$
Lavaca School District shall provide such other reasonable support for parental involvement activities under this section as parents may request. Action Type: Equity Action Type: Parental Engagement	Superintendent, Principals	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff District Staff 	Title I - Materials & Supplies: \$750.00 ACTION BUDGET: \$750
Lavaca School District shall insure that information related to school and parents programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. Action Type: Equity Action Type: Parental Engagement	Principals	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff District Staff 	ACTION BUDGET: \$
PARENT ENGAGEMENT: Our District will, jointly with our parents, develop a written parental policy that is designed to encourage our parents to form strong partnerships with our schools in the completion of the Arkansas Comprehensive School Improvement Plan, to help support our schools' policies and programs with their needed contributions, and to be a part (through survey and participation) of our periodic evaluation of our parental engagement programs in the district and in the schools of the Lavaca School District. In addition, the District and our schools will reach out to form strong relationships with our parents. We seek additional involvement of parents in support of every phase of their children's education. We will make this policy available to our community by posting it to our web site and distributing it at occasions where parents are present. In addition, if needed, the District will seek out cooperation with private schools within the boundaries of the LEA. Our policy includes the following components: Involve our parents in the process of jointly working with school personnel in the creation/revision of our policy and providing input in the process of school review and improvement. We are continuing to provide	Administrators, Parent Facilitators	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff District Staff 	ACTION BUDGET: \$

<p>coordination, technical assistance and other support necessary to assist our Title One funded schools in planning and implementing effective parent involvement activities designed to improve student academic achievement and school performance. We are helping the schools to build their capacity and the parents' capacity to form strong partnerships with each other. We will, on a periodic and annual basis, conduct an evaluation of the content and effectiveness of the LEA's parental involvement policy. This evaluation will be in conjunction with our parents and community. We seek to confirm whether our policy is helping improve the academic quality of our schools, including identifying any barriers to greater participation by parents. We are determined to use the results of this evaluation to help us design better strategies for parental involvement and revise our policies. ACT 397 of 2009 requires the District to provide 2 hours of Parental Engagement for teachers and 3 hours for school and district administrators. That Professional Development has been scheduled for the 09-10 school year. In addition, the District will provide parent facilitators who will provide at least an annual training for parents to volunteer to assist other parents in the programs/instruction/and other curriculum activities within their respective buildings.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development</p>				
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Total Budget: \$750

Intervention: Professional Development funds will be used to provide professional development and training opportunities for district staff.

Scientific Based Research: Senge, Peter. (2005)The fifth discipline: the art and practice of the learning organization. New York: Doubleday.Richardson, J., "Teachers who learn together improve together." Results, National Staff Development Council, March 2001.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Professional Development funds will allow teachers, staff and administrators to attend workshops, conferences, and/or trainings relevant to increasing student achievement. Professional development is selected based on state requirements, perceived needs and teacher survey. The 2009-2010 allotment and any carryover funds will pay registration fees, mileage, meals, and lodging. These professional development activities may count toward the required 60 hours. Materials and supplies needed to support faculty and staff professional development will be purchased.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Professional Development</p>	Jared Cleveland, Superintendent	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● Outside Consultants 	<p>PD (State-223) - Purchased Services: \$35000.00</p> <p>PD (State-223) - Materials & Supplies: \$1302.00</p> <hr/> <p>ACTION BUDGET: \$36302</p>
<p>Teachers, administrators and classified school employees will be involved in the design, implementation, and evaluation of the professional development offerings. All certified staff will have 60 hours of professional development. Teachers will have 6 hours in technology and 2 hours of parent involvement training. Teachers who are responsible for teaching Arkansas History will have 2 hours of training. Administrators will have 6 hours of technology training, 3 hours of parental involvement training, and training in data disaggregation, instructional leadership, and financial management. Teachers will be surveyed on the effectiveness of their professional development in impacting student achievement. Teachers will be supported in assisting, presenting, and/or facilitating the presentation of professional development.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation</p>	Sandra Smithson	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● District Staff ● Outside Consultants ● Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

Lavaca School District will support school improvement efforts in each building by participating in the professional development consortium at Western Arkansas Education Service Cooperative (WAESC) to provide school staffs with workshops and trainings based on best practices in education. Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion	Jared Cleveland, Superintendent	Start: 06/01/2009 End: 05/31/2010	<ul style="list-style-type: none"> Central Office Outside Consultants 	ACTION BUDGET: \$
The district will provide a new teacher induction program at the Western Arkansas Education Service Cooperative for first year teachers to support their effective integration into the classroom. Topics will range from classroom management and instructional strategies to using data to plan interventions and remediation. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Sandra Smithson	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Central Office Outside Consultants Teachers 	ACTION BUDGET: \$
Student achievement and growth on state summative assessments will be used as an indicator of the effective use of Professional Development funds. Teacher survey results will serve as an indicator of the degree to which professional development met curricular and professional needs and aligned with the instructional program. Action Type: Professional Development	Sandra Smithson	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Outside Consultants 	ACTION BUDGET: \$
PROFESSIONAL DEVELOPMENT is an ongoing process designed to provide teachers with current knowledge of content and best practices in instruction and the expertise required to provide students with the knowledge and skills necessary to accomplish the goals of NCLB. Action Type: Professional Development Action Type: Technology Inclusion	Sandra Smithson	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff 	ACTION BUDGET: \$
SCHOOL IMPROVEMENT ACTIVITY: Time is provided during district PROFESSIONAL DEVELOPMENT for peer review of the ACSIP plan. DATA ANALYSIS is used to make decisions related to instructional strategies and their impact on student achievement. The district and school plans are examined and evaluated periodically to insure that ACSIP goals are being met. In addition to this District-wide staff training, the District will provide support and training for its Leadership Teams to insure collaboration and aligned practices are uniform in all of its schools. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion	Jared Cleveland, Superintendent; Sandra Smithson, Federal Programs Coordinator	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers 	ACTION BUDGET: \$
Instructional strategies and initiatives are based on scientifically-based research, strengthen the core curriculum, improve the quality of instruction, maximize use of instructional time, and address the instructional needs of individual students. Specifically, the district will provide support through professional development and materials for raising the level of Bloom's in instruction and assessment, implementing Marzano's high yield strategies in all content areas, teaching academic vocabulary, and implementing the Total Instructional Alignment model to insure that Arkansas curriculum standards are taught and aligned both horizontally and vertically for greater student achievement. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion	Sandra Smithson	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Central Office Computers District Staff Outside Consultants Teachers Title Teachers 	ACTION BUDGET: \$
Teachers may also receive professional development credit through activities	Principals, Curriculum	Start: 07/01/2009	<ul style="list-style-type: none"> Administrative Staff 	

such as attending conferences relevant to their content area, attending the Arkansas ASCD conference, by taking AP or Pre-AP training, or by taking college classes. The district will also allow professional development hours for taking Arkansas IDEAS or other approved online classes. Action Type: Equity Action Type: Professional Development	Specialist	End: 06/30/2010	<ul style="list-style-type: none"> ● Central Office ● District Staff ● Outside Consultants 	ACTION BUDGET: \$
Total Instructional Alignment Standards for Professional Development--CONTEXT STANDARDS Staff development that improves the learning of all students: Organizes adults into learning communities whose goals are aligned with those of the school and district. (Learning Communities) Requires skillful school and district leaders who guide continuous instructional improvement. (Leadership) Requires resources to support adult learning and collaboration. (Resources) PROCESS STANDARDS: Staff development that improves the learning of all students: Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (Data-driven) Uses multiple sources of information to guide improvement and demonstrate its impact. (Evaluation) Prepares educators to apply research to decision making. (Research-based) Uses learning strategies appropriate to the intended goal. (Design) Applies knowledge about human learning and change. (Learning) Provides educators with the knowledge and skills to collaborate. (Collaboration) CONTENT STANDARDS Staff development that improves the learning of all students: Prepares educators to understand and appreciate all students; create safe, orderly and supportive learning environments; and hold high expectations for their academic achievement. (Equity) Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (Quality Teaching) Provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Family Involvement) Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development	Sandra Smithson	Start: 07/01/2009 End: 06/30/2010		ACTION BUDGET: \$
FORMATIVE EVALUATION: Total Instructional Alignment: Literacy and math quarterly assessments will be administered to all students in grades 3-11. Science quarterly assessments will be administered in grades 5,7, and biology. Data from these formative assessments will be utilized in scheduled professional development sessions with faculty for the purpose of analyzing data for curriculum gaps and improved instruction from alignment of curriculum, instruction and assessment. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion	Sandra Smithson, Principals	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● Central Office ● Computers ● District Staff ● Outside Consultants ● Performance Assessments 	ACTION BUDGET: \$
Total Budget:				\$36302
Intervention: NSLA funds will be used to provide staff which are above the requirements of the ADE and to attract and retain highly qualified staff as well as provide instruction-related technology that will have an impact on student achievement.				
Scientific Based Research: "Recruitment and retention of highly qualified teachers." District Administration: Jul2007, Vol. 43 Issue 7, p64-65.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The curriculum specialist will research and lead in implementation of programs and professional development activities that will	Jared Cleveland, Superintendent	Start: 07/01/2009 End:	<ul style="list-style-type: none"> ● Administrative Staff ● Central Office 	NSLA (State-281) - \$9268.38

align curriculum and instruction and have a positive impact on student achievement. NSLA funds will provide .55 FTE of a curriculum specialist. The funds will be transferred into the salary fund and tracked by the supplemental salary schedule. Action Type: Collaboration Action Type: Professional Development		06/30/2010		Employee Benefits: NSLA (State-281) - Employee Salaries: \$38819.00 <hr/> ACTION BUDGET: \$48087.38
NSLA funding will be evaluated by "periodic review" of District programs and initiatives implementation in its buildings by meetings with Leadership Teams. Conclusions will be documented. Action Type: Program Evaluation	Jared Cleveland, Superintendent	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff District Staff 	ACTION BUDGET: \$
The district will purchase instruction-related technology such as document cameras, projectors, classroom performance systems for FORMATIVE AND SUMMATIVE ASSESSMENT in classrooms, and computers for use with instruction in subject matter content and also to develop specific skills in which they are deficient by utilizing instructional software and other instruction-related technology. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	Jared Cleveland, Superintendent	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Central Office Computers District Staff Outside Consultants Performance Assessments Teachers Teaching Aids 	ACTION BUDGET: \$
The district will purchase a license for JEdi SkillsTutor curriculum software. JEdi provides twenty-four hour access to online instruction, tutoring, and remediation for skills and concepts in reading, writing, language, math, social studies, science, and business. The web-based program may be used both during school hours with teacher assistance and at home with parent involvement. Staff will be instructed in how to use the program for maximum impact on students' academic achievement. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Technology Inclusion	Jared Cleveland, Superintendent	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Computers District Staff Outside Consultants School Library Teachers Teaching Aids 	NSLA (State-281) - Purchased Services: \$13226.00 <hr/> ACTION BUDGET: \$13226
The district will employ a technology coordinator who will provide support and any necessary training to teachers in integrating instruction-related technology into their classrooms. Action Type: Alignment Action Type: Technology Inclusion	Jared Cleveland, Superintendent	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Computers District Staff 	NSLA (State-281) - Employee Benefits: \$7030.00 NSLA (State-281) - Employee Salaries: \$25207.00 <hr/> ACTION BUDGET: \$32237
Classroom Performance Systems with projectors will be provided to encourage student participation, monitor student progress, provide FORMATIVE ASSESSMENT of student understanding of the curriculum, integrate technology into the classroom and increase student achievement. Action Type: Alignment Action Type: Equity Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion	Principals	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Computers District Staff Performance Assessments Teachers Teaching Aids 	NSLA (State-281) - Capital Outlay: \$11841.53 <hr/> ACTION BUDGET: \$11841.53
Instruction-related technology such as computers, projectors, document cameras, classroom performance systems, manipulatives, and graphing calculators will be purchased to use in classrooms to build knowledge and skill levels necessary for improved student achievement. Action Type: AIP/IRI Action Type: Equity Action Type: Technology Inclusion	Principals	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Computers District Staff Teachers Teaching Aids 	ACTION BUDGET: \$
Implement Edline as an online parent communication tool used to raise the level and quality of parental involvement through awareness of mixed classes, class grade	Jared Cleveland, Supt.	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Computers 	NSLA (State-281) - Purchased \$8632.00

updates, pending assignments, etc. and to improve student achievement through enhanced communication among parents, teachers, and students. An extranet service will provide a forum for real-time communications, surveys, polls, news, real-time alerts, etc. for administrators, students, and staff within the school. A strategic parent notification system will be used for routine messages such as tardy, absence or discipline reports, club or team news, meeting reminders, and communicating testing or report card dates. It will also make weather-related announcements and schedule changes related to warnings of extreme emergencies or crises. An online and text based service will be purchased to provide students and parents a safe communication resource to use with school staff, counselors, and administrators. Action Type: AIP/IRI Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Technology Inclusion			<ul style="list-style-type: none"> District Staff Teachers 	Services: <hr/> ACTION BUDGET: \$8632
Student achievement and growth on state summative assessments will be used to evaluate the effective use of NSLA funds. Action Type: Program Evaluation	Jared Cleveland	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Central Office Performance Assessments 	<hr/> ACTION BUDGET: \$
The district will administer the ACT to all 11th grade students. ACT fees will be paid by the state of Arkansas for 11th graders taking the ACT for the first time (Act 881 of 2007). Action Type: Collaboration Action Type: Equity	Eric Saunders	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> District Staff Performance Assessments 	<hr/> ACTION BUDGET: \$
The district will provide GradeQuick integrated with Edline and enable the use of gradebook spreadsheets, missing work lists for students, parents, and teachers, lesson plans, seating charts, attendance, etc. Action Type: Equity Action Type: Parental Engagement Action Type: Technology Inclusion	Jared Cleveland	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Central Office Computers District Staff Teachers 	<hr/> ACTION BUDGET: \$
NSLA funds will be used to provide a 1.0 FTE counselor. This position is above ADE requirements. The funds will be transferred into the salary fund and tracked by the supplemental salary schedule. Action Type: Alignment	Superintendent	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> District Staff 	NSLA (State-281) - Employee Benefits: \$13141.00 NSLA (State-281) - Employee Salaries: \$52562.00 <hr/> ACTION BUDGET: \$65703
Tutoring will be provided before and/or after school for students who need additional instructional time, particularly in literacy. Lavaca High School is a non-Title I school which is not required to fund SES services. NSLA funds are used to provide funding for tutoring to satisfy needs students may have for assistance in this area. Action Type: AIP/IRI Action Type: Equity Action Type: Technology Inclusion	Eric Saunders, High School Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> District Staff Performance Assessments Teachers Teaching Aids 	NSLA (State-281) - Employee Benefits: \$1190.75 NSLA (State-281) - Employee Salaries: \$5500.00 <hr/> ACTION BUDGET: \$6690.75
Open faculty positions are advertised locally as well as statewide. Every attempt is made to secure the most highly-qualified candidate for each available position. Action Type: Equity	Jared Cleveland, Superintendent	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Central Office Computers Outside Consultants 	<hr/> ACTION BUDGET: \$
Total Budget:				\$186417.66

Intervention: An Alternative Learning Environment for students who are at-risk will be provided by Lavaca School District.

Scientific Based Research: Cavanagh, S. Best Programs Empower Students. Education Week. V.21, 43, p46.(2002) Reimer, M. Alternative schools: Best practices for development and evaluation. Effective strategies for school improvement. Alternative schooling. National Dropout

Prevention Center(2003)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>An Alternative Education Placement team will determine student placement in ALE for grades 5-12. This team consists of school counselor, principal, parent and classroom teacher. Curriculum will be based on Arkansas frameworks and aligned with regular classroom instruction in language arts, math, social studies, and science. Lifetime Learning Library software is available for use of ALE students. .83 FTE of a 1.0 FTE ALE teacher will be provided.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Technology Inclusion</p>	Jared Cleveland, Superintendent	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	<p>ALE (State-275) - Employee Benefits: \$8494.00</p> <p>ALE (State-275) - Employee Salaries: \$21410.00</p> <hr/> <p>ACTION BUDGET: \$29904</p>
<p>Students who are identified as at-risk will be placed in an alternative learning environment (ALE)with access to school-based mental health, character education and career support services, all provided by the district. Any student eligible for special education services will continue to receive services while in the ALE. Students will be not be placed in ALE based on academic problems alone. Qualifying students exhibit two or more of the following characteristics: academic problems, disruptive behavior, potential drop out from school, personal or family problems or situations, recurring absenteeism, transition to or from residential programs and personal and family problems or situations which negatively affect the student's academic progress. Documentation shall be maintained as to placement decisions made by the Alternative Education Placement Team. All ALE teachers will receive professional development pursuant to ADE Rules and Regulations. The ALE will have as its goal increased attendance and graduation of at-risk students. Parent conferences will be required for placement in the program and school personnel will be in frequent contact with parents.If the student makes significant academic and/or behavioral progress while in the ALE the student may be exited from the program by meeting exit criteria developed by the ALE placement team. The ALE will meet all guidelines required by the ADE and state laws.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	High School and Middle School Principals	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>PROGRAM EVALUATION: In 08-09, the District reviewed entrance and exit numbers in the buildings served by the ALE program to determine success. Credit recovery, reintroduction to the regular classroom, Special Education reintegration were all factors in this determination. Eleven students participated, two students returned to general curriculum and one student graduated. Those numbers indicated that the District had 27% of students who successfully exited ALE with either graduation, credit recovery, or reintegration back into the classroom. JAG (Jobs for America's Graduates) and Lifetime Learning Library will be implemented in 09-10 in an effort to increase the number of students who can successfully exit from ALE.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Technology Inclusion</p>	Randall Hogan, ALE; Libby Cobb	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> District Staff Performance Assessments Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
<p>The District ALE program will implement the components of JAG (Jobs for America's Graduates). The JAG program's main purpose is to prepare students to successfully complete high school. ALE</p>	Randall Hogan, ALE; Libby Cobb, Human Services	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Computers District Staff Performance 	<hr/> <p>ACTION BUDGET: \$</p>

students will use a tailored, data-driven curriculum. Action Type: Alignment Action Type: Collaboration Action Type: Equity			Assessments	
Total Budget:				\$29904

Intervention: Systems Organization for Improved Student Achievement
 Scientific Based Research: Senge, Peter. (2005). The fifth discipline: the art and practice of the learning organization. New York: Doubleday.
 Schmoker, Mike, (2006), Results Now, Association for Supervision and Curriculum Development, Alexandria, VA.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Arkansas law requires all certified personnel to attend sixty (60) approved professional development hours each year. The approved professional development hours shall be aligned to the National Staff Development Council Standards and include: • Technology – 6 hours annually • Arkansas History – 2 hours annually for all teachers teaching Arkansas History • Parent Involvement – 2 hours annually for teachers and 3 hours annually for administrators • Data disaggregation, instructional leadership, and fiscal management professional development shall be included annually for all administrators. Action Type: Professional Development	Sandra Smithson	Start: 06/01/2009 End: 05/31/2010	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
The district will provide a positive professional environment and support for innovative professional development in an effort to recruit, hire, and retain highly qualified teachers as prescribed by No Child Left Behind.	Administrators	Start: 07/01/2009 End: 06/30/2010		ACTION BUDGET: \$
Total Instructional Alignment based on Understanding by Design will ensure that pacing guides and alignment documents based on Arkansas curriculum frameworks for instruction in math, literacy, science, and social studies in grades K-11 are aligned vertically and horizontally. Coop staff, teacher leaders, and administrators will provide training for all teachers, including special education teachers, in the alignment process and in effective use of the alignment and pacing documents. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion	Sandra Smithson	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • District Staff • Outside Consultants • Teachers • Title Teachers 	ACTION BUDGET: \$
The district supports each school in the provision of REMEDIATION during the school day for all students who are below proficiency on the Augmented Benchmarks, the End of Course assessments, and the End of Level Grade 11 Literacy test. Action Type: AIP/IRI Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education	Jared Cleveland	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Computers • District Staff • Performance Assessments • Teachers • Teaching Aids 	ACTION BUDGET: \$
The Total Instructional Alignment initiative in Lavaca School District is a collaborative effort to align the language arts/literacy programs, mathematics programs, and science programs K-12 to use common pacing guides, common interim assessments, and common cumulative or summative assessments such as the augmented benchmarks and the end of course or level exams. Each document is aligned and paced by nine weeks periods and the SLEs that are expected to be covered during each nine week period will have a formative assessment available on D2SC. Model lessons for each SLE which have been reviewed by committees deemed responsible and reliable to evaluate the lessons for content, process, and product will soon be available. Literacy, math, and science pacing guides are now in use. Social studies is being	Sandra Smithson	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Outside Consultants • Performance Assessments 	ACTION BUDGET: \$

<p>developed. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education</p>				
<p>The district will provide support for the school improvement efforts of the high school in literacy by providing a highly qualified lead English teacher who can mentor other teachers by demonstrating and supporting the implementation of instructional "best practice" strategies in literacy Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion</p>	Jared Cleveland, Superintendent	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● Central Office ● Computers ● District Staff ● Teaching Aids 	<hr/> <hr/> ACTION BUDGET: \$
<p>LEADERSHIP STRATEGIES FOR SCHOOL IMPROVEMENT: The ACSIP Leadership committee will meet as needed having an established agenda focusing on the goals and objectives of our ACSIP plan. Minutes will be recorded and filed. Special concentration will be the monitoring of programs/processes designed to address the need for school improvement. Review and planning throughout the school year will reflect district commitment to best practices in instruction and assessment to improve student performance. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion</p>	Jared Cleveland, Sandra Smithson	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Central Office ● Computers ● District Staff ● Teachers ● Teaching Aids 	<hr/> <hr/> ACTION BUDGET: \$
<p>PROGRAM EVALUATION: In 08-09, the ACSIP leadership committee met having an established agenda focusing on the goals and objectives of our ACSIP plan. Special concentration was given to monitoring the programs and processes related to the need for school improvement (Year 2) in the High School. In the 08-09 school year, Lavaca High School MET AYP STANDARDS for grade 11 literacy. We will continue to review and plan throughout the 09-10 school year to reflect district commitment to best practices in instruction and assessment to improve student performance in all of the District's schools. Action Type: Collaboration Action Type: Program Evaluation</p>	Jared Cleveland, Superintendent; Eric Saunders, High School Principal; Sandra Smithson, Curriculum Coordinator	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● District Staff ● Teachers 	<hr/> <hr/> ACTION BUDGET: \$
<p>09-10 SCHOOL YEAR NEW PROGRAM EVALUATION: Professional development on using Marzano's high yield instructional strategies and support for teaching at high levels of Bloom's taxonomy is continuing at each of the district schools. Classroom Walkthroughs will be conducted to gather data that will inform teachers and administrators of the level of implementation of this professional development. Administrators have been trained in classroom walkthrough (CWT) protocol. In 09-10, professional development will be conducted with classroom teachers to familiarize them with the "standard look-fors" of the CWT model so they can easily recognize such facets of instruction as student engagement, high yield strategy usage, Bloom's level of instruction, and other classroom observation data about the instructional process. This collected data will be used to form an objective picture of classroom practice, guide professional learning, support reflective dialogue, and develop best practices among faculty. Professional Learning Communities are supported by the District as site-based, job-embedded professional development which is focused on improving student outcomes. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation</p>	Sandra Smithson, Curriculum Coordinator; Principals	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● District Staff ● Outside Consultants ● Teachers ● Teaching Aids 	<hr/> <hr/> NSLA (State-281) - Materials \$5114.11 & Supplies: <hr/> <hr/> ACTION BUDGET: \$5114.11

Total Budget:	\$5114.11
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- Priority 2: All K-12 students in the Lavaca School District will be provided alcohol, drug, and violence prevention information.
1. See school plans for 2007, 2008, 2009 Benchmark data. See school plans for applicable MAT 8 and SAT 10 data. See school plans for attendance and graduation data.
 2. The 2008-2009 District Annual Discipline Report reveals that there were 87 reports related to disorderly conduct. The 2007-2008 APSCN Discipline Report reveals that there were 188 reports related to disorderly conduct. The 2006-2007 APSCN Discipline Report reveals that there were 242 reports related to disorderly conduct.
 3. The 2008-2009 APSCN Discipline Reports reveals 89 disciplinary referrals related to insubordination. The 2007-2008 APSCN Discipline Report reveals 167 disciplinary referrals related to insubordination. The 2006-2007 APSCN Discipline Reports reveals 242 disciplinary referrals related to insubordination.
 4. The 2008-2009 APSCN Discipline Reports show 1 referral for student assault. The 2007-2008 APSCN Discipline Reports show 18 referrals for student assault. The 2006-2007 APSCN Discipline Reports show 13 referrals for student assault.
 5. The 2008-2009 APSCN report shows 31 referrals for tobacco use. The 2007-2008 APSCN report shows 6 referrals for tobacco use. The 2006-2007 APSCN report shows 10 referrals for tobacco use.
 6. Dogs Against Drugs character, safety, and drug awareness student education assessment involving 26 classrooms and 590 students K-12 indicated an 81% pretest average and 96% posttest average. Average improvement after instruction was 22%.

Goal All students will exhibit responsible behavior and therefore improve in academic performance.

Benchmark There will be a 3% annual decrease in the number of disciplinary referrals.

Intervention: Implement violence and drug prevention, character education, and responsible decision-making programs, such as Dogs Against Drugs, Reality Check Abstinence Program, and Nana Puddin' character education.				
Scientific Based Research: "Toward a Positive Perspective on Violence Prevention in Schools: Building Connections." Smith, D., Sandhu, D. Journal of Counseling & Development, Summer 2004, Vol. 82 Issue 3, p287-293. "Creating School Climates That Prevent School Violence." Peterson, R., Skiba, R. Social Studies. Jul/Aug 2001, Vol. 92, issue 4, p. 167.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
A committee made up of counselors from each school and the district human services worker will meet periodically to determine the effectiveness of character education, drug and violence prevention and/or responsible decision making programs and decide on needs/criteria for future implementation of materials. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation	Elizabeth Passmore, Carol Caplinger, Daniel Wise; Libby Cobb, Human Services	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● District Staff 	ACTION BUDGET: \$
PROGRAM EVALUATION: K-12 staff will have access to Dogs Against Drugs, Reality Check abstinence program, and Nana Puddin' character education program to assist students in making responsible decisions. Internet Safety presentations will be made by FBI agents. In 08-09, the District used the results of this program to measure the successful interventions of our drug-free program in the buildings. Those results indicated that the character, safety, and drug awareness student education assessment involving 26 classrooms and 590 students K-12 indicated an 81% pretest average and 96% posttest average. Average improvement after instruction was 22%. Action Type: Alignment Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation	Counselors Carol Caplinger, Elizabeth Passmore, Daniel Wise	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● District Staff ● Outside Consultants ● Teachers ● Teaching Aids 	ACTION BUDGET: \$
The K-4 counselor will teach violence prevention or responsible decision-making lessons. Action Type: Alignment	Tara Harshaw, Principal; Carol Caplinger	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● Outside Consultants ● Teaching Aids ● Title Teachers 	ACTION BUDGET: \$
Parents will be invited to Parental Involvement Meetings. A list of materials in the parent center, including those with activities and strategies used to teach responsible decision making and related to promoting responsible behavior, will be made available to parents. Action Type: Alignment Action Type: Parental Engagement	Tara Harshaw, Principal; Marcia Ford, Principal; Eric Saunders, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● District Staff ● Teachers 	ACTION BUDGET: \$
PROGRAM EVALUATION: The principal will track the number of office referrals for inappropriate behaviors using APSCN. These numbers will be reviewed by the principals, guidance counselors and teachers periodically to evaluate the	Tara Harshaw, Principal; Marcia Ford, Principal; Eric Saunders, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● District Staff 	ACTION BUDGET: \$

effectiveness of responsible decision-making programs. In 08-09, discipline referrals for disorderly conduct, insubordination, and student assault decreased while referrals for tobacco use increased. Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation			<ul style="list-style-type: none"> Teachers 	
Through the use of criteria established by the principals, guidance counselors and teachers, responsible behavior both in and out of school, including bus behavior, will be emphasized. Action Type: Alignment Action Type: Collaboration	Tara Harshaw, Principal; Marcia Ford, Principal; Eric Saunders, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Equipment will be purchased to monitor behavior related to violence, bullying, safety, and responsible decision making. Action Type: Equity Action Type: Technology Inclusion	Jared Cleveland, Superintendent	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Computers Outside Consultants 	Title IV-A - Capital Outlay: \$1890.00 ACTION BUDGET: \$1890
The counselor will research program availability so that at-risk students and student leaders from grades 9-12 may have the opportunity to attend such activities as Challenge Course, HOBY, and/or High School Hero training to learn cooperation, empathy, leadership skills, and responsible decision making. Action Type: Alignment	Eric Saunders, Principal; Daniel Wise, Counselor	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Supplemental violence prevention/responsible decision making materials, such as Life Skills Manuals, Reality Check and Nana Puddin' Character Education videos, will be used to further encourage drug-free lifestyles and responsible decision making. Materials, which may be used with both parents and students of elementary, middle, and high school, will be purchased and used to encourage self-esteem, organizational skills, decision-making, coping, and life skills. Red Ribbon Week will be observed. Support for the student body to encourage a drug-free school along with other designated character building and drug awareness activities will be provided. Action Type: Equity Action Type: Parental Engagement Action Type: Technology Inclusion Action Type: Wellness	Counselors	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants Teachers 	Title IV-A - Materials & Supplies: \$618.00 ACTION BUDGET: \$618
Parenting books, magazines and other informative material regarding responsible parenting and how to raise drug-free responsible children will be purchased and placed in the PARENT CENTERS in each of the schools. Action Type: Equity Action Type: Parental Engagement	Parent Facilitators	Start: 09/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Students will be given the opportunity to learn responsible decision-making skills through guided activities. Action Type: Parental Engagement	Counselors	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Positive role models who will interact with students in support of youth drug and violence prevention activities will address the student body when available. Action Type: Collaboration Action Type: Equity Action Type: Wellness	Jared Cleveland, Superintendent	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Central Office District Staff Outside Consultants 	ACTION BUDGET: \$
The Lavaca School District will comply with the Parental Engagement requirements as outlined in ACT 307 of 2007 and ACT 397 of 2009 and Title I-A of No Child Left Behind. Increasing meaningful parental involvement is a priority in Lavaca Public Schools. In accordance, PARENT FACILITATORS are appointed and compensated by the district to oversee the administration of the plan, to promote a welcoming atmosphere in the school, and ensure that parental participation is recognized as an asset. Along with	Parent Facilitators	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> District Staff Outside Consultants School Library 	ACTION BUDGET: \$

administrators, they will enable Alumni Advisory Committees to provide advice and guidance for school improvement by developing action teams to carry out a plan for improving and maintaining parental involvement. The Lavaca School District PARENTAL INVOLVEMENT PLAN will be composed of building level activities according to Act 307 of 2007 and will be documented in school ACSIP Plans. It is also a component of the Parental Involvement Plan that teachers be provided with no less than two hours of professional development opportunities to enhance understanding of effective parental involvement strategies. This two-hour minimum will be included in the 60 hours of professional development requirement. Administrators shall be required to gain three hours of professional development designed to enhance the understanding of effective parent involvement strategies and the importance of administrative leadership in setting expectations and creating a climate conducive to parental participation. Action Type: Parental Engagement Action Type: Professional Development				
Total Budget:				\$2508

Priority 3: The Lavaca School District will adhere to the Arkansas Rules Governing Nutrition and Physical Activity Standards in Arkansas Public Schools. The district will work to improve the school nutrition environment, promote student health, and reduce childhood obesity.

- As related by the Arkansas Governor's Initiative Healthy Arkansas, 55.3% of Arkansans fail to meet recommendations for moderate or vigorous activity. (<http://www.arkansas.gov/ha/physical>)
- The Lavaca School District Body Mass Index data presented indicates the percentage of students who may be at risk of poor academic performance. BMI data will establish benchmarks to measure progress for students' wellness. Body Mass Index Data SY 2008-2009: 387 students were assessed in grades K,2,4,6,8, and 10. Of 209 males assessed, 37.8% were overweight. Of 178 females assessed, 31.5% were overweight.
- Body Mass Index Data SY 2007-2008: 349 students were assessed in grades K,2,4,6,8, and 10. Of 191 males assessed, 33.5% were at risk for overweight or overweight. Of 158 females assessed, 31% were at risk for overweight or overweight.
- Body Mass Index Data SY 2006-2007: Of the 1003 students in grades K-12, 767 (76.5%) were assessed. Of 417 males assessed, 36.2% were at risk for overweight or overweight. Of 350 females assessed, 30.9% were at risk for overweight or overweight.
- Body Mass Index Data SY 2005-2006: Of the 958 students in grades K-12, 798 (83.3%) were assessed. Of 426 males assessed, 40.1% were at risk for overweight or overweight. Of 372 females assessed, 35.2% were at risk for overweight or overweight.
- The 2005-2006 School Health Index results relate that Lavaca School District students have access to a minimum of 150 minutes of physical activity per week.
- The Youth Risk Behavior Survey addresses students' risk-taking behavior in six critical areas: 1) behaviors that result in intentional and unintentional injuries; 2) tobacco use; 3) alcohol and other drug use; 4) sexual behaviors that result in HIV infection, other sexually transmitted diseases (STDs) and unintended pregnancies; 5) dietary behaviors, and 6) physical activity.
- Economic status of children within the school district is determined through examination of the data for the percentage of free and reduced students. SY 2008-2009: Of 882 students in grades K-12, 28% (249) were free, 13% (112) were reduced. SY 2007-2008: Of students in grades K-12, free, reduced. SY 2006-2007: Of 909 students in grades K-12, 257 free, 116 reduced, 536 paid. 41% were free or reduced. SY 2005-2006: Of 908 students in grades K-12, 255 free, 93 reduced, 560 paid. 38% were free or reduced. SY 2004-2005: Of 854 students in grades K-12, 226 free, 93 reduced, 535 paid. 37% were free or reduced.

Supporting Data:

Goal Students participating in the BMI activity will improve their cardiovascular, muscular strength/endurance, and flexibility.

Benchmark By the school year 2009-2010, there will be a .5% decrease of the average Body Mass Index for students as evaluated by the Body Mass Index screening. Healthier BMI results will indicate healthier lifestyles are being practiced.

Intervention: Lavaca School District faculty and staff will encourage strategies and activities that promote a non-sedentary lifestyle.				
Scientific Based Research: Let's Get Physical - Promotion and Education Strategies by Dr. Hal Wechsler http://www.fns.usda.gov/oane/menu/NNEC/Files/2003/LetsGetPhysical.pdf				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Implement 150 minutes of physical education/physical activity in accordance with Act 1220 of 2003. Action Type: Collaboration Action Type: Wellness	Tara Harshaw, Principal; Marcia Ford, Principal; Eric Saunders, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
All students will participate in physical activity or physical education aligned with the physical education and health frameworks. SPARKPE curriculum will be implemented K-12. This comprehensive curriculum is aligned with the Arkansas Health and PE frameworks. Action Type: Alignment Action Type: Equity Action Type: Wellness	Principals	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Promote reduction of time children spend engaged in sedentary activities such as	Parent Center Coordinator	Start: 07/01/2009	<ul style="list-style-type: none"> Community Leaders 	

watching television and playing video games. Action Type: Equity Action Type: Parental Engagement Action Type: Wellness		End: 06/30/2010	<ul style="list-style-type: none"> School Library Teachers 	ACTION BUDGET: \$
PROGRAM EVALUATION: The Lavaca School District will ensure each school provides a pleasant environment and monitors schedules and other factors which may interfere with students' access to health information, resources, and a healthy environment. The ASCD Healthy School Report Card will be used to evaluate district and school effectiveness. Action Type: Alignment Action Type: Equity Action Type: Program Evaluation Action Type: Wellness	Superintendent, Principals	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Central Office Community Leaders District Staff Teachers 	ACTION BUDGET: \$
The District will continue to implement the CATCH (Coordinated Approach to Child Health) program to teach children and their families how to be healthy for a lifetime. CATCH reinforces positive health behaviors throughout a child's day and makes it clear that good health and learning go hand in hand. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education Action Type: Wellness	Anne Sneed	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Community Leaders Computers District Staff Public Library School Library Teachers 	ACTION BUDGET: \$
CPR training will be made available on campus for staff. Action Type: Professional Development Action Type: Wellness	Anne Sneed	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Central Office District Staff 	ACTION BUDGET: \$
After-school physical activity will be implemented through the district-wide 21CCLC initiative. 21CCLC programs emphasize wellness, good health, and learning that positively effect school performance. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Technology Inclusion Action Type: Wellness	Anne Sneed	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants 	ACTION BUDGET: \$
FitnessGram/ActivityGram will be used to assess student flexibility, endurance, strength, etc. Action Type: Equity Action Type: Wellness	Anne Sneed	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Administrative support for wellness				
Scientific Based Research: Journal of the American Dietetic Association, 103 (7): 887-93. 2003. NAL Call Number: 389.8 AM34 Position of the American Dietetic Association: Child and adolescent food and nutrition programs. J. Stang, C.T. Bayerl. Food and Nutrition Information Center's (FNIC) website at http://www.nal.usda.gov/fnic/pubs_and_db.html . Clinical Pediatrics, 40(@): 63-70. 2001. NAL Call Number: RJ1-C55, Behavioral and cognitive status in school-aged children with a history of failure to thrive during early childhood. R.A. Dykman, et al.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Lavaca School District will: (1) provide support to schools to ensure successful implementation of the Wellness Policies; (2) provide resources and professional development to district and school staff to improve the overall school nutrition environment; and (3) promote the health and physical activity curriculum and student health. Action Type: Professional Development Action Type: Wellness	Superintendent	Start: 08/21/2009 End: 06/01/2010	<ul style="list-style-type: none"> Administrative Staff Central Office Community Leaders District Staff Teachers 	ACTION BUDGET: \$
The Lavaca School District has developed district wellness policies in collaboration with the district Nutrition and Physical Activity Committee. Policies have been approved by the district school board. Policies include the five (5) federal requirements: goals for nutrition education, physical activity and other school-based activities, nutrition guidelines, guidelines for	Superintendent	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Central Office Community Leaders District Staff 	ACTION BUDGET: \$

reimbursable school meals, a plan for measuring implementation of the local wellness policy, and community involvement. Action Type: Collaboration Action Type: Program Evaluation Action Type: Wellness			<ul style="list-style-type: none"> ● Outside Consultants 	
Lavaca School District will support wellness by serving as a pilot district for the ASCD Healthy School Report Card by Dr. David Lohrmann for the state of Arkansas. This active assessment tool will be used in place of the School Health Index based on a written waiver by Wanda Shockey, Director of Child Nutrition, ADE. At the school level, this action tool brings school, community, and parent stakeholders together to assess how well the school addresses student and staff well-being and supports student academic achievement and positive behavioral outcomes. It is based on research, best practices, and practical information related to healthy school environments. Results from the survey are used for planning purposes and not to give the school or school district an overall grade. The spirit and intent of the Healthy School Report Card is improvement. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Wellness	Anne Sneed	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● Central Office ● District Staff 	ACTION BUDGET: \$
The ten components of the Healthy School Report Card are: 1. School Health Program Policy and Strategic Planning 2. Coordination of School Health Programs 3. Social and Emotional Climate 4. Family and Community Involvement 5. School Facilities and Transportation 6. Health Education 7. Physical Education and Physical Activity 8. Food and Nutrition Services 9. School Health Services 10. Counseling, Psychological, and Social Work Services. Within each component area, there is a rubric by which to assess each indicator. Action Type: Collaboration Action Type: Equity Action Type: Wellness	Anne Sneed	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● District Staff ● Outside Consultants 	ACTION BUDGET: \$
The district has supported wellness by providing a full-day workshop on the importance of physical activity in brain-based learning research by Dr. Jeff Perry. Resources by Dr. Marcia Tate on strategies for using brain-based learning research in their classrooms to improve student achievement are available to teachers. Many teachers have received this training from Dr. Tate through sessions at the Western Arkansas Coop. Action Type: Collaboration Action Type: Professional Development Action Type: Wellness	Jared Cleveland; Anne Sneed	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Central Office ● District Staff ● Outside Consultants 	ACTION BUDGET: \$
The governing board of Lavaca School District has adopted SPARK PE as the district's K-12 PE curriculum. SPARK PE is aligned with the Arkansas Health and PE Frameworks. Action Type: Equity Action Type: Wellness	Anne Sneed	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● District Staff ● Outside Consultants 	ACTION BUDGET: \$
The governing board of Lavaca School District has adopted FitnessGram/ActivityGram as the district's PE assessment tool. Action Type: Equity Action Type: Wellness	Anne Sneed	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● District Staff ● Outside Consultants 	ACTION BUDGET: \$
Lavaca School District has restructured the food service program to reduce the processed foods served. Action Type: Collaboration Action Type: Wellness	Jared Cleveland, Superintendent; Glynieta Price, Food Service Director	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● District Staff 	ACTION BUDGET: \$
Additional AEDs are being purchased for high traffic areas. Action Type: Wellness	Anne Sneed	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● District Staff 	ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Lavaca School District will provide opportunities for students to practice healthy behaviors at school and encourage them to				

make healthy food and physical activity choices resulting in increased academic performance.				
Scientific Based Research: Fighting Student Obesity in School. Hardy, L. Education Digest. Vol. 71 Issue 9, p25-26. May 2006. A Framework for School Health Programs in the 21st Century. Kolbe, L. Journal of School Health. Vol. 75 Issue 6, p226-228. Aug2005.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Lavaca School District will make physical activity and healthy foods available and encourage students to make healthy behavior choices outside the school environment. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Principals	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Teachers 	ACTION BUDGET: \$
Lavaca School District will offer the students choices daily at lunch of: 2 entrees; 2 choices of fruit; 2 choices of vegetables; and foods containing whole grain offered weekly. Action Type: Wellness	Cafeteria Directors	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
Lavaca School District will support events which integrate nutrition, physical activity and learning through a series of activity stations designed to stimulate minds and bodies. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Marcia Ford, Middle School Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Community Leaders Outside Consultants Teachers 	ACTION BUDGET: \$
During the 2008-2009 school year, Lavaca School District piloted the ADE PreK-4 Fresh Fruits and Vegetables Snack Program for Child Nutrition. The program will continue in the 2009-2010 school year. Action Type: Collaboration Action Type: Equity Action Type: Wellness	Anne Sneed	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
Lavaca School District will continue to support the secondary after-the-bell program on the campus of LHS as well as initiate after-the-bell programs on the elementary and middle school campuses. These programs provide an emphasis on a variety of physical activities and include healthy snacks for participating students. Action Type: Collaboration Action Type: Equity Action Type: Wellness	Anne Sneed, Cristi Cleveland, Eric Saunders, Marcia Ford, Tara Harshaw	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Computers District Staff Teachers 	ACTION BUDGET: \$
Lavaca School District will offer students fewer processed foods for breakfast and lunch. Action Type: Wellness	Jared Cleveland, Superintendent; Glynieta Price, Food Service Director	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
The District will promote healthy behaviors and participation in physical activity by making physical activity facilities such as the walking track and playgrounds available for use after school hours. Action Type: Equity Action Type: Wellness	Jared Cleveland, Superintendent	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> None 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 4: The percentage of suspensions and expulsions in special education programs in relation to the proportion of the total number in the Special Education services will be reduced.

1. 06-07 school year: suspension/expulsion rate of 0.80% for SPED students with 1 out of 125. The general education student rate was 0.22% with 2 students out of 896. 07-08 school year: suspension/expulsion rate of 2.65% for SPED students with 3 out of 113. General education student rate was 0.55% with 5 students out of 917. 08-09 disciplinary removal report: No SPED students were suspended for 10 days or more; none were expelled. Out-of-school suspensions or expulsions totaling 10 days or more: 08-09 suspension/expulsion rate for SPED students of 0%.

Supporting Data:

Goal The goal of the Special Education priority is to reduce the percentage of suspensions and expulsions in Special Education programs in relation to the proportion of the total number in the Special Education services.

Benchmark Lavaca School District met the requirements of proportionality of suspensions and expulsions for the Special Education population in the 08-09 school year. During the 09-10 school year, we will again meet the proportionality requirements as required.

Actions	Person	Timeline	Resources	Source of Funds
Intervention: Lavaca School District will reduce the number of suspended or expelled receiving special education services by using early intervention strategies, a School-Based Intervention Team, and written behavior plans to address behavior issues.				
Scientific Based Research: Referral Rates for Intervention and Assessment, Journal of Special Education,(2003), 37, 67-81. Gersten, Russell, and Dimino, Joseph. (2006) New Directions in Research RTI (Response to Intervention): Rethinking special education for students with reading difficulties (yet again). Reading Research Quarterly: January/February/March. Hanley, G.P. (2003)Analysis of problem behaviors, Journal of Applied Behavior Analysis.				

	Responsible			
The JEdI program will be purchased to provide individualized interventions for students who are basic or below basic in literacy or math. Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	Sandra Smithson	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Computers Outside Consultants Performance Assessments Teachers 	ACTION BUDGET: \$
The Special Education LEA will serve as a behavior intervention facilitator and will collaborate with teachers to provide feedback and strategies to assist teachers with behavioral issues of students and facilitate written behavior intervention plans for students. Action Type: Collaboration Action Type: Special Education	Anthony Quain	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff District Staff 	ACTION BUDGET: \$
Professional development for teachers on the RTI process and early intervention strategies will be provided. Action Type: Professional Development Action Type: Special Education	Anthony Quain, Marcia Ford, Tara Harshaw	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Professional development on JEdI will be provided to teachers. Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion	Sandra Smithson	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Central Office District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
Data on referrals and early interventions will be kept and analyzed to determine the effectiveness of the plan. The number of referrals in previous years will be compared to the number of referrals after implementation of this plan. Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education	Anthony Quain; Special Education Teachers	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Computers Teachers 	ACTION BUDGET: \$
A behavior intervention facilitator will be utilized to provide early intervention assistance which includes observation of students in the classroom to provide strategies and feedback, facilitate and help implement behavior intervention plans, and participate in the referral team meetings when behavior is an issue. Action Type: Special Education	Anthony Quain, Special Education LEA	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff District Staff 	ACTION BUDGET: \$
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
Business Representative	Paulette Chronister	Alumni	District ACSIP
Classroom Teacher	Mary Odell	Middle School Literacy Teacher	ACSIP
Classroom Teacher	Megan Fox	Elementary Teacher	Wellness
Classroom Teacher	Michael Robberson	High School Spanish teacher	Wellness
Classroom Teacher	Rebecca Turney	High School English teacher	District ACSIP
District-Level Professional	Anne Sneed	Pre-K Supervisor; Wellness	District ACSIP
District-Level Professional	Anthony Quain	SPED LEA Supervisor	District ACSIP
District-Level Professional	Elizabeth Passmore	District Testing Coordinator	District ACSIP
District-Level Professional	Glynieta Price	Food Service Director; Wellness; Parent	District ACSIP
District-Level Professional	Jared Cleveland	Superintendent	District ACSIP
District-Level Professional	Kay Howard	Gifted and Talented K-12	District ACSIP
District-Level Professional	Lisa Huntington	School Nurse; Wellness	District ACSIP
District-Level Professional	Sandra Smithson	Curriculum; Professional Development	District ACSIP
Non-Classroom Professional Staff	Daniel Wise	High School Counselor; 504 Coordinator; Parent	District ACSIP
Non-Classroom Professional Staff	Debbie Haseker	District Treasurer	District ACSIP
Non-Classroom Professional Staff	Jennifer Hampton	Literacy Specialist, Elementary	District ACSIP
Non-Classroom Professional Staff	Joanna Bartlett	Middle School Media Specialist; Parent Involvement Coordinator	District ACSIP
Non-Classroom Professional Staff	Kim Pevehouse	Elementary Title I Interventionist	District ACSIP
Non-Classroom Professional Staff	Sharee Davidson	Speech Therapist; Literacy	ACSIP
Parent	Cheryl Carter	Middle School Parent	ACSIP
Parent	Cristi Hobbs	Elementary School Parent	ACSIP
Principal	Eric Saunders	High School Principal	District ACSIP
Principal	Marcia Ford	Middle School Principal: Wellness	District ACSIP

Principal	Tara Harshaw	Elementary School Principal	District ACSIP
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