

School Plan

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HAPPY HOLLOW ELEMENTARY SCHOOL

Arkansas Comprehensive School Improvement Plan

2014-2015

Create a learning environment that encourages all children to reach their potential.

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 reading skills, specifically in their non fiction comprehension skills, and will meet their expected growth for MAPS literacy for 2014-2015.

Priority 2: Mathematics

Goal: All students will meet their expected growth for MAPS in math for 2014-2015.

Priority 3: Wellness

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

Goal: Provide support for families looking for information on health and safety issues, parenting skills and programs available in our community.

Priority 6: Parent Involvement

Goal: Increase the opportunities for parents to partner with staff in their child's education.

Goal: Provide support for families looking for information on health and safety issues, parenting skills and programs available in our community.

Priority 7: ELL/Title 3

Goal: ELL Students will improve in reading comprehension, fluency, written expression and mathematical skills. Improvement will be shown through a variety of assessments.

Priority 1: We expect all students to become proficient in literacy achievement and meet their expected MAPS and benchmark growth.

1. In 2014, for the category "All Students" 88.29% (181 out of 205) students achieved on the Literacy Benchmark. 86.86% of students met their growth performance. For the category "TAGG" 81% (81 of 100) students achieved on the Literacy Benchmark. 82.35% met growth performance.
2. 2014 Literacy Benchmark ESEA Subgroups: Of the 13 African American students tested, 76.92% achieved standard. Of the 23 Hispanic students who attempted the Literacy benchmark, 78.26% met standard. Of the 159 White students who attempted the Literacy benchmark, 89.94% met standard. Of the 90 Economically Disadvantaged students who attempted the Literacy Benchmark, 82.22% met standard. Of the 20 English Learners who attempted the Literacy Benchmark, 85.00% met standard. Of the 23 students with disabilities, 56.52% met standard.
3. Attendance/Graduation Rate: In 2013-2014, our attendance rate was 95.79%
4. According to the NWEA MAPS 2014 Data, overall Happy Hollow had 67% of students experienced reading growth. As indicated on the Spring 2014 NWEA MAPS Reading Data, 78% of 5th graders, 74% 4th graders, 66% of 3rd graders, 65% of 2nd graders, and 44% 1st graders, and 74% of kinder met growth targets.
5. COMPREHENSIVE NEEDS ASSESSMENT: We analyzed test scores from the 2014 Augmented Benchmark, MAPS, ITBS, along with classroom data sources such as DIBLES, DRA, DSA, and

Supporting
Data:

district quarterly assessments to determine our areas of strengths and weaknesses. Through the course of the school year, staff met weekly to analyze these sources of data at team planning meetings. The data was displayed on a color-coded data wall in our "War Room." These points of data were used to determine necessary interventions for students who were struggling to meet grade level expectations. During the 2013-2014 school year, our campus utilized additional intervention resources (Fountas & Pinell and Compass Odyssey). At the end of the school year, our staff reviewed data on the individual student growth of students serviced by this intervention, along with other district interventions. Due to the number of students who met growth according to MAPS, as well as benchmark proficiency, our staff plans to continue with our current practice of data analysis.

Goal All students will improve in reading skills, specifically in their non fiction comprehension skills, and will meet their expected growth for MAPS literacy for 2014-2015.

Benchmark During the 2013-2014 school year, Happy Hollow exceeded the Annual Measurable Outcomes (AMO) for Performance and for Growth for All Students and for TAGG. For the 2013-14 school year, Happy Hollow did meet the AMO's for both Performance and Growth in the All Students Population as well as the Targeted Achievement Gap Group. All Students AMO: 87.43% and Happy Hollow had 88.29% achieving. TAGG AMO 80.31% and 81% achieving. Growth for All Students AMO was 82.59%, and 86.86% met growth. For TAGG, Growth AMO was 79.44% and 82.35% met growth.

Intervention: To provide teachers with quality professional development that will promote and enhance learning opportunities for students; and for other purposes.				
Scientific Based Research: Assessing Impact: Evaluating Staff Development" Joellen Killion ,2002, www.nsd.org; "Assessing Impact of Professional Development on Teaching and Students", Seth Aldrich, Ph.D, 2004, www.programevaluation.org				
Actions	Person Responsible	Timeline	Resources	Source of Funds
PROFESSIONAL DEVELOPMENT: ADE professional development requirements are a minimum of 60 hours with 6 hours of technology as outlined by state requirements. Campus will provide opportunities for teachers to complete required PD through regular math and literacy training, district inservice, and regular technology PD sessions offered on campus. Action Type: Professional Development Action Type: Title I Schoolwide	Sharon Pepple, Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Teachers are provided with weekly instructional meeting time in order to plan for the implementation of rigorous and relevant instruction to help improve student achievement at each student's readiness level. This planning time will be provided during the course of the day. One faculty meeting date a month will be reserved for vertical and horizontal team meetings. One faculty meeting a month will be used to discuss literacy methods and interventions. Teachers will be provided with PD to support their need to read and analyze MAPS data to help students meet their expected growth. We will collaborate with the district to aide in the analysis of the MAPS data. Action Type: Collaboration Action Type: Professional Development	Sharon Pepple, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
HIGHLY QUALIFIED: The school will continue to hire and maintain "highly qualified" teachers, support staff and substitutes. All instruction will be given by "highly qualified" staff. Teachers will work closely with Title I staff to implement school wide reform strategies with emphasis on targeted areas in reading/math. Data will be used to	Sharon Pepple, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Central Office Outside Consultants Teachers Title Teachers 	ACTION BUDGET: \$

<p>continue to monitor progress and point-in-time remediation. Title I funds will be used to supplement professional development training in the area of literacy by hiring qualified substitutes. In 2014-2015, our target student populations for literacy will be English Learners and students with disabilities. We will utilize our highly qualified instructional facilitator, qualified aides and certified teachers to implement interventions for these targeted groups. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide</p>				
<p>PROGRAM EVALUATION: "At the conclusion of the 2013-2014 school year we evaluated this Intervention/Program through: ITBS, DIBELS, MAPS, and Benchmark scores to determine training effectiveness and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. We believe the evidence (increase in growth on MAPS and increase in number of students achieving on benchmark) shows that it is valuable in terms of supporting our efforts to increase student achievement. During the 2014-2015 school year we plan to use the following protocol in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program: Throughout the school year, professional development will be provided for teachers and staff: Technology training, Parent Involvement training, weekly instructional meetings to implement Best Practices, monthly faculty meetings for vertical/horizontal teaming, implementing literacy best practices, curriculum alignment development training as needed using ITBS, DIBELS, MAPS, and Benchmark scores to determine training effectiveness. 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 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 Action Type: Program Evaluation</p>	<p>Sharon Pepple, principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>ACTION BUDGET: \$</p>
<p>COLLABORATION among teachers will occur by holding frequent meetings where we obtain feedback and ask for guidance in policy making. Our teachers meet once monthly for the purpose of engaging in data analysis. We continually seek to support an educational climate whereby all our staff feels they have a voice in how we shape the instructional program. Action Type: Collaboration Action Type: Title I Schoolwide</p>	<p>Sharon Pepple, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>ACTION BUDGET: \$</p>
<p>All classroom teachers, Title 1, ESL,</p>	<p>Sharon</p>	<p>Start:</p>		

Special Education, Media Specialist, and other support staff will participate in ongoing professional development in reading (Daily 5, Accelerated Reader, Compass Odyssey, STEM, as well as travel to other school sites, vertical grade level collaboration, opportunities to visit peer teacher classrooms, and semester data days). Funds will be allocated to pay for substitutes (daily rate of \$108) for PD days, conference fees, and travel/lodging as needed. STEM Expo Oct 12-14 in Branson: \$1150 conference fees, \$500 travel/lodging The Sisters Reading Conference: Spring TBD: \$4000 conference fees, travel and lodging combined. Total of \$12,760 allocated Action Type: Professional Development Action Type: Title I Schoolwide	Pepple, principal	07/01/2014 End: 06/30/2015	Title I - Purchased \$12760.00 Services: ACTION BUDGET: \$12760
Total Budget:			\$12760

Intervention: Reading and Writing Across the Curriculum

Scientific Based Research: Barton, M.L. and Heidema, C., Teaching Reading in Mathematics (2002); Beers, K. and Samuels, B.G. (eds.), Teaching Reading in the Content Areas; Krashen, S.(2002), The Power of Reading; McLaughlin, M. and Vogt, M.E. (eds.)(1993), Harvey, Stephanie and Goudvis, Anne, Strategies that Work (1999)

Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide opportunities for independent and group research projects that are integrated with classroom instruction and that result in demonstrations that show reading comprehension skills as well as content knowledge. Action Type: Technology Inclusion	Angela Evans, Technology Integration Specialist	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Central Office Computers District Staff Performance Assessments Public Library School Library Teachers 	ACTION BUDGET: \$
Learning teams/Grade level teams and technology staff will meet to review student work, share effective teaching and assessment strategies, and align instructional objectives to assist all students to achieve proficiency in reading in the content areas using grade level checklists. Purchase technology to allow students to record themselves teaching for reflective practice. Action Type: Professional Development	Waneta Davidson, Instructional Facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Central Office District Staff Performance Assessments Teachers 	ACTION BUDGET: \$
Teachers will use formative performance assessments (MAPS, Compass Odyssey) and open-ended (constructed) responses with rubrics to enable students to demonstrate proficiency in responding to practical and content passages by finding the main idea, interpreting, analyzing, drawing conclusions, and providing examples and use of correct mechanics and usage. Action Type: Alignment	Sharon Pepple, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Performance Assessments School Library Teachers 	ACTION BUDGET: \$
Utilize Literacy Lab strategies to integrate instruction in reading comprehension strategies into science and social studies context through the use of supplemental texts.	Randy VanVranken, classroom teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Performance Assessments School Library Teachers 	ACTION BUDGET: \$

Action Type: Alignment				
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 reading skills. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Mary Margaret Fox, Speech Pathologist	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers Performance Assessments School Library Teachers Teaching Aids 	ACTION BUDGET: \$
Incorporate reading comprehension skills and strategies from Common Core into the curriculum and align vertically from kindergarten through fifth grade using District Curriculum. Action Type: Alignment	Waneta Davidson, Instructional Facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers District Staff Performance Assessments Teachers 	ACTION BUDGET: \$
Use technology (Mimio boards, Elmos, projectors, i-pads, iTouches, and computer lab) to access information for content learning, develop reading skills, and publish student work. Purchase new headphones (\$500), microphones (\$500), and apps (\$1,000) for the ipads. \$2,000 total Action Type: Technology Inclusion	Angela Evans, Technology Curriculum Specialist	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers District Staff Public Library School Library Teaching Aids 	Title I - Materials & Supplies: \$2000.00 ACTION BUDGET: \$2000
Provide access to a rich collection of diverse resources on curriculum topics for reading integration through the school librarian and the literacy leveled library. Purchase books and materials as needed to keep library and leveled literacy libraries up-to-date. Student books, \$10,000, teacher books, \$5000. Total of \$15000 Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide	Dana Troutt, Library Media Specialist	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Central Office School Library Teachers Title Teachers 	Title I - Materials & Supplies: \$15000.00 ACTION BUDGET: \$15000
Utilize formative programs like Accelerated Reader and new books to supplement the Accelerated Reader program, which support reading comprehension and writing in all content areas. Action Type: Technology Inclusion	Dana Troutt, Library Media Specialist	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers School Library Teachers 	ACTION BUDGET: \$
K-5 teachers will hold yearly Parent/Teacher meetings to introduce the parents of students to reading and writing curriculum. Action Type: Parental Engagement	Deb Fox, classroom teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
Collaborate with the Fayetteville Public Library to provide tutoring services throughout the year, such as Sit, Stay, and Read, and the Summer Reading Program to motivate students to read throughout the summer. Provide information to parents. Action Type: Parental Engagement	Dana Troutt, Library Media Specialist	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Community Leaders Public Library School Library Teachers 	ACTION BUDGET: \$
Conduct Parent/Teacher special education conferences for Head Start, NWA Coop, Elizabeth Richardson center, and other preschools where students receive services before enrollment in kindergarten. Action Type: Special Education	Nicole Geopfert, Special Education Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Summative: Students are identified as	Stacey	Start:		

<p>at-risk based on ITBS, DIBELS and MAPS, Compass Odyssey; and 3rd, 4th, and 5th grade Benchmark exam. At-risk students' progress discussed at RTI (Response to Intervention) meetings. Interventions will be documented with strategies and support. (ie. Hawks' Retreat, Early Bird, Title I, ESL, Tutoring), DRA, DSA or MAPS assessments used to monitor yearly gains. Action Type: AIP/IRI</p>	<p>Marx, Assistant Principal</p>	<p>07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Teachers • Title Teachers 	<p>ACTION BUDGET: \$</p>
<p>Utilize an Instructional Facilitator trained using the AR Reading First Literacy Coach model and Smart Start Literacy Lab model. Literacy protocols will be used to evaluate the effectiveness of our comprehensive literacy plan using classroom visits, modeling of instructional practices, and providing focused professional development for teachers in areas of identified need. Action Type: Collaboration Action Type: Equity Action Type: Professional Development</p>	<p>Waneta Davidson, Instructional Facilitator</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>We are currently collaborating with parents to develop student AIP's. Any student that scores below proficient on state mandated criterion referenced exams and any other student identified by classroom teachers will have an AIP. Action Type: AIP/IRI</p>	<p>Tammy Scribner, classroom teacher</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff 	<p>ACTION BUDGET: \$</p>
<p>Formative Assessments: Kindergarten students, who score delayed in both written and oral communication, on the Qualls Early Learning Inventory (QELI), and first and second grade students who score "below basic", in reading, on the SAT-10 will be considered to have a substantial reading deficiency. These children will be provided Intensive Reading Instruction utilizing the Arkansas Comprehensive Literacy Model, a scientifically based reading program. Summative Assessment: The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) will be administered to all K-2 students who are shown to have a substantial reading deficiency. The DIBELS will be used as: A. The evaluation instrument to determine which areas of reading the child is deficient. B. The progress-monitoring instrument to document progress toward grade level proficiency, and C. The assessment instrument used for discontinuing services. The DIBELS evaluation will be administered within thirty days after the beginning of the school year, for applicable first and second grade students, and within 30 days after receiving the QELI report, for applicable kindergarten students. Intensive reading interventions will be comprehensive in nature and will be targeted to remediate the area of deficiency. For those affected students, school personnel will develop an</p>	<p>Evelyn Kane, classroom teacher</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Teachers 	<p>ACTION BUDGET: \$</p>

<p>Intensive Reading Improvement Plan (IRI) that will describe our intervention program. Intervention will be provided in the form of small group and one on one tutoring using scientifically based reading interventions. These intervention strategies and methods will continue until each student has reached grade level proficiency in all essential areas of reading. Student achievement in each of the essential elements shall be monitored bi-monthly until proficiency occurs. Students who are not meeting current expectations shall be provided additional interventions. Each parent, or guardian, will be notified in writing when their child has been identified with a substantial reading deficiency. Action Type: Equity</p>				
<p>PROGRAM EVALUATION: "At the conclusion of the 2013-2014 school year we evaluated this Intervention/Program through: collection of written or oral responses, using a rubric, Diagnostic Reading Assesment, and DIBELS and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. We believe the evidence shows that it is valuable in terms of supporting our efforts to increase student achievement. During the 2014-2015 school year we plan to use the following protocol in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program: Daily, teachers collect written or oral response to Reaing Across the Curriculum using a rubric, Diagnostic Reading Assessment, DIBELS, Daily 5, Compass Odyssey and MAPS. We will use tabulation of rubrics and DRA scores at the beginning, middle, and end of the year to assess grade level progress. 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 the results, in our 2015-2016 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program." Action Type: Program Evaluation</p>	<p>Sharon Pepple, principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>ACTION BUDGET: \$</p>
<p>Under guidance of highly-qualified teachers, assistance from one highly-qualified SPED para, FTE Contessa Shew will help teachers by providing behavioral strategies for tier two and tier three students, in addition to provide support for identified SPED students. These students will be identified through the RTI team, certified teachers, and IEP team.</p>	<p>Nicole Geopfert, Special Education Teacher</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Performance Assessments • Teachers • Teaching Aids 	<p>ACTION BUDGET: \$</p>

Action Type: Collaboration				
The principal and assistant principal will conduct weekly classroom walk throughs to monitor instruction.	Sharon Pepple, Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Utilize Write Steps curriculum in the classroom.	Deb Fox, 5th grade teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teaching Aids 	ACTION BUDGET: \$
Teachers will utilize RTI Committee to address concerns with students in need of more intensive reading support. RTI committee (grade level teachers, assistant principal, IF, counselor, Sped teacher, Speech when needed, Math coach) will meet every other week to progress monitor students in intervention. 1st Friday of the month is 3rd-5th grade, 3rd Friday of the month is K-2. Data collected will be from a variety of sources: MAPS, Benchmark, District Quarterly Assessments, Teacher created assessments, Dibels, DRA, DSA, Go Math assessments. Data is tracked on the assessment wall in the War Room. Tier intervention groups are tracked on a board in the War Room, color coded by grade level. There is also a place for "graduates" of Tiered intervention. Action Type: Title I Schoolwide	Stacey Marx, Assistant Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers Title Teachers 	ACTION BUDGET: \$
Purchase handwriting program components, such as teacher guide and student reproducible workbooks for students K-4. \$1000 Action Type: Title I Schoolwide	Waneta Davidson, Instructional Facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teaching Aids 	Title I - Materials & Supplies: \$1000.00 ACTION BUDGET: \$1000
Total Budget:				\$18000

Intervention: Trained Instructional Facilitator to assist staff.

Scientific Based Research: Report of the National Reading Panel: Teaching Children to Read, Put Reading First (2000); National Institute for Literacy, National Institute of Child Health and Human Development; The US Department of Education, Preventing Reading Difficulties in Young Children (1998); National Research Council, Beginning to Read,(1994) Marilyn J. Adams.

Actions	Person Responsible	Timeline	Resources	Source of Funds
SCHOOLWIDE REFORM STRATEGIES: Compare and analyze the summative and formative scores on the literacy portion of the benchmark, ITBS, DRA, MAPS, Compass Odyssey and DIBELS exams to the aligned curriculum to identify areas of weakness and gaps in the curriculum during weekly grade-level block schedule. Action Type: Alignment Action Type: Program Evaluation Action Type: Title I Schoolwide	Sharon Pepple, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
Use formative performance assessments and open-ended (constructed) responses with rubrics to enable students to demonstrate proficiency in responding to practical, content, and literary passages by	Pam Skelton, Classroom Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$

finding the main idea, interpreting, analyzing, drawing conclusions, and providing examples and evidence. Action Type: Program Evaluation				
All staff will differentiate strategies for students using the MAPS data. Action Type: Collaboration	Waneta Davidson, Instructional Facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Outside Consultants Performance Assessments 	ACTION BUDGET: \$
Utilize a highly qualified aide to assist students with independent and group library research projects that are integrated with classroom instruction and that result in demonstrations that show reading comprehension skills as well as content knowledge. Action Type: Alignment	Dana Troutt, Library Media Specialist	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Performance Assessments 	ACTION BUDGET: \$
Use technology to access information, develop reading skills, and publish student work. Action Type: Technology Inclusion	Dana Troutt, Library Media Specialist	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers District Staff 	ACTION BUDGET: \$
Use technology to motivate students to read through Accelerated Reader, Playaways, and other district-approved software. This will enrich the comprehensive literacy instruction in the classrooms and provide a variety of opportunities for students to improve their skills. Action Type: Technology Inclusion	Pam Skelton, Classroom Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers 	ACTION BUDGET: \$
Teachers utilize district curriculum maps in their instruction in reading and collaborate to evaluate alignment with district curriculum, state frameworks, and Common Core on in-service days. Action Type: Professional Development	Waneta Davidson, Instructional Facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Performance Assessments Teachers 	ACTION BUDGET: \$
Provide access to a rich collection of diverse resources and leveled books through the school library and Literacy Lab. Action Type: Equity	Dana Troutt, Library Media Specialist	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> School Library Teachers 	ACTION BUDGET: \$
K-5 teachers will hold parent meetings to introduce parents to the reading curriculum, and to provide handouts and take home materials. Action Type: Parental Engagement	Tonya Lopez, Classroom Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Teachers and support staff will participate in ongoing professional development including training in programs such as the Arkansas Reading First, Early Success, Compass Odyssey, Smart Start, Literacy Lab, CEC and Special Education Conferences, Library Inservices and Conferences, Literacy Coach, Year Round Education Conference, Reading Conference, ELLA, ELL, Effective Literacy, Accelerated Reader, and Reading First workshops/training, Reading First Annual Conference, National Pre-K Conference and other Pre-K Conferences, and other support staff workshops for teachers of at-risk students, Workshop registration and substitute teachers will be paid in order	Sharon Pepple, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants Performance Assessments Teachers Title Teachers 	ACTION BUDGET: \$

for staff to attend. Action Type: Professional Development				
Conduct Parent/Teacher special education conferences for Head Start students before enrollment in kindergarten. Action Type: Special Education	Nicole Geopfert, Special Education Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
PROGRAM EVALUATION: "At the conclusion of the 2013-2014 school year we evaluated this Intervention/Program through: the Professional Development Assistant from the state monitors and observation protocols and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. We believe the evidence shows that it is valuable in terms of supporting our efforts to increase student achievement. We plan to use DIBELS, benchmark, ITBS, DRA, MAPS, Compass Odyssey 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 the results, in our 2015-2016 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program." Action Type: Program Evaluation	Sharon Pepple, Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Under the guidance of our highly qualified instructional facilitator, one instructional aide, Dorothea Justice, FTE, will help implement intervention programs for students struggling with literacy mastery in 1st-5th grade, as identified by RTI committee, during the school day. \$3,019 salary and \$785 benefits. These students are identified as at-risk based on assessments such as Benchmark, DIBLES, MAPS, and DRA. Action Type: Equity Action Type: Title I Schoolwide	Waneta Davidson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teaching Aids Title Teachers 	Title I - Employee \$3019.00 Salaries: Title I - Employee \$785.00 Benefits: ACTION BUDGET: \$3804
Under the guidance of our highly qualified instructional facilitator, one FTE instructional aide, Kelly Leslie, will help implement intervention programs for students struggling with literacy mastery, as identified by RTI committee. Interventions will target reading, writing, fluency, and comprehension. She will serve students in grades K-5 during the school day, as well as one lunch tutoring group. \$16,311.00 salary and \$4,241.00 benefits. Action Type: Equity Action Type: Title I Schoolwide	Waneta Davidson, Instructional Facilitator	Start: 07/01/2014 End: 06/30/2015		Title I - Employee \$16311.00 Salaries: Title I - Employee \$4241.00 Benefits: ACTION BUDGET: \$20552
Total Budget:				\$24356
Intervention: Early Literacy Learning in Arkansas (ELLA) and Effective Literacy				
Scientific Based Research: Atwell, N., In the Middle, (1998); Fountas, I. and Pinnell, G.S., Guiding Readers and Writers for Grades 3-6,(2001)				

Actions	Person Responsible	Timeline	Resources	Source of Funds
Formative Assessment: Monitor use of CAPS Skills , Developmental Reading Assessment, DIBELS, standardized tests, and classroom assessments to evaluate student progress, pre, mid, and post grades. Action Type: Program Evaluation	Sharon Pepple, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
During grade level meetings classroom, Resource, ESL, Literacy Coach, Music, Art and Library teachers will work together with principal and Title I instructional assistants to support ELLA and EL strategies. Action Type: Collaboration	Sharon Pepple, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Central Office District Staff School Library Teachers 	ACTION BUDGET: \$
Implement Literacy Lab, Arkansas Comprehensive Literacy Model, ELLA, EL balanced-literacy skills and strategies in K-5 (when appropriate). We will utilize leveled reading materials to support these programs. Action Type: Professional Development	Waneta Davidson, Instructional Facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Central Office District Staff Teachers Teaching Aids Title Teachers 	ACTION BUDGET: \$
Provide materials to inform parents of the Arkansas Comprehensive Literacy Model, ELLA and EL strategies and programs used for reading and writing at parent/teacher meetings. Action Type: Parental Engagement	Tammy Scribner, classroom teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers Title Teachers 	ACTION BUDGET: \$
Utilize guided reading books, leveled Accelerated Reader books, and writing supplies for implementation. Action Type: Alignment	Waneta Davidson, Instructional Facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
Identify highly-qualified K-5 teachers and Title I instructional assistants to be trained in Literacy Lab, ELLA, and EL, the Arkansas Comprehensive Literacy Model, Barton, Fountis and Pinnell, Rite Flight, Compass Odyssey, Read 180, System 44 and Let's Talk About It. (oral language) Action Type: Professional Development	Waneta Davidson, Instructional Facilitator	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: \$
Use well-reviewed trade books for the library and professional library to support implementation of ELLA, EL, and the Arkansas Comprehensive Literacy Model strategies. Action Type: Professional Development	Dana Troutt, Library Media Specialist	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Central Office District Staff School Library Teachers 	ACTION BUDGET: \$
Learning teams/ Grade level teams will meet to review student work, share effective teaching and assessment strategies, and align instructional objectives to assist all students to achieve proficiency in literacy skills. Action Type: Professional Development	Tonya Lopez, classroom teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Central Office Performance Assessments Teachers Teaching Aids Title Teachers 	ACTION BUDGET: \$
Under the supervision of a highly qualified teacher, one FTE instructional aide, Jennifer Wewers, will implement intervention strategies to help students identified as struggling with literacy mastery. Students are identified by RTI committee using a variety of standard assessments (benchmark, MAPS, DRA, DIBLES) She will provide support to intervention groups during the day, as well as an after school program targeting	Waneta Davidson, Instructional Facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers District Staff School Library Teachers Teaching Aids Title Teachers 	Title I - Employee \$7100.00 Salaries: Title I - Employee \$1846.00 Benefits: ACTION BUDGET: \$8946

Compass Odyssey skills. \$7100 salary and \$1846 benefits. Action Type: Special Education				
Use summative standardized tests and classroom formative assessments to evaluate student progress. Use SAT 10, the Primary Benchmark Exam (grade 4), MAPS, and the K-5 DIBELS Assessment to evaluate student progress in literacy. Document pre, mid and post grade level. Action Type: Program Evaluation	Sharon Pepple, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Central Office • Performance Assessments 	ACTION BUDGET: \$
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 formative assessment techniques based upon the theories of early childhood growth and development. Each kindergarten classroom will have a ½ or full-time instructional assistant to support this process. Parent meetings will be held with all parents and students at the beginning of the school year and teachers will maintain contact with the parents on a regular basis and arrange for additional conferences with parents as needed. Action Type: Collaboration Action Type: Title I Schoolwide	Evelyn Kane, classroom teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • School Library • Teachers • Teaching Aids 	ACTION BUDGET: \$
MEASURES TO INCLUDE TEACHERS IN DECISIONS: 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 faculty meeting date a month will be reserved for vertical and horizontal team meetings. The actions described in our school's ACSIP plan are monitored to determine how closely aligned they are with the mission of our school. Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide	Sharon Pepple, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Title Teachers 	ACTION BUDGET: \$
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	Sharon Pepple, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$
PROGRAM EVALUATION: At the conclusion of the 2013-2014 school year we evaluated this Intervention/Program through: progress monitoring performance of at risk learners and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. We believe the evidence	Sharon Pepple, Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$

shows that it is valuable in terms of supporting our efforts to increase student achievement. During the 2013-2014 school year we plan to use the following protocol in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program: Every two weeks teachers/instructional aides progress monitor student performance of at risk learners in reading, using DIBELS, and compare growth in reading comprehension and fluency rates. 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 the results, in our 2015-2016 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program." Action Type: Program Evaluation				
Certified staff will progress monitor (by using Dibles, DRA, MAPS, Benchmark, District Quarterly Assessment) at-risk students and provide intervention statagies.	Waneta Davidson, Instructional Facilitator	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Utilize The Fountas & Pinnell Leveled Literacy Intervention System (LLI) a small-group, supplementary intervention program designed to help teachers provide powerful, daily, small-group instruction for the lowest achieving children in the early grades. Action Type: Title I Schoolwide	Waneta Davidson, Instructional Facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Title Teachers 	ACTION BUDGET: \$
Total Budget:				\$8946

Intervention: Comprehensive Literacy Model

Scientific Based Research: National Diffusion Network (2000), Fountas, Pinnell, Guiding Readers and Writers (1995)

Actions	Person Responsible	Timeline	Resources	Source of Funds
Use formative performance assessments and open-ended (constructed) responses with rubrics to enable students to demonstrate proficiency in responding in writing to literary, practical and content passages by finding the main idea, interpreting, analyzing, drawing conclusions, and providing examples of evidence using Arkansas rubrics to analyze progress and Arkansas Scoring Guide. Action Type: Program Evaluation	Tammy Scribner, classroom teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Central Office Teachers 	ACTION BUDGET: \$
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 writing skills. Action Type: Special Education	Nicole Geopfert, Special Education Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers Performance Assessments School Library Teachers Teaching Aids 	ACTION BUDGET: \$
Integrate instruction in writing strategies	Randy	Start:		

into every content area using response journals, learning logs, story tablets, and to instruct students on quick writes, district writing prompts, math constructed (open) response questions, etc. Action Type: Alignment	VanVranken, classroom teacher	07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	ACTION BUDGET: \$
Teachers map their writing instruction as a separate component of their content instruction maps and check their maps for alignment with the K-12 curriculum. Action Type: Program Evaluation	Pam Skelton, classroom teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Performance Assessments 	ACTION BUDGET: \$
Participate in ongoing professional development in writing, including training in programs such as Arkansas Comprehensive Literacy Model, Literacy Lab, and Write Steps Writing. Action Type: Professional Development	Tonya Lopez, classroom teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Central Office • District Staff • Outside Consultants • Performance Assessments • Teachers • Title Teachers 	ACTION BUDGET: \$
PROGRAM EVALUATION:At the conclusion of the 2013-2014 school year we evaluated this Intervention/Program through: DIBELS, writing prompts, DSA and DRA whole group classroom screeners and summative Benchmark scores determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. We believe the evidence shows that it is valuable in terms of supporting our efforts to increase student achievement. During the 2014-2015 school year we plan to use the following protocol in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program: Three times a year or as needed, the Literacy Coach/classroom teachers will use DIBELS, writing prompts, DSA and DRA whole group classroom screeners to determine data for grouping students according to their literacy needs. 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 the results, in our 2015-2016 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program. Action Type: Program Evaluation	Tammy Scribner, classroom teacher	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Utilizing certified staff, implement one week Intersession remediation or enrichment classes three times per year to assist all students to achieve proficiency in reading and writing in the content areas. These services are supplemental instructional services for students, and they are offered at three times during the school year while school is not in session. Students are invited to	Stacey Marx,Asst. Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Central Office • District Staff • Performance Assessments • Teachers 	Title I - Employee \$4500.00 Salaries: Title I - Employee \$1170.00 Benefits: ACTION BUDGET: \$5670

participate in these special classes based upon targeted needs and certified staff will be hired to provide the remediation. Staff is paid hourly, as the time they work is when they are off-contract. \$4500 for salary, \$1170 for benefits				
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Total Budget:				\$5670
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Intervention: Curriculum Mapping and Alignment

Scientific Based Research: Heidi Hayes Jacobs, Mapping the Curriculum. Big Picture (1997), and Active Literacy Across the Curriculum (2006)

Actions	Person Responsible	Timeline	Resources	Source of Funds
Utilize the district curriculum maps that include Common Core standards during weekly grade level meetings. Action Type: Collaboration	Sharon Pepple, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Central Office Performance Assessments Teachers 	ACTION BUDGET: \$
Communicate expectations and student progress to parents through classroom assignment sheets, parent-teacher conferences, graded work, newsletters, and Web access to the curriculum. Action Type: Parental Engagement Action Type: Technology Inclusion	Dustin Manning, classroom teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Central Office Performance Assessments Teachers 	ACTION BUDGET: \$
All students' needs will be addressed through the application of the school's curriculum. Action Type: Equity	Sharon Pepple, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
POINT IN TIME REMEDIATION: There will be an annual review of data from Benchmark scores, and MAPS data to analyze areas of weakness and address sub skills, content clusters, subtest and subgroups that may need to be addressed in the curriculum mapping process. Other indicators will also be analyzed. An annual review and adjustment to the curriculum maps will be made according to gaps and/or duplications noted from the data analysis. Progress will be monitored using formative classroom running records, quarterly assessment and the Dynamic Indicators of Basic Early Literacy Skills to provide sufficient information on which to base effective assistance for children scoring below proficiency. Action Type: Alignment Action Type: Program Evaluation Action Type: Title I Schoolwide	Sharon Pepple, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
PROFESSIONAL DEVELOPMENT: All teachers will have the opportunity to participate in the school and district professional development plan. Teachers will use an 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, upon review of the 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	Sharon Pepple, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Outside Consultants Teachers 	ACTION BUDGET: \$

<p>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 3 hours of technology, 1 hour of Dyslexia Awareness, 1 hour of Sexual Harrassment, Code of Ethics, Bullying and IT security through Moodle courses. 1 hour of Child Maltreatment and 2 hours of parental involvement development (3 hours of Parental Involvement for Administrators). Teachers will have the opportunity to evaluate the benefit of the professional development activities and provide feedback on needed changes.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide</p>				
<p>PROGRAM EVALUATION: At the conclusion of the 2013-2014 school year we evaluated this Intervention/Program through: annual review of data from running records, DIBELS, ITBS, Benchmark scores, and MAPS and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. We believe the evidence shows that it is valuable in terms of supporting our efforts to increase student achievement. During the 2014-2015 school year we plan to use the following protocol in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program: During weekly grade level meeting, teachers will align the district Literacy curriculum with the Common Core standards through vertical and horizontal mapping. Annual review of data from running records, DIBELS, ITBS, MAPS, and Benchmark scores will be used to analyze areas of weakness. 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 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: Program Evaluation</p>	<p>Sharon Pepple, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>ACADEMIC IMPROVEMENT PLANS (AIP): Appropriate teachers and/or other school personnel knowledgeable about the student's academic performance shall evaluate students identified as scoring below proficient on the State Criterion Reference (CRT) exams. The student's parents will be contacted for the purpose of working jointly with school personnel in developing an Academic Improvement Plan. (AIP) Formative and Summative Assessment Data will be used to create a plan that includes standards-based, supplemental, remedial strategies designed to assist the student in scoring proficient on the next administration of the CRT Exam. Regular classroom teachers will be the first to implement the components of these plans. A variety of additional resources will also be used to support the student. Highly qualified staff will provide instruction. The AIP will be monitored and adjusted as the student makes progress. DESCRIPTION OF PROGRAM/PROCESS USED TO REMEDIATE</p>	<p>Sharon Pepple, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>_____</p> <p>ACTION BUDGET: \$</p>

STUDENTS: Early Bird, computer lab, reading specialists, Title I instructional aides, ESL, Speech, Special Education Action Type: AIP/IRI				
Using the data from MAPS, Compass Learning Odyssey will generate learning paths for each individual student. Progress will be monitored and evaluated by classroom teachers.	Sharon Pepple, Principal	Start: 07/01/2014 End: 06/30/2015	• Computers	ACTION BUDGET: \$
Staff will specifically monitor high-achieving students, and provide enrichment, to ensure they are meeting growth goals. Instructional Facilitator along with teachers will create a "watch list" of students who are high achieving, but not meeting growth goals. Staff will encourage these students when they see them. GT teacher will coordinate with staff to help develop enrichment activities/projects for students.	Waneta Davidson, Instructional Facilitator	Start: 07/01/2014 End: 06/30/2015	• Teachers	ACTION BUDGET: \$
Total Budget:				\$0

Priority 2: Improving mathematics achievement.

- Supporting Data:
1. According to the 2014 Arkansas School ESEA Accountability Report, Happy Hollow is considered a needs improvement in math. Of the 205 "All Students" group who attempted the math, 83.9% met expectation. Of the 100 students in the "Targeted Achievement Gap Group" group, 74% met expectation
 2. Of the 13 African American students tested, 69.23% met expectation. Of the 23 Hispanic students who attempted the math benchmark, 69.57% met expectation. Of the 159 White students who attempted the math benchmark, 87.42% met expectation. Of the 90 Economically disadvantaged students who attempted the math benchmark, 75.56% students met expectation. Of the 19 Students with Disabilities who attempted the math benchmark, 57.89% met expectation.
 3. Attendance/Graduation Rate: In 2012, the attendance rate was 95.79%.
 4. According to NWEA MAPS Data in 2014, 75% of students experienced math growth: 89% in kinder, 74% in 1st, 71% in 2nd, 77% in 3rd, 80% in 4th, and 56% in 5th.
 5. NEEDS ASSESSMENT: Summative NRT, CRT, MAPS, 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. Local assessments will be analyzed quarterly. MAPS data will be analyzed at beginning, middle, and end of the year.

Goal All students will meet their expected growth for MAPS in math for 2014-2015.

Benchmark During the 2014-2015 school year, Happy Hollow will meet or exceed the Annual Measurable Outcomes (AMO) for Performance All Students and Targeted Achievement Gap Group, as well as Growth for both groups. For the 2013-14 school year, Happy Hollow's Achieving AMO for all students was 85.26%, and 83.90% did achieve. Achieving AMO for TAGG was 79.55% and 74.00% did achieve. Growth AMO for all students was 69.20 and 51.45% met growth. Growth AMO for TAGG was 64.92% and 47.83% met growth.

Intervention: Utilize district provided resources				
Scientific Based Research: How People Learn: Brain, Mind, Experiences, and School, expanded edition (2000) Bransford, J.D Understanding teaching and classroom practice in mathematics (2007) Franke, M. L. How Curriculum Influences Student Learning (2007) Stein, M.K.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Implement district math curriculum maps, with Go Math as a supplemental resource, and grade-level formative assessments in kindergarten through fifth grade classrooms. Teachers will also implement CGI strategies in their classroom math instruction Action Type: Alignment	Lorie Huff, Math Interventionist	Start: 07/01/2014 End: 06/30/2015	• Teachers	ACTION BUDGET: \$
Learning teams/Grade level groups will meet weekly to review student work, share effective teaching and assessment	Sharon Pepple, Principal	Start: 07/01/2014 End:	• Central Office • Performance	ACTION BUDGET: \$

strategies, and research-based materials, and align instructional objectives to assist all students to achieve proficiency in mathematics. Action Type: Professional Development		06/30/2015	Assessments • Teachers	
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 mathematics skills through mathematics tutorial software. Action Type: Professional Development Action Type: Technology Inclusion	Angela Evans, Technology Curriculum Specialist	Start: 07/01/2014 End: 06/30/2015	• Computers • District Staff • Performance Assessments	ACTION BUDGET: \$
Summative- Use of norm-referenced tests and the "release items" from the Benchmark Exam (Grades 3,4,5) to introduce strategies to increase student achievement. Action Type: Program Evaluation	Ben Crozier, classroom teacher	Start: 07/01/2014 End: 06/30/2015	• Computers	ACTION BUDGET: \$
Programs and materials, such as scholastic math magazine, Saxon Math, Building Fact Fluency, will be used to enrich math programs and provide intervention materials. Purchase scholastic Math Magazine \$572 Action Type: Equity Action Type: Technology Inclusion Action Type: Title I Schoolwide	Lorie Huff, Math Interventionist	Start: 07/01/2014 End: 06/30/2015	• Teachers	Title I - Materials & \$572.00 Supplies: ACTION BUDGET: \$572
Collaborate with parents and other community leaders to provide enrichment classes and point in time remediation in order to extend learning using MAPS data as well as GO Math Reteach and Enrichment resources. Action Type: Parental Engagement	Sharon Pepple, Principal	Start: 07/01/2014 End: 06/30/2015	• Community Leaders • Public Library	ACTION BUDGET: \$
Conduct Parent/Teacher special education conference for Head Start students before enrollment in kindergarten. Action Type: Collaboration Action Type: Special Education	Nicole Geopfert, Special Education Teacher	Start: 07/01/2014 End: 06/30/2015	• Teachers	ACTION BUDGET: \$
Evaluate implementation of district math curriculum maps in classroom instruction using various assessment tools including quarterly formative assessments. Analysis of data will be presented and discussed regularly. Action Type: Program Evaluation	Sara Alderson, classroom teacher	Start: 07/01/2014 End: 06/30/2015	• District Staff • Performance Assessments	ACTION BUDGET: \$
Each teacher will follow a district curriculum map for their classroom mathematics instruction. Teachers will use MAPS assessments to monitor alignment. Action Type: Alignment	Stacey Marx,Asst. Principal	Start: 07/01/2014 End: 06/30/2015	• Teachers	ACTION BUDGET: \$
PROGRAM EVALUATION: During the 2013-2014 School Year we used Benchmark scores and MAPS data as the evaluation tool to determine whether this Intervention/Program was effective in improving student achievement. We plan to use the same protocol for assessing the Intervention/Program and making decisions that impact the various activities, as described in the action descriptions, during the 2014-	Sara Alderson, classroom teacher	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$

2015 School Year. In order to measure student growth and determine the EFFECTIVENESS OF THE INTERVENTION/PROGRAM We will administer MAPS Assessments. We will report the results in our 2015-2016 Plan and use the results to determine whether the objective (s) of this Intervention/Program was (were) reached and to set a standard for future expectations. The evaluation results will be used to impact the decisions we make that affect our future instructional program. Action Type: Program Evaluation				
In 2014-2015 our target will be for all students, regardless of ESEA Subpopulation to achieve growth potential. We will utilize our highly qualified instructional facilitator, qualified aides and certified teachers to implement interventions for these targeted groups.	Stacey Marx, Assistant Principal	Start: 07/01/2014 End: 06/30/2015	• Teachers	ACTION BUDGET: \$
Certified staff will progress monitor at-risk students and provide intervention strategies. A highly-qualified FTE instructional aide, Angel Kellar, will provide mathematics interventions under the direction of the Math Coach. Students in grades 3-5 will receive math intervention during the school day. Students are identified by the RTI committee based on benchmark, MAPS, and district quarterly assessments. \$9,477 salary and \$2,464 benefits.	Lorie Huff, Math Coach	Start: 07/01/2014 End: 06/30/2015		Title I - Employee \$9477.00 Salaries: Title I - Employee \$2464.00 Benefits: ACTION BUDGET: \$11941
Total Budget:				\$12513

Intervention: CGI (Cognitive Guided Instruction), ECM (Extending Childrens Mathematics): Mathematics Open-Ended Problem-Solving Strategies

Scientific Based Research: 1.Smart Step, National Council of Teachers of Mathematics, Principles and Standards for School Mathematics, and Assessment Standards for School Mathematics (2004), 2.Cognitively Guided Instruction by Thomas P Carpenter, University of Wisconsin and the Wisconsin Center for Education Research, Elizabeth Fennema, Megan Loef Franke, University of California, Los Angeles, Linda Levi, Teachers Development Group, Susan B Empson, University of Texas at Austin 3. Extending Children's Mathematics: Fractions & Decimals: Innovations In Cognitively Guided Instruction (2011)by Susan B Empson & Linda Levi

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will implement mathematics problem-solving strategies in the classroom to measure student growth and development of problem solving skills, and use post formative - assessment each quarter to monitor growth using MAPS data and Compass Odyssey reports. Action Type: Alignment	Sara Alderson, classroom teacher	Start: 07/01/2014 End: 06/30/2015	• Performance Assessments • Teachers	ACTION BUDGET: \$
COORDINATION AND INTEGRATION OF PROGRAMS: K-5 students identified as at-risk based on spring summative assessments, and or Benchmark Exam. At-risk student interventions and progress discussed at weekly grade-level meetings. (i.e. ixl.com, Compass intervention,Intersession, Title I, Math Resource Library, tutor, Early Bird) Supplemented math materials, manipulatives, and copy cost will be purchased to support intervention programs. Learning.com Easy Tech for grades K-2 will be purchased. Action Type: Equity	Sharon Pepple, Principal	Start: 07/01/2014 End: 06/30/2015	• Teaching Aids	ACTION BUDGET: \$

Action Type: Title I Schoolwide				
Teachers will attend math workshops or conferences that address Common Core. Teachers will attend CGI & ECM math training Action Type: Alignment Action Type: Professional Development	Lorie Huff, Math Interventionist	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers • Teachers 	ACTION BUDGET: \$
Evaluate effectiveness of problem-solving strategies using formative performance assessments, open-ended math prompts, etc., on a quarterly basis. Share results with parents through grade reports, progress reports, parent/teacher conference, Thursday folders including special education students. Action Type: Program Evaluation Action Type: Special Education	Ben Crozier, classroom teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	ACTION BUDGET: \$
PROGRAM EVALUATION: At the conclusion of the 2013-2014 school year we evaluated this Intervention/Program through: using the Benchmark Prep grades 3-5, MAPS and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. We believe the evidence shows that it is valuable in terms of supporting our efforts to increase student achievement. During the 2014-2015 school year we plan to use the following protocol in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program: Weekly planning, teachers and students work together using the Benchmark Prep and MAPS results grades 3-5, to develop strategies to work open ended Problem-solving math questions and determine effectiveness using whole group observations, scoring and progress on Benchmark exams. 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 the results, in our 2015-2016 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program." Action Type: Program Evaluation Action Type: Special Education	Sharon Pepple, Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Staff will specifically monitor high-achieving students, and provide enrichment, to ensure they are meeting growth goals.	Lori Huff, Math Instructional Facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Computation/Procedures: Utilizing Math Games, focus activities and small group instruction.

Scientific Based Research: How People Learn: Brain, Mind, Experiences, and School, expanded edition (2000) Bransford, J.D Understanding teaching and classroom practice in mathematics (2007) Franke, M. L. How Curriculum Influences Student Learning (2007) Stein, M.K.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Utilize technology staff to review available research on instructional strategies and instructional materials proven to be effective in improving math computation through district-approved software. Action Type: Technology Inclusion	Angie Evans, technology integration specialist	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Central Office • Computers • Outside Consultants • Public Library • Teachers 	ACTION BUDGET: \$

Integrate supplemental computational strategies and materials into the daily math program through Go Math activities, ixl.com, and Math Worksheet Factory, Moby Max, Compass Odyssey, Learning.com and Khan Academy. Action Type: Alignment	Michelle O'Mara, classroom teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers Teachers 	ACTION BUDGET: \$
Evaluate student progress in grade level appropriate computation on a regular basis supplemented with Early Bird lab. Communicate progress and continuing areas of development to parents using a quarterly checklist, interim reports, and weekly take home folders and parent conferences. Action Type: Program Evaluation	Sharon Pepple, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Block schedule weekly grade level meetings to evaluate effectiveness of supplemental computation strategies in improving overall math achievement. Action Type: Collaboration	Sharon Pepple, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
Certified staff will progress monitor at risk students and provide intervention strategies. A highly qualified 0.4 FTE instructional aide, Mark Hitt, under guidance from math instructional facilitator and classroom teachers, will provide math interventions during the school day for grades K-5. Students in intervention are identified by RTI committee using benchmark, MAPS, and district quarterly assessments. \$11,028 salary and \$2,868 benefits. Action Type: Program Evaluation	Lori Huff, Math Instructional Facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Performance Assessments Teachers Title Teachers 	Title I - Employee \$11028.00 Salaries: Title I - Employee \$2868.00 Benefits: ACTION BUDGET: \$13896
PROGRAM EVALUATION: At the conclusion of the 2013-2014 school year we evaluated this Intervention/Program through:collection of individual student data using Benchmark test scores and MAPS and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. We believe the evidence shows that it is valuable in terms of supporting our efforts to increase student achievement. During the 2014-2015 school year we plan to use the following protocol in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program: MAPS and Compass Odyssey reports. Teachers will collect individual student data three times a year using MAPS. 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 the results, in our 2015-2016 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program. Action Type: Program Evaluation	Sharon Pepple, Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Students will use self assessments and	Stacey	Start:		

goal cards to understand in which subtests in math they need to grow, in order to meet their MAPS growth target for the school year. Students who utilize Compass Odyssey at home will be recognized at school assemblies through a program called the 'Hundreds Club'. Action Type: Program Evaluation Action Type: Technology Inclusion	Marx, assistant principal	07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
A highly qualified instructional aide will monitor students in an after school Compass Program. Students are invited who are 'at risk' or need enrichment to meet MAPS growth goals and/or meet proficiency on PARCC exam. Action Type: Equity Action Type: Technology Inclusion	Jennifer Wewers, instructional aide	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Purchase yearly license for Compass Odyssey online computer program. \$12,559 Action Type: Equity Action Type: Title I Schoolwide	Sharon Pepple, principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teaching Aids 	Title I - Materials \$12559.00 & Supplies: ACTION BUDGET: \$12559
Materials for math intervention groups, such as math manipulatives, folders, copy paper, expo markers, flash cards, will be purchase to replenish consumable materials. \$500 Action Type: Title I Schoolwide	Stacey Marx,Asst. Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teaching Aids 	Title I - Materials & \$500.00 Supplies: ACTION BUDGET: \$500
Total Budget:				\$26955

Intervention: Curriculum Mapping and Alignment

Scientific Based Research: Mapping the Big Picture: Integrating Curriculum and Assessment, K12. Heidi Hayes Jacobs. ASCD, 1997.

Actions	Person Responsible	Timeline	Resources	Source of Funds
There will be an annual review of data from summative Benchmark scores and MAPS to analyze areas of weakness. Action Type: Alignment Action Type: Program Evaluation	Sharon Pepple, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
District curriculum maps will be used by all teachers in 2012-2013 to meet state and Common Core standards. Action Type: Alignment Action Type: Collaboration	Sharon Pepple, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
Teachers will identify and apply Common Core standards grade level correlations to all academic areas. Action Type: Alignment Action Type: Collaboration	Sharon Pepple, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Performance Assessments Teachers 	ACTION BUDGET: \$
Teachers will utilize district instructional objectives for specific instructional units at grade level meetings. Action Type: Alignment Action Type: Collaboration	Sharon Pepple, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Performance Assessments Teachers 	ACTION BUDGET: \$
All students' needs based on MAPS test scores will be addressed through the application of the district's curriculum.	Nicole Geopfert, Special Education	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$

	Teacher			
<p>PROGRAM EVALUATION: At the conclusion of the 2013-2014 school year we evaluated this Intervention/Program through: annual review of data from ITBS, MAPS and Benchmark scores and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. The evidence shows that it is valuable in terms of supporting our efforts to increase student achievement. During the 2014-2015 school year we plan to use the MAPS assessments and Compass Odyssey reports in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program: Annual review of data from MAPS, ITBS, and Benchmark scores will be used to analyze areas of weakness. 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 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: Alignment Action Type: Collaboration Action Type: Program Evaluation</p>	Sharon Pepple, Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
<p>ACADEMIC IMPROVEMENT PLANS (AIP): Appropriate teachers and/or other school personnel knowledgeable about the student's academic performance shall evaluate students identified as scoring below proficient on the State Criterion Reference (CRT) exams. The student's parents will be contacted for the purpose of working jointly with school personnel in developing an Academic Improvement Plan. (AIP) Formative and Summative Assessment Data will be used to create a plan that includes standards-based, supplemental, remedial strategies designed to assist the student in scoring proficient on the next administration of the CRT Exam. Regular classroom teachers will be the first to implement the components of these plans. A variety of additional resources will also be used to support the student. Highly qualified staff will provide instruction. The AIP will be monitored and adjusted as the student makes progress.</p> <p>DESCRIPTION OF PROGRAM/PROCESS USED TO REMEDIATE STUDENTS: Early Bird, Compass Odyssey, Saxon, & Go Math reteach resources Action Type: AIP/IRI</p>	Sharon Pepple, Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
The principal and assistant principal will conduct weekly classroom walk throughs to monitor instruction.	Sharon Pepple, Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Teachers will utilize RTI Committee to address concerns with students in need of more intensive math support. RTI committee (grade level teachers, assistant principal, IF, counselor, Sped teacher, Speech when needed, Math coach) will meet every other week to progress monitor students in intervention. 1st Friday of the month is 3rd-5th grade, 3rd Friday of the month is K-2. Data collected will be from a variety of sources: MAPS, Benchmark, District Quarterly Assessments, Teacher created assessments, Go Math assessments. Data is tracked on the assessment wall in the War Room. Tier intervention groups are	Stacey Marx, Assistant Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Teachers • Title Teachers 	ACTION BUDGET: \$

tracked on a board in the War Room, color coded by grade level. There is also a place for "graduates" of Tiered intervention. Action Type: Title I Schoolwide				
Total Budget:				\$0
Intervention: Conduct Math Family Involvement Activities				
Scientific Based Research: National Standards for Parent/Teacher Involvement Programs (1997) The Research Foundations of the UCSMP Everyday Mathematics Curriculum, Andrew Isaacs, William Carroll and Max Bell (2005)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
K-5 teachers will provide Go Math parent information, handouts, Family Letter, math journals, student reference books, or supplies to help parents engage in math curriculum with their children. Students will be able to utilize Compass Odyssey at home. Action Type: Parental Engagement	Sara Alderson, classroom teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
Parents will be aware of and have access to the Math School curriculum map through the district web page. Teachers will be trained in utilizing Edline to develop classroom webpages in order to communicate with parents. Materials and supplies will be purchased in order to provide teacher trainings and to provide additional print materials for families without access to computers and the internet. Action Type: Parental Engagement Action Type: Technology Inclusion	Sara Alderson, classroom teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers District Staff 	ACTION BUDGET: \$
PROGRAM EVALUATION: At the conclusion of the 2013-2014 school year we evaluated this Intervention/Program through: MAPS, Compass, and formative assessments and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. We believe the evidence shows that it is valuable in terms of supporting our efforts to increase student achievement. During the 2014-2015 school year we plan to use the following protocol in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program. Students have access to Compass Odyssey at home where parents are able to view progress and achievement 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 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 Action Type: Program Evaluation	Sara Alderson, classroom teacher	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$0

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

1. In 2013-2014, the following BMI scores are recorded: BMI Scores- (HFZ- Healthy Fitness Zone) K-Girls- 66% HFZ, K-Boys- 48.9% HFZ, 2nd Girls- 71% HFZ, 2nd Boys- 58.8% HFZ, 4th Girls- 58.3% HFZ, 4th Boys- 67.7% HFZ
2. School Health Index Data 2013-2014 showed no significant weaknesses in any area or module. We will continue to work to maintain our healthy practices.
3. All students K-5 were tested using the Fitnessgram 9 in April 2014.
4. In 2014, the percentage of free and reduced lunch was 45.49%. In 2013 the percentage of

Supporting Data: free and reduced lunch was 48.99% In 2012 the percentage of free and reduced lunch was 49.32%. In 2011 the percentage of free and reduced lunch was 49.03%.
 5. COMPREHENSIVE NEEDS ASSESSMENT: We conducted data analysis to determine our main areas of weakness. In addition, we studied the three most recent years of BMI and Fitnessgram 9 across grade levels within our building. 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. Based on our Data Analysis we came to the conclusion that the following area reflects our greatest need within the Wellness Priority: upper body strength. We will select Interventions and address this area.

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

Benchmark We will be collecting new data during the 2014-2015 school year as we continue the Fitnessgram 9 program.

Intervention: Increase awareness and knowledge of the benefits of physical activity for lifelong health and wellness.				
Scientific Based Research: Brainpop (2009) A Study of Effectiveness; healthteacher.com, Arkansas Childrens Hospital and Mercy				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Students will participate in physical education classes, nationally-sponsored fitness programs, and school-sponsored physical activities. Activities will include Jump Rope for Heart, Bicycle Education Program, Fitnessgram 9, Track Meets, Punt, Pass and Kick, Field Day, Elks Hoop Shoot, First Tee, Girls on the Run, NASP, and Spark Curriculum. Action Type: Wellness	Connie West, PE/Health teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Students' BMI assessments will be analyzed annually to determine the percentage of students decreasing in the categories of at risk or overweight. Interventions will be evaluated for their effectiveness based on this data. Action Type: Program Evaluation Action Type: Wellness	Connie West, PE/Health teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Central Office Teachers 	ACTION BUDGET: \$
Implement and encourage participation in physical education program taught by highly qualified teachers that support physical activity. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness	Sharon Pepple, Principal	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. We will send home information from the Fayetteville Youth Center, Fayetteville Public Schools, Jump Rope for Heart, Bicycle Education Program, Arkansas Athletes Outreach, Juvenile Diabetes Foundation, Girls on the Run, NASP, UA Sweat Hawg program, Fayetteville Parks and Recreation, and other community events relevant to our students. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness	Connie West, PE/Health teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
To assess Happy Hollow Elementary School's physical education program, parents, students, and faculty members will	Connie West, PE/Health	Start: 07/01/2014 End:	<ul style="list-style-type: none"> Administrative Staff 	ACTION

be invited to participate in the School Health Index survey. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness	teacher	06/30/2015	• Teachers	BUDGET: \$
PROGRAM EVALUATION: At the conclusion of the 2013-2014 school year we evaluated this Intervention/Program through the collection of data from fitness testing, BMI, School Health Index Survey and Kids For Health, Brain Pop, and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. We believe the evidence shows that it is valuable in terms of supporting our efforts to increase student achievement. During the 2014-2015 school year we plan to use the following protocol in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program: Throughout the school year, the PE teacher and school nurse will increase awareness and knowledge of the benefits of physical activity and will collect health and wellness information from fitness testing, BMI, School Health Index Survey, Brainpop, healthteacher.com, Spark PE, and attendance in PE class. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness	Sharon Pepple, Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Implement a "Walk Across Arkansas" program to promote fitness and Arkansas Education using our track. Each class will track the miles that students walk/run during the day. We have mapped out specific stops along Arkansas and students will learn information about different cities and landmarks when they arrive at each "stop." Purchase materials and supplies for the program, such as maps, poster board, colored paper. \$100 Action Type: Collaboration Action Type: Wellness	Connie West, Physical Education teacher	Start: 10/01/2014 End: 06/30/2015		Title I - Materials & Supplies: \$100.00 ACTION BUDGET: \$100
Students will participate in Red Ribbon activities during the month of October, such as the NWA regional Red Ribbon rally. Information will be sent home to parents in Thursday folders. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness	Marla Hatch, school counselor	Start: 10/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$100

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

Scientific Based Research: Kids for Health (1994) (2005)

Actions	Person Responsible	Timeline	Resources	Source of Funds
Brainpop will be used to teach health and nutrition at every grade level. This program covers both health and	Connie West,	Start: 07/01/2014	• Teachers	ACTION

nutrition. Health tips will be posted on a regular basis on the Happy Hollow website. Our weekly Rise and Shine celebration will be used to reinforce these tips and recognize students who exhibit healthy behavior. Action Type: Wellness	PE/Health teacher	End: 06/30/2015		BUDGET: \$
Student BMI assessment will be analyzed annually to determine the percentage of students decreasing in the categories of at risk or overweight. Interventions will be evaluated for their effectiveness based on this data. Action Type: Program Evaluation Action Type: Wellness	Jacki Tighe, school nurse	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Central Office Teachers 	ACTION BUDGET: \$
PROGRAM EVALUATION: At the conclusion of the 2013-2014 school year we evaluated this Intervention/Program through: comparing the BMI results, grade level assessments, observations and discussions and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. We believe the evidence shows that it is valuable in terms of supporting our efforts to increase student achievement. During the 2014-2015 school year we plan to use the following protocol in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program: throughout the school year, the PE teacher, classroom teachers, cafeteria staff and school nurse will increase awareness and knowledge of the benefits of sound nutritional practices for lifelong health and wellness by teaching student learning expectations for health and wellness, then comparing the BMI results, grade level assessments, observations and discussions. Using the data/information collected for the program during the 2013-2014 school year, we determined that our program was successful. We will use Brain Pop, healthteacher.com, computer lab and presentations (National Dairy Council) to enhance health lessons. Action Type: Program Evaluation Action Type: Wellness	Connie West, PE/Health teacher	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Students and classes will be recognized at school assemblies for setting positive examples, showing effort, good sportsmanship, respect and good citizenship. Action Type: Wellness	Connie West, physical education teacher	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$0

Goal Provide support for families looking for information on health and safety issues, parenting skills and programs available in our community.

Benchmark Data will be collected on the number of parents using the Parent Center by monitoring checkout and the amount of free materials taken from the Center.

Intervention: To increase parent awareness and knowledge on a variety of topics, including parenting skills, health and safety issues and the services provided by our community.				
Scientific Based Research: Parent Involvement Plan ACT 307- National PTA Standards 1998				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Improve Parent Center by providing information about services provided by the community. This will include contacting community resources, picking up free or donated materials, researching helpful websites for parents and making a printed list of those websites. Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness	Connie West, PE/Health teacher	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
PROGRAM EVALUATION: At the conclusion of the 2012-2013 school year we evaluated this Intervention/Program through: book checkouts and brochures and determined that it was	Connie West, PE/Health	Start: 07/01/2014 End:		ACTION BUDGET: \$

<p>effective in support of our Curriculum, Instruction, Assessment and Professional Development. We believe the evidence shows that it is valuable in terms of supporting our efforts to increase student achievement. During the 2013-2014 school year we plan to use the following protocol in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program: to increase parent awareness and knowledge of a variety of topics, including parenting skills, health and safety issues and the services provided by our community throughout the year. Our Health and Wellness Committee will monitor our Parent Center of parent utilization of literature through book checkouts and brochure and pamphlet replacement.</p> <p>Action Type: Program Evaluation Action Type: Wellness</p>	teacher	06/30/2015		
Total Budget:				\$0

Priority 6: We recognize the value and importance of involving families in the education of their children. Families have many opportunities to volunteer at Happy Hollow.

Supporting Data:

Goal Increase the opportunities for parents to partner with staff in their child's education.

Benchmark During the 2014-2015 year we will be collecting data related to parent involvement, such as percentage of PTO members, and number of attendees at parent involvement activities.

Intervention: Parent Involvement Plan ACT 307 National PTA Standards 1998. Family Literacy Involvement Act.				
Scientific Based Research: Parent Involvement Plan ACT 307 National PTA Standards 1998				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Campus Parental Involvement committee will coordinate to build community and parent support by organizing family involvement activities. Math Night, Donuts with Dads to increase participation with Watchdog Dads, Family BINGO night, Grandparents Lunch, SMART night, Data Night, Super Kids Day, and Thankful Lunch. Funds will be used to purchase items needed for these events, such as copy costs, print materials, paper, materials and supplies for the event, or food costs for evening activities.</p> <p>Action Type: Parental Engagement</p>	Stacey Marx, Assistant Principal & Parent Facilitator	Start: 07/01/2014 End: 06/30/2015		<p>Title I - Materials & Supplies: \$1200.00</p> <p>ACTION BUDGET: \$1200</p>
<p>The school will have a designated area to be used as the Parent Center. Parenting books, magazines and other informative material regarding responsible parenting will be available for parents to borrow for review. Parent Center materials, which may include, but not limited to brochures, pamphlets, or computers for use on site, will be designated by each building.</p> <p>Action Type: Parental Engagement</p>	Stacey Marx, Assistant Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
<p>Teachers and instructional aides will receive training to enhance understanding of effective parental involvement strategies.</p> <p>Action Type: Parental Engagement Action Type: Professional Development</p>	Stacey Marx, Assistant Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
<p>As required by Act 307, all parents will receive informational packets that include: *Parental Involvement Plan *School Calendar *A system encouraging the home and school connection. Informational flyers will be copied and sent home to families as the school receives them in order to share information regarding community services and events. This is done weekly on Thursdays.</p> <p>Action Type: Parental Engagement</p>	Stacey Marx, Assistant Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
<p>All parents will be invited to an Open House Night to welcome parents and students to our school and to share expectations for the school year. The school's</p>	Ben Crozier, Classroom	Start: 07/01/2014 End:		ACTION

process for resolving parental concerns will be discussed at this meeting. Each grade level has a night planned. Action Type: Collaboration Action Type: Parental Engagement	Teacher	06/30/2015		BUDGET: \$
The PTO will hold monthly Parent/Teacher meetings to discuss how parents can assist to make difference in his or her child's education Action Type: Collaboration Action Type: Parental Engagement	Sharon Pepple, Principal	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 parents and their children. The plan will be reviewed and updated annually. Action Type: Collaboration Action Type: Parental Engagement	Stacey Marx, Assistant Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
The district will designate two Parent/Teacher Conferences each school year. At the end of the school year, the school will publish a notice in grade level newsletters thanking the parents as a group for attending the conferences. Action Type: Collaboration Action Type: Parental Engagement	Mary Margaret Fox, Speech Pathologist	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
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. Effectiveness will be documented by results of parental involvement survey. Action Type: Parental Engagement Action Type: Program Evaluation	Sharon Pepple, Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Parent explanation: An annual meeting will be held to inform parents of the right of parents to be involved in planning, review, and improvement of parent programs and a description and explanation will be given of the curriculum used in the school, types of assessment and proficiency levels. In addition, parents will be involved in the annual planning of school improvement programs. Annual surveys will evaluate the parent involvement activities. Action Type: Parental Engagement	Sharon Pepple, Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
To help our parents in assisting their children our school shall: Schedule regular parental involvement meetings at which parents are given a report on the state of the school and an overview of: A. What students will be learning. B. How students are assessed. C. What parents should expect for their child's education and D. How a parent can assist and make a difference in their child's education. Action Type: Parental Engagement	Sharon Pepple, Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
PROGRAM EVALUATION: "At the conclusion of the 2013-2014 school year we evaluated this Intervention/Program through: parent surveys, memos, open house, emails, school newsletters, P/T conferences, parent resource center, school calendars, school website, student Thursday folders, and family night feedback and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. We believe the evidence shows that it is valuable in terms of supporting our efforts to increase student achievement. During the 2014-2015 school year we plan to use the following protocol in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this	Sharon Pepple, Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$

<p>intervention/program: Parent involvement data will be collected by the parent facilitator through parent survey, memos, open house, emails, school newsletters, P/T conferences, parent resource centers, school calendar, school website, student Thursday folders, and family night feedback through out the school year through documentation of attendance increase at PTO meetings, PTO membership, P/T conferences and website visitors. 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 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 Action Type: Program Evaluation</p>				
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Total Budget:	\$1200
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Intervention: Conduct Math Family Involvement Activities

Scientific Based Research: National Standards for Parent/Teacher Involvement Programs (1997) The Research Foundations of the UCSMP Everyday Mathematics Curriculum, Andrew Isaacs, William Carroll and Max Bell (2005)

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>PROGRAM EVALUATION: At the conclusion of the 2013-2014 school year we evaluated this Intervention/Program. We believe the evidence shows that it is valuable in terms of supporting our efforts to increase student achievement. During the 2014-2015 school year we plan to use the following protocol in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program. Teachers will send home textbooks for those who need remediation. 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 Action Type: Program Evaluation</p>	Stacey Marx, assistant principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
<p>K-5 teachers will provide Go Math parent information, handouts, refrigerator math, Home to School Connections, Compass Odyssey for home, math journals, text books, or supplies to help parents engage in math curriculum with their children. Families will be able to log into Compass Odyssey from home at any time, as we have unlimited licenses this year. Action Type: Parental Engagement Action Type: Technology Inclusion</p>	Chris Drake, classroom teacher	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
<p>Parents will be aware of and have access to the "Refrigerator Math" curriculum map through the district web page. Teachers will be trained in utilizing Edline to develop classroom webpages in order to communicate with parents. Materials and supplies will be purchased in order to provide teacher trainings and to provide additional print materials for families without access to computers and the internet.</p>	Laura Combs, Classroom teacher	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
<p>The Parental Involvement committee will organize a specific Math night and a SMART night (Science and Math are Real Things). Families will have the opportunity to learn about ways to enrich their child's science and math knowledge at home. Local community partners, such as the University of</p>	Stacey Marx, Assistant Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Community Leaders Teachers 	ACTION BUDGET: \$

Arkansas, will help provide hands-on learning booths on topics related to the real world application of math and science.				
Total Budget:				\$0

Goal Provide support for families looking for information on health and safety issues, parenting skills and programs available in our community.

Benchmark Data will be collected on the number of parents using the Parent Center by monitoring checkout from the our Parent Center.

Intervention: To increase parent awareness and knowledge on a variety of topics, including parenting skills, health and safety issues and the services provided by our community.				
Scientific Based Research: Parent Involvement Plan ACT 307-National PTA Standards 1998				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Free services and check out books are available in the front office, counselor's office and Parent Library with information about services that are provided by the community. This will include contacting community resources, picking up free or donated materials, researching helpful websites for parents and making a printed list of those websites. Action Type: Parental Engagement Action Type: Wellness	Connie West, PE/Health Teacher	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
PROGRAM EVALUATION: At the conclusion of the 2013-2014 school year we evaluated this Intervention/Program through: book checkouts and brochures and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. We believe the evidence shows that it is valuable in terms of supporting our efforts to increase student achievement. During the 2014-2015 school year we plan to use the following protocol in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program: to increase parent awareness and knowledge of a variety of topics, including parenting skills, health and safety issues and the services provided by our community throughout the year. Our Health and Wellness Committee will monitor our Parent Center of parent utilization of literature through book checkouts and brochure and pamphlet replacement. Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness	Connie West, PE/Health Teacher	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$0

Priority 7: ELL Students will improve in reading comprehension, fluency, written expression, and math skills. Improvement will be shown through increased scores on DIBLES, MAPS, ELDA, and ITBS.

Supporting Data: 1. Fill in the data for ELL students

Goal ELL Students will improve in reading comprehension, fluency, written expression and mathematical skills. Improvement will be shown through a variety of assessments.

Benchmark According to the 2014 Arkansas School ESEA accountability report, 72% of ELL students were achieving in literacy, and 71% were achieving in math.

Intervention: Reading and Writing Across the Curriculum				
Scientific Based Research: Barton, M.L. and Heidemana, C., Teaching Reading in Mathematics (2002); Beers, K. and Samuels, B.G. (eds) Teaching Reading in the COnetnt Areas; Krashen, S. (2002) The Power of Reading' McLaughlin, M. and Vogt, M.E. (eds) (1992), Harvey, Stephanie and Goudvis, Anne, Strategies that Work (1999)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
We will employ a highly qualified ELL teacher (.5 FTE) to provide instruction and intervention for those students identified as English Language Learners. We will also employ a highly qualified	Rachael Main	Start: 07/01/2014 End: 06/30/2015	• Teachers	ACTION BUDGET: \$

instructional Aide (.5 FTE) Naida Mendez, to work under her supervision to provide indirect services to students.				
Provide ELL parents information to inform them of curriculum expectations and procedures, and to facilitate parent/student partnership for academic success. Provide for printing costs for handouts and brochures. Parent meetings to be held when needed. Translation of documents into Spanish to be provided when needed. Action Type: Parental Engagement	Rachael Main	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Purchase additional Read 180 and System 44 student workbooks. \$500 Action Type: Title I Schoolwide	Rachael Main, ESL teacher	Start: 07/01/2014 End: 06/30/2015		Title I - Materials & Supplies: \$500.00 ACTION BUDGET: \$500
Total Budget:				\$500

- Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Amy Arnold		Math
Classroom Teacher	Ben Crozier		ELL/Title 3
Classroom Teacher	Beth Wiles		Math
Classroom Teacher	Cheryl Sewell		Math
Classroom Teacher	Chris Drake		ELL/Title 3
Classroom Teacher	Connie West	Chairman	Health and Wellness/ACSIP Leadership
Classroom Teacher	Dana Troutt	Chairman	Literacy/ACSIP Leadership
Classroom Teacher	Debra Fox	5th Grade ELA teacher	Parent Involvement
Classroom Teacher	Denise Romero		Health and Wellness/Parental Involvement
Classroom Teacher	Dixie Smith		ELL/Title 3
Classroom Teacher	Evelyn Kane		Math
Classroom Teacher	Jeanne King		Parent Involvement
Classroom Teacher	Krishna Crawford		Math
Classroom Teacher	Krissy Faulk		Math
Classroom Teacher	Laura Combs		Math
Classroom Teacher	Lydia Clark		Literacy
Classroom Teacher	Michelle O'Mara		Math
Classroom Teacher	Nancy Christy		Health and Wellness
Classroom Teacher	Pam Skelton		Literacy
Classroom Teacher	Randy VanVranken		Literacy
Classroom Teacher	Sara Alderson	Chair	Math, ACSIP Leadership
Classroom Teacher	Sarah Wyatt		Literacy
Classroom Teacher	Tammy Scribner		Literacy
Classroom Teacher	Tonya Lopez		Literacy
District-Level Professional	Christie Jay		District Leadership
District-Level Professional	Waneta Davidson	Instructional Facilitator	Literacy
Non-Classroom Professional Staff	Angel Kellar	Instructional Aide	Math
Non-Classroom Professional Staff	Angela Evans		Health and Wellness
Non-Classroom Professional Staff	Dorothea Justice		Literacy

Non-Classroom Professional Staff	Emily Reagan		Literacy
Non-Classroom Professional Staff	Jacki Tighe		Health and Wellness
Non-Classroom Professional Staff	Jennifer Jackson		Literacy
Non-Classroom Professional Staff	Kelly Leslie	Instructional Aide	Literacy
Non-Classroom Professional Staff	Mark Hitt		Math
Non-Classroom Professional Staff	Marla Hatch	Counselor	Health and Wellness/Parental Involvement
Non-Classroom Professional Staff	Mary Margaret Fox		ELL/Title 3
Non-Classroom Professional Staff	Naida Mendez		ELL/Title 3
Non-Classroom Professional Staff	Nicole Geopfert		ELL/Title 3
Non-Classroom Professional Staff	Rachael Main	Teacher	ELL/Title 3
Non-Classroom Professional Staff	Stacey Marx	Assistant Principal	Parental Involvement/ACSIP Leadership/Literacy/Math
Parent	Angela Wheaton	Parent Representation	Parent Involvement
Parent	Stephanie Newman	Parent Representation	Parent Involvement
Parent	Tracey Pomeroy	Parent Representation	Parent Involvement
Principal	Sharon Pepple	Chairman	ACSIP Leadership/Literacy/Math/Parental Involvement