

2012-2013 ARCHIVE

School Plan

Print Version

NORFORK SCHOOL DISTRICT

Arkansas Comprehensive School Improvement Plan

2012-2013

It is the mission of the Norfolk School District to provide an environment to encourage students to achieve their full potential in academic knowledge, to meet the demands of a changing technological world, and to promote cultural enrichment by producing upstanding leaders and citizens in our community, state, and nation.

Grade Span:

Title I: Not Applicable

School Improvement:

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Priority 1: Administrative Support

Goal: Improve academic achievement and school environment.

Priority 2: Safe and Drug Free Schools

Goal: Reduce discipline referrals for fighting/violent acts and bullying. Reduce student use of tobacco, alcohol, and illicit drugs. Increase opportunities for parental awareness and involvement, and establish a partnership with parents regarding drug prevention for all. Increase safety of elementary students who are dropped off at school prior to school hours due to parent employment.

Priority 3: Wellness

Goal: Provide support for students in making healthy lifestyle choices by implementing systems to aid in decreasing the average BMI on routine annual student screenings, and increasing collaboration between all segments of the school community in support of positive lifestyle choices.

Priority 4: Special Education

Goal: Reduce the percentage of special education students being served outside the regular classroom to 20 percent or less of the total special education population by developing and/or implementing other methods of service for special education students.

Priority 1: Administrative Support using State and Federal funds.

Supporting Data:

1. ACADEMIC NEEDS ASSESSMENT: Across the district our weakness remains open-response in both mathematics and reading. Geometry results show that students earned an average of 45% of the possible points on open response items. Algebra results show that students earned an average of 52% of points possible on open response items. Mathematics in grades 3-8 show that students earned 38% of open response points possible in mathematics and 68% of possible open response points in open response reading prompts.
2. NEEDS ASSESSMENT: Based on the most current demographic information, 15.7 percent of all Baxter county residents are impoverished. However, in marked contrast, 27.2 percent of children in Baxter county are considered to be living in poverty. This county-wide snapshot is misleading for the

Norfolk school district. The city of Norfolk is a sparsely populated area in rural, southern Baxter county. Also, Norfolk School District encompasses parts of rural Baxter, Izard, and Fulton counties. The free/reduced lunch population for the Norfolk school district is 80.7 percent. This piece of data is more accurately reflective of the poverty index for the district. Consequently, a majority of our students do not come from or have easy access to a print rich environment and have no home access to current technologies. There is no local public library. It is recumbent on the district to provide extended day learning and offer summer programs to help moderate these disparities. Research shows that many low progress learners require more individualized attention and skill specific instruction in small group settings to be successful learners. Therefore, class-size reduction personnell are necessary in high poverty settings such as ours. With the transition to Common Core State Standards and upcoming on-line assessments, it is imperative students have opportunities to become proficient users of new technologies.

3. **TECHNOLOGY NEEDS ASSESSMENT:** The district has approximately 192 computers for student use. The district enrollment is 447. Therefore, across the district an average of approximately 2.33 students per computer. The district has one computer lab in the elementary and one computer lab in the high school. These labs are used daily for enrichment of instruction and remediation purposes. The high school has one computer technology/business classroom which maintains a full schedule of classes each day. Other classrooms throughout the district have one to two computers each for student use. Consequently, computer availability for student use in all classrooms is seriously lacking. The elementary computer lab has 25 computers. Approximately half of those computers were handed down from the high school. At least five of these "hand-me-downs" have never worked. The others work intermittently and require regular tech support and need to be replaced. Many computers in the elementary and high school are approaching the end of a five year replacement plan set forth by the district. Several computers such as those in the elementary computer lab are past the five year replacement plan deadline. Smart boards have been installed in nine high school classrooms. Smart board technology is also lacking in the elementary. Currently only one classroom in the elementary building has a smart board that is installed and working properly.
4. **PROFESSIONAL DEVELOPMENT NEEDS:** As indicated by data from teachers' and administrators' individual professional growth plans, due to the transition to Common Core State Standards all district personnell - administrators, teachers, and paraprofessionals - require training and familiarization with the new Common Core State Standards (CCSS) and ensuing changes in testing and assessment. Elementary staff will continue with training in E.L.L.A. and Effective Literacy because these professional development opportunities closely mirror CCSS. Elementary teachers will also continue training in Cognitively Guided Instruction (CGI) which is recommended professional development for the transition to CCSS mathematics curriculum. Academic data shows that the entire district staff should target open response.

Goal Improve academic achievement and school environment.

Benchmark To meet state AYP targets and to improve secondary indicators.

Intervention: To continue to improve academic achievement and school environment to meet the state AYP targets.				
Scientific Based Research: Classrooms that Work: They Can All Read and Write. Longman/Addison-Wesley Educational Publishers, Inc. 1999. STAR Early Literacy. Renaissance Learning, Inc. 2002. (www.RenLearn.com). Jacob, Heidi Hayes. Mapping the Big Picture, Assoc. of Supervision and Curriculum Development. 1997.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Funds will be allocated to assist in meeting the basic needs of homeless and/or all needy children. This allocation will be based upon the previous year's expenditures. Action Type: Equity	Mike Seay, Superintendent	Start: 07/01/2012 End: 06/30/2013		Title I - Materials & \$1500.00 Supplies: <hr/> ACTION BUDGET: \$1500
Equipment purchased with Title I funds will be maintained so as to provide optimum benefit for all children. Action Type: Collaboration Action Type: Technology Inclusion	Vicki Hurst, Title I Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Computers • District Staff 	<hr/> ACTION BUDGET: \$

			<ul style="list-style-type: none"> • Outside Consultants 	
<p>The district will contract services from the local Cooperative for teacher in-service and staff development. The building principals will provide and/or arrange for teachers and staff to obtain the required hours of professional development. Professional Development, NSLA (via \$10,000 transfer to State PD) and Title I funds will be used to purchase such services from the local educational cooperative and other appropriate professional development providers. Title I funds will be used to purchase materials and supplies required to support the implementation and continuation of literacy programs in the classrooms. Title I funds will be used to pay salaries and benefits for paraprofessionals and/or teachers attending professional development offerings that exceed local and state requirements and contractual obligations of the employees. NORFORK PUBLIC SCHOOL PROFESSIONAL DEVELOPMENT POLICY All professional development must be tied to student achievement, the school improvement plan, and a teacher's professional growth-plan. It shall be the policy of Norfolk Schools to assure that professional development/staff development activities shall relate to: Content (K-12) Instructional Strategies Assessment Advocacy/Leadership Systemic Change Process Mentoring/Coaching Educational Technology Principles of Learning/Developmental Stages Cognitive Research Building a Collaborative Learning Community In May of each year a committee composed of all principals, 3 teachers from each building and 3 classified personnel from each building shall meet to discuss developing the design, implementation and evaluation of the professional development activity for the following year. This committee shall present a proposal to the superintendent along with their agenda and sign-in sheets from each committee meeting. Each instructor and administrator will be required to have sixty (60) hours of the required professional development. At least six (6) hours shall be in the area of educational technology. At least two (2) hours of professional development for instructors shall be in the area of effective parental involvement strategies. For administrators, at least three (3) hours of professional development shall be in the area of effective parental involvement and the importance of administrative leadership in setting expectations and creating a climate conducive to parental participation. Each administrator shall also include training in data disaggregating, instructional leadership, and fiscal management as developed or approved by the Department of Education. The sixty (60) hours of professional development must be fulfilled between June 1 and May 31 of each school year, unless a waiver for professional development is obtained either by the school or the education cooperative. Up to 30 hours of professional development may be obtained by attending an approved advanced placement training program. All teachers who provide instruction for Arkansas History are required to obtain 2 hours professional</p>	<p>Mike Seay, Superintendent; Bobby Hulse, H.S. Principal; Vicki Hurst, Elem. Principal</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • District Staff • Outside Consultants • Performance Assessments • Teachers • Teaching Aids • Title Teachers 	<p>Title I - Purchased Services: \$15907.00</p> <p>Title I - Employee Salaries: \$1000.00</p> <p>Title I - Employee Benefits: \$280.00</p> <p>PD (State-223) - Purchased Services: \$35573.29</p> <hr/> <p>ACTION BUDGET: \$52760.29</p>

<p>development in Arkansas History instruction inservice. A three (3) hour college course shall count as fifteen (15) hours of professional development. No more than half of the required sixty (60) hours of professional development time may be met through college credit hours. Norfolk Public School Professional Development Policy Page 2 Each hour of training received by certified personnel related to teaching an advanced placement class for a subject covered by the College Board and Educational Testing Services shall be counted as professional development up to a maximum of 30 hours. Up to twelve (12) hours of professional development credit may be earned by certified personnel for time required at the beginning of each school year to plan and prepare a curriculum and other instructional materials for their assigned classes if the time is spent according to regulation set forth in 6-17-705 of the School Laws of Arkansas. Tier I and Tier II training – Norfolk Public Schools shall be required to attend training in compliance with ARK CODE ANN 6-20-2204. Beginning with the 2009 calendar year professional development on the availability of eligibility requirements for, and the process of applying for state supported student financial assistance shall be required to all public school superintendents and assistant superintendants, as well as principals, assistant principals and guidance counselors. The first course shall be a 3-hour course to be taken within calendar year 2009 or within the first year of employment, after the first 3-hour course is completed. A one-hour course is required to be completed annually. The professional development hours required shall be counted toward the sixty (60) hours. It shall be the teacher’s responsibility to receive approval for professional development prior to the activity. It shall also be the responsibility of the teacher to obtain documentation of professional development hours attended and to see that the documentation is given to the building principal for accountability purposes. This documentation shall be required for teaching certification renewal. Teachers should keep a copy of all documentation turned in to the principal. The building principal will inform the teachers concerning the number of in-service days that will be required to take place on our campus at the beginning of school and the number of days they will be required to take through the Co-op or other inservice source. This may vary from year to year based on the needs of the District. Norfolk Public School Professional Development Policy Page 3 Legal References: Arkansas State Board of Education: standards of Accreditation 15.04 ADE Rules Governing Professional Development A.C.A. & 6-10-122,123 A.C.A. & 6-15-404(f)(2) A.C.A. & 6-17-703 A.C.A. & 6-17-704 A.C.A. & 6-17-705 A.C.A. & 6-15-1004(c) A.C.A. & 6-15-1703 A.C.A. & 6-20-2303(14) A.C.A. & 6-5-405(b) Action Type: Professional Development</p>				
<p>The district's Federal Programs Coordinator will attend conferences, workshops, visit district schools and neighboring school districts, collaborate with other districts' federal programs coordinators and subscribe to professional resources.</p>	<p>Vicki Hurst, Federal Programs Coordinator</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff 	<p>ACTION BUDGET: \$</p>

<p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion</p>			<ul style="list-style-type: none"> • Outside Consultants • Performance Assessments 	
<p>Provide office supplies and materials for administration of federal entitlement programs. Action Type: Alignment Action Type: Title I Schoolwide</p>	Vicki Hurst, Federal Programs Coordinator	<p>Start: 07/01/2012 End: 06/30/2013</p>		<hr/> <hr/> <p>ACTION BUDGET: \$</p>
<p>Hire a Federal Programs Coordinator (0.50 FTE). The coordinator will attend necessary professional development, oversee the federal entitlement programs including Title I and Title IIA, distribute, collect, and keep on file School-Parent Compacts to be signed by parents for each student in the district and perform other administrative tasks as necessary and/or assigned. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education Action Type: Title I Schoolwide</p>	Mike Seay, Superintendent; Vicki Hurst, Federal Programs Coordinator	<p>Start: 07/01/2012 End: 06/30/2013</p>		<p>Title I - Materials & Supplies: \$1099.21 Title I - Employee Salaries: \$23554.00 Title I - Employee Benefits: \$6595.00</p> <hr/> <p>ACTION BUDGET: \$31248.21</p>
<p>Hire a high school counselor half-time (0.50 FTE) to help improve student performance on criterion referenced tests and help students select the appropriate curriculum based on interests and future career plans. Hiring of this individual exceeds minimum state requirements. See building plan for funding allocation. Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>	Mike Seay, Superintendent	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	<hr/> <hr/> <p>ACTION BUDGET: \$</p>
<p>The school will develop methods of connecting the classroom to the home, by consulting with parents in the adoption of parent involvement policies, parent-school compacts, and in the descriptions of their children's programs and progress. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement</p>	Vicki Hurst, Title I Coordinator	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers • Title Teachers 	<hr/> <hr/> <p>ACTION BUDGET: \$</p>
<p>Funds will be paid to provide transportation for all school children who attend the Norfolk Boys and Girls Club After-School Program, and the school will provide snacks for these children. Children will receive after-school tutoring and be provided a safe and secure environment after school. Action Type: Collaboration</p>	Mike Seay, Superintendent	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Community Leaders 	<p>NSLA (State-281) - Purchased Services: \$9600.00</p>

Action Type: Parental Engagement				ACTION BUDGET: \$9600
Funds will be used for staff development to help educate the Parental Involvement Facilitators in developing programs for parenting skills. Materials will also be purchased to support these parental involvement programs and activities. See building plans for fund allocation. Action Type: Parental Engagement	Vicki Hurst, Federal Programs Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff Teachers Teaching Aids Title Teachers 	ACTION BUDGET: \$
Hire a literacy coach 2 days per week (82 days per year, 0.43 FTE) to assist teachers and administrators with curriculum mapping, horizontal and vertical alignment, norm and criterion referenced test score evaluation and interpretation, and other areas in order to improve academic achievement and performance of students. Employing this individual exceeds state requirements. Funds will be set aside for professional development and training of the literacy coach. See building plan for resource allocation. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Mike Seay, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers Title Teachers 	ACTION BUDGET: \$
Student performance on norm and criterion referenced exams will be reviewed at the district level to insure continued academic achievement/improvement of our students to meet or exceed state AMO targets. Funds will be expended on materials/supplies/services that exceed state requirements. Funds will be used for materials/media designed to enhance the performance of all students performing below the proficient level in mathematics and literacy. Parent involvement and community support will be assessed through participation in parent-teacher conferences, volunteer programs, parent education and technology evenings, and other school activities. See building level plans for further evaluation strategies. Action Type: Program Evaluation	Mike Seay, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff District Staff Performance Assessments Teachers Teaching Aids Title Teachers 	ACTION BUDGET: \$
Parent facilitators will be identified at each campus. The facilitators will provide family kits, establish and oversee parent centers, provide information/assistance and workshops regarding parental concerns and fostering children's success, course selection, career planning and other issues to parents on both scheduled and as needed bases, develop a volunteer resource book, assist volunteers, and act as a parent liaison with the school and community. Parenting materials will be maintained in the library for parent check-out. Parent facilitators will also update the district Parental Involvement Plan annually by October 1. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Mike Seay, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Community Leaders Computers District Staff Performance Assessments School Library 	ACTION BUDGET: \$

<p>Before- and After-school tutoring and/or summer school opportunities will be provided to assist students with achievement and improvement in the core academic areas of mathematics and literacy. Funds will be expended on materials/supplies/services that exceed state requirements. An hourly rate of \$30.00 plus benefits will be provided with NSLA funds to teachers/facilitators providing summer school services. NSLA funds will be used to provide hourly wages to food service worker preparing meals for such programs. The rate of pay will be the same as the employee's regular hourly pay plus benefits. See building plans for allocation of funds.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	<p>Mike S. Seay, Superintendent</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Performance Assessments • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
<p>The district superintendent will attend conferences, meetings, and workshops related to school plant management, and subscribe to professional journals and organizations. School board members will attend professional development offerings related to their positions.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation</p>	<p>Mike S. Seay, Superintendent</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Norfolk Public Schools - Norfolk High School and Norfolk Elementary School - are schoolwide Title I programs and encompasses all of the requirements of such including but not limited to 1) performing needs assessments, 2) developing schoolwide reform strategies, 3) providing instruction by highly qualified teachers, 4) providing professional development opportunities, 5) implementing strategies to attract and retain highly qualified teachers, 6) involving parents, 7) providing transition activities, 8) involving teachers in decision making and ACSIP process, 9) providing timely remediation for struggling students, and 10) effectively coordinating and integrating various programs designed to improve instruction and increase student achievement as evidenced in this plan. Title I funds are expended in programs/activities that exceed state and local requirements.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Mike S. Seay, Superintendent</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • Computers • District Staff • Outside Consultants • Performance Assessments • Teachers • Teaching Aids • Title Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Funds will be allocated to provide instruction in alternative learning</p>	<p>Mike S. Seay,</p>	<p>Start:</p>	<ul style="list-style-type: none"> • Administrative Staff 	<p>ALE (State- \$44074.00</p>

<p>environment for students who are unable to perform in a traditional educational setting. Students are identified as candidates for ALE based upon an evaluation of various criteria including but not limited to academic performance/deficits, attendance, failing grades, social functioning in the classroom, and occurrences of significant behavioral disturbances resulting in suspension or expulsion. Students may be placed in either an on-campus or off-campus alternative learning environment. Identified students placed in either ALE setting are provided a highly structured educational environment and served by qualified instructors in small group educational settings. Student participation and progress is regularly evaluated, progress toward goals is evaluated, feedback is provided to students, and appropriate modifications and adjustments are made as needed. ALE students placed on-campus are transitioned back to the regular classroom setting based on an evaluation of progress toward and/or achievement of their goals. The same evaluative criteria for placing the students are examined to facilitate the student's return to the regular classroom setting. Students placed in an off-campus ALE environment are returned to the regular classroom based upon the recommendation of the off-campus facility. Evaluations and subsequent changes of student placement occur at the end of each quarterly grading period. For the past three years 100% of ALE students returning to Norfolk Public Schools have attained required behavioral and academic goals established by the alternative school and approved by the district.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation</p>	<p>Superintendent</p>	<p>07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> ● Outside Consultants ● Teachers 	<p>275) - Purchased Services:</p> <hr/> <p>ACTION BUDGET: \$44074</p>
<p>PROFESSIONAL DEVELOPMENT EVALUATION - In order to evaluate the impact of professional development, professional development survey data, data from individual professional growth plans, and norm and criterion referenced student data will be examined. Professional development survey data showed specific need for professional development offerings related to specific subject areas other than mathematics and literacy - ie. science and physical education. Individual professional growth plans indicated an overwhelming desire for in-depth professional development related to transition/implementation of CCSS. Professional growth plans show that appropriate staff have received and/or are currently receiving updated training in ELLA and Effective Literacy to implement effectively. These professional growth plans also reflect that appropriate teachers are currently being trained in CGI to improve instructional practices in mathematics and more effectively address CCSS mathematics standards. Plans are made to continue training in ELLA, Effective Literacy, and CGI and begin training in CLASS and Common Core.</p> <p>Action Type: Professional Development Action Type: Program Evaluation</p>	<p>Mike Seay, Superintendent; Bobby Hulse, High School Principal; Deanna Klaus, Elementary Principal</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> ● District Staff ● Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>PROGRAM EVALUATION: The district will use the professional</p>	<p>Mike S. Seay,</p>	<p>Start:</p>	<ul style="list-style-type: none"> ● Administrative Staff 	<hr/>

<p>development survey data in conjunction with norm and criterion referenced test scores and district and school accountability reports to determine the effectiveness of the district's instructional program as a whole. Currently all student populations have met AMO goals for 2012 as established by ADE in all areas. However, the high school building received a "Needs Improvement" designation in the area of "School Percent Tested" and "School Graduation Rate." The high school's status related to "School Percent Tested" is currently under appeal. Appropriate documentation has been submitted to ADE for students who moved out of district prior to state-mandated testing dates. Exploration of appropriate procedures to avoid this problem in the future are currently ongoing in the school and at the district, and between the district and ADE. Plans to address these deficiency include required communication and collaboration between school office personnel and the school/district test coordinator. Graduation rate data has been addressed and corrected at the ADE level. However, our current school and district reports reflect no change to this data as of September 27, 2012. Action Type: Program Evaluation</p>	<p>Superintendent</p>	<p>07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Norfolk School District is planning to utilize NSLA funds to pay a one time bonus to all certified teachers in both the elementary and the high school buildings for recognition of their outstanding efforts at promoting student achievement. A request for permission to utilize funds in such a manner has been prepared by the district. However, as advised by ADE, submission of this request will occur after a commissioner's memo with newly developed forms for making such a request is released and forms are available. Permission was denied and \$39,603.19 has been moved to building plans for technology enhancement.</p>	<p>Mike Seay, Superintendent</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>		<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$139182.5</p>

Priority 2: Based on the analysis of school and community data, it is requisite to create a safe and drug free school environment.

1. A review of school discipline records over the past three years shows that of all discipline referrals, 9% were for fighting/violent acts, 8% for bullying, 2% for smoking, and less than 1% for weapons/contraband.
2. On the 2009 Youth Behavior Risk Survey, 6-12th grade students in Norfolk Public Schools indicated participation in the following activities on at least one occasion within the past year: 38% had used tobacco products, 55% had consumed alcohol, and 18% had used illicit drugs.

Supporting Data:

3. In past years elementary teachers and parents have expressed a great amount of concern regarding elementary students being dropped off at school prior to 7:40 a.m. At that time school buildings were not opened until 7:40 a.m., and students dropped off prior to that time were unsupervised. Currently school personnel are available to supervise and assist elementary students with homework and basic literacy and math skills at 7:00 a.m.

Goal Reduce discipline referrals for fighting/violent acts and bullying. Reduce student use of tobacco, alcohol, and illicit drugs. Increase opportunities for parental awareness and involvement, and establish a partnership with parents regarding drug prevention for all. Increase safety of elementary students who are dropped off at school prior to school hours due to parent employment.

Benchmark Discipline referrals for fighting/acts of violence and bullying will each be reduced by 1% by June 30, 2013. Students will report reduction in the use of drugs and alcohol as follows: 3% reduction in reports of tobacco use, 4% reduction in reports of alcohol consumption, and 2% reduction in reports of illicit drug use by the end of the 2013 fiscal year. An additional 5% of parents will report that the school is working adequately with them to prevent drug abuse.

Intervention: Continue implementation of Safe and Drug Free Schools Programs				
Scientific Based Research: Effective Interventions for Safe and Drug Free Schools, Dennison, 2001.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
K-12 teachers will participate in parental involvement training and activities thereby developing skills in establishing rapport with parents. Two-way effective communication between parents and teachers is an essential component in the ongoing cultivation of teacher/parent partnerships which insures the best learning environment for students. Action Type: Parental Engagement Action Type: Professional Development	Deanna Klaus, Elementary Principal; Bobby Hulse, High School Principal	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
Funds may be allocated to address the prevention of bullying by purchasing posters to combat bullying and harassment and other types of media to educate students, parents, and teachers with regard to these and other risky behaviors. Funds may also be used to provide speakers/presenters to address these topics with the students. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Vicki Hurst, Elementary Counselor; Darlene Landrum, High School Counselor	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers • Teaching Aids 	ACTION BUDGET: \$
Solicit community donations and support so that drug prevention materials, programs, and devices may be purchased and provided for students, parents, teachers, and community members. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Vicki Hurst, Elementary Counselor and Darlene Landrum, High School Counselor	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Outside Consultants 	ACTION BUDGET: \$
N.S.L.A. funds will be utilized to provide - in part - for a school district resource officer. The school district resource officer's responsibilities shall include presenting programs such as D.A.R.E. and G.R.E.A.T. and possibly other research based programs, methods, and strategies tied to improving achievement of students at risk. Funds may also be allocated to purchase materials to support D.A.R.E. and G.R.E.A.T. programs. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Mike Seay, Superintendent; Billy Cox, Resource Officer	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Community Leaders • District Staff 	NSLA (State-281) - Purchased Services: \$10000.00 ACTION BUDGET: \$10000
Purchase materials and supplies to support Red Ribbon Week activities. Action Type: Alignment Action Type: Collaboration	Vicki Hurst, Elementary Counselor; Darlene Landrum, High School Counselor	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders 	ACTION BUDGET: \$
Involve parents in the education of their children with regard to the dangers of the use of drugs and alcohol. Acquire books, pamphlets, and other materials for parental use. Increase parental awareness and	Vicki Hurst, Elementary Counselor; Darlene Landrum, High School	Start: 07/01/2012 End:	<ul style="list-style-type: none"> • Community Leaders • Outside Consultants 	ACTION BUDGET: \$

involvement by providing literature and information focused on supporting the educational, social, and emotional development of their children. Action Type: Parental Engagement	Counselor	06/30/2013	<ul style="list-style-type: none"> Teachers 	
Funds may be allocated for presentation of drug free, anti-bullying, and suicide prevention programs. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Vicki Hurst, Elementary Counselor; Darlene Landrum, High School Counselor	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Community Leaders Outside Consultants 	ACTION BUDGET: \$
The principal will track the number of office referrals for inappropriate behavior using APSCN. These numbers will be used by the ACSIP committee bi-annually to evaluate the effectiveness of the parental involvement and safe schools activities. Action Type: Parental Engagement Action Type: Program Evaluation	Elementary and High School Principals	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Computers 	ACTION BUDGET: \$
Examine discipline records and referrals, survey students during the school year, and examine data from local law enforcement agencies to determine the effectiveness of the program. If provided by ADE or other outside agency, a drug, alcohol, and risky behavior survey will be administered to students in grades 6-12. Surveys will be administered to all students in grades 6-12, parents, and faculty members. This data will be used to determine focal points of the following years' program. Action Type: Program Evaluation	Mike Seay, Superintendent; Vicki Hurst, Elementary Counselor; and Darlene Landrum, High School Counselor	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
Provide before school guided study time/homework assistance for elementary students being dropped off at school prior to 7:40 a.m. in an effort to increase the academic achievement of these students. NSLA funds will be used to provide an \$25.00 hourly wage plus benefits for the individual charged with the responsibility for providing additional guided study time and academic assistance for these students. Action Type: Collaboration Action Type: Equity	Deanna Klaus, Elementary Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff District Staff 	NSLA (State-281) - Employee Benefits: \$450.00 NSLA (State-281) - Employee Salaries: \$3338.00 ACTION BUDGET: \$3788
Total Budget:				\$13788

Priority 3: The purpose of the wellness priority is to improve the health and academic performance of our students. Wellness activities will include nutrition education and physical fitness activities which encourage the development of lifelong health habits and promotion of a healthy lifestyle.

- Supporting Data:
- The Norfolk School District Body Mass Index data from 2005-06 indicates that of the 469 student population, 399 students were assessed. Of the students assessed the following percentages of students were at risk of being overweight and overweight: District: Males 35.5% , Females 40.8%
Elementary: Males 35.1% , Females 33.0% High School: Males 35.9% , Females 50.6%
 - The Norfolk School District Body Mass Index data from 2004-05 indicates that of the 463 student population, 389 students were assessed. Of the students assessed the following percentages of students were at risk of being overweight and overweight: District: Males 40.3% , Females 40.4%

- Elementary: Males 43.4% , Females 33.7% High School: Males 36.0% , Females 47.7%
3. The Norfolk School District Body Mass Index data from 2003-04 indicates that of the 463 student population, 419 students were assessed. Of the students assessed the following percentages of students were at risk of being overweight and overweight: District: Males 31.2% , Females 33.6% Elementary: Males 39.3% , Females 36.9% High School: Males 20.2% , Females 29.8%
 4. Free and Reduced Price Meal Eligibility by Percentage 2005-06 District: 26% full paid, 14% reduced, 60% free Elementary: 22% full paid, 15% reduced, 63% free High School: 32% full paid, 12% reduced, 56% free
 5. Free and Reduced Price Meal Eligibility by Percentage 2004-05 District: 28% full paid, 15% reduced, 57% free Elementary: 24% full paid, 14% reduced, 62% free High School: 34% full paid, 15% reduced, 51% free
 6. County Level Unemployment for Arkansas Baxter County 2006 5.4% 2005 4.9% 2004 5.7% 2003 6.3%
 7. Median Household Income for Arkansas Baxter County 2004 \$31,300 2003 \$30,463
 8. The Norfolk School District Body Mass Index data from 2006-07 indicates that of the ___ student population, 389 students were assessed. Of the students assessed the following percentages of students were at risk of being overweight and overweight: District: Males ___% , Females ___% Elementary: Males 39.3% , Females 32.6% High School: Males 35.5% , Females 46.8%
 9. Free and Reduced Price Meal Eligibility by Percentage 2006-07 District: 24% full paid, 12% reduced, 64% free Elementary: 17% full paid, 14% reduced, 69% free High School: 31% full paid, 59% reduced, 10% free

Goal Provide support for students in making healthy lifestyle choices by implementing systems to aid in decreasing the average BMI on routine annual student screenings, and increasing collaboration between all segments of the school community in support of positive lifestyle choices.

Benchmark By the end of the 2012-13 school year, there will be a decrease of the average Body Mass Index for students by 0.5% as evidenced by the annual Body Mass Index Screening.

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, D.T. Bayerl. Food and Nutrition Information Center's (FNIC) web site at http://www.nal.usda.gov/fnic/pubs and db.html . Clinical Pediatrics, 40(2): 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
The Norfolk School District has developed District Wellness Policy in accordance with the School District Wellness Policy Checklist and in collaboration with the district Nutrition and Physical Activity Committee. Policies have been approved by the district superintendent. Policies include the five (5) federal requirements: (1) Goals for nutrition education, physical activity and other school-based activities, (2) Nutrition guidelines, (3) Guidelines form reimbursable school meals, (4) a Plan for measuring implementation of the local wellness policy, and (5) Community Involvement. The Wellness Policy Checklist has been submitted to ADE, Child Nutrition Unit, per the required submission deadline of May 15, 2006. Action Type: Wellness	Mike S. Seay, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
The Norfolk School District will: (1) provide support to the 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) will promote the health and physical activity curriculum and student health.	Mike S. Seay, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff 	ACTION BUDGET: \$

Action Type: Professional Development Action Type: Wellness			<ul style="list-style-type: none"> Teachers 	
The Norfolk School District will ensure each school provides a pleasant environment and monitors schedules and other factors which may interfere with students' access to health information, resources, and a healthy environment. The School Health Index (SHI) Modules will be used to evaluate district and school effectiveness. Action Type: Equity Action Type: Program Evaluation Action Type: Wellness	Mike S. Seay, Superintendent; Bobby Hulse, High School Principal; Vicki Hurst, Elementary Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Central Office Community Leaders District Staff Teachers 	ACTION BUDGET: \$
The Norfolk School District will support schools in the alignment and implementation of the current Arkansas Nutrition and Physical Education and Physical Activity Standards and Arkansas Curriculum Frameworks. Resources, professional development opportunities and training will be provided to increase knowledge and advance skills for successful implementation. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Wellness	Mike S. Seay, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Central Office Community Leaders District Staff Outside Consultants Teachers Teaching Aids 	ACTION BUDGET: \$
The Nutrition and Physical Activity Committee as part of the ACSIP Committee will frequently monitor Goals and will evaluate the effectiveness of Interventions by reviewing data results, and other assessments related to Wellness (School Health Index Modules, Wellness Policy Checklist, etc.). District and Building ACSIP plans will be modified as needed. Action Type: Collaboration Action Type: Program Evaluation Action Type: Wellness	Mike S. Seay, Superintendent; Bobby Hulse, High School Principal; Vicki Hurst, Elementary Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Central Office Community Leaders District Staff Outside Consultants Teachers Title Teachers 	ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Schools will implement practices to 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: Guidelines for School Health Programs to Promote Lifelong Healthy Eating (June 14, 1996/Vol.45/No. RR-9); Guidelines for School Health Programs to Promote Lifelong Physical Activity (March 7, 1997/Vol.46/No. RR-6).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The Norfolk School District will support the schools in making physical activity opportunities and healthy foods widely available in all areas of the school campus and encourage students to make healthy behavior choices outside the school. Action Type: Wellness	Mike S. Seay, Superintendent; Vicki Hurst, District Wellness Committee Chairperson; and Hettie Tilley, District Child	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff 	ACTION BUDGET: \$

			<ul style="list-style-type: none"> Teachers 	
The Norfolk School District will support schools in offering the students choices of: two (2) entrees daily at lunch, two (2) choices of fruit or 100% fruit juice 2-3 times per week at lunch; two choices of vegetables daily at lunch; and five (5) foods containing whole grain offered weekly. Action Type: Wellness	Debbie Blount, District Child Nutrition Director	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff 	ACTION BUDGET: \$
The Norfolk School District will support school staff exhibiting qualities of positive role models for healthy eating and physical activity. Action Type: Collaboration Action Type: Wellness	Mike S. Seay, Superintendent; and Shannon Ellison, School Nurse	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Teachers 	ACTION BUDGET: \$
The Norfolk School District will involve parents in physical activity and nutrition education through homework, national school lunch program menus, parent-teacher organization meeting presentations, and professional development activities. Professional development will focus on physical activity and nutrition education, and health risk indicators that compromise students ability to perform academically, etc. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Wellness	Mike S. Seay, Superintendent; Bobby Hulse, High School Principal; and Vicki Hurst, Elementary Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Outside Consultants Teachers Teaching Aids Title Teachers 	ACTION BUDGET: \$
The Norfolk School District will support schools in providing marketing education that encourages students to make healthy food and physical activity choices, such as the "Portion Distortion" slide presentation by the National Heart, Lung, and Blood Institute, Obesity Education Initiative. Curriculum will be integrated and aligned with the Arkansas Health and Physical Education Frameworks and Career Technical Education Frameworks (Workforce Education). Action Type: Alignment Action Type: Collaboration Action Type: Wellness	Mike S. Seay, Superintendent; and Building Principals	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Outside Consultants Teachers Teaching Aids 	ACTION BUDGET: \$
The Norfolk School District will ensure that the Wellness Committee will evaluate the effectiveness of the Health Program by conducting pre and post assessment of School Health Index Module results, and surveys given to students and teachers. Results of evaluation will be shared with staff and modifications will be addressed per survey results. Action Type: Program Evaluation Action Type: Wellness	Vicki Hurst, District Wellness Chairperson	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Central Office Community Leaders District Staff Teachers 	ACTION BUDGET: \$
The Norfolk School District will ensure that the Wellness Committee will	Mike Seay, Superintendent;	Start:	<ul style="list-style-type: none"> Administrative Staff 	NSLA (State- \$477.00)

observe and assist in the evaluation of the various methods used to distribute and collect free and reduced price meal applications as well as the student collection procedures to support the Child Nutrition Director in making appropriate changes that improve access to the program by all students. A coordinator will be identified to oversee non-instructional programs and services related to NSLA funds. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness	Debbie Blount, Child Nutrition Director; Janice Killian, NSLA Applications Coordinator	07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Central Office Community Leaders District Staff 	281) - Employee Benefits: NSLA (State-281) - Employee Salaries: \$2200.00 <hr/> ACTION BUDGET: \$2677
Norfolk School District will administer BMI screenings annually to all students as required in an effort to combat childhood obesity, and results of BMI screenings will be compared annually to assess the change in the number/percentage of students determined to be at risk of becoming overweight, overweight, and or obese. Action Type: Program Evaluation Action Type: Title I Schoolwide Action Type: Wellness	Shannon Ellison, School Nurse	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Computers District Staff 	<hr/> ACTION BUDGET: \$
Total Budget:				\$2677

- Priority 4: The purpose of the special education priority is to address a district trigger in special education in the area of least restrictive environment.
1. According to 2005-2006 Special Education Focused Monitoring Data, 29.51% of special education students in the district were being served outside of the classroom more than 21% of the school day.
- Supporting Data:
- Goal: Reduce the percentage of special education students being served outside the regular classroom to 20 percent or less of the total special education population by developing and/or implementing other methods of service for special education students.
- Benchmark: By December 1 of the 2012-2013 school year, the percentage of special education students receiving services outside the regular classroom will be reduced by 10% as evidenced by Special Education Focused Monitoring Data.

Intervention: Identify the appropriate placement/method of service for special education students, and meet percentage requirements for least restrictive environment.				
Scientific Based Research: I.D.E.I.A.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Student placement/method of service will be evaluated on an individual basis. Students will be served appropriately and in the least restrictive environment available based on the individual student's needs. Action Type: Special Education	Special Education Teachers	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$
Classroom inclusion will be used as an alternative to pull-out services as a method of providing special education services to students. Action Type: Special Education	Robin Harris, Resource Teacher	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$

Indirect service will be used as an alternative to services outside the regular classroom when appropriate. Action Type: Special Education	Robin Harris, Resource Teacher	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$
If necessary, additional special education paraprofessionals will be hired to provide inclusion services to special education students who may receive appropriate inclusion services in the regular classroom. Action Type: Special Education	Mike Seay, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff District Staff 	<hr/> ACTION BUDGET: \$
A pre-referral team (Child Study Team) has been identified and is being utilized at each building in the district. Action Type: Special Education	Bobby Hulse, High School Principal and Vicki Hurst, Elementary Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Betty Horton	3rd Grade Teacher	Title I
Classroom Teacher	Stacey Bradbury	5-6 Language Arts Teacher	Title I
District-Level Professional	Vicki Hurst	Federal Programs Coordinator	Title I
Non-Classroom Professional Staff	Karen Greve	Title I Paraprofessional	Title I
Non-Classroom Professional Staff	Marijo McFall	Title I Paraprofessional	Title I
Non-Classroom Professional Staff	Rebecca Stokes	Paraprofessional/Parent	Title I
Non-Classroom Professional Staff	Trena Flowers	Special Ed Instructional Aide	Title I
Parent	Angie Parnell	Parent	Title I
Parent	Chrissy McFall	Parent	Title I
Principal	Bobby Hulse	High School Principal	Title I