

School Plan

Print Version

ASBELL ELEMENTARY SCHOOL

Arkansas Comprehensive School Improvement Plan

2014-2015

Asbell Elementary is a community dedicated to becoming literate, self-motivated, life-long learners and productive members of society.

Grade Span: K-5

Title I: Title I Schoolwide

School Improvement: MS

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Priority 1: Literacy

Goal: 80% of students below the 50th percentile will meet or exceed their growth expectation on MAP testing in the areas of reading comprehension, vocabulary use and function.

Priority 2: Math

Goal: All students will show projected growth in math, with specific focus on numbers and operations in base ten and algebraic thinking and operations, as determined by MAP testing.

Priority 3: Wellness

Goal: Provide support for students in making healthy lifestyle choices.

Priority 4: Title III/English Language Learners

Goal: Provide support for students that are English Language Learners.

Priority 5: Parent Involvement

Goal: Asbell will create positive school/parent/community relationships in order to strengthen student achievement.

Priority 1: We expect all students to improve in the area of reading comprehension and vocabulary use and function on the MAP assesment.

Supporting Data:

Goal 80% of students below the 50th percentile will meet or exceed their growth expectation on MAP testing in the areas of reading comprehension, vocabulary use and function.

Benchmark During the 2014-15 school year, ASBELL will meet or exceed expected annual MAPS growth in literacy.

Intervention: Comprehensive Literacy Model				
Scientific Based Research: Ganske, Kathy, Word Journeys 2000; Adams, M., Beeler, T., Foorman, B. Lundberg, I. Phonemic Awareness in Young Children 1998; The Art of Teaching; Center for the Improvement of Early Reading Achievement, Put Reading First 2002; Phonics Word Study (2006) Benchmark Education Company; Measures of Academic Progress (MAP Testing).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
ALIGNMENT: Use Developmental Reading Assessment, standardized tests, classroom assessments, Developmental Spelling Assessment, DIBELS, MAP Testing, and/or accuracy checks for formative and summative evaluations of student progress and plan	Carolyn Baughman	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers Title Teachers 	ACTION BUDGET: \$

instruction for students. Action Type: Alignment Action Type: Program Evaluation Action Type: Title I Schoolwide				
SCHOOLWIDE REFORM: All staff will participate in trainings and implement ELLA and Effective Literacy. New staff will join in the ELLA and ELF 1 cohorts, veteran staff will progress through extended training and receive ELLA and ELF updates in team meetings. All staff will implement the strategies in the appropriate classrooms including special education and ESL classrooms. Action Type: Alignment Action Type: Equity Action Type: Special Education Action Type: Title I Schoolwide	Tracy Bratton, Jana Starr	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Title Teachers 	ACTION BUDGET: \$
We will maintain personnel to work with families of educationally disadvantaged students to address family and student issues relevant to improving academic achievement. We will provide classroom supplies as needed, which are supplemental to requirements in other Fayetteville Schools. Classroom supplies purchased are binders, paper, pencils, bags for take home readers, pens, composition notebooks, dry erase markers, ear buds, graphing paper, writing journals, sticky notes and other supplies needed for instructional purposes. Action Type: Equity Action Type: Parental Engagement	Sara Blickenstaff	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	Title I - Materials \$10000.00 & Supplies: ACTION BUDGET: \$10000
Classroom libraries will be purchased to support comprehensive literacy in the classroom. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education	Katie Shinn	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • District Staff • Outside Consultants • School Library • Teachers • Teaching Aids • Title Teachers 	Title I - Materials & \$3000.00 Supplies: ACTION BUDGET: \$3000
POINT IN TIME REMEDIATION: Progress Monitor below basic students in grades K-5 bi-monthly using DIBELS and other formative and summative assessment tools such as DRA, DSA, Barton Screener, Peabody, PPVT, GORT-4, Dyslexia Screener and TPRI. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide	Katie Shinn	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers • Teaching Aids • Title Teachers 	ACTION BUDGET: \$
HIGHLY QUALIFIED: The school will continue to hire and maintain "highly qualified" teachers and support staff. All instruction will be given by "highly qualified" staff. Teachers will work closely with Title I staff to implement school wide reform strategies. Data will be used to continue to monitor progress and point-in-time remediation.	Tracy Bratton	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Central Office • Outside Consultants • Teachers • Title Teachers 	Title I - Employee \$81017.00 Salaries: Title I - Employee \$21065.00 Benefits: ACTION

<p>Interventionists will be hired to provide additional instruction for students at-risk for not meeting grade-level benchmarks in reading. One full-time certified interventionist, (Jeni Samuelsen, .5 FTE, \$32,065.00 salary and benefits will support interventions in both math and literacy. One half of salary is paid by disrict) Additionally, 3 full time and 2 part time classsified interventionist will be hired to provide interventions for students that are identified as at-risk or some-risk according to the DIBELS, MAPS and DRA scores. Classified interventionist are LaDonna Gage, .86 FTE, \$21,638.42 Salary and Benefits; Jennifer Dahler \$4743.53, .23 FTE, Salary and Benefits, Tammy Post, .36 FTE, \$11,326 Salary and Benefits. Two FTE's interventionist to be hired and begin on 10/14/2014 at an estimated \$16,154 each with Salary and Benefits. Classified staff will do such interventions as Barton, Quick Reads, Let's Talk about It, Right Flight Fluency passages and other academic interventions. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide</p>				<p>BUDGET: \$102082</p>
<p>COLLABORATION and PROFESSIONAL DEVELOPMENT: Teachers are provided with weekly instructional meeting time in order to plan for the implementation of best practices that are chosen to help improve student achievement. This planning time is provided during the course of the day. One facutly meeting a month will be dedicated to teacher collaboration and problem solving acheievment issues that are identified by the data. Classroom teachers will be granted 4 days per year to colloborate about data and to collaboaratively plan effective lessons for students. Action Type: Collaboration Action Type: Title I Schoolwide</p>	Ann Grigg	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>Title I - Purchased \$7740.00 Services:</p> <hr/> <p>ACTION BUDGET: \$7740</p>
<p>NEEDS ASSESSMENT: NRT, CRT, local achievement assessments and other relevant indicators will be analyzed by the faculty at each grade level with consideration to the combined population as well as each subpopulation in order to determine student learning needs and achievement gaps within subpopulations. NRT & CRT data will be analyzed annually. District assessments will be analyzed quarterly. Action Type: Collaboration Action Type: Title I Schoolwide</p>	Tracy Bratton and Jana Starr	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>HIGHLY QUALIFIED: Strategies will be developed in conjunction with the central office staff for attracting highly qualified teachers to the Fayetteville school district. Action Type: Collaboration Action Type: Title I Schoolwide</p>	Tracy Bratton	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
PROGRAM EVALUATION: During the	Katie Shinn	Start:		

<p>2013-2014 school year we plan to evaluate the action: Comprehensive Literacy Model by analyzing data from Dibels Scores and DRA levels for grades k-5 to determine whether the objectives of this Intervention were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. Our goal is that 80% of students grades k-5 will score "low risk" in all Dibels assessments and 80% of students grades k-5 will be reading on grade level based off of their DRA level.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Professional Development Action Type: Program Evaluation</p>		<p>07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Teachers • Title Teachers 	<p>ACTION BUDGET: \$</p>
<p>SCHOOL LEADERSHIP TEAM: Closing the Achievement Gap: Regular meetings of our ACSIP Leadership Committee , the Response to Intervention team, DATA meetings with all grade level teams and biannual data days will continue to be held. These meetings will focus on building capacity within our school. Each meeting agenda will include the following Core Principles: A. The selection, and continuous evaluation, of research-based, scientifically validated, Interventions designed to improve our ability to improve student performance on the Literacy portion of all Assessments. B. The ongoing monitoring of student progress in order to influence classroom instruction. C. The utilization of Formative and Summative Assessment Data to make decisions that impact: Curriculum, Instruction, Assessment and Professional Development. D. Coordination of resources in order to better meet the needs of all students. Written minutes of each meeting, along with a sign-in sheet, will be kept and made available upon request. The intent is that each Intervention, and Action, is carefully monitored...through the collection of Formative and Summative Data....so that those strategies that prove ineffective can be revised, or abandoned. Our ACSIP Plan will be revised each spring, and fall, in order to keep it timely and valid in our efforts to improve teaching and learning.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide</p>	<p>Jana Starr, Katie Shinn and Cameron Magness</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • Performance Assessments • Teachers • Title Teachers 	<p>ACTION BUDGET: \$</p>
<p>PROGRAM EVALUATION RESULTS: At the conclusion of the 2013-2014 school year we evaluated the comprehensive literacy model through: Data Analysis that the determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. The results of the data analysis indicated that our staff follows the Comprehensive Literacy Model and need more training that</p>	<p>Tracy Bratton, Jana Starr and Katie Shinn</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>ACTION BUDGET: \$</p>

<p>supports the Comprehensive Literacy Model. The results indicate that the majority of our staff use curriculum and assessment based off of the Comprehensive Literacy Model in their classroom on a daily basis. The above EVALUATION results demonstrated that this intervention is valid in support of the teaching and learning process of all involved. During the 2013-2014 school year, we plan to use MAPS growth data, DIBELS, and DRA data in assessing the validity of the comprehensive model.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development</p>				
<p>A book room will be maintained with books and materials in order for staff members to have access to rich student material for familiar, shared, and guided reading. Printed books, book making material, big books and any other material to enhance instruction will be purchased.</p> <p>Action Type: Collaboration Action Type: Professional Development</p>	Katie Shinn	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>Title I - Materials & \$3000.00 Supplies:</p> <hr/> <p>ACTION BUDGET: \$3000</p>
<p>Use a research based program such as System 44 and Read 180 in Resource, ELL, and to include at risk readers in the classroom to guide instruction to meet the needs of students. System 44, RBooks and supplies will be purchased for a new classroom set up.</p>	Priscilla Logue, Angelita Branch	<p>Start: 08/05/2014 End: 07/01/2015</p>		<p>Title I - Materials & \$400.00 Supplies:</p> <hr/> <p>ACTION BUDGET: \$400</p>
<p>Students performing below grade level in reading comprehension, vocabulary use and function, and language development will have access to the computer lab each morning before school. Students will work on programs such as Lexia, Reading A-Z, Imagine Learning, and Rosetta Stone. A certified staff member will work with students in the lab each morning with computerized and other interventions.</p>	Jane Skinner	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>Title I - Employee \$1402.50 Salaries: Title I - Employee \$364.50 Benefits:</p> <hr/> <p>ACTION BUDGET: \$1767</p>
<p>At risk students will be invited to attend after school tutoring, youth development programs, and/or tutoring during intersessions. Transportation will be provided.</p>	Tracy Bratton	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>Title I - Purchased \$1008.00 Services: Title I - Employee \$7450.00 Salaries: Title I - Employee \$1937.00 Benefits:</p> <hr/> <p>ACTION BUDGET: \$10395</p>
<p>Computer software, programs, applications along with sound field systems, computers and hardware to make smart devices will be purchased to more effectively integrate technology into the curriculum. Wii remotes, apple airsoft server, ipads, Samson spelling program, Read Naturally computer program and other programs will be purchased to</p>	Andrea Lofton	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>Title I - Purchased \$500.00 Services: Title I - Materials & \$5335.00 Supplies:</p> <hr/> <p>ACTION BUDGET: \$5835</p>

supplement distict provided interventions. Action Type: Technology Inclusion					
Total Budget:				\$144219	
Intervention: Sheltered Instruction Observation Protocol (SIOP)					
Scientific Based Research: Making Content Comprehensible for English Learners: The SIOP Model, 4th Edition By Jana J. Echevarria, MaryEllen Vogt, Deborah J. Short, Pearson, 2013. Implementing the SIOP Model Through Effective Professional Development and Coaching By Jana J. Echevarria, Deborah J. Short, MaryEllen Vogt, Pearson, 2013.					
Actions	Person Responsible	Timeline	Resources	Source of Funds	
Classroom teachers, special education teachers, and other support staff will collaborate to implement differentiated strategies to increase oral language and vocabulary development of all students using SIOP strategies. Action Type: AIP/IRI Action Type: Equity Action Type: Special Education	Priscilla Logue , Katie Shinn	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Performance Assessments Teachers Title Teachers 	ACTION BUDGET: \$	
The ELL instructional assistant will provide supplemental instruction to ELL students. This instructional assistant will work under the direct supervision of a certified/highly qualified ELL teacher. The assistant will implement strategies to accelerate language aquisition and increase vocabulary and oral language skills in ELL's. Action Type: Equity	Tracy Bratton	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$	
ALIGNMENT: All kindergarten and first grade students were given an Oral Language screener at the beginning of the school year. Additionally, all kindergarten students were given the QUalls Early Learning Inventory (QELI). All students were given the MAPS assesments. All students that have been identified as "at risk" will be given research based interventions to increase their oral language and academic voacabulary. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation	Katie Shinn	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers Teaching Aids Title Teachers 	ACTION BUDGET: \$	
PROGRAM EVALUATION RESULTS: At the end of the 2013-2014 school year staff identified a gap in students oral langauge and vocabulary acquisition as identified by the MAPS assesement. Students had received inteventions to increase reading comphrehension and fluency yet vocabulary acusion and oral language still remained problemenatic. Action Type: Collaboration	Jill Jackson	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$	
Professional Development: All staff will be trained in the Sheltered Instruction Observational Protocol (SIOP)in the fall of 2014. Substitutes will be hired and release time will be provided to teachers to observe in other teachers classrooms and to plan effective vocabulary and oral language instruction. Materials and	Tracy Bratton	Start: 07/01/2014 End: 06/30/2015		Title I - Purchased \$1500.00 Services: Title I - Materials \$1000.00 & Supplies:	

supplies will be purchased to support the implementation of SIOP (colored photographs, vocabulary cards, realia)				ACTION BUDGET: \$2500
PROGRAM EVALUATION: During the 2014-2015 school year we plan to evaluate SIOP implementation by analyzing data from MAPS growth data, Dibels Scores and DRA levels for grades k-5 to determine whether the objectives of this intervention were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will also analyze and pre and post data from an Oral Lanugage screener given to each kindergarten and first grade student. Our goal is that 80% of students that were below the 50th percentile in the fall of 2014 in vocabulary, use and/or function will have met their growth goal.	Jana Starr	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
NEEDS ASSESSMENT: NRT, CRT, MAPS, district assessments and classroom assesments indicate that students are not making expected growth gains in reading comprehension and vocabulary development.	Priscilla Logue	Start: 07/01/2014 End: 06/30/2001		ACTION BUDGET: \$
Each grade level will attend one additional fieldtip per year, above and beyond district provided trips that are curriculum related and vocabulary development and oral language aquisition driven. Trips will may include but not limited to are Crystal Bridges Art Musuem, Arts Center of the Ozarks, Gentry Wildlife Safari, Earth Day activities, the Farmer's Market and other vocabulary rich, curriculum based experiences.	Jana Starr	Start: 07/01/2014 End: 06/30/2015		Title I - Purchased \$3000.00 Services: ACTION BUDGET: \$3000
An interventionist will be hired for 30 minutes each day for kindergarten an early morning intervention to increase oral language and vocabulary development and function. Action Type: Title I Schoolwide	Jennifer Samuelsen	Start: 07/01/2014 End: 06/30/2015		Title I - Employee \$2805.00 Salaries: Title I - Employee \$729.00 Benefits: ACTION BUDGET: \$3534
Teachers and administration will attend national SIOP conference in the summer of 2015. Action Type: Professional Development	Tracy Bratton	Start: 07/01/2014 End: 06/30/2014		Title I - Purchased \$8000.00 Services: ACTION BUDGET: \$8000
Total Budget:				\$17034

Priority 2: All students will improve in the area of Open Response in all strands, since this was consistently identified as the weakest area in all subpopulations.

1. COMPREHENSIVE NEEDS ASSESSMENT: ASBELL formed ACSIP Leadership Teams and analyzed the test scores from the 2010-2011 administration of the K-5 grade Augmented Benchmark and SAT 10 Exams. We examined the results from both the combined population and each subpopulation. We conducted data analysis to determine our main areas of weakness. In addition, we studied the three most recent years of Attendance, Disciplinary, Formative and Summative Achievement Data across grade levels within our building. We aggregated and disaggregated all the data for the purpose of establishing student learning and

Supporting Data:

behavioral goals. We looked at three years of trend data in order to better identify the specific areas of need and help align classroom instruction with our curriculum, assessment and professional development. ASBELL met standards in Mathematics but will continue to focus on Open Response in all strands. We are modifying our Curriculum, Instruction, Assessment and Professional Development practices to better meet the needs of all our populations. Based on our Data Analysis we came to the conclusion that the following areas reflect our greatest need within the Math Priority: Open Response Questions. We will select interventions and coordinate our various state and federal funding sources to address these areas and allocate more funding for intervention specialists. In addition, we meet in grade level teams, weekly and as an entire faculty monthly so that we can review formative, "real time" classroom performance data for the purpose of making decisions regarding the direction, and focus, of our Classroom Instruction. We meet in grade level teams, weekly and as an entire faculty monthly so that we can review formative, "real time" classroom performance data for the purpose of making decisions regarding the direction, and focus, of our Classroom Instruction.

Goal All students will show projected growth in math, with specific focus on numbers and operations in base ten and algebraic thinking and operations, as determined by MAP testing.

Benchmark During the 2014-2015 school year, 80% of all students will meet expected MAP's growth.

Intervention: Problem-Solving				
<p>Scientific Based Research: Cognitively Guided Instruction, or CGI, focuses on "how children's mathematical thinking develops and reflects on how to help children build up their concepts from within. It focuses on children's mathematical thinking in grades K-2. It provides a framework for assessing children's thinking in whole number arithmetic and describes how this thinking evolves over time." According to Children's Mathematics: Cognitively Guided Instruction (Carpenter, et.al 1999), "The action and relationships in a problem tend to influence the strategies that children use...With opportunity and encouragement, children construct for themselves strategies that model the action or relationships in a problem. In an environment that encourages children to use procedures that are meaningful to them, they will construct these strategies for themselves...Without formal or direct instruction on specific number facts, algorithms, or procedures, children can construct viable solutions to a variety of problems. Basic operations of addition, subtraction, multiplication, and division can be defined in terms of these intuitive problem-solving processes, and symbolic procedures can be developed as extensions of them." Extending Children's Mathematics, or ECM, is a method of learning math geared toward grades 3-6 and takes the concepts from Cognitively Guided Instruction. According to Empson & Levi 2011, "Students essentially learn by problem solving, using basic number properties to transform problems into simpler problems that they have techniques for solving. The thinking that students employ in solving these problems not only helps them learn fraction concepts and skills, it also engages them in the kinds of thinking that they will need to be successful in learning algebra and other advanced mathematics. Setting subgoals for solving complex problems rather than applying prescribed sequence of calculations is fundamental for success in all advanced mathematics and many other related fields as well.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Teachers will be trained in the best practices and will implement CGI and ECM, strategies for all students. Action Type: Alignment Action Type: Equity Action Type: Professional Development</p>	Lorie Huff	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Computers Teachers Title Teachers 	ACTION BUDGET: \$
<p>PROGRAM EVALUATION: During the 2013-2014 school year we plan to evaluate the action: Strategies and Practices for Developing Competency by analyzing data from the Arkansas Benchmark to determine whether the objectives of this Intervention were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. Our goal is that 80% of students grades 3-5 will score Proficient or Advanced in Math on the AR Benchmark Exam. Action Type: AIP/IRI Action Type: Alignment Action Type: Professional Development Action Type: Program Evaluation</p>	Mandy Hachmann	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Performance Assessments Teachers Teaching Aids Title Teachers 	ACTION BUDGET: \$
<p>PROGRAM EVALUATION RESULTS: At the conclusion of the 2012-2013 school year we evaluated this Intervention through:</p>	Tracy Bratton	<p>Start: 07/01/2014 End:</p>	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$

<p>OBSERVATION and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. The results of the OBSERVATION indicated that classroom teachers were guiding instruction to develop competency and understanding of problem solving in all grade levels. It was further noted that classroom teachers feel this intervention is necessary to help guide instruction in the classroom. The above EVALUATION RESULTS demonstrated that this Intervention is valid in support of the teaching and learning process of all involved. During the 2013-2014 school year, we plan to use the following protocol of OBSERVATION in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention. We will use the information obtained to determine whether the objectives of this Intervention were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results in our 2014/2015 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program. Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide</p>		06/30/2015		
<p>COMPREHENSIVE NEEDS ASSESSMENT: We formed ACSIP Leadership Teams and analyzed the test scores from the 2012 administration of the MAT 8 for kindergarten, 3-5 grade Augmented Benchmark and 1-2 ITBS Exams. We examined the results from both the combined population and EACH subpopulation. We conducted data analysis to determine our main areas of weakness. In addition, we studied the three most recent years of Attendance, Formative and Summative Achievement Data across grade levels within our building. We aggregated and disaggregated all the data for the purpose of establishing student learning and behavioral goals. We looked at our trend data in order to better identify the specific areas of need and help align classroom instruction with our curriculum, assessment and professional development. We examined our routines, customs, and norms in order to dig deeper for the root cause why more of our students are not achieving to their full potential. We are modifying our Curriculum, Instruction, Assessment and Professional Development practices to better meet the needs of all our populations. Based on our Data Analysis we came to the conclusion that the following areas reflect our greatest need within the Math Priority: Geometry and Measurement in OPEN RESPONSE. We will select Interventions and coordinate our various state and federal funding sources to address these areas. IN addition, we</p>	Kyla Price	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	<hr/> ACTION BUDGET: \$

<p>meet in grade level teams, weekly and as an entire faculty monthly so that we can review formative, "real time" classroom performance data for the purpose of making decisions regarding the direction, and focus, of our Classroom Instruction. Action Type: Program Evaluation Action Type: Title I Schoolwide</p>				
<p>Implement CGI, ECM, and Go Math lessons and assessments along with district assessments in kindergarten through fifth grade classrooms. Supplement curriculum with online tools and games. Teachers will continue Cognitively Guided Instruction professional development during the 2013-14 school year. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Title I Schoolwide</p>	<p>Clarisa Pierce and Jennifer Ebert</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Computers • Teachers • Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>Once monthly grade level meetings will focus on math collaboration in which teachers evaluate classroom progress toward goals, align assessments, and plan math implementation. Grade level learning teams will meet quarterly to review student work, share effective teaching and assessment strategies, and align instructional objectives to assist all students to achieve proficiency in mathematics. Grade level teams will also meet monthly with Lorie Huff, the District Math Coach, to review student work, share effective teaching and assessment strategies, and align instructional objectives to assist all students in achieving proficiency in mathematics. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Title I Schoolwide</p>	<p>Tracy Bratton , Lorie Huff</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>Teachers will collaborate with special education teachers and the ELL teachers to use differentiated strategies for students that are at risk in Operations and Algebraic Thinking. Action Type: AIP/IRI Action Type: Collaboration Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Melissa Noble</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Computers • Teachers • Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>Targeted , at risk students will be invited to before school interventions in order to close the achievement gap in math. Interventions will take place in computer lab under the direction of a certified staff member . The certified staff member will do math inteventions such as fluency work and base 10 instruction in addition to assisting students in the computer programs. Action Type: Title I Schoolwide</p>	<p>Tracy Bratton</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>Title I - Employee \$1402.50 Salaries: Title I - Employee \$364.50 Benefits: ACTION BUDGET: \$1767</p>
<p>Teachers will develop aligned assessments to support CGI and ECM and formatively monitor student progress in</p>	<p>Lorie Huff</p>	<p>Start: 07/01/2014 End:</p>		<p>ACTION BUDGET: \$</p>

Operations and Algebraic Thinking. Teachers will also use AP data to determine the effectiveness of problem solving. Results will be shared with parents through grade reports, progress reports, and parent/teacher conferences.		06/30/2015		
All students will use the research-based program Dreambox 3 days a week for 20 minute sessions to improve Operations and Algebraic Thinking as measured by MAP test scores. MAP test scores will be used to identify at risk students for small group math interventions in Operations and Algebraic Thinking with a certified interventionist. 20 ipads, covers, and earbuds will be purchased to supplement the devices currently in the classroom.	Lorie Huff	Start: 07/01/2014 End: 06/30/2015		Title I - Materials \$10480.00 & Supplies: ACTION BUDGET: \$10480
Total Budget:				\$12247

Intervention: Numbers and Operations in Base Ten

Scientific Based Research: Measures of Academic Progress Assessment (MAP Testing) The Northwest Evaluation Association's computerized adaptive assessments give educators the information they need to improve teaching and learning. Educators use the growth and achievement data from MAP assessments to develop targeted instructional strategies and plan school improvement. Results help educators make student-focused, data-informed decisions. MAP assessments are available in Reading, Language Usage, Mathematics, and Science. Go Math is specifically written to provide thorough coverage of the Common Core State Standards (CCSS) with an emphasis on depth of instruction, GO Math! provides support for students and teachers as they work to meet the mathematics standards' objectives. Lessons begin with concrete, context-based situations and, through the use of models, math talk, sample questions and other tools, progress toward more abstract problems, creating a natural, progressive learning environment to help students successfully engage with complex ideas. Number talks were developed for classroom teachers to engage students in "mental math" through grappling with interesting mathematics problems. Educators can use number talks regularly as introductions to the day's mathematical practice, as "warm ups" for other lessons, or as stand-alone extended engagements with mathematical concepts. 8 Mathematical Practices The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council's report Adding It Up: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy). Dreambox DreamBox Learning© Math offers a research-based math intervention program for students identified as struggling with math or who require additional academic support. Virtual manipulatives help students develop a deeper understanding of math concepts and complement manipulatives used in the classroom. The engaging and interactive lessons with targeted, appropriate work based on comprehension level helps students develop computational fluency, conceptual understanding, problem-solving ability, and confidence.

Actions	Person Responsible	Timeline	Resources	Source of Funds
PROGRAM EVALUATION: During the 2013-2014 school year we plan to evaluate the action: Mathematics & Procedural Fluency by analyzing data from the MAP Testing to determine whether the objectives of this Intervention were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. Our goal is that 80% of students grades k-5 will increase their RIT score in MAP testing. Action Type: AIP/IRI Action Type: Alignment Action Type: Professional Development Action Type: Program Evaluation	Lorie Huff	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Performance Assessments • School Library • Teachers • Teaching Aids • Title Teachers 	ACTION BUDGET: \$
PROGRAM EVALUATION RESULTS: At the conclusion of the 2012-2013 school year we evaluated this Intervention through:	Lorie Huff	Start: 07/01/2014 End:		ACTION \$

<p>OBSERVATION and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. The results of the OBSERVATION indicated that a majority of the teachers feel this intervention helps guide instruction in all 3 Tiers of instruction in the classroom. This intervention is necessary to help achieve our goal in the Math Priority based off of summative and formative assessment results. The above EVALUATION RESULTS demonstrated that this Intervention is valid in support of the teaching and learning process of all involved. During the 2013-2014 school year, we plan to use the following protocol of OBSERVATION in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention. We will use the information obtained to determine whether the objectives of this Intervention were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results in our 2014/2015 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program.</p> <p>Action Type: Collaboration</p>		06/30/2015		BUDGET:
<p>Teachers will receive professional development in Number Talks and the Common Core 8 Mathematical Practices during grade level meetings and staff meetings. Professional text , such as Number Talks and other text suggested by Math Coach will be purchased. A building membership to NCTM will also be purchased.</p> <p>Action Type: Professional Development Action Type: Title I Schoolwide</p>	Lorie Huff	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Teachers 	<p>Title I - Materials \$1000.00 & Supplies:</p> <hr/> <p>ACTION BUDGET: \$1000</p>
<p>All teachers will assess annually using summative assessments such as: ITBS and formative assessments such as: MAP Testing to determine gaps and redundancies in our curriculum. We will use this data to identify at risk student sin numbers and operations. Our ACSIP plan will be modified based on these assessments and appropriate professional development activities will be addressed according to the results.</p> <p>Action Type: AIP/IRI Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	Pricilla Logue	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers • Performance Assessments • Teachers • Title Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Teachers will develop aligned assessments to support Number Talk strategies such as subitizing, composing/decomposing, and ten frames. They will use these assessments to formatively monitor student progress in Numbers and Operations in Base Ten. Teachers will also use MAP data to determine the effectiveness of Number Talks. Results will be shared with parents through grade reports, progress reports, and parent/teacher conferences.</p>	Lorie Huff	Start: 07/01/2014 End: 06/30/2014		<hr/> <p>ACTION BUDGET: \$</p>
HIGHLY QUALIFIED: All instruction will be	Tracy	Start:		<hr/>

given by "highly qualified" teachers and support staff. Teachers will work closely to implement school wide Numbers and Operations strategies. Data will be used to continue to monitor progress and point-in-time remediation. Interventionists will be hired to provide additional instruction for students at risk in math. One full-time certified interventionist will be hired.	Bratton	07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
All students will use the research-based program Dreambox 3 days a week for 20 minute sessions to improve Numbers and Operations as measured by MAP test scores. MAP scores will be used to identify at risk students for small group math interventions in Numbers and Operations with a certified interventionist.	Jana Star	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$1000

Priority 3: To increase student awareness and knowledge of the effects of good nutrition and physical activity.

Supporting Data: 1. COMPREHENSIVE NEEDS ASSESSMENT: We assessed both past and present BMI data and our Physical Education teachers will continue to teach the Kids 4 Health program in our Physical Education Classes.

Goal Provide support for students in making healthy lifestyle choices.

Benchmark The number of students being considered overweight or at risk of overweight, according to their BMI, will decrease by 1/2% during the 2014-2015 school year when compared with the 2013-2014 school year. Students tested will be from kindergarten, 2nd, and 4th grade.

Intervention: Increase awareness and knowledge of the benefits of physical activity for lifelong health and wellness.				
Scientific Based Research: Kids for Health, 2004-2005				
Actions	Person Responsible	Timeline	Resources	Source of Funds
All students receive 180 minutes of Physical Education every 6 days and 100 minutes of Physical Activity each week. Action Type: Wellness	Cheyenne Plunkett and Tracy Bratton	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Students BMI assessments will be analyzed annually to determine the percentage of students decreasing in the categories of at risk of overweight or overweight. Interventions will be evaluated for their effectiveness based on this data. Action Type: Program Evaluation Action Type: Wellness	Amber Wenger-Smith and Lucious Selmon	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Implement and encourage participation in physical education program taught by a highly qualified teacher that supports physical activity. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness	Tracy Bratton, Jana Starr, and Cheyanne Plunkett	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Promote reduction of time children spend engaged in sedentary activities such as watching television and playing video games by sending home informational packages that include tips for parents/caregivers. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness	Cheyenne Plunkett and Lucious Selmon	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Encourage participation in family oriented, community-based physical activity program.	Sara Blickenstaff	Start: 07/01/2014	<ul style="list-style-type: none"> Administrative 	

<p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness</p>		<p>End: 06/30/2015</p>	<p>Staff • Teachers</p>	<p>ACTION \$ BUDGET:</p>
<p>PROGRAM EVALUATION: During the 2014-2015 school year we plan to evaluate the action: Increase Awareness and Knowledge for Lifelong Health and Wellness through the use of the School Health Index to determine whether the objectives of this Intervention were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. Our goal is that students learn how to make lifelong healthy choices. Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Wellness</p>	<p>Tracy Bratton and Cheyanne Plunkett</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<p>• Teachers • Title Teachers</p>	<p>ACTION \$ BUDGET:</p>
<p>PROGRAM EVALUATION RESULTS: At the conclusion of the 2014-2015 school year we evaluated this Intervention through: The School Health Index and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. The results of the School Health Index are analyzed by the lead P.E. teacher. The above EVALUATION RESULTS demonstrated that this Intervention is valid in support of the teaching and learning process of all involved. During the 2014-2015 school year, we plan to use the following protocol of the School Health Index in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention. We will use the information obtained to determine whether the objectives of this Intervention were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results in our 2015-2016 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program. Action Type: Parental Engagement</p>	<p>Cheyenne Plunkett</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>ACTION \$ BUDGET:</p>
<p>COMPREHENSIVE NEEDS ASSESSMENT: We formed ACSIP Leadership Teams and analyzed the test scores from the 2013-2014 administration of the 3-5 grade Augmented Benchmark, 1-2 ITBS Exams, and the School Health Index. We examined the results from both the combined population and EACH subpopulation. We conducted data analysis to determine our main areas of weakness. In addition, we studied the three most recent years of Attendance, Formative and Summative Achievement Data across grade levels within our building. We aggregated and disaggregated all the data for the purpose of establishing student learning and behavioral goals. We looked at our trend data in order to better identify the specific areas of need and help align classroom instruction with our curriculum, assessment and professional development. We examined our routines, customs, and norms in order to dig deeper for the root cause why more of our students are not achieving to their full potential. We are modifying our Curriculum, Instruction, Assessment and Professional Development practices to better meet the needs of all our populations. Based on our Data Analysis we came to the conclusion that the following areas reflect our greatest need within the Wellness</p>	<p>Donna Herrin</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>ACTION \$ BUDGET:</p>

Priority: MODULE 4 NUTRITION SERVICES. We will select Interventions and coordinate our various state and federal funding sources to address these areas. Action Type: Collaboration				
Classroom teachers, special education teachers, and other support staff will implement Brainbreak strategies to improve wellness. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education	Jana Starr	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Increase awareness and knowledge of the benefits of sound nutritional practices for lifelong health and wellness.

Scientific Based Research: Kids for Health, 2004-2005

Actions	Person Responsible	Timeline	Resources	Source of Funds
Implementation of Kids for Health. Action Type: Title I Schoolwide Action Type: Wellness	Lucious Selmon	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	ACTION BUDGET: \$
PROGRAM EVALUATION: During the 2013-2014 school year we plan to evaluate the action: Increase Awareness and Knowledge for Lifelong Health and Wellness through a Pre and Post test to determine whether the objectives of this Intervention were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. Our goal is that 75% of students will make healthy lifestyle choices. Action Type: Program Evaluation Action Type: Wellness	Cheyenne Plunkett	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers Title Teachers 	ACTION BUDGET: \$
PROGRAM EVALUATION RESULTS: At the conclusion of the 2012-2013 school year we evaluated this Intervention through: a Pre and Post Test and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. The results of the Pre and Post Test indicated faculty and Asbell families need an increased awareness of sound nutritional practices to help lower the rate of high BMI in all students. It is necessary to continue to educate staff and families to help ensure BMI will decrease in overweight students. The above EVALUATION RESULTS demonstrated that this Intervention is valid in support of the teaching and learning process of all involved. During the 2013-2014 school year, we plan to use the following protocol of a Pre and Post Test in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention. We will use the information obtained to determine whether the objectives of this Intervention were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results in our 2014/2015 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program.	Tracy Bratton and Cheyenne Plunkett	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$

Action Type: Parental Engagement				
Total Budget:				\$0

Priority 4: District will provide support to English Language Learners.

Supporting Data: 1. COMPREHENSIVE NEEDS ASSESSMENT: ASBELL formed ACSIP Leadership Teams and analyzed the test scores from the 2010-2011 administration of the K-5 grade Augmented Benchmark and SAT 10 Exams. We examined the results from both the combined population and each subpopulation. We conducted data analysis to determine our main areas of weakness. In addition, we studied the three most recent years of Attendance, Disciplinary, Formative and Summative Achievement Data across grade levels within our building. We aggregated and disaggregated all the data for the purpose of establishing student learning and behavioral goals. We looked at three years of trend data in order to better identify the specific areas of need and help align classroom instruction with our curriculum, assessment and professional development. We examined our routines, customs, and norms in order to dig deeper for the root cause why more of our students are not achieving to their full potential. We are modifying our Curriculum, Instruction, Assessment and Professional Development practices to better meet the needs of all our populations. We will select interventions and coordinate our various state and federal funding sources to address these areas and allocate more funding for intervention specialists. In addition, we meet in grade level teams, weekly and as an entire faculty monthly so that we can review formative, "real time" classroom performance data for the purpose of making decisions regarding the direction, and focus, of our Classroom Instruction. We chart progress on our "Assessment/Intervention" wall., meet in grade level teams, weekly and as an entire faculty monthly so that we can review formative, "real time" classroom performance data for the purpose of making decisions regarding the direction, and focus, of our Classroom Instruction. We chart progress on our "Assessment/Intervention" wall.

Goal Provide support for students that are English Language Learners.

Benchmark During the 2014-2015 school year, Asbell Elementary will meet or exceed the Annual Measurable Outcomes (AMO) for Performance (2014 AMO % for All Students and % for Targeted Achievement Gap Group) and for Growth (2014 AMO % for All Students Population and % for Targeted Achievement Gap Group). Asbell will also meet or exceed the AMO's for all NCLB subpopulations. For the 2012-13 school year, Asbell met the AMO's for Performance and Growth in the All Students Population. Asbell met Growth for All students, but did not meet AMO for TAGG students.

Intervention: Comprehensive Literacy Model				
Scientific Based Research: Ganske, Kathy, Word Journeys 2000; Adams, M., Beeler, T., Foorman, B. Lundberg, I. Phonemic Awareness in Young Children 1998; The Art of Teaching; Center for the Improvement of Early Reading Achievement, Put Reading First 2002				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Hire a Highly Qualified Certified ELL Teacher to provide supplemental instruction to ELL students. Title III and ELL Monies necessary for this intervention are budgeted in the District Plan. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Tracy Bratton	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers Title Teachers 	ACTION BUDGET: \$
Hire an ELL instructional assistant to provide supplemental instruction to ELL students. This instructional assistant will work under the direct supervision of a certified/highly qualified ELL teacher. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Tracy Bratton	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers Title Teachers 	ACTION BUDGET: \$
Teachers and staff will participate in Comprehensive Literacy training such as, but not limited to ELLA, Effective Literacy, Arkansas Reading Association workshops, System 44, Lexia, and Read 180 to receive training in the 5 essential elements of literacy. Teachers will also participate	Jana Starr	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers 	ACTION BUDGET: \$

<p>in trainings on how to plan and provide interventions for differentiated instruction. The Title III/ELL monies are budgeted in the District Plan to pay for one full-time staff member. Provide substitute pay for training. Purchase books and supplies/materials to supplement classroom instruction. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Professional Development Action Type: Title I Schoolwide</p>			<ul style="list-style-type: none"> Title Teachers 	
<p>PROGRAM EVALUATION: During the 2014-2015 school year we plan to evaluate the action: Comprehensive Literacy Model by analyzing data from Dibels Scores and DRA levels for grades k-5 to determine whether the objectives of this Intervention were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. Our goal is that 80% of students grades k-5 will score "low risk" in all Dibels assessments and 80% of students grades k-5 will be reading on grade level based off of their DRA level. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation</p>	Priscilla Logue	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
<p>COMPREHENSIVE NEEDS ASSESSMENT: We formed ACSIP Leadership Teams and analyzed the test scores from the 2013-2014 administration of the 3-5 grade Augmented Benchmark and 1-2 ITBS Exams. We examined the results from both the combined population and EACH subpopulation. We conducted data analysis to determine our main areas of weakness. In addition, we studied the three most recent years of Attendance, Formative and Summative Achievement Data across grade levels within our building. We aggregated and disaggregated all the data for the purpose of establishing student learning and behavioral goals. We looked at our trend data in order to better identify the specific areas of need and help align classroom instruction with our curriculum, assessment and professional development. We examined our routines, customs, and norms in order to dig deeper for the root cause why more of our students are not achieving to their full potential. We are modifying our Curriculum, Instruction, Assessment and Professional Development practices to better meet the needs of all our populations. Based on our Data Analysis we came to the conclusion that we will select Interventions and coordinate our various state and federal funding sources to address the areas of weakness in Literacy and Math. IN addition, we meet in grade level teams, weekly and as an entire faculty monthly so that we can review formative, "real time" classroom performance data for the purpose of making decisions regarding the direction, and focus, of our Classroom Instruction. Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide</p>	Priscilla Logue	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
<p>PROGRAM EVALUATION RESULTS: At the conclusion of the 2013-2014 school year we evaluated this Intervention through: OBSERVATION of data and determined that it was effective in support of our Curriculum, Instruction,</p>	Jana Starr and Priscilla Logue	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$

<p>Assessment and Professional Development. The results of the OBSERVATION indicated that a majority of the staff and Asbell Community feel they aren't fully aware of benefits of physical activity and believe that students would benefit from this knowledge. The above EVALUATION RESULTS demonstrated that this Intervention is valid in support of the teaching and learning process of all involved. During the 2014-2015 school year, we plan to use the following protocol of OBSERVATION of data in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention. We will use the information obtained to determine whether the objectives of this Intervention were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results in our 2015-2016 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide</p>				
<p>Classroom teachers, special education teachers, and other support staff will collaborate to implement the Rigor, Relevance, and Relationships strategies to improve literacy.</p> <p>Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education</p>	Tracy Bratton and Jana Starr	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Teachers 	<p>ACTION BUDGET: \$</p>
Total Budget:				\$0

Priority 5: To increase positive relationships with parents and increase parent involvement building wide.

Supporting Data: 1. COMPREHENSIVE NEEDS ASSESSMENT: ASBELL formed a Parent Involvement Team led by 2 Parent Involvement Facilitators. The team holds meetings monthly that are open to the Asbell community. After taking surveys and sending home compacts the team deemed the focus "creating positive relationships with parents and the community" a necessity.

Goal Asbell will create positive school/parent/community relationships in order to strengthen student achievement.

Benchmark 85% of parents will attend their scheduled parent-teacher conference.

Intervention: Parent Involvement Plan ACT 307 National PTA Standards, 2007				
Scientific Based Research: National PTA Standards,2007 Learning Early to Achieve program for preschool students; Report from Arkansas Blue Ribbon Commission 2003; No child Left Behind 2003; Act 49 of the 2nd Extraordinary Session of the Arkansas Legislature 2003; Harms, Clifford, Cryar, Early Childhood Environment Rating Scale 1998.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
SCHOOL-PARENT COMPACT: A school-parent compact will be created by staff and parents to reflect the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the state's student academic achievement standards. The compact will include ways in which parents will be responsible for supporting their children's learning, as well as stating the importance of communication between teachers and parents on an ongoing basis. The compact will be a tool for parents because it will provide assistance to parents in understanding how to monitor their child's progress through school curriculum by	Jana Starr	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Teachers 	<p>ACTION BUDGET: \$</p>

<p>providing standards and academic assessments. Parents will be provided with materials and training which will help them work with their children to improve academic achievement, as well as receive information related to school and parent programs and provide additional reasonable support for parental involvement activities as requested by parents. The compact will be a tool for educators because it focuses on the importance of effective communication as well as value and utility of contributions of parents. The compact will be available for viewing online on our school website and will be given to the parents at the first Parent/Teacher Conference in October. The compact encompasses parent involvement because it coordinates and integrates parent involvement programs and activities.</p> <p>Action Type: Parental Engagement Action Type: Program Evaluation</p>				
<p>PROGRAM EVALUATION: In the Fall of 2014, Asbell will conduct a Parent SURVEY to help determine areas of need. Also, VERIFICATION of ATTENDANCE at the Fall and Spring Parent-Teacher Conference in evaluating this intervention program: Parent Involvement Plan ACT 307 National PTA Standards, 2007. We will use this information to determine whether the objectives of this Intervention was achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results, in our 2015-16 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program."</p> <p>Action Type: Parental Engagement Action Type: Program Evaluation</p>	<p>Jana Starr, Cameron Magness, Crystal Hinrichs, Brittany Buckley, Brooke Buckley, Carlena Lambert and Summer Anderdson</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Teachers 	<p>ACTION BUDGET: \$</p>
<p>TRANSITION: (Pre-K) Kindergarten teachers will collaborate to incorporate research/best practices related to early childhood development so that there will be a seamless transition for students between preschool and kindergarten environments. The kindergarten curriculum includes instructional strategies, teaching methodologies, and assessment techniques based upon the theories of early childhood growth and development. Parents and students are introduced to kindergarten and the student expectations at the beginning of the year at a Kindergarten Round-up. Teachers will maintain contact with the parents on a regular basis and arrange for additional conferences with parents as needed.</p> <p>Action Type: Alignment Action Type: Equity Action Type: Parental Engagement</p>	<p>Cameron Magness and Summer Anderson</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>ACTION BUDGET: \$</p>
<p>PARENT INVOLVEMENT: Parents and highly qualified teachers will collaborate to develop and distribute a School Information Resource Guide for each family in the fall of each school year.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	<p>Jana Starr</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Teachers 	<p>ACTION BUDGET: \$</p>
<p>The building principal will designate one certified staff member to serve as a parent facilitator to organize meaningful training for</p>	<p>Tracy Bratton</p>	<p>Start: 07/01/2014 End:</p>	<ul style="list-style-type: none"> • Teachers 	<p>ACTION BUDGET: \$</p>

staff and parents and to undertake efforts to ensure that parental participation is recognized as an asset to the school. The district will pay the parent facilitator a stipend for assuming duties as required by ACT 307 of 2007. Action Type: Parental Engagement		06/30/2015		
Administrators, teachers, and parents will develop a parental involvement plan addressing the diverse needs of the students and their parents to increase the school's ability to provide for the educational success of their children. The Parent Involvement Plan will be posted on the school's website. The plan will be reviewed and updated annually. Funds will be used to purchase student planners and Communication Folders to facilitate in increasing communication between school and home. Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide	Jana Starr, Cameron Magness, Brittany Brisco, Brooke Buckley, Crystal Hinrichs, Summer Anderson, and Carlena Lambert	Start: 07/01/2014 End: 06/30/2015	• Teachers	Title I - Materials & Supplies: \$1500.00 <hr/> ACTION BUDGET: \$1500
The district will designate two PARENT/TEACHER CONFERENCES each school year. Notices will be sent out in advance and teachers will give parents and guardians a sign up schedule to help provide opportunities to come when parents are available. Sign in sheets will be used to record attendance. Action Type: Alignment Action Type: Parental Engagement	Jana Starr	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$
VOLUNTEER RESOURCE BOOK: Administrators, teachers and parents will develop a volunteer resource book including: a parent interest survey, an option for parents to designate how frequently they would participate in the program, and include opportunities for parents to assist from home. Action Type: Parental Engagement	Carlena Lambert, Brooke Buckley and Crystal Hinrichs	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$
As required in Act 307, PARENT INVOLVEMENT MEETINGS will be held twice a year to discuss what students will be expected to learn and what the academic standards are, how student's learning will be assessed and how parents can assist to make a difference in his or her child's education. Parents will be provided instruction on how to incorporate developmentally appropriate learning activities in the home environment. The school's process for RESOLVING PARENTAL CONCERNS will also be discussed, including but not limited to parental concerns in the handbook. To supplement the materials provided by the school for these meetings, the PARENT FACILITATOR will work with grade-level teams to select and purchase curriculum resource materials, appropriate for each grade level, which will support and scaffold student learning at home. These supplemental materials will be provided for low-income families, who otherwise would not be able to purchase them. Action Type: Parental Engagement	Jana Starr and Cameron Magness	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$
The school will engage in other activities to help a parent assist in his or her child's learning which include, but are not limited to hosting PARENT INVOLVEMENT events such as Annual Kindergarten Balloon Release August 8th at 8:30, Open House August 14th at 6:00 with a Pizza Dinner at 7:00, including a Curriculum	Jana Starr	Start: 07/01/2014 End: 06/30/2015	• Teachers	Title I - Materials & Supplies: \$4000.00 <hr/> ACTION

<p>Night in the classrooms. Watch DOG Dads kick-off meeting is September 3rd at 8:15. Donuts for Dads is scheduled for October 17th at 7:15. Muffins for Moms is scheduled for Oct. 3rd at 7:15, Musicals are scheduled for three grade levels this year. Fifth grade is Sept. 23rd at 6:30, First grade is Dec. 16th at 6:30, and Third Grade is May 28th at 6:30. Meet the Teacher Night on August 1st, Block Party is on September 18th at 6:00, Field Day is June 5th, Read Across America is the week of March 2-6th. Kindergarten Celebration is on June 1st at 9:00, 5th Grade Graduation is on June 4th at 6:00. We will have monthly and quarterly assemblies for various activities that include: Awards ceremonies, Rise Awards, and Roadrunner Rally. as ways to raise parent and community involvement and to help parents assist in their child's learning. Funds will be used to purchase any materials, supplies, and prepackaged food needed.</p> <p>Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide</p>				<p>BUDGET: \$4000</p>
<p>PROGRAM EVALUATION RESULTS: At the beginning of the 2014-15 school year we will evaluate this Intervention through: SURVEY and QUESTIONNAIRE to determine if it's effective in support of our Curriculum, Instruction, Assessment and Professional Development. The results of the Parent SURVEY/QUESTIONNAIRE indicated that a majority of parents felt there was open communication between parents and teachers through many different outlets, but that teachers needed to continue to offer ways parents can help their children at home with curriculum being taught in the classroom. The above EVALUATION RESULTS demonstrated that this Intervention is valid in support of the teaching and learning process of all involved. During the beginning of the 15-16 school year we will use the QUESTIONNAIRE in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention. We will use the information obtained to determine whether the objectives of this Intervention were achieved and use those evaluation results in making decisions that impact our future instructional program.</p> <p>Action Type: Parental Engagement Action Type: Program Evaluation</p>	<p>Jana Starr and Cameron Magness</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>ACTION BUDGET: \$</p>
<p>ANNUAL TITLE ONE MEETING: Our school will host an annual community meeting to discuss the Title I program. This meeting will be scheduled during the fall of each school year and will be conducted as a stand alone meeting. A sign-in sheet will be kept to document attendance. An agenda will be provided that includes: Goals for the program, Rights of parents to be involved in the planning, review and revision of parent programs (including the school parental involvement policy) School accreditation, coordination of federal programs, the school's academic performance report, overview of the curriculum along with an explanation of the kinds of assessments used. There will be a time for dialogue with our</p>	<p>Jana Starr and Tracy Bratton</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>ACTION BUDGET: \$</p>

<p>parents and they will be encouraged to ask questions and offer suggestions as they relate to budgeting of all federal monies. Parents will be encouraged to form a partnership with the school. A committee will be formed for the purpose of, annually, revising our school parental involvement policy.</p> <p>Action Type: Parental Engagement Action Type: Title I Schoolwide</p>				
<p>BUILDING CAPACITY #1: To ensure effective involvement of parents and to support a partnership between the school, parents and community, for the purpose of improving student academic achievement we will provide assistance to parents of children served at our school as appropriate in understanding such topics as the State's academic content standards and State academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children.</p> <p>Action Type: Equity Action Type: Parental Engagement</p>	Jana Starr and Cameron Magness	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
<p>BUILDING CAPACITY #2: To ensure effective involvement of parents and to support a partnership between the school, parents and community, for the purpose of improving student academic achievement we will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.</p> <p>Action Type: Equity Action Type: Parental Engagement</p>	Summer Anderson, Cameron Magness, and Jana Starr	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
<p>BUILDING CAPACITY #5: To ensure effective involvement of parents and to support a partnership between the school, parents and community, for the purpose of improving student academic achievement we will 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.</p> <p>Action Type: Equity Action Type: Parental Engagement</p>	Jana Starr	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
<p>BUILDING CAPACITY #6: To ensure effective involvement of parents and to support a partnership between the school, parents and community, for the purpose of improving student academic achievement we will provide such other reasonable support for parental involvement activities under this section as parents may request.</p> <p>Action Type: Equity Action Type: Parental Engagement</p>	Cameron Magness, Brittany Brisco	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
<p>Classroom teachers, special education teachers, and other support staff will collaborate to implement the Rigor, Relevance, and Relationships strategies to improve parent involvement.</p> <p>Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education</p>	Jana Starr	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$

Action Type: Title I Schoolwide				
PARENT INVOLVEMENT: The school will provide to parents information about the following components: (a) Parents Right to Know, (b) Annual Report Card, (c) Individual Student Assessment Report, (d) Progress Review, (e) Written State Complaint Procedures, (f) Parental Communication, (g) Disabled Parents to ensure meaningful participation in Title I, Part A Programs. Action Type: Parental Engagement	Cameron Magness	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$5500

- Planning Team

Classification	Name	Position	Committee
Business Representative	Joyce Prowell	Ozark Guidance Counselor	Wellness
Classroom Teacher	Allison Helton	3rd Grade	Math
Classroom Teacher	Becky Roberts	2nd Grade	Literacy
Classroom Teacher	Brittany Brisco	First Grade	Parent Involvement
Classroom Teacher	Brooke Buckley	Classroom Teacher	Parent Involvement
Classroom Teacher	Carolyn Baughman	2nd Grade	Literacy
Classroom Teacher	Clarisa Pierce	5th Grade	Math
Classroom Teacher	Crystal Hinrichs	1st Grade	Parent Involvement
Classroom Teacher	Jennifer Conway	Kindergarten	Math
Classroom Teacher	Jill Jackson	Kindergarten	Literacy
Classroom Teacher	Krista Crouch	Teacher	Literacy
Classroom Teacher	Kyla Price	4th Grade	ELL
Classroom Teacher	Mandy Hachmann	4th Grade	ELL
Classroom Teacher	Mary Tannehill	5th Grade	ELL
Classroom Teacher	Nicole Avitts	Kindergarten Teacher	ELL
Classroom Teacher	Pam Henbest	Teacher	Literacy
Classroom Teacher	Summer Anderson	Kindergarten	Parent Involvement
District-Level Professional	Christie Jay	Federal Programs Coordinator	ASCIP Leadership
Non-Classroom Professional Staff	Amber Wenger-Smith	Nurse	Wellness
Non-Classroom Professional Staff	Ann Grigg	Speech Pathologist	Literacy
Non-Classroom Professional Staff	Audrey Caldwell	Media Specialist	Literacy
Non-Classroom Professional Staff	Cameron Magness	Counselor	Parent Involvement
Non-Classroom Professional Staff	Carlena Lambert	Music	Parental Involvement
Non-Classroom Professional Staff	Cheyenne Plunkett	Physical Education	Wellness
Non-Classroom Professional Staff	Donna Herrin	Cafeteria Manager	Wellness
Non-Classroom Professional Staff	Jane Skinner	Art	Math
Non-Classroom Professional Staff	Jennifer Samuelsen	Certified Interventionist	Math Chair
Non-Classroom Professional Staff	Katie Shinn	Instructional Facilitator	Literacy
Non-Classroom Professional Staff	Lucious Selmon	Physical Education	Wellness
Non-Classroom Professional Staff	Melissa Noble	Resource	Math
Non-Classroom Professional Staff	Priscilla Logue	ESL Teacher	ELL
Non-Classroom Professional Staff	Sara Blickenstaff	Social Worker	Parental Involvement
Parent		Parent	Community Representative
Principal	Jana Starr	Assistant Principal	ACSIP Leadership/Parent Involvement
Principal	Tracy Bratton	Principal	ACSIP Leadership

