

## School Plan

Print Version

### **BUTTERFIELD ELEMENTARY SCHOOL**

### **Arkansas Comprehensive School Improvement Plan**

### **2014-2015**

At Butterfield Trail Elementary we are setting the climate for developing responsible citizens and lifelong learners by involving the students in the common core curriculum, wellness, arts and technology.

Grade Span: K-5

Title I: Title I Schoolwide

School Improvement: MS

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##### **Priority 1:** Literacy

**Goal:** All students will improve in literacy skills by demonstrating annual growth based on MAPS Assessments, ITBS and DIBELS.

##### **Priority 2:** Math

**Goal:** All students will improve mathematic skills by demonstrating annual growth based on MAPS Assessments, District Formative Assessments, and ITBS.

##### **Priority 3:** Wellness

**Goal:** Provide support for students in making healthy lifestyle choices by increasing collaborations between all segments of the school community in support of positive lifestyle choices

##### **Priority 4:** English Language Learners (ELL)

**Goal:** All students who qualify for English Language Learners services will improve literacy skills by demonstrating annual growth on MAPS Assessments, DIBELS and IOWA.

##### **Priority 6:** Parental Engagement

**Goal:** 95% of parents will actively participate in Parent/Teacher conferences during the 2014 - 2015 school year.

Priority 1: All students will improve on MAPS, DIBELS, and ITBS.

1. ACSIP CRT Data Source for BUTTERFIELD TRAIL ELEMENTARY SCHOOL Benchmark-3rd Grade Literacy Exam 2014: # Tested & Percent of Students Scoring Proficient/Advanced: All Students: 232 students took the exam with 92.67% proficient/Advanced TAGG: 95 students took the exam with 83.16% proficient/advanced MAP Literacy data identified these areas of concern regarding Butterfield's 3rd - 5th grade students: 29% of current 3rd - 5th grade students were below the 50th percentile in literacy at the end of last year. Foundations of Reading was an area of low performance for the greatest percentage of current 3rd - 5th graders. Attendance Rate: In 2013-2014, the attendance rate was 95.75%
2. ACSIP CRT Data Source for BUTTERFIELD TRAIL ELEMENTARY SCHOOL Benchmark-3rd Grade Literacy Exam 2013: # Tested & Percent of Students Scoring Proficient/Advanced: All Students: 251 students took the exam with 89.64% proficient/Advanced TAGG: 114 students took the exam with 80.70% proficient/advanced MAP Literacy data identified these areas of concern regarding Butterfield's 3rd - 5th grade students: 22% of current 3rd - 5th grade students were below the 50th percentile in literacy at the end of last year. Foundations of Reading was an area of low performance for the greatest percentage of current 3rd - 5th graders. 8% of those tested were identified as low in this area which is below the 33rd percentile nationally. Attendance Rate: In 2012-2013, the attendance rate was 96.69%

Supporting Data:

3. ACSIP CRT Data Source for BUTTERFIELD TRAIL ELEMENTARY SCHOOL Benchmark: 3rd-5th Grade Literacy Exam 2012: # Tested & Percent of Students Scoring Proficient/Advanced: All Students: 252 students took the exam with 84.52% proficient/advanced TAGG: 119 students took the exam with 73.11% proficient/advanced MAP literacy data identified these areas of concern regarding Butterfield's 3rd - 5th grade students: 28% of current 3rd - 5th grade students were below the 50th percentile in literacy at the end of last year. Foundations of Reading was an area of low performance for the greatest percentage of current 3rd - 5th graders. 23% of those tested were identified as low in this area which is below the 33rd percentile nationally. Attendance Rate: In 2011-2012, the attendance rate was 95.9%
- 4.
5. Comprehensive Needs Assessment: Butterfield conducted a three year data trend analysis of literacy achievement using the results from Benchmark, MAPS and attendance. The Targeted Achievement Gap Group data was examined to identify specific areas of weakness in learning strands. Our data analysis identified the following focus area for improvement: writing & reading literary passage. We examined our instructional strategies, classroom structure/grouping, and classroom walk through data and are modifying our curriculum, instruction, common assessments and professional development practices to better meet the needs of all of our students. In addition, literacy teachers will meet monthly with the instructional facilitator to review formative, real time classroom performance data, and focus on classroom instruction. The entire faculty meets monthly to review and discuss data and instructional practices that will improve student achievement. We will use available funds to implement appropriate interventions and programs that will best address the needs of our students.

Goal All students will improve in literacy skills by demonstrating annual growth based on MAPS Assessments, ITBS and DIBELS.

Benchmark The number of TAGG students in grade 2 - 5 participating in the Accelerated Reading program will achieve 80% attendance rate with fidelity during the 2014-2015 school year.

Intervention: Writer's Workshop				
Scientific Based Research:				
Actions	Person Responsible	Timeline	Resources	Source of Funds
All teachers will participate in ongoing professional development in writing. This includes: ELLA, Effective Literacy, Easy Tech Keyboarding and grade level team meetings. Action Type: Professional Development Action Type: Special Education Action Type: Title I Schoolwide	JoAnna Lever	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$
All students will: access information; develop writing skills; and publish student work as stated in the Common Core State Standards. Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide	JoAnna Lever	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Public Library</li> <li>• School Library</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$
Provide all students with access to a rich collection of diverse resources (to include, but not be limited to books, videos, tapes, and other media materials) through the school library. Action Type: Equity Action Type: Title I Schoolwide	Rebecca Webb	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• School Library</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Communicate writing expectations and student progress in writing to parents through classroom assignment sheets, rubrics parent-teacher conferences, portfolios, graded work, newsletters, and web access to the curriculum. Action Type: Equity Action Type: Parental Engagement Action Type: Special Education Action Type: Title I Schoolwide	Ashley Lester	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$

<p>TRANSITION: Transition from Pre-School to Kindergarten Action: (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 preschool and kindergarten curriculum includes instructional strategies, teaching methodologies, and assessment techniques based upon the theories of early childhood growth and development. Each kindergarten classroom will have a .5 instructional assistant and preschool a full time instructional assistant daily to support this process. Teachers will maintain contact with the parents on a regular basis and arrange for additional conferences with parents as needed.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Megan Meggers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$
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Total Budget:	\$0
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Intervention: Comprehensive Literacy Model: Early Literacy Learning in Arkansas (ELLA); Effective Literacy; Phonetic Connections; Word Study; and Literacy Lab

Scientific Based Research: Adams, M., Beginning to Read; Allington, R., Classrooms That Work (1999).

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>ELLA and Effective Literacy updates will be shared with classroom teachers through PD, grades K-4. Jennifer Coates will complete her first year of ELLA this year. The following teachers will complete their first year of Effective Literacy this year: Lindsey Griesse, Sherri watson, Becky Shofner, Jennifer Condron, and Margaret Connors. Full implementation of the literacy components will ensure that all students are provided with the essential literacy skills and strategies needed to be successful readers. model ensures that all five of the essential literacy elements are mastered: phonological awareness, phonics, comprehension, vocabulary, and fluency. Leveled text has been purchased, as well as materials to be used in literacy workstations, to better support implementation. Substitutes will be employed so that teachers may attend follow-up ELLA and ELF sessions throughout the school year.</p> <p>Action Type: Professional Development Action Type: Special Education Action Type: Title I Schoolwide</p>	Dena Griffin	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• District Staff</li> </ul>	ACTION BUDGET: \$
<p>All classroom teachers will be trained in the use of Accelerated Reader as part of the ongoing reading instruction for all students in the classroom. Each new teacher will be assigned a mentor AR teacher for the year.</p> <p>Action Type: Equity Action Type: Professional Development Action Type: Title I Schoolwide</p>	Rose Tacker	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Teachers</li> </ul>	Title I - Materials & \$5504.00 Supplies:  ACTION BUDGET: \$5504
<p>Levelized reading books, well reviewed library books, software subscriptions, LCD projectors (\$1400 each),</p>	Karen Ervin	Start: 07/01/2014 End:	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> </ul>	Title I - Materials & \$1188.60 Supplies:

<p>Smartboards (\$4500), Interwrite Pads (\$50), voice amplification systems or other interactive technologies (\$1112 each) and other supplies for implementation of ELLA/Effective Literacy/Literacy Lab strategies and Accelerated Reader will be purchased to enhance classroom activities. Action Type: Equity Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>		06/30/2015		ACTION BUDGET: \$1188.6
<p>Teachers will utilize appropriate technology programs to integrate technology into literacy instruction for all students. This will provide students with additional reinforcement for the standards-based literacy instruction which benefits all students, including English Language Learners and students with special needs. Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	Sue Conlee	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Computers</li> </ul>	ACTION BUDGET: \$
<p>Classroom teachers, special education teachers, and other support staff will collaborate to implement differentiated strategies for students with Academic Improvement Plans and/or special needs to improve literacy skills. Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	Sherrie Lindsay	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Computers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
<p>Summative evaluations will be used to measure the effectiveness of the instructional literacy components. Those summative evaluations include but are not limited to: achievement tests, district quarterly assessments, DIBELS Next, and MAP tests. Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	Brooks Anne Courtway	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
<p>Coordination and integration of programs and student identification for services: All teachers will be encouraged to attend the state, regional or national reading conferences. Training provides teachers with the necessary skills for more effective student-based instruction. Substitutes will be provided and expenses will be covered for registration, transportation, meals, lodging and some other misc. expenses. This knowledge is supported by grade-level work by each team of teachers with the building instructional facilitator to ensure effective implementation. Action Type: Professional Development Action Type: Special Education Action Type: Title I Schoolwide</p>	Donna Modica	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
<p>Individual AR data derived from a research based growth model will be used to evaluate the effectiveness of the AR program. Second grade through fifth grade will STAR three times a year, in</p>	Donna Modica	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Computers</li> </ul>	ACTION BUDGET: \$

<p>August, January &amp; May. First grade will STAR in January and May. Kindergarten will STAR on an individual basis.  Action Type: Program Evaluation  Action Type: Technology Inclusion  Action Type: Title I Schoolwide</p>				
<p>The following instructional assistants will be employed to support and supplement instructional strategies, perform assessments, collect and disaggregate data with students and teachers and implement intervention programs in reading and language arts instruction:  Kristen Hodskins(Salary \$8307.60 Benefits \$2159.98) Amy Guthrie (Salary \$16520.88 Benefits \$4295.43) Betty Metcalf(Salary \$11889.24 Benefits \$3091.20)Kim Autry (Salary \$12731.16 Benefits \$3310.10)Rose Tacker (salary \$14859.96 Benefits \$3863.59) Julie Powell (Salary \$26749.32 Benefits \$6954.82)Kelli Heflin (Salary \$9479.28 Benefits \$2464.61) Brittany Hutson (Salary \$573.24 Benefits \$149.04).  These highly qualified paraprofessionals will participate in focused professional development to provide seamless support of classroom instruction and intervention programs. The paraprofessionals have received and will continue to receive training to implement guided reading and specific interventions.  Action Type: Equity  Action Type: Title I Schoolwide</p>	<p>Martha Palmer</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<p>Title I - Employee \$60910.00 Salaries: Title I - Employee \$15896.00 Benefits:</p> <hr/> <p>ACTION BUDGET: \$76806</p>
<p>Kindergarten and first grade teachers will utilize the Phonetic Connections program as a daily part of literacy instruction. Beginning the second semester first grade will begin Quick Reads. Second grade will utilize district provided Word Study lessons for explicit word study/spelling instruction. Third grade will utilize the Spiral Up program and fourth and fifth grades will use the Word Study Vocabulary program. These provide systematic instruction focused on research-based instructional methods.  Action Type: Alignment  Action Type: Title I Schoolwide</p>	<p>Sherrie Lindsay</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Kindergarten students who score "delayed," in both written and oral communication on the QELI; 1st and 2nd grade students who score "below basic" in reading on the ITBS; and 3rd, 4th, and 5th grade students who score below the proficient level on the PARCC will be provided with targeted literacy interventions. DIBELs Next assessments will be administered to all students in grades K-3 and those in grades 4 &amp; 5 who have not previously met their grade level benchmarks. Student progress will be monitored until levels of proficiency have been met. Additional interventions may be put in place for those who do not make progress.  Action Type: AIP/IRI</p>	<p>Andrea Lofton</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>Action Type: Equity Action Type: Title I Schoolwide</p>				
<p>In our school, Title 1 resources will be used to help students achieve our Adequate Yearly Progress targets by supporting and supplementing the implementation of a tightly aligned instructional program. Our staff is continuing to align their instruction with: the Common Core State Standards, assessments, and the professional development they receive in order to eliminate gaps in students learning and improve student achievement. Action Type: AIP/IRI Action Type: Title I Schoolwide</p>	<p>Adrienne Seeger</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>The methods and strategies we implement are scientifically research-based and have been proven effective. The use of differentiated and cognitively guided instruction is one example of the kinds of strategies we use to support meeting the needs of our students. We have implemented these programs which are designed to provide accelerated opportunities for our students. We believe in the inclusion model and work very hard to provide supplemental instruction within the regular classroom setting. Action Type: AIP/IRI Action Type: Collaboration Action Type: Title I Schoolwide</p>	<p>Andrea Lofton</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• School Library</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>We use Title 1 funds to support and supplement the regular education programs. Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Joey Folsom</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>School Leadership Team: Closing the Achievement Gap(Literacy): Regular quarterly meetings (9/10/14) of our (Literacy) ACSIP Leadership Committee 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</p>	<p>Heather Williams</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>

<p>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. Action Type: Collaboration Action Type: Title I Schoolwide</p>				
<p>Program Evaluation: At the conclusion of the 2013-2014 school year, we evaluated the Accelerated Reading program through: pre/post testing, CRT/NRT assessments, and district summative assessments. We determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. The Accelerated Reading program demonstrated that it is valid in supporting the teaching and learning that are part of the literacy model adopted by the district. During the 2014-2015 school year we plan to follow the same protocol in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program: Accelerated Reading Program. We will use this data/information to determine whether the objective(s) of this Intervention/Program was (were) achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report these results, in our 2014-2015 ACSIP plan, and use those evaluation results in making decisions that impact our future instructional program. MAP literacy data identified these areas of concern regarding Butterfield's 3rd, 4th and 5th grade students: 33% of current 3rd, 4th, and 5th graders were below the 50th percentile at the end of last year. Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	Melissa Anderson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
<p>All students' needs will be addressed through the application of the FPS Literacy Curriculum. Action Type: Alignment Action Type: Equity Action Type: Title I Schoolwide</p>	Courtney Bailless	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
<p>We are continually planning for the best ways to serve our students. Teachers will meet at the beginning, middle and end of the year for a half day to analyze student data. They will continue to meet monthly and review students' progress. The data will be collected from the following sources: DIBELs Next, NWEA, Accelerated Reader, DRA, DSA, PARCC, IOWA, anecdotal records, formative assessments, and FPS district quarterly assessments. Additional data will be collected from the following interventions: Lexia Core 5, Barton, System 44, Reading Rewards, Writing Rewards, Rite Flight Rate, Read Well, Increasing Fluency Using High</p>	Brooks Ann Courtway	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	ACTION BUDGET: \$

Frequency Word Phrases, Phonics for Reading, Heggerty, and Let's Talk About It. The data will be analyzed in order to: place students in intervention and enrichment groups; monitor progress or lack thereof; make instructional decisions; and discontinue services. Supplemental substitute teachers will be provided at \$95 per day and budgeted from purchased services for SubTeach. Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide				
Teachers in second through fifth grade will utilize Quick Reads to improve student fluency. First grade uses fluency passages and beginning the second semester will start Quick Reads. Action Type: Alignment	Scottye Allen	Start: 07/01/2014 End: 06/30/2015	• Teachers	ACTION BUDGET: \$
Total Budget:				\$83498.6

Priority 2: All students will improve in mathematics skills as assessed by MAPS, ITBS and District Quarterly Assessments

Supporting Data:

1. ACSIP CRT Data Source for BUTTERFIELD TRAIL ELEMENTARY SCHOOL Benchmark-3rd - 5th Grade Math Exam 2014: # Tested & Percent of Students Scoring Proficient/Advanced: All Students: 233 students took the exam with 87.98% proficient/advanced TAGG: 96 students took the exam with 76.04% proficient/advanced MAP math data identified these areas of concern regarding Butterfield's 3rd - 5th grade students: 31% of current 3rd - 5th grade students were below the 50th percentile in math at the end of last year. Numbers and Operation was an area of low performance for the greater percentage of current 3rd - 5th graders. Attendance Rate: In 2013-2014, the attendance rate was 95.75%
2. ACSIP CRT Data Source for BUTTERFIELD TRAIL ELEMENTARY SCHOOL Benchmark-3rd - 5th Grade Math Exam 2013: # Tested & Percent of Students Scoring Proficient/Advanced: All Students: 251 students took the exam with 87.25% proficient/advanced TAGG: 114 students took the exam with 76.32% proficient/advanced MAP math data identified these areas of concern regarding Butterfield's 3rd - 5th grade students: 19% of current 3rd - 5th grade students were below the 50th percentile in math at the end of last year. Numbers and Operation was an area of low performance for the greater percentage of current 3rd - 5th graders. 11% of those tested were identified as low in this area which is below the 33rd percentile nationally. Attendance Rate: In 2012-2013, the attendance rate was 96.69%
3. ACSIP CRT Data Source for BUTTERFIELD TRAIL ELEMENTARY SCHOOL Benchmark: 3rd-5th Grade Math Exam 2012: # Tested & Percent of Students Scoring Proficient/Advanced: All Students: 252 students took the exam with 90.08% proficient/advanced TAGG: 119 students took the exam with 83.19% proficient/advanced MAP math data identified these areas of concern regarding Butterfield's 3rd - 5th grade students: 21% of current 3rd - 5th grade students were below the 50th percentile in math at the end of last year. Numbers and Operation was an area of low performance for the greater percentage of current 3rd - 5th graders. 21% of those tested were identified as low in this area which is below the 33rd percentile nationally. Attendance Rate: In 2011-2012, the attendance rate was 95.9%
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- 6.
7. Comprehensive Needs Assessment: Butterfield conducted a three year data trend analysis of math achievement using the results from Benchmark, MAPS and ITBS. Results for both the Targeted Achievement Gap Group were examined to identify specific areas of weakness in learning strands. Our data analysis identified the following focus areas for improvement: Geometry. We examined our instructional strategies, classroom structure/grouping, and classroom walk through data and are modifying our curriculum, instruction, common assessments and professional development practices to better meet the needs of all of our students. In addition, math teachers will meet monthly with the math coach to review formative, real time classroom performance data, and focus on classroom instruction. The entire faculty meets monthly to review and discuss data and instructional practices that will improve student achievement. We will use available funds to implement appropriate interventions and programs that will best address the needs of our students.

Goal All students will improve mathematic skills by demonstrating annual growth based on MAPS Assessments, District Formative Assessments, and ITBS.  
The number of TAGG students participating in the Dreambox program will achieve 50% attendance



Benchmark rate with fidelity during the 2014-2015 school year.

Intervention: Technology Software: an individual academic plan for all students.				
Scientific Based Research: West Virginia Story: Achievement gains from a statewide comprehensive instructional technology program. Mann, D., Shakeshaft, C., Becker, J., and Kotthamp, R. 1998.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Classroom teachers, special education teachers, administrators and other support staff will collaborate a minimum of once a month to review student achievement and discuss the implementation of differentiated strategies, including, but not limited to, the use of the DreamBox program, for students with Academic Improvement Plans, below grade level MAPS scores, below grade level common unit assessments and/or special needs to improve mathematics skills. Supplemental substitute teachers will be provided at \$95 per day and budgeted from purchased services for SubTeach. Action Type: AIP/IRI Action Type: Equity Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide	April Herrin	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Computers</li> <li>Performance Assessments</li> </ul>	ACTION BUDGET: \$
Teachers and other support personnel will use MAPS scores and common math unit assessments to determine which students are in need of support with Title I activities. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide	Cheri Desoto	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Program Evaluation: At the conclusion of the 2013-2014 school year, we evaluated the IXL program using pre/post testing, CRT/NRT assessments, and district summative assessments and determined that it was ineffective in supporting our Curriculum, Instruction, Assessment and Professional Development. The evaluation results demonstrated that this program is not valid in supporting the teaching and learning that are part of the district math goals. During the 2014-2015 school year we plan to follow the same protocol in evaluating and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program: DreamBox. We will use this data/information to determine whether the objective(s) of this Intervention/Program was (were) achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report these results, in our 2014-2015 ACSIP plan, and will use those evaluation results in making decisions that impact our future instructional program. Action Type: Program Evaluation Action Type: Title I Schoolwide	Lorie Huff	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Computers</li> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Common Core Curriculum				
Scientific Based Research: Federal Government				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Purchase materials to be used to implement activities and assessments	Brittney Mohr	Start: 07/01/2014	<ul style="list-style-type: none"> <li>Teaching</li> </ul>	

<p>that compliment lessons for the common core in regular classrooms, special education resource room and the computer lab to include LCD projectors, Ipads, SmartBoards or other interactive technologies.  Action Type: Collaboration  Action Type: Equity  Action Type: Special Education  Action Type: Title I Schoolwide</p>		<p>End: 06/30/2015</p>	<p>Aids</p>	<p>ACTION BUDGET: \$</p>
<p>Grade level teachers will meet with our Math Coach monthly to review student work, share effective teaching and assessment strategies (including technology), and align instructional objectives to assist all students to achieve proficiency in mathematics.  Action Type: Collaboration  Action Type: Equity  Action Type: Special Education  Action Type: Technology Inclusion  Action Type: Title I Schoolwide</p>	<p>Cassie Smith</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>Teaching Aids</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Use kindergarten through fifth grade ITBS scores, PARCC and MAPS as summative assessments and Common unit assessments and teacher created assessments will be used as formative assessments in the evaluation of student progress in math achievement.  Action Type: Equity  Action Type: Program Evaluation  Action Type: Special Education  Action Type: Technology Inclusion  Action Type: Title I Schoolwide</p>	<p>Stephanie Self</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>Performance Assessments</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>The following instructional assistants will be employed to support students in all kindergarten through fifth grade classes during regular math instruction or interventions: Amy Guthrie, Betty Metcalf, Kim Autry, Rose Tacker, Julie Powell, Kelli Heflin, Heidi Pope, and Brittney Hutson, Melanie Ober, Beth Miller, Lisa Malloy, Holly Gordon and Linly Micesh. Instructional assistants will also be employed to assess students and collect and dis-aggregate data for math instruction, program and teacher support and intervention groups. Betty Metcalf (Salary \$11889.24 Benefits \$3091.20) Kim Autry (Salary \$12731.16 Benefits \$3310.10) Rose Tacker (salary \$14859.96 Benefits \$3863.59) Julie Powell (Salary \$26749.32 Benefits \$6954.82) Kelli Heflin (Salary \$9479.28 Benefits \$2464.61) Brittany Hutson (Salary \$573.24 Benefits \$149.04)  Action Type: Equity  Action Type: Title I Schoolwide</p>	<p>Kelly Whittle</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>Title I - Employee \$30455.00  Salaries:  Title I - Employee \$7918.00  Benefits:  <hr/> ACTION BUDGET: \$38373</p>
<p>Program Evaluation: At the conclusion of the 2013-2014 school year, we evaluated this Intervention/Program through: pre/post testing, CRT/NRT assessments, and local summative assessments and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. The following EVALUATION RESULTS demonstrate that this</p>	<p>Brandy Wingo</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>

<p>Intervention is invalid in support of the teaching and learning that are part of this program: Everyday Math. During the 2014-2015 school year, we plan to follow the same protocol in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within the lessons for Common Core implementation. We will use this data/information to determine whether the objective(s) of this Intervention/Program was achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report these results, in our 2014-2015 ACSIP plan, and use those evaluation results in making decisions that impact our future instructional program. MAP math data identified these areas of concern regarding Butterfield's 3rd, 4th and 5th grade students: 33% of current 3rd, 4th, and 5th graders were below the 50th percentile in math at the end of last year. Numbers and Operation was an area of low performance for the greatest percentage of current 3rd, 4th, and 5th graders</p> <p>Action Type: Program Evaluation Action Type: Title I Schoolwide</p>				
<p>SUMMATIVE ASSESSMENT: First thru fifth grade IOWA and PARCC scores will be examined on an individual basis to determine eligibility for individual student Academic improvement Plan. These plans will address deficiencies in the area of critical/creative thinking and problem solving.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide</p>	Lisa Snyder	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>School Leadership Team: Closing the Achievement Gap(Math): Regular quarterly meetings of our (Math) ACSIP Leadership Committee 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 sing-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</p>	Margaret Connors	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>_____</p> <p>ACTION BUDGET: \$</p>

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. Action Type: Collaboration Action Type: Title I Schoolwide				
All parents will be informed at Curriculum Nights and Parent/Teacher conferences of the math common core curriculum, CGI components, ECM components curriculum maps and forms of assessments students will be taught with during the year. Action Type: Collaboration Action Type: Title I Schoolwide	Caryn Finney	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Several strategies will be used during math instruction: These strategies and programs may be utilized by classroom teachers at multiple times during a lesson/unit/chapter. Several of these components are but not inclusive to: math home letters, manipulative, RTI, essential questions, project based introduction, higher order thinking questions, grab & go centers, games, and technology video introductions. Action Type: Professional Development Action Type: Technology Inclusion	Lorie Huff	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$38373

Intervention: Professional Development Design--a plan for all teachers.

Scientific Based Research: Loucks-Horsley, S., Designing Professional Development for Teachers of Science and Mathematics 1998, National Institute for Science Education.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Plan, design, purchase materials/equipment for implementation of professional development activities for school areas of focus using district guidelines for design, content, implementation, and results. Action Type: Collaboration Action Type: Professional Development Action Type: Special Education Action Type: Title I Schoolwide	Brandy Wingo	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Central Office</li> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Provide diverse building professional development opportunities to offer teachers a balanced approach to enhanced knowledge and skills such as: content and curriculum maps, strong foundation in pedagogy, general content, general knowledge on teaching and learning processes, general knowledge about school culture and common unit assessments. Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide	Nancy Smith	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>Outside Consultants</li> <li>Performance Assessments</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	Title I - Purchased \$3392.98 Services: Title I - Materials & Supplies: \$486.14 ACTION BUDGET: \$3879.12
Use community resources and outside consultants such as the Center for Math and Science Education (CMASE) to provide additional expertise in meeting the professional development	Joey Folsom	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Community Leaders</li> </ul>	ACTION BUDGET: \$

<p>needs of teachers.  Action Type: Collaboration  Action Type: Professional Development  Action Type: Title I Schoolwide</p>			<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	
<p>PROFESSIONAL DEVELOPMENT: All teachers and paraprofessionals will have the opportunity to participate in the school and district professional development plan. Teachers will use a formative evaluation instrument developed by the district professional development committee to evaluate the effectiveness of the professional development plan, the course offerings and the effectiveness of the knowledge gained. Annually, after a summative evaluation of test data, the professional development committee, working under the guidelines of the district professional development plan, will develop a professional development plan for the school and individual teachers based on information obtained through data analysis. All new teachers (first 3 years) and teachers in need of assistance will be assigned a mentor to assist them in reaching their professional development goals and needs. All teachers will have the opportunity to have input on the district and building level professional development plan. The district will provide all teachers and administrators will no less than 60 hours of professional development including 6 hours of technology. Teachers will have the opportunity to evaluate the benefit of the professional development activities and provide feedback on needed changes.  Action Type: Alignment  Action Type: Collaboration  Action Type: Professional Development  Action Type: Program Evaluation  Action Type: Title I Schoolwide</p>	<p>Sherri Watson</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Teachers are provided with weekly instructional meeting time in order to plan for the implementation of best practices chosen to help improve student achievement at each student's readiness level. A designated conference room for grade level meetings and data displayed is provided. This planning time will be provided during the course of the day. The building math coach will meet a minimum of monthly with teachers to review data and plan interventions and/or lessons with the classroom teachers.  Action Type: Collaboration  Action Type: Professional Development  Action Type: Title I Schoolwide</p>	<p>Sherri Watson</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Program Evaluation: At the conclusion of the 2012-2013 school year, we evaluated this Intervention/Program through: summative evaluations and a local formative evaluation instrument and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development: Danielson Book Study.</p>	<p>Lisa Snyder</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>

<p>The following EVALUATION RESULTS demonstrate that this Intervention is valid in support of the teaching and learning that are part of this program. During the 2013-2014 school year, We plan to follow the same protocol in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program: Danielson Book Study. We will use this data/information to determine whether the objective(s) of this Intervention/Program was (were) achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report these results, in our 2013-2014 ACSIP plan, and use those evaluation results in making decisions that impact our future instructional program. Action Type: Program Evaluation Action Type: Title I Schoolwide</p>				
<p>A Positive Behavioral Intervention and support (PBIS) system has been developed by a team of class room teachers, encore teachers, and classified staff to help implement building wide behavior expectations. The goal is for the expectations to carry over with the students so they are better prepared for academics. Action Type: Professional Development Action Type: Title I Schoolwide</p>	<p>Sherri Watson</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$3879.12</p>

Priority 3: Provide support for students in making healthy lifestyle choices by implementing systems to aid in increasing the number of health fair referral follow ups and increasing collaboration between all segments of the school community inn support of positive lifestyle choices.

1. Comprehensive Needs Assessment: The past three years provide a trend analysis in the three data points the Wellness committee chose to use: Health Fair referral follow up percentages, District Track Meet percentages and Archery Tournament data. In 2012, 21 archery students participated in the state tournament. In 2013, students placed 2nd in the regional tournament and 5th place in the state tournament out of 20 teams. Butterfield including 44 teams qualified for the national tournament. Butterfield placed in the top 30 in the nation. The team scores improved at each tournament. 19 5th grade & 4 4th grade students participated on the team. 5/23 were TAGG students. All 4th grade studentes were advanced in literacy and math. All 5th grade students were advanced/proficient in literacy. 16/19 5th grade students were advanced/proficient in math. All 5th grade students were advanced/proficient in science. 3/4 4th grade students made growth on MAPS in literacy. 1/4 4th grader made growth on MAPS in math. 11/19 5th graders made growth on MAPS in literacy. 6/19 5th graders made growth in MAPS in math. 3/5 TAGG students made growth on MAPS in Literacy. 1/5 TAGG students made growth on MAPS in math. In 2014 75 students participated in the Archery program.

Supporting Data:

Goal Provide support for students in making healthy lifestyle choices by increasing collaborations between all segments of the school community in support of positive lifestyle choices

Benchmark The number of TAGG students participating on the archery team will increase by 5% during the 2014-2015 school year when compared with the 2013-2014 school year. 1% of students participating in the archery club during the 2013-2014 school year were TAGG students.

<p>Intervention: Increase awareness and knowledge of the benefits of physical activity for lifelong health and wellness.</p>				
<p>Scientific Based Research: Let's Get Physical--Promotion and Education Strategies by Dr. Hal Wechsler <a href="http://www.fns.usda.gov/oane/menu/NNEC/Files/2003/LetsGetPhysical.pdf">http://www.fns.usda.gov/oane/menu/NNEC/Files/2003/LetsGetPhysical.pdf</a></p>				
<p>Actions</p>	<p>Person Responsible</p>	<p>Timeline</p>	<p>Resources</p>	<p>Source of Funds</p>

Certified physical education teachers will be employed by the district for health and physical education instruction. Action Type: Title I Schoolwide Action Type: Wellness	Travis Shofner	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> </ul>	ACTION BUDGET: \$
Program Evaluation: At the conclusion of the 2013-2014 school year we evaluated the School Health Index reports through the school nurse health fair and referral protocols and determined that it was effective in supporting our Curriculum, Instruction, Assessment and Professional Development. The EVALUATION RESULTS provided the following data: 28 vision and 7 hearing referrals were made from the school nurse to parents with 25 referrals and medical diagnosis completed. This equals 71.4% school nurse and parent collaboration regarding the referrals. During the 2014-2015 school year we plan to follow the same protocol in evaluating and adjusting the programs, processes, and activities that make up the plan. We will use this data/information to determine whether the objective(s) of this Intervention/Program was (were) achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report these results, in our 2014 - 2015 ACSIP plan, and use those evaluation results in making decisions that impact our future instructional program. Action Type: Program Evaluation Action Type: Title I Schoolwide Action Type: Wellness	Amanda Patrick	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	ACTION BUDGET: \$
Physical education curriculum will consist of Brainpop and Kids for Health. These programs are research based to support healthy lifestyles. Action Type: Alignment Action Type: Technology Inclusion Action Type: Wellness	Jeremy Mabry	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
The SPARK PE curriculum will be utilized to teach students healthy ways to exercise and continue it into adulthood for a healthier future. Action Type: Equity Action Type: Wellness	Jeremy Mabry	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Physical Education teachers will utilize the new track that was built during the Spring 2012. The track is used to implement the physical education curriculum maps in grades kindergarten thru fifth grade. Kindergarten thru fifth grade uses the track for physical fitness assessments such as: endurance running, saving body energy and pacing. Fourth and fifth grades utilize the track to practice for the district track and field day held each spring. Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide Action Type: Wellness	Rachel Mathieu	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Coaches are trained and prepared for an archery team on school campus. The archery training is directly tied to the district's physical education goals and curriculum maps. Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide Action Type: Wellness	Jessica Byram	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>Outside Consultants</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	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, 2006.

Actions	Person Responsible	Timeline	Resources	Source of Funds
The school based nutrition committee may consist of the PE teacher, counselor, nurse and/or the cafeteria manager will do a formative evaluation of various school activities to ensure compliance with state child nutrition laws. Action Type: Program Evaluation Action Type: Title I Schoolwide Action Type: Wellness	Travis Shofner	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The school nurse will provide information and training to staff regarding health issues related to asthma, diabetes, infectious disease, first aid, Epi pen use and food emergencies. Action Type: Professional Development Action Type: Title I Schoolwide Action Type: Wellness	John Gardner	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Every student in the building will receive a dental screening by a local dentist on September 24, 2014 through the annual health Fair. The school nurse will follow-up on the dental referrals. Action Type: Collaboration Action Type: Parental Engagement	Amanda Patrick	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Vision and hearing screenings were given to all students with an IEP, kindergarten, first grade, second grade & fourth grade on September 24, 2014 through the annual Health Fair. Third and fifth grade students will be screened on a referral basis. Certified district screeners will do the screening. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Wellness	Amanda Patrick	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Several faculty members including the school nurse, principal and PE coaches are trained in CPR and the use of the IED system. Action Type: Professional Development Action Type: Wellness	Joey Folsom	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Students in grades 3rd, 4th and 5th grades may participate in the archery club. The club will meet on Mondays and Wednesdays for 8 weeks from September 29th through December 3rd from 3:15 till 4:15. 75 students joined the archery club the 2013-2014 school year. Action Type: Parental Engagement Action Type: Wellness	Jeremy Mabry	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
24 students will compete on the Butterfield archery team. The top 12 boys and top 12 girls from the archery club will be chosen at tryouts held the 2nd week of December at the school. students will compete in the Regional and State National Archery in the Schools Program. Action Type: Wellness	Sue Fulcher	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Outdoor Classroom/Learning Lab

Scientific Based Research: Robinson, C.W., and J.W. Zajick. 2005. Growing Minds: The effects of a one-year school garden program on six constructs of life skills of elementary school children. HortTechnology 15(3): 453-457 www.kidsgardening.org

Actions	Person Responsible	Timeline	Resources	Source of Funds
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Students in 3rd and 4th grade will participate in quarterly lessons prepared and presented to them by the classroom science teachers, district science curriculum director, district sustainability coordinator Dana Smith and/or Applesseeds volunteer Kassia Rudd. Action Type: Collaboration Action Type: Title I Schoolwide Action Type: Wellness	Heather Williams	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
22 students will participate in the garden club held after school by volunteers. The club meets for a semester. Action Type: Parental Engagement	Tammy Wetzel	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Community Leaders</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Bicycle Education

Scientific Based Research: Basch CE. Healthier Students Are Better Learners: A Missing Link in Efforts to Close the Achievement Gap. New York: New York. Columbia University; 2010.  
www.cdc.gov/healthyyouth/health\_and\_academics/pdf/health-academic-achievement.pdf

Actions	Person Responsible	Timeline	Resources	Source of Funds
Students in grades 3rd - 5th will participate in a bicycle education program developed by the district with funding from a Walton Foundation grant. Students have access to 30 bicycles to learn lifetime skills, safety, community involvement and awareness and integrated science and math curriculum during physical education classes. Action Type: Alignment Action Type: Professional Development Action Type: Wellness	Lindsey Griesse	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Priority 4: All English Language Learners (ELL) will improve in literacy skills and show annual growth based on MAPS Assessments, IOWA and DIBELS based on the 2015 growth models.

Supporting Data:

1. Comprehensive Needs Assessment: Butterfield conducted a three year data trend analysis of ELL student achievement using the results from ELDA, Benchmark and MAPS. Results for Targeted Achievement Gap Group were examined, along with NCLB subpopulations, to identify specific areas of weakness in learning strands. Our data analysis identified the following focus areas for improvement: writing content & style and practical reading. We examined our instructional strategies, classroom structure/grouping, and classroom walkthrough data and are modifying our curriculum, instruction, common assessments and professional development practices to better meet the needs of all of our students. In addition, the ELL teacher will meet monthly with the instructional facilitator to review formative, real time classroom performance data, and focus on classroom instruction. Faculty with students receiving ELL services will meet monthly to review and discuss data and instructional practices that will improve student achievement. We will use available funds to implement appropriate interventions and programs that will best address the needs of our students.

Goal All students who qualify for English Language Learners services will improve literacy skills by demonstrating annual growth on MAPS Assessments, DIEBELS and IOWA.

Benchmark The number of ELL students participating in the SIOP instructional model will increase 73% during the 2014-2015 school year.

Intervention: Sheltered Instruction Observation Protocol (SIOP) Model				
Scientific Based Research: The SIOP Institute (Guarino, Echvarria, Short, Schick, Forbes, & Rueda, 2001)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The certified English Language Learner (ELL) teacher will use the SIOP model as a system that provides a concrete structure to plan and implement Sheltered Instruction in the content areas. The SIOP model is used to front load the	Becky McCain	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>None</li> </ul>	ACTION BUDGET: \$

literacy common core curriculum with ELL students. Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide				
The ELL teacher will use different interventions to meet the needs of the multi-age students served. Words Their Way by Pearson, Phonetic Connections by Benchmark Education, Increasing Fluency with High Frequency Word Phrases by Edward Fry and Timothy Rasinski, guided reading groups, Let's Talk About It Oral Language Reading and Writing by Mondo Educational Publishing Action Type: Collaboration Action Type: Equity	Melissa Eason	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Increase the number of teachers applying for the state ESL academy in the Spring from 1 teacher the 2014-2015 school year. Action Type: Equity Action Type: Professional Development	Julie Ramsey	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Priority 6: 95% of parents will attend parent curriculum nights and/or parent/teacher conferences the 2014-2015 school year.

Supporting Data: 1. Comprehensive Needs Assessment: The past three years provide a trend analysis in the three data points the Parental Engagement committee chose to use: School attendance, parent pre/post surveys and curriculum nights attendance. Attendance Rate: We have been consistent in our attendance. 2011 = 95.9%, 2012 = 95.5%, 2013 - 96.9% Parent Survey: Parent survey participation has dropped from 46 participants to 26 participants. Curriculum night participation has increased over the last three years based on parent sign in sheets.

Goal 95% of parents will actively participate in Parent/Teacher conferences during the 2014 - 2015 school year.

Benchmark It is expected that 95% of parents will participate in the two Parent/Teacher conferences. The participation number is expected to maintain 95% or increase to 96% participation.

Intervention: Parental Engagement				
Scientific Based Research: National Parent Teacher Association: National Standards for Family-School Partnerships, 2007				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The building principal will designate one certified staff member to serve as a parent facilitator to organize meaningful training for staff and parents and to undertake efforts to ensure that parental participation is recognized as an asset to the school. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Title I Schoolwide	Heather Williams	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• Outside Consultants</li> </ul>	ACTION BUDGET: \$
The school will have designated areas to be used as the parent center and library. Furnishings will be purchased and parenting books, magazines and other informative materials regarding responsible parenting will be available for parents to borrow. All students will receive a take home folder for informational items, newsletters and completed work to provide effective communication for parents daily regarding academic expectations of students. Students in grades 3-5 will receive agendas to be used as a daily	Rebecca Webb	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• School Library</li> </ul>	Title I - Materials \$1390.80 & Supplies:  ACTION BUDGET: \$1390.8

communication between parents and school. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide				
Teachers and administrators (minimum of 2 hours) will receive training to enhance understanding of effective parental engagement strategies. Action Type: Parental Engagement Action Type: Professional Development Action Type: Title I Schoolwide	John Gardner	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
All parents will receive informational packets that include: school calendar information, as system encouraging the home and school connection information addressing the school's process for resolving parental concerns, schools commitment to parental engagement Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Sue Fulcher	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Administrators, teachers and parents will develop a volunteer resource electronic database through the Volunteer Builder program, a parent interest pre/post survey, an option for parents to designate how frequently they would participate in the program and include opportunities for volunteering. Teachers will be trained annually on Volunteer Builder. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Becky Shofner	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
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 the educational success of their children. The plan will be reviewed and updated annually. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Jennifer Condron	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
All parents and students are mailed reminders about the "Back to School Bash" to welcome them to our school, meet the faculty and staff, to be introduced to PTO board members, to have the opportunity to volunteer for PTO/school and to tour the school facility and meet their child/children's teachers. Our 2014-2015 Back to School Bash was held on Friday, August 15th from 5:00 till 6:00. Grade level teachers send home weekly newsletters informing parents of upcoming units of study, field trips and other pertinent information. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Courtney Bailess	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	Title I - Materials \$358.48 & Supplies:  ACTION BUDGET: \$358.48
Grade level curriculum nights were held in August to discuss with parents what students will be expected to learn, how that learning will be addressed and how parents can assist in making a difference in their child's education. Kindergarten	Brooks Courtway	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$

<p>curriculum night was held on August 12th from 6:30 till 7:00. First and Second grade curriculum night was held on August 22nd from 6:30 til 7:00. Third, fourth and fifth grade curriculum nights were held on August 26th from 6:30 til 7:00. Child care was provided at all events.</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>				
<p>The district will designate two Parent/Teacher Conferences each school year. The Fall 2014 conferences are scheduled for October 22nd, 23rd, 27th and 28th.</p> <p>The Spring 2015 conferences are scheduled for March 30th, 31st, April 1st, and 2nd.</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>	Lindsay Griesse	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>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 1 staff to implement school wide reform strategies. Data will be used to monitor student progress.</p> <p>Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Cassie Smith	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>School's process for resolving parental concerns is currently in the district handbook.</p> <p>Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Lisa Snyder	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>A minimum of two parental engagement meetings will be held each year. The meetings will provide parents with activities to help parents assist in his or her child's learning.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Stephanie Self	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>The school's parental engagement plan will be posted on the school and district website. The plan will be evaluated annually and revised as needed.</p> <p>Action Type: Parental Engagement Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	Paula Jones	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Computers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>The school will provide parents information about the following components: parents right to know, annual report card, individual student assessment report, progress review, written state complaint procedures,</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Dena Griffin	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>ACTION BUDGET: \$</p>
<p>Strategies will be developed in conjunction with the central office staff for attracting highly qualified teachers to the district.</p> <p>Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Joey Folsom	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>ACTION BUDGET: \$</p>

<p>Program Evaluation: At the conclusion of the 2013-2014 school year, we evaluated our Parent/Teacher attendance rate through parent sign in sheets. Our parent/teacher conferences demonstrated that they are valid in supporting the teaching and learning that is part of the district curriculum based on Fall 2013 data: 467/489 parent participants which equals 95.5% parent participation and Spring 2014 data: 495/511 parent participants which equals 96.8% parent participation. During the 2014-2015 school year we plan to follow the same protocol in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this priority we will use this data/information to determine whether the objective(s) of this Intervention/Program was (were) achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report these results, in our 2014-2015 ACSIP plan, and use those evaluation results in making decisions that impact our future instructional program. Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>Megan Meggers</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>ACTION BUDGET: \$</p>
<p>Building administrators held three Title 1 public meetings to discuss policies, programs, and goals that provided opportunities for parents and other members of the community to ask questions and make suggestions concerning the school program. The public meetings were held August 12th, 25th, and 26th from 6:00 till 6:30. Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	<p>Joey Folsom</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$1749.28</p>

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Adrienne Seeger	3rd Grade Teacher	Parent Involvement
Classroom Teacher	Ashley Lester	1st Grade Teacher	Literacy
Classroom Teacher	Becky McCain	4th Grade Teacher	Literacy
Classroom Teacher	Becky Shofner	2nd Grade Teacher	Parent Involvement
Classroom Teacher	Brandy Wingo	1st Grade Teacher	Parent Involvement
Classroom Teacher	Brittney Mohr	4th Grade Teacher	Math
Classroom Teacher	Brooks Anne Courtway	Kindergarten Teacher	Literacy
Classroom Teacher	Caryn Finney	Kindergarten Teacher	Math
Classroom Teacher	Cassie Smith	3rd Grade Teacher	ELL
Classroom Teacher	Cheri DeSoto	5th Grade Teacher	ELL
Classroom Teacher	Courtney Bailess	5th Grade Teacher	Literacy
Classroom Teacher	Dena Griffin	Resource Teacher	Math
Classroom Teacher	Jennifer Coates	Kindergarten Teacher	Math
Classroom Teacher	Jennifer Condron	2nd Grade Teacher	Math
Classroom Teacher	Jessica Byram	Kindergarten Teacher	Wellness
Classroom Teacher	Lindsay Griesse	3rd Grade Teacher	Math
Classroom Teacher	Lisa Snyder	5th Grade Teacher	Math

Classroom Teacher	Margaret Connors	2nd GradeTeacher	Math
Classroom Teacher	Martha Palmer	Kindergarten Teacher	ELL
Classroom Teacher	Megan Meggers	PreK Teacher	Parent Involvement
Classroom Teacher	Melissa Anderson	1st Grade Teacher	Parent Involvement
Classroom Teacher	Nancy Smith	Kindergarten teacher	Wellness
Classroom Teacher	Scottye Allen	Teacher	Literacy
Classroom Teacher	Sherri Watson	2nd Grade Teacher	Literacy
Classroom Teacher	Sherrie Lindsay	1st Grade Teacher	Literacy
Classroom Teacher	Stephanie Self	1st GradeTeacher	Math
Classroom Teacher	Stephanie Warner	4th Grade Teacher	Math
Classroom Teacher	Sue Conlee	Kindergarten Teacher	Literacy
Classroom Teacher	Tammy Wetzel	3rd Grade Teacher	Literacy
Classroom Teacher	Travis Shofner	PE Teacher	Wellness
Non-Classroom Professional Staff	Amanda Patrick	School Nurse	Wellness
Non-Classroom Professional Staff	April Herrin	Art Teacher	Math
Non-Classroom Professional Staff	Jane Keen	GT Teacher	Math
Non-Classroom Professional Staff	Jeremy Mabry	PE Teacher	Wellness
Non-Classroom Professional Staff	Joanna Lever	Instructional Facilitator	Literacy
Non-Classroom Professional Staff	John Gardner	Counselor	ELL
Non-Classroom Professional Staff	Julie Ramsey	ESL Teacher	ELL
Non-Classroom Professional Staff	Kelly Thomas	Speech Language Therapist	ELL
Non-Classroom Professional Staff	Kelly Whittle	Music Teacher	Wellness
Non-Classroom Professional Staff	Laura Baxter	Speech Therapist	ELL
Non-Classroom Professional Staff	Lorie Huff	Math Coach	Math
Non-Classroom Professional Staff	Melissa Eason	GT Teacher	Parent Involvement
Non-Classroom Professional Staff	Paula Jones	Technology Integration Specialist	Literacy
Non-Classroom Professional Staff	Rachel Mathieu	CBI Teacher	Wellness
Non-Classroom Professional Staff	Rachelle Sale	School Psychologist	ELL
Non-Classroom Professional Staff	Rebecca Webb	Library Media Specialist	Literacy
Non-Classroom Professional Staff	Sue Ann Fulcher	School Counselor	Wellness
Parent	Corinne Powers	Parent	Math
Parent	Derrick Bobbitt	Parent	Wellness
Parent	Julie Brannon	Parent	Literacy
Principal	Heather Williams	Assistant Principal	ACSIP Leadership
Principal	Joey Folsom	Principal	ACSIP Leadership