

## School Plan

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### HOLCOMB ELEMENTARY SCHOOL

### Arkansas Comprehensive School Improvement Plan

2014-2015

At Holcomb School, we are a diverse community of respectful, responsible, and creative life-long learners. Motto: Aim High!

Grade Span: K-4

Title I: Title I Schoolwide

School Improvement: MS

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##### Priority 1: Literacy

**Goal:** All students will improve in reading comprehension with additional attention given to interpreting nonfiction text. Sixty-five percent of students at Holcomb will meet or exceed their reading RIT scores (make growth) on the MAPs assessment from fall to Spring

**Goal:** All students will improve written expression with additional attention to Content, Style, Open Response Passages as well as providing evidence from the text.

##### Priority 2: Mathematics

**Goal:** All students will receive additional instruction and enrichment in answering multiple choice and open-response math questions with respect to consistent weaknesses in the areas of measurement for multiple choice for third and fourth grades; and then data analysis for open-ended response for third and fourth grades.

**Goal:** All students will improve in the automaticity of basic math facts that when mastered can facilitate further growth in the data analysis/problem solving area.

##### Priority 3: Health & Wellness Priority

**Goal:** Students will become more aware of healthier lifestyles to improve their overall wellness.

**Goal:** Teachers will become more aware of healthier lifestyles to improve their overall wellness.

##### Priority 5: ELL/Title III

**Goal:** ELL students will improve in reading comprehension with additional attention to Literary and Content reading passages.

##### Priority 7: Parental Involvement

**Goal:** Holcomb teachers will have daily, weekly, and monthly contact with parents through home communication folders, teacher newsletters, meetings, and curriculum nights.

#### Priority 1: Improving Literacy

1. In Reading the ITBS scores showed increases. For 1st grade students, reading percentiles were 75 in 2014, 76 in 2013, 68 in 2012. For 2nd grade students, reading percentiles were 73 in 2014, 73 in 2013, 71 in 2012.
2. In Benchmark Literacy: 3rd grade students scored 87% in 2014, 83% in 2013, 89% in 2012, for Proficient or Advanced. 4th grade students scored 84% in 2014, 95% in 2013, 90% in 2012 for Proficient or Advanced.
3. The Attendance Rate for 2012-2013 was The Attendance Rate for 2011-2012 was The Attendance Rate for 2010-2011 was 95.7%.
4. In MAP testing, Holcomb students showed Reading growth of 61% in 2014, 68.4% in 2013, 58% in 2012.
5. Comprehensive Needs Assessment: The Elementary School conducted a three year data trend analysis of literacy achievement using the results from district formative assessments (MAPs), ITBS, and 3-4th grade Augmented Benchmark exam. Results for both the All Students Population and the Targeted Achievement Gap Group were examined, along with NCLB subpopulations, to identify specific areas of weakness in learning strands. Our data analysis

Supporting  
Data:

identified the following focus areas for improvement: reading and interpreting practical text with a focus on open-response; and writing with attention given to content and style. With help from our instructional facilitator, we examined our instructional strategies, classroom structure/grouping, and classroom walkthrough data and are modifying our curriculum, instruction, common assessments, and professional development practices to better meet the needs of all of our students. In addition, grade level teachers meet weekly with our instructional facilitator to review formative, real time classroom performance data, and focus on classroom instruction. Teams meet weekly to review and discuss data and instructional practices that will improve student achievement. We will use available funds to implement appropriate interventions and programs that will best address the needs of our students.

6.

**Goal** All students will improve in reading comprehension with additional attention given to interpreting nonfiction text. Sixty-five percent of students at Holcomb will meet or exceed their reading RIT scores (make growth) on the MAPs assessment from fall to Spring

**Benchmark** During the 2014-2015 school year, Holcomb Elementary school will meet or exceed 65% for MAPs Reading GROWTH school-wide(2014 we were at 61% Growth. For the 2013-2014 school year, Holcomb Elementary met and exceeded the AMO's for Performance but not for Growth in the All Students Population and the TAGG population.

Intervention: Professional Development				
Scientific Based Research: Assessing Impact: "Teacher Teams that Get Results", Gayle Gregory, Lin Kuzmich, 2007; 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: In compliance with ACT 83, the following professional development will be provided: All teachers will have the opportunity to participate in the school and district professional growth plan. A collaborative faculty district/building needs assessment will be completed each year based on needs identified through test data. Holcomb has a professional development committee which helps teachers with the financial needs of approved PD. All Holcomb teachers and para-pros are highly qualified. ADE Professional Development requirements are a minimum of 60 hours with 6 hours of Technology. AR History and Parental Involvement hours are not needed this year. Additional training will be provided about Dyslexia. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide	Tracy Mulvenon	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$
COLLABORATION: Teachers are provided with weekly instructional meeting time during the course of the day to plan for the implementation of best practices chosen to help improve student achievement at each student's readiness level. A data wall has been constructed to track student achievement in literacy. Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide	Tracy Mulvenon	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
INVOLVE TEACHERS IN DECISION MAKING: Teachers are involved in the decision making process and staff development by holding frequent meetings where we obtain feedback and	Tracy Mulvenon	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$

<p>ask for guidance in policy making. Teachers will meet for the purpose of engaging in data analysis over and above the state requirement. They continually seek to support an educational climate whereby all our staff feels they have a voice in how the instructional program is shaped. Action Type: Collaboration Action Type: Title I Schoolwide</p>				
<p>PROGRAM EVALUATION: We evaluated this Intervention/Program through pre/post testing, CRT/NRT assessments, and local summative assessments and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. We believe the evidence shows that it is valuable in terms of supporting our efforts to increase student achievement. We plan to follow the same protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program. Action Type: Program Evaluation</p>	Allison Houston	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>CLOSING THE ACHIEVEMENT GAP: Three professional development days will be conducted at each grade level, with the Response to Intervention team chair and Instructional Facilitator and non-classroom personnel. This meeting will focus on building capacity within the school to address the academic needs of all students particularly those who are not meeting their trajectory of growth. The meeting agenda will include the following Core Principles: A. The selection, and continuous evaluation, of research-based, scientifically validated, Interventions designed to improve our ability to improve student performance on the Literacy portion of all Assessments. B. The ongoing monitoring of student progress in order to influence classroom instruction. C. The utilization of Formative and Summative Assessment Data to make decisions that impact: Curriculum, Instruction, Assessment and Professional Development. D. Coordination of resources in order to better meet the needs of all students. The intent is that each Intervention, and Action, is carefully monitored...through the collection of Formative and Summative Data so that those strategies that prove ineffective can be revised, or abandoned. Our ACSIP Plan will be revised each spring, and fall, in order to keep it timely and valid in our efforts to improve teaching and learning. Teachers will receive release time for professional development training on using and analyzing data to be used in determining instructional and curriculum adjustments. Money will be used to cover substitute's salary. Action Type: Alignment</p>	Angie Ellington	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<p>Title I - Purchased \$8539.00 Services:</p> <hr/> <p>ACTION BUDGET: \$8539</p>

Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation				
Teachers will continue using Responsive Classroom materials including the following: The First Six Weeks of School, Academic Choice, Morning Meeting Book and reference books, Book on Discipline, Yardsticks Pamphlets and books, and Chimes.	Allison Houston	Start: 07/01/2014 End: 06/30/2015		Title I - Materials \$1000.00 & Supplies: <hr/> ACTION BUDGET: \$1000
Total Budget:				\$9539
Intervention: Early Literacy Learning in Arkansas (ELLA)				
Scientific Based Research: Effective Literacy; Calkins, L., The Art of Teaching Writing, 1994; McCarrier, A., Pinnell, G. S., and Fountas, I., Interactive Writing, 2000; Routman, R., Conversations, 2000				
Actions	Person Responsible	Timeline	Resources	Source of Funds
HIGHLY QUALIFIED PARA Professionals: Employ the following staff members: Five highly-qualified instructional paraprofessionals will be used to implement instructional interventions in various programs. These paraprofessionals are Valeria Sigears (Salary \$8886.29 Benefits \$2255.06), Candice Edmonson (Salary \$11203.32 Benefits \$2912.86), Angela Taylor (Salary \$20,307.4 Benefits \$5278.68), and Shay Sutton (Salary 12,349.00) Action Type: Equity Action Type: Title I Schoolwide	Tracy Mulvenon	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Title Teachers</li> </ul>	Title I - Employee \$39183.39 Salaries: Title I - Employee \$10186.61 Benefits: <hr/> ACTION BUDGET: \$49370
Response to Intervention Team will collaborate with teachers to implement differentiated strategies, activities, and interventions to improve literacy skills. As a means to use differentiated instructions in the classrooms and in small groups, the school will use a variety of instructional materials to enhance the learning of all students. In addition to requirements already funded with local monies, materials and supplies will be purchased throughout the year to make available additional opportunities for student learning. Supplies such as page protectors, games, dry erase markers, and composition notebooks. Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Title I Schoolwide	Angie Ellington	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Computers</li> <li>District Staff</li> <li>School Library</li> <li>Teachers</li> <li>Teaching Aids</li> <li>Title Teachers</li> </ul>	Title I - Materials & \$2000.00 Supplies: <hr/> ACTION BUDGET: \$2000
Use formative evaluations such as Observation Survey, QUALS, DIBELS, Developmental Reading Assessments, Mondo, classroom assessments, running records as well as summative standardized tests, to evaluate student progress and plan instruction for students in their Zone of Proximal Development (Vygotsky). Action Type: Equity Action Type: Program Evaluation	Anita Ulrich	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Kindergarten teachers and Special Education staff will collaborate in May	Judy Imhauser	Start: 07/01/2014	<ul style="list-style-type: none"> <li>Administrative</li> </ul>	<hr/> ACTION BUDGET: \$

<p>with area preschools to share information about kindergarten transitions. Instructional Aides will be available for each kindergarten classroom teacher. Title 1 and Sp. Ed. staff will consult with outside agencies (Ozark Guidance Center, Headstart, etc.) A pre-K classroom will continue operate at Holcomb. Action Type: Collaboration Action Type: Special Education</p>		<p>End: 06/30/2015</p>	<p>Staff</p> <ul style="list-style-type: none"> <li>• Central Office</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• School Library</li> <li>• Teachers</li> </ul>	
<p>COORDINATION AND IMPLEMENTATION OF PROGRAMS: Implement ELLA. Effective Literacy, reading/writing workshop, The Daily 5, EZ Tech, Word Journeys, as well as computer programs such as Lexia, Learning A-Z, RAZ Kid, Rosetta Stone, Read 180, and Systems 44, and Compass Oydessy for a balanced-literacy skills and strategies in K-4 classrooms. Teachers will have access to Daily 5 websites and use of Compass/Odyssey. Action Type: Alignment Action Type: Title I Schoolwide</p>	<p>Tracy Mulvenon</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<p>Title I - Purchased Services: \$500.00</p> <hr/> <p>ACTION BUDGET: \$500</p>
<p>REFORM STRATEGIES: Teachers will have the opportunity upon district approval to attend National, state, regional and local professional development conferences to learn about effective teaching strategies in regard to math and literacy student achievement. The cost will be supplemented and include travel, lodging, and substitutes. Conferences this year will be the State Reading Council Conference in Nov., Daily Five, Responsive Classroom, and any other state or local conference or activity (such as National Board Certification) that fits the district and school's initiatives. Action Type: Professional Development Action Type: Title I Schoolwide</p>	<p>Julie Brandt</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<p>Title I - Materials &amp; Supplies: \$1000.00</p> <hr/> <p>ACTION BUDGET: \$1000</p>
<p>PROGRAM EVALUATION: We evaluated this Intervention/Program through pre/post testing, CRT/NRT assessments, and local summative assessments and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. We believe the evidence shows that it is valuable in terms of supporting our efforts to increase student achievement. We plan to follow this protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program. In addition, we will implement the formative assessment piece, NWEA MAPS. Action Type: Program Evaluation</p>	<p>Allison Houston</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>A Pre-K, 4 year old program serving 20 students will continue at Holcomb. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development</p>	<p>Tracy Mulvenon</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

Total Budget:	\$52870
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Intervention: Reading Across the Curriculum

Scientific Based Research: "Nonfiction Reading Power, Adrienne Gear, 2008; "The Common Core Lesson Book K-5", Gretchen Owocki, 2012

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>POINT IN TIME REMEDIATION: Holcomb will use the following summative assessments to evaluate student progress in literacy: QUALLS &amp; IOWA (Kindergarten), IOWA (grade 1) and Benchmark Exam (grades 3 &amp; 4). Other data (such as MAPs, DIBELS, etc) will be used to determine instructional needs. Teachers will address all student needs through of point in time remediation, time built in regular and Encore instruction for intervention or remediation/enrichment of reading skills and/or strategies. Cross-curricular literacy and reading strategies will be implemented by these non-core personnel.</p> <p>Action Type: AIP/IRI            Action Type: Alignment            Action Type: Collaboration            Action Type: Equity            Action Type: Program Evaluation            Action Type: Title I Schoolwide</p>	Tracy Mulvenon	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$
<p>Classroom, special education, Title I, and ESL teachers will collaborate to implement differentiated strategies for at-risk students to improve reading skills.</p> <p>Action Type: Alignment            Action Type: Collaboration            Action Type: Equity            Action Type: Special Education</p>	Judy Imhauser	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Performance Assessments</li> <li>• School Library</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$
<p>Use technology to access information for content learning, develop reading skills, and publish student work.</p> <p>Action Type: Equity            Action Type: Special Education            Action Type: Technology Inclusion            Action Type: Title I Schoolwide</p>	Jolene Landrum	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Public Library</li> <li>• School Library</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$
<p>Communicate reading expectations and student progress in reading to parents through classroom assignment sheets, parent-teacher conferences, graded work, progress reports, report cards, newsletters, and Web access to the curriculum.</p> <p>Action Type: Parental Engagement            Action Type: Technology Inclusion</p>	Melanie Johnson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
<p>Students will use performance assessments and open-ended (constructed) responses with rubrics to assess and revise their own work. They will demonstrate proficiency by responding in writing to literary, practical and content passages by finding the main idea, interpreting, analyzing, drawing conclusions, and providing examples and evidence.</p> <p>Action Type: Alignment</p>	Jennifer Brakeville	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• School Library</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$

Action Type: Program Evaluation				
PROGRAM EVALUATION: We evaluated this Intervention/Program through pre/post testing, CRT/NRT assessments, and local summative assessments and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. We believe the evidence shows that it is valuable in terms of supporting our efforts to increase student achievement. We plan to follow the same protocol in evaluating and adjusting the programs, processes, and activities. The target for reading across the curriculum will examine the need for an increase in nonfiction reading across the curriculum. Action Type: Program Evaluation Action Type: Title I Schoolwide	Allison Houston	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>School Library</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Compass Learning will be purchased to enrich the skills of all students. Teachers will be trained to use the program. Action Type: AIP/IRI Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion	Tracy Mulvenon	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	Title I - Purchased \$6500.00 Services:  ACTION BUDGET: \$6500
The Daily 5 will be used to increase student choice about reading comprehension activities. Teachers will be sent to training upon approval. Funding is for travel, lodging, registration and substitutes.	Tracy Mulvenon	Start: 07/01/2014 End: 06/30/2015		Title I - Purchased \$4000.00 Services:  ACTION BUDGET: \$4000
Total Budget:				\$10500

Goal All students will improve written expression with additional attention to Content, Style, Open Response Passages as well as providing evidence from the text.

Benchmark

Intervention: Writing Across the Curriculum				
Scientific Based Research: Stead, T., Hoyt, L., Exporations in Nonfiction Writing, 2012; Owocki, G., The Common Core Writing Book, 2013; Calkins, L., The Art of Teaching Writing, 1994				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Participate in on-going professional development in writing; including training in programs. Action Type: Collaboration Action Type: Professional Development	Angie Ellington	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Performance Assessments</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
Substitutes will be hired per quarter for sped, ESL teachers and the media specialist to collaborate more often with classroom teachers in order to review data and structure and implement differentiated strategies for students at risk for falling below grade level proficiency and/or special needs to improve writing skills. Action Type: Alignment	Tracy Mulvenon	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Performance Assessments</li> </ul>	Title I - Purchased \$500.00 Services:  ACTION BUDGET: \$500

Action Type: Equity				
PROGRAM EVALUATION: We evaluated this Intervention/Program through pre/post testing, CRT/NRT assessments, and local summative assessments and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. We believe the evidence shows that it is valuable in terms of supporting our efforts to increase student achievement. We plan to follow the same protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program. Action Type: Program Evaluation	Allison Houston	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$500

Intervention: PARCC assessment practice and preparation.

Scientific Based Research: Matthews, C., Zimmerman, A., Put Thinking to the Test, 2008

Actions	Person Responsible	Timeline	Resources	Source of Funds
Classroom teachers will conference with all students to discuss writing strategies to use on Benchmark practice questions. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education	Beka Murphy	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
NEEDS ASSESSMENT: All teachers will meet to evaluate student test scores to determine progress made and focus skills for the school year. Students' performance will be used to guide changes to ACSIP plan. Action Type: AIP/IRI Action Type: Alignment Action Type: Program Evaluation Action Type: Title I Schoolwide	Allison Houston	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Central Office</li> <li>Computers</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Testing will be taught as a genre within the literacy block. This will involve writing grade level appropriate questions and/or utilizing the school's current constructive response resources. The book Put Thinking to the Test will be used as a basis for this program. Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Target Assistance	Angie Ellington	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	Title I - Materials & Supplies: \$200.00 ACTION BUDGET: \$200
Classroom, ESL, Special Education, Instructional Facilitator, and Title 1 teachers will instruct students how to assess writing. These teachers will receive training on how to best accomplish this instruction and how to score writing pieces in meetings with the Instructional facilitator. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education	Angie Ellington and Helen Eaton	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
PROGRAM EVALUATION: We evaluated this Intervention/Program through pre/post testing, CRT/NRT assessments, and local summative assessments and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional	Allison Houston	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$



<p>Development. We believe the evidence shows that it is valuable in terms of supporting our efforts to increase student achievement. We plan to follow the same protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program. In addition, we will implement Target Assessments aligned with state standards and developed by the NWAESC.</p> <p>Action Type: Program Evaluation</p>				
<p>COMPREHENSIVE NEEDS ASSESSMENT: We formed ACSIP Leadership Teams and analyzed the test scores from the administration of grades K-4 IOWA, Augmented Benchmark Exams. We examined the results from both the combined population and EACH subpopulation. We conducted data analysis to determine our main areas of weakness. In addition, we studied the three most recent years of Attendance, Disciplinary, Formative and Summative Achievement Data across grade levels within our building. We aggregated and disaggregated all the data for the purpose of establishing student learning and behavioral goals. We looked at our trend data in order to better identify the specific areas of need and help align classroom instruction with our curriculum, assessment and professional development. We examined our routines, customs, and norms in order to dig deeper for the root cause why more of our students are not achieving to their full potential. Our data shows discrepancies in achievement, among our various populations. We are modifying our Curriculum, Instruction, Assessment and Professional Development practices to better meet the needs of all our populations. Based on our Data Analysis we came to the conclusion that the following areas reflect our greatest need within the literacy Priority: CONTENT AND STYLE, READING CONTENT, AND LITERARY PASSAGES. We will select Interventions and coordinate our various state and federal funding sources to address these areas. IN addition, we meet in grade level weekly so that we can review formative, "real time" classroom performance data for the purpose of making decisions regarding the direction, and focus, of our Classroom Instruction. We chart progress in our AIP, IRI, and ASSESSMENT folders. purchase binders and other materials for data room.</p> <p>Action Type: Program Evaluation</p>	Allison Houston	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$200

Intervention: Phonetic Connections (K-4)

Scientific Based Research: 95 Percent Group, Inc., Blueprint for Intervention, 2010; Adams, M., Foorman, B., Lundberg, I., Beeler, T. Phonemics Awareness in Young Children, 1998; Phonic connections, Benchmark Education Company, LLC, 2004.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Holcomb Elementary School will utilize the Phonetic Connections Phonemic Awareness Program for phonological and phonemic awareness (Comprehensive Literacy) instruction in grades K-4.</p> <p>Action Type: Alignment</p>	Sonya Zimmer	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$

<p>Students will participate in explicit and systematic phonemic awareness instruction. This includes teacher explanation and modeling of all phonemic awareness skills, followed by guided practice and independent practice.  Action Type: Alignment  Action Type: Equity  Action Type: Program Evaluation</p>	Christy Dugger	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
<p>The QUALS will be administered to all kindergarten students at the beginning of the year. The ITBS will be administered to first and second grade students at the end-of-year to identify those students who are on track for reading success as well as those who may be at-risk for reading difficulties. Additional formative diagnostic assessments will be administered to those students shown to be at risk of reading failure. Progress will be monitored using formative and interim evaluations such as classroom running records and the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), MAPs, etc.  Action Type: AIP/IRI  Action Type: Alignment  Action Type: Program Evaluation</p>	Anita Ulrich	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
<p>Parents will be informed of student progress in phonemic awareness. Suggested activities will be provided to parents in newsletters, at conferences, during information nights, and the first day of school "Boo Hoo/ Wooo Whoo" Party on August 18, 2014 for new Kindergarten parents. Materials for packets will be purchased.  Action Type: Parental Engagement</p>	Angie Ellington	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	Title I - Materials & Supplies: \$162.00 <hr/> ACTION BUDGET: \$162
<p>Students identified with reading difficulty will receive additional phonemic awareness instruction and intensive reading interventions in small groups. Teachers will develop an Intensive Reading Improvement Plan (IRI) that describes the intervention program.  Action Type: AIP/IRI  Action Type: Parental Engagement</p>	Shannon Raffaelli	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
<p>Holcomb Elementary School expects all students to segment and blend a minimum of 3 phonemes by the end of Kindergarten and 4 phonemes by the end of first grade. The program will be evaluated by assessing the number of students meeting the end of year benchmarks.  Action Type: Alignment  Action Type: Program Evaluation</p>	Wendy McCain	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
<p>PROGRAM EVALUATION: We evaluated this Intervention/Program through pre/post testing, CRT/NRT assessments, and local summative assessments and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. We believe the evidence shows that it is valuable in terms of supporting our efforts to increase student achievement. We plan to follow the same protocol in evaluating and adjusting the programs, processes, and activities that</p>	Allison Houston	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$

make up the action descriptions within this intervention/program. Action Type: Program Evaluation				
Holcomb will participate in the Scripps National Spelling Bee Program on December 2014. This includes a classroom, school-wide, city, state, and national spelling bee. Funding for registration.	Allison Houston	Start: 07/01/2014 End: 06/30/2015		Title I - Purchased \$200.00 Services:  ACTION BUDGET: \$200
Total Budget:				\$362
Intervention: Comprehensive Literacy Approach				
Scientific Based Research: National Reading Panel Report (2000); Rasinski, T., The Fluent Reader (2003); Goudvis, A. & Harvey, S., Strategies That Work (2000).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The fluency instruction used will be aligned with the ELLA Framework standard 11. Teachers will identify the benchmarks of grades K-4 and monitor progress of at-risk students. Additional formative diagnostic assessments will be administered to those students shown to be at-risk of reading failure. Progress will be monitored until the student reaches expected levels of performance. Action Type: Alignment	Tracy Mulvenon	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Teachers will participate in Comprehensive Literacy training such as ELLA, Effective Literacy and/or Reading/Writing workshop to learn about fluency instruction. Action Type: Collaboration Action Type: Professional Development	Tracy Mulvenon	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
Parents will be informed of student progress in fluency. Suggested activities will be provided to parents through newsletters, conferences, and informational nights. Action Type: Parental Engagement	Rhonda Crouch	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
Teaching staff and librarian will purchase new supplemental literacy sets and other supplemental reading materials for students' use in classroom. Action Type: Alignment Action Type: Equity	Tracy Mulvenon	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>School Library</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	Title I - Materials \$4510.00 & Supplies:  ACTION BUDGET: \$4510
Fourth grade Language Arts teachers will implement reading workshop. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Melanie Johnson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Outside Consultants</li> <li>Public Library</li> <li>School Library</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
PROGRAM EVALUATION: We evaluated this Intervention/Program through pre/post testing, CRT/NRT assessments, and local summative assessments and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional	Allison Houston	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$

Development. We believe the evidence shows that it is valuable in terms of supporting our efforts to increase student achievement. This year we plan to follow the same protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program. Substitutes will be used to take teachers to see various models of programs. Lunch will also be provided. Action Type: Program Evaluation				
Eleven more IPADs and 12 more new computers will be purchased to increase use of Compass and other programs. 15 other technology devices (purchased with noninstructional funds) will be purchased to replace dated laptops. Action Type: Alignment Action Type: Technology Inclusion	Tracy Mulvenon	Start: 07/01/2014 End: 06/30/2015		Title I - Materials \$18000.00 & Supplies:  ACTION BUDGET: \$18000
Total Budget:				\$22510

Intervention: Instructional Facilitator

Scientific Based Research:

Actions	Person Responsible	Timeline	Resources	Source of Funds
The Instructional Facilitator will assist teachers in establishing and managing an assessment system. She will maintain the assessment boards. 2 IPADS will be purchased to help with student reading fluency. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation	Angie Ellington	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Outside Consultants</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	Title I - Materials \$1200.00 & Supplies:  ACTION BUDGET: \$1200
The Instructional Facilitator will observe and demonstrate for Literacy Learning Lab using effective research based literacy practices with sustained mentoring until proficiency is achieved. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	Angie Ellington	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
An Instructional Facilitator will help Holcomb teachers with evaluation, training, and making targeted decisions about the literacy needs of all students. The Instructional Facilitator will provide professional development to assist teachers in applying scientifically based reading research to all literacy instruction. Professional books will be purchased such as the Reading Powers Series and the Daily 5 and Café series, as well as other text that may help in the process. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Title I Schoolwide	Tracy Mulvenon	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	Title I - Materials \$1000.00 & Supplies:  ACTION BUDGET: \$1000
Instructional Facilitator will maintain a book room for professional development	Tracy Mulvenon	Start: 07/01/2014	<ul style="list-style-type: none"> <li>Administrative</li> </ul>	ACTION BUDGET: \$

materials and to get instructional materials for literacy. Action Type: AIP/IRI Action Type: Collaboration		End: 06/30/2015	Staff • Teachers • Teaching Aids • Title Teachers	
The IF will attend the Plain Talk Reading Conference. Money goes for travel, lodging, and registration. Action Type: Collaboration Action Type: Professional Development	Tracy Mulvenon	Start: 08/18/2014 End: 06/01/2015		Title I - Purchased \$1800.00 Services:  ACTION BUDGET: \$1800
Total Budget:				\$4000

Intervention: A team of teachers/administrators will network other schools that have been identified as effective to learn how they implemented effective strategies for organization and implementation of a comprehensive programs.

Scientific Based Research: ICLE effective schools research. Daggitt 2011

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers/administrators will attend the Leadership Conferences. Money will be spent on Registration, hotel, travel and meals. Leader in Me, Responsive Classroom and Plain Talk Conferences. Action Type: Professional Development Action Type: Program Evaluation	Tracy Mulvenon	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers • Title Teachers	Title I - Purchased \$3000.00 Services: Title I - Materials \$1000.00 & Supplies:  ACTION BUDGET: \$4000
Total Budget:				\$4000

Priority 2: Improving mathematics

1. Mathematics ITBS scores: For 1st grade students, math percentiles were 65 in 2014, 65 in 2013, 64 in 2012. For 2nd grade students, math percentiles were 64 in 2014, 60 in 2013, 64 in 2012.
2. In Benchmark Mathematics: 3rd grade students scored 88% in 2014, 88% in 2013, 89% in 2012 for Proficient or Advanced. 4th grade students scored 77% in 2014, 91% in 2013, 86% in 2012 for Proficient or Advanced.
3. The Attendance Rate for 2013-2014 was The Attendance Rate for 2012-2013 was The Attendance Rate for 2011-2012 was
4. In MAP testing, Holcomb students showed Math growth of 73% in 2014, 70.7% in 2013, 62% in 2012.
5. Comprehensive Needs Assessment: The Elementary School conducted a three year data trend analysis of mathematics achievement using the results from district formative assessments (MAPs), ITBS, and 3-4th grade Augmented Benchmark exam. Results for both the All Students Population and the Targeted Achievement Gap Group were examined, along with NCLB subpopulations, to identify specific areas of weakness in learning strands. Our data analysis identified the following focus areas for improvement: Measurement and Data Analysis and Probability. With help from our instructional facilitator, we examined our instructional strategies, classroom structure/grouping, and classroom walkthrough data and are modifying our curriculum, instruction, common assessments, and professional development practices to better meet the needs of all of our students. In addition, grade level teachers meet weekly with our instructional facilitator to review formative, real time classroom performance data, and focus on classroom instruction. Teams meet monthly to review and discuss data and instructional practices that will improve student achievement. We will use available funds to implement appropriate interventions and programs that will best address the needs of our students.
- 6.

Supporting Data:

Goal

All students will receive additional instruction and enrichment in answering multiple choice and open-response math questions with respect to consistent weaknesses in the areas of measurement for multiple choice for third and fourth grades; and then data analysis for open-ended response for third and fourth grades.

During the 2014-2015 school year, Holcomb Elementary school will meet or exceed 75% MAPs Math Benchmark GROWTH school-wide. For the 2014-2015 school year, Holcomb Elementary School did not meet or exceed the AMO's for Performance and Growth in the All Students Population and the TAGG populations.

Intervention: Open-Ended Problem-Solving Strategies				
Scientific Based Research: Go Math, Dixon, J., Larson, M., Leiva, M., Adams, T., 2012; Thinking Mathematically, Carpenter, T., Franke, M., Levi, L., 2003; Children's Mathematics Cognitively Guided Instruction; Carpenter, Fennema, Franke, Levi, Empson, 1999				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will use the Go Math series, performance assessments, questioning techniques, scoring guides (rubrics) and open-response scoring to increase student math skills. Teachers are being trained in CGI and ECM strategies. Math Coach will meet quarterly w/grade level teams to assist with implementing the math program. PARCC practice tests and problems will be given throughout the year to help students be PARCC ready. Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion	Mary Briggs	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Continue using a highly qualified instructional aide (non-certified) to provide students with additional assistance in order to improve math skills. Action Type: Equity	Tracy Mulvenon	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
PROGRAM EVALUATION: We evaluated this Intervention/Program through pre/post testing, CRT/NRT assessments, and local summative assessments and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. We believe the evidence shows that it is valuable in terms of supporting our efforts to increase student achievement. This year we plan to follow the same protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program. Action Type: Program Evaluation	Allison Houston	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
CLOSING THE ACHIEVEMENT GAP: Yearly meetings of our Math ACSIP Leadership Committee will continue to be held. These meetings will focus on building capacity within our school. Each meeting agenda will include the following Core Principles: A. The selection, and continuous evaluation, of research-based, scientifically validated, interventions designed to improve our ability to improve student performance on the math portion of all assessments. B. The ongoing monitoring of student progress in order to influence classroom instruction. C. The utilization of Formative and Summative Assessment Data to make decisions that impact: Curriculum, Instruction, Assessment and Professional Development. D. Coordination of resources in order to better meet the	Julie Brandt	Start: 07/01/2014 End: 06/30/2015		Title I - Materials \$1000.00 & Supplies:  ACTION BUDGET: \$1000

needs of all students. Written minutes of each meeting, along with a sign-in sheet, will be kept and made available upon request. The intent is that each Intervention, and Action, is carefully monitored...through the collection of Formative and Summative Data....so that those strategies that prove ineffective can be revised, or abandoned. Our ACSIP Plan will be revised each spring, and fall, in order to keep it timely and valid in our efforts to improve teaching and learning. Professional materials will be purchased. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation				
Total Budget:				\$1000

Intervention: Small Group Remediation & Enrichment Sessions				
Scientific Based Research: Fagar, J. "Strategies for Successful Learning." ERIC Database. 1999;US Department of Education, Office of the Deputy Secretary, "Evidence That Tutoring Works," Eric database, 2001;Engman, L. R. "In-a-Roll: A Successful After-School Tutoring Program."ERIC Database1992.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will work with students on areas of need as well as released PARCC Items during interventions each week during the school day. These sessions will include small group remediation and enrichment instruction based on student needs. Materials for interventions will be purchased. Action Type: Alignment Action Type: Equity Action Type: Program Evaluation Action Type: Title I Schoolwide	Tracy Mulvenon	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
PROGRAM EVALUATION: We evaluated this Intervention/Program through pre/post testing, CRT/NRT assessments, and local summative assessments and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. We believe the evidence shows that it is valuable in terms of supporting our efforts to increase student achievement. This year we plan to follow the same protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program. Action Type: Program Evaluation	Allison Houston	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$0

Goal All students will improve in the automaticity of basic math facts that when mastered can facilitate further growth in the data analysis/problem solving area.

Benchmark

Intervention: Computation Strategies/Practice				
Scientific Based Research: TERC/Communications Math Packs www.terc.edu, TIMSS, McREL, Standards in Classroom Practice Research Synthesis, USDE-OERI, Oct.2001				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Integrate supplemental computational strategies and materials into the math program. The school will use computational materials and calculators to support the common core standards. Action Type: Alignment Action Type: Special Education	Julie Brandt	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Computers</li> </ul>	Title I - Materials \$500.00 & Supplies:  ACTION BUDGET: \$500

Provide professional development for identifying students with math computation needs using formative and summative evaluations, including MAP testing. Teachers will disseminate the data and determine student needs at weekly grade level meetings and Data Days throughout the year. Evaluate student progress on grade level assessments and communicate results to parents. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education	Karen Stowe-Rains	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
PROGRAM EVALUATION: We evaluated this Intervention/Program through pre/post testing, CRT/NRT assessments, and local summative assessments and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. We believe the evidence shows that it is valuable in terms of supporting our efforts to increase student achievement. We plan to follow the same protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program. Action Type: Program Evaluation	Ashley Jones	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
A family math night will be conducted to help families learn strategies and math concepts. Materials and food will be purchased for these events. Action Type: Parental Engagement	Tracy Mulvenon	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	Title I - Materials & Supplies: \$500.00  ACTION BUDGET: \$500
Total Budget:				\$1000

Intervention: Standards-Based Math Program

Scientific Based Research: Go Math, Dixon, J., Larson, M., Leiva, M., Adams, T., 2012

Actions	Person Responsible	Timeline	Resources	Source of Funds
Use summative evaluations such as the QUALLS, IOWA (1st and 2nd) and the PARCC Exam (Grades 3 & 4) to evaluate student progress in math achievement. In addition to requirements already funded with local monies, materials and supplies will be purchased throughout the year to make available additional opportunities for student learning. Action Type: Equity Action Type: Program Evaluation	Tracy Mulvenon	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Central Office</li> <li>Computers</li> <li>District Staff</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	Title I - Materials & Supplies: \$1000.00  ACTION BUDGET: \$1000
Use math lessons and assessments in kindergarten through fourth grade classrooms. Monitor student progress. Go Math series is used in grades K-4. Use MAPS testing as an assessment tool and the beginning, middle, and end of year assessments in Go Math. Action Type: Alignment Action Type: Collaboration	Shelley Wilcoxson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Title 1, Special Education, ESL, classroom teachers, and Response to Intervention team will collaborate to implement differentiated strategies for all students with Academic Improvement Plans and/or	Nicole Tilton	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Computers</li> <li>District Staff</li> <li>Performance Assessments</li> </ul>	ACTION BUDGET: \$



special needs to improve mathematics skills. Action Type: Collaboration Action Type: Equity Action Type: Special Education			<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	
Train new teachers in the use of Go Math. In addition to requirements already funded with local monies, training will be provided. Action Type: Professional Development	Tracy Mulvenon	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
PROGRAM EVALUATION: We evaluated this Intervention/Program through pre/post testing, CRT/NRT assessments, and local summative assessments and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. We believe the evidence shows that it is valuable in terms of supporting our efforts to increase student achievement. We plan to follow the same protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program. Action Type: Program Evaluation	Ashley Jones	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$1000

Intervention: Curriculum Mapping and Alignment

Scientific Based Research: Elementary Middle School Mathematics Teaching Developmentally, Van De Walle, J., Karp, K., Bay-Williams, J., 2012; Integrating Curriculum and Assessment, K12. Heidi Hayes Jacobs. ASCD, 1997.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Parents will have the opportunity to review and discuss Math Curriculum by attending school meetings, previewing the website, and accessing materials in the parent center. Materials will be purchased such as additional paper for copies Action Type: Parental Engagement	Mary Briggs	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• District Staff</li> </ul>	ACTION BUDGET: \$
NEEDS ASSESSMENT: We formed ACSIP Leadership Teams and analyzed the data from the administration of the 3-4th grade Augmented Benchmark, and IOWA. We examined the results from both the combined population and EACH subpopulation. We conducted data analysis to determine our main areas of weakness. In addition, we studied the three most recent years of Attendance, Disciplinary, Formative and Summative Achievement Data across grade levels within our building. We aggregated and disaggregated all the data for the purpose of establishing student learning and behavioral goals. We looked at our trend data in order to better identify the specific areas of need and help align classroom instruction with our curriculum, assessment and professional development. We examined our routines, customs, and norms in order to dig deeper for the root cause why more of our students are not achieving to their full potential. Data shows the discrepancies in achievement, among our various populations. We are modifying our Curriculum, Instruction, Assessment and Professional Development practices to better meet the needs of all our	Allison Houston	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$

<p>populations. We will select Interventions and coordinate our various state and federal funding sources to address weak areas. In addition, we meet in grade level teams weekly and as an entire faculty at least quarterly so that we can review formative, "real time" classroom performance data for the purpose of making decisions regarding the direction, and focus, of our Classroom Instruction. We chart progress on our "Assessment/Intervention" folders.</p> <p>Action Type: Alignment Action Type: Program Evaluation Action Type: Title I Schoolwide</p>				
<p>SCHOOLWIDE REFORM STRATEGIES: After the curriculum maps are completed, grade level teams, special areas, special education, and cross grade-level meetings will be held to correct gaps and duplications. This will include horizontal and vertical alignment and alignment to the Arkansas State Frameworks and Common Core Standards.</p> <p>Action Type: Collaboration Action Type: Title I Schoolwide</p>	Jennifer Vaughn	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
<p>SCHOOLWIDE REFORM STRATEGIES: 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. The actions described in our school's ACSIP plan are monitored to determine how closely aligned they are with the mission of our school.</p> <p>Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide</p>	Tracy Mulvenon	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$
<p>PROGRAM EVALUATION: We evaluated this Intervention/Program through pre/post testing, CRT/NRT assessments, and local summative assessments and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. We believe the evidence shows that it is valuable in terms of supporting our efforts to increase student achievement. We plan to follow the same protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program.</p>	Tracy Mulvenon	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
<p>COMPREHENSIVE NEEDS ASSESSMENT: We formed ACSIP Leadership Teams and analyzed the data from the administration of grades K-4 IOWA and Augmented Benchmark Exams. We examined the results from both the combined population and EACH subpopulation. We conducted data analysis to determine our main areas of weakness. In addition, we studied the three most recent years of Attendance, Disciplinary, Formative and Summative Achievement Data across grade levels within our building. Teachers aggregated and disaggregated all the data for the purpose of establishing student learning and behavioral goals. We looked at our trend data in order to better identify the specific areas of need and help align classroom instruction with our curriculum, assessment and professional development. We examined our routines, customs, and norms in order to dig deeper for the root cause why more of our students are not achieving to their full potential. Our data shows the discrepancies in achievement, among our</p>	Allison Houston	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$

various populations. We are modifying our Curriculum, Instruction, Assessment and Professional Development practices to better meet the needs of all our populations. Based on our Data Analysis we came to the conclusion that the following areas reflect our greatest need within the MATH Priority: MEASUREMENT, DATA ANALYSIS/PROBABILITY, AND GEOMETRY. We will select Interventions and coordinate our various state and federal funding sources to address these areas. IN addition, we meet in grade level weekly so that we can review formative, "real time" classroom performance data for the purpose of making decisions regarding the direction, and focus, of our Classroom Instruction. We chart progress in our AIP, IRI, and ASSESSMENT folders.  
Action Type: Program Evaluation

Total Budget: \$0

Intervention: Students will work with Legos to enhance their problem solving abilities in Mathematics and work collaborative with each other.

Scientific Based Research:

Actions	Person Responsible	Timeline	Resources	Source of Funds
Student will meet between 7:30-7:45 from each class to experience working collaoborative with Lego sets. Action Type: Collaboration	Karen Harmon	Start: 09/15/2014 End: 06/01/2015	<ul style="list-style-type: none"> <li>District Staff</li> <li>School Library</li> <li>Teachers</li> </ul>	Title I - Materials \$500.00 & Supplies:  ACTION BUDGET: \$500

Total Budget: \$500

Priority 3: Following Arkansas Act 1220 of 2003 & Act 201 of 2007, Holcomb students will participate in a yearly BMI screening.

- Supporting Data:
1. Body Mass Index Data 2012-2013: of the 572 student population, 320 students were assessed. Of the students assessed, the following represents the percent of students overweight and obese: Grade K: Males 37.7%, 39.7% Females Grade 2: Males 34.7%, 33.4% Females Grade 4: Males 36.2%, 38.9% Females Total Population: Males 36.2% Females 37.4%
  2. COMPREHENSIVE NEEDS ASSESSMENT: We formed ACSIP Leadership Teams and analyzed the data from the administration of grades K, 2, & 4 BMI Exams. We examined the results from both the combined population and by sex. We conducted data analysis to determine our main areas of weakness. Instruction and curriculum is modified to better assist students in making healthy life-style decisions.

Goal Students will become more aware of healthier lifestyles to improve their overall wellness.

Benchmark The Combined Population and each subgroup is expected to meet the AYP target calculated by the ADE.

Intervention: Holcomb Elementary School will incorporate strategies and activities that encourage a non-sedentary lifestyle.

Scientific Based Research: P.E. 4 Life - Building Healthy Student Bodies - One at a Time; www.pe4life.org, 2000

Actions	Person Responsible	Timeline	Resources	Source of Funds
Students will participate in a physical education program taught by a highly qualified teacher that supports physical activity, fitness, and health-related skills. Action Type: Collaboration Action Type: Wellness	Tana Dawson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Promote reduction of time children spend engaged in sedentary activities such as watching television and playing video games by sending home	Tana Dawson	Start: 07/01/2014 End:	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	ACTION \$

informational packages and/or suggestions in parent newsletters that include tips for parents/caregivers as well as involve students in other fun activities such as archery. Also, create a time before school for students to stretch their legs by "Running Across America" and other activities in the gym. Action Type: Wellness		06/30/2015	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	BUDGET:
Encourage participation in family oriented, community-based physical activity programs, Family Fun Nights and Family Hikes (4th). Action Type: Parental Engagement Action Type: Wellness	Casey Dolan	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
PROGRAM EVALUATION: We evaluated this Program through pre/post testing, CRT/NRT assessments (BMI), School Health Index Survey, and local summative 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. This year we plan to follow the same protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program. Action Type: Program Evaluation	Deidra Leonard	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Students at Holcomb Elementary School will understand concepts related to nutrition and develop skills for making healthy food choices.

Scientific Based Research: SPARK [sparkpe.org](http://sparkpe.org); KIDS for Health; [healthteacher.com](http://healthteacher.com);

Actions	Person Responsible	Timeline	Resources	Source of Funds
Students will learn about making healthy food choices through participation in Kids for Health classes. Lessons will be based on current Arkansas standards. Action Type: Wellness	Deidra Leonard	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Outside Consultants</li> </ul>	ACTION BUDGET: \$
PROGRAM EVALUATION: We evaluated this Intervention/Program through pre/post testing, CRT/NRT assessments (BMI), Health Index Survey, and local summative 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. This year we plan to follow the same protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program. Action Type: Program Evaluation	Angie Schuldts	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Character and Behavior Programs

Scientific Based Research: Williams & Taylor, Leading With Character to Improve Student Achievement, 2004; Berkowitz, W. & Bier, M.C.(2004), Research Based Character Education, ANNALS, APSS, 591, Great Expectations, Character Counts; Stephen R. Covey, The Leader in Me, 2009

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will participate in character	Tracy	Start:		

education training such as but not limited to Responsive Classroom and Leader in Me training. This money will be used for registration fees, hotel, meals and substitutes for the aforementioned conferences. Action Type: Professional Development	Mulvenon	07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Outside Consultants</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	Title I - Purchased Services: \$3000.00  ACTION BUDGET: \$3000
Students will be recognized for participation and character with awards, in weekly character assemblies, daily announcements, and in the classrooms. The assemblies are educationally motivational in nature and supplemental to the district character education program. Action Type: Professional Development	Rhonda Crouch	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> </ul>	Title I - Materials & Supplies: \$500.00  ACTION BUDGET: \$500
Teachers will implement the 20 Brain Compatable Strategies found in Marcia Tate materials in their classrooms. Materials such as lamps, bulbs, ipods, and other items that fit the Brain compatable Stategies. Action Type: Collaboration Action Type: Professional Development	Charla Myers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	Title I - Materials & Supplies: \$1000.00  ACTION BUDGET: \$1000
PROGRAM EVALUATION: We evaluated this Intervention/Program through pre/post testing, CRT/NRT assessments, and local summative assessments and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. We believe the evidence shows that it is valuable in terms of supporting our efforts to increase student achievement. This year we plan to follow the same protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program. Action Type: Program Evaluation	Allison Houston	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Teachers will participate in leadership education training and teach to students The Leader in Me training, based on Stephen Covey's 7 Habits of Highly Effective People. Action Type: Collaboration Action Type: Professional Development	Allison Houston	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> <li>Outside Consultants</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	Title I - Purchased Services: \$1000.00  ACTION BUDGET: \$1000
Total Budget:				\$5500

Goal Teachers will become more aware of healthier lifestyles to improve their overall wellness.

Benchmark Teachers will participate in health and wellness activities and trainings on a voluntary basis.

Intervention: Holcomb Elementary School will incorporate strategies and activities that encourage a non-sedentary lifestyle.				
Scientific Based Research:				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will voluntarily participate in a fitness program that supports physical activity, overall fitness, and health-related skills. These classes will be offered after school at varying times of the year. Action Type: Collaboration	Allison Houston	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> <li>Outside</li> </ul>	ACTION BUDGET: \$

Action Type: Equity			Consultants • Teachers	
Teachers will be given opportunities to participate in off-campus physical activities throughout the year, promoting an active lifestyle. Action Type: Collaboration Action Type: Equity Action Type: Wellness	Tana Dawson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
PROGRAM EVALUATION: A survey will be given at the end of the year, asking for continued input of Holcomb's fitness classes and activities and if this should be ongoing for upcoming years. Action Type: Program Evaluation Action Type: Wellness	Allison Houston	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Priority 5: ELL students will improve in literacy.

Supporting Data:

Goal ELL students will improve in reading comprehension with additional attention to Literary and Content reading passages.

Benchmark The Combined Population and each subgroup is expected to meet the AYP target calculated by the ADE (72.7%) and included in the NCLB Accountability Workbook.

Intervention: Provide teachers with quality professional development in ELL and the reading process and data analysis that will provide with strategies and skills to help promote and enhance learning opportunities for ELL students.				
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; Professional Development Design: Loucks-Horsley, S., Designing Professional Development for Teachers of Science and Mathematics, 1998, National Institute for Science Education.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
PROGRAM EVALUATION: We evaluated this Intervention/Program through pre/post testing, CRT/NRT assessments, and local summative assessments and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. We believe the evidence shows that it is valuable in terms of supporting our efforts to increase student achievement. This school year we plan to follow the same protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program. The intervention program for ELL's has been identified as; grades 1-2 frontloading Common Core Units; emphasizing academic vocabulary and writing strategies as outlined in the CC units. grades 3-4 Read 180/System 44 program as well as frontloading academic vocabulary in grade 4. Grades 3 and 4 will work in the ELL classroom on quarterly assessments and Common Core writing strategies will be frontloaded. Lesson Plans will follow the SIOP model. Action Type: Equity	Charla Myers	Start: 07/01/2014 End: 06/30/2015		Title I - Materials \$1019.00 & Supplies:  ACTION BUDGET: \$1019
HIGHLY QUALIFIED STAFF will be hired to work with ELL students. ELL teachers will be given additional funds for ELL specific resources. Teachers will use a variety of intervention as mention in the literacy section of this plan with ELL students. Action Type: Equity	Charla Myers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$

An instructional assistant will be hired to assist with ELL students. Action Type: Equity	Charla Myers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Interpreters will be provided for parent / teacher conferences or other meetings. Action Type: Equity	Charla Myers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$1019

Priority 7:

- Supporting Data:
1. Communication
  2. Parenting
  3. Students Learning at Home
  4. Volunteering
  5. Decision Making
  6. Collaborating with Community

Goal Holcomb teachers will have daily, weekly, and monthly contact with parents through home communication folders, teacher newsletters, meetings, and curriculum nights.

Benchmark All Holcomb teachers will be involved in planning for daily, weekly, and monthly contact with parents.

Intervention: Parent Involvement Plan				
Scientific Based Research: A new wave of evidence. The impact of school, family, and community connections on student achievement. Henderson, A., & Mapp, K., 2002: National Center for Family & Community Connections with Schools, Southwest Educational Development Laboratory, <a href="http://www.sedl.org/connections/">http://www.sedl.org/connections/</a> )				
Actions	Person Responsible	Timeline	Resources	Source of Funds
In order to take advantage of community resources our school will enable the formation of a PARENT TEACHER ASSOCIATION, OR ORGANIZATION that will foster parental and community involvement within the school. Registration fees will be paid to allow parents to attend parent training. This is supplemental in nature, over and above the simple PTA requirement. A Watch Dog Dad program is in place as well. In addition to requirements already funded with local monies, fees will be paid. Action Type: Parental Engagement	Brooke Parker	Start: 07/01/2014 End: 06/30/2015		Title I - Materials & \$500.00 Supplies:  ACTION BUDGET: \$500
To increase awareness and appreciation for the diverse cultures on November 10, 2014 we will host a yearly multicultural event and provide student learning opportunities throughout the year. Materials will be purchased to enhance the programs. In addition to requirements already funded with local monies, materials and supplies will be purchased throughout the year to make available additional opportunities for student learning. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Tracy Mulvenon	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• Computers</li> <li>• School Library</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	Title I - Materials & \$750.00 Supplies:  ACTION BUDGET: \$750
Administrators and highly qualified teachers will receive supplemental training to enhance understanding of effective parental involvement strategies. Training may include conferences and purchased services may include hotel, registration, and transportation. Home/school folders will	Allison Houston	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• District Staff</li> </ul>	Title I - Purchased \$1000.00 Services:  ACTION BUDGET: \$1000

<p>be purchased to foster two way communication. In addition to requirements already funded with local monies, materials and supplies will be purchased throughout the year to make available additional opportunities for student learning.</p> <p>Action Type: Parental Engagement Action Type: Professional Development</p>				
<p>INFORMATIONAL PACKETS: Parents and highly qualified teachers will collaborate to develop and distribute Informational Packets for each family that include: *Parental Involvement/Community Connection Plan *School Calendar *A School-Parent Compact *District Handbook</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Mollie Samples	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>District Staff</li> <li>Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>PARENT INVOLVEMENT MEETINGS: All parents will be invited to a Curriculum Night as well as to other Family Fun night events to welcome parents and share expectations for the school year. The school's PROCESS FOR RESOLVING PARENTAL CONCERNS will be discussed at this meeting. Descriptions and explanations of the curriculum as well as school and classroom procedures, and Title I programs will be discussed. Parents will be survey about other topics.</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>	Mollie Samples	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	<p>Title I - Materials &amp; Supplies: \$2500.00</p> <hr/> <p>ACTION BUDGET: \$2500</p>
<p>The district will designate two PARENT/TEACHER CONFERENCES each school year. Yardsticks pamphlets explaining acadmic, social-emotional, and physcial development of students will be purchased and handed out to each parent The pamplets are supplemental in nature ande over and above the state's requirement for parent teacher conferences.</p>	Tracy Mulvenon	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	<p>Title I - Materials &amp; Supplies: \$750.00</p> <hr/> <p>ACTION BUDGET: \$750</p>
<p>The school will have a designated area to be used as the Parent Center. Parenting books, magazines and other informative materials regarding responsible parenting. Parent Center materials, which may include, but not limited to brochures and pamphlets. We will engage in other activities determined by the school to help a parent assist in his or her child's learning.</p> <p>Action Type: Parental Engagement</p>	Mollie Samples	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>Computers</li> <li>District Staff</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>PARENT FACILITATOR: The building principal will designate one certified staff member to increase awareness of trainings offered in our community for staff and parents and also undertake efforts to ensure that parental participation is recognized as an asset to the school. Title I funds will be used to supplement efforts over and above Act 307 and 397. Effectiveness will be documented by results of parental involvement survey.</p> <p>Action Type: Parental Engagement</p>	Mollie Samples	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>



Action Type: Program Evaluation				
<p>PARENT INVOLVEMENT: Parents will review student performance samples on open-response problems in mathematics during parent teacher conferences. In addition to requirements already funded with local monies, materials and supplies will be purchased throughout the year to make available additional opportunities to enable and encourage parents and students to practice open response problems at home. In addition to requirements already funded with local monies, materials and supplies will be purchased throughout the year to make available additional opportunities for student learning.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation</p>	Julie Brandt	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
<p>TRANSITION: Each spring the Pre-K and kindergarten teachers and the special education teachers work together with outside agencies to transition students with special needs to the public school setting.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Karen Stowe-Rains	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
<p>TRANSITION: Each spring teachers travel with students who will be transitioning from our elementary school to the middle schools they will attend. The receiving school organizes a tour and an orientation night for parents so that they are more familiar with policies, procedures and expectations at the middle school level.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Melanie Johnson	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
<p>PROGRAM EVALUATION: We evaluated this Intervention/Program through pre/post testing, CRT/NRT assessments, and local summative assessments and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. We believe the evidence shows that it is valuable in terms of supporting our efforts to increase student achievement. This year we plan to follow the same protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program. We will provide instruction to parents on how to incorporate developmentally appropriate learning activities in the home environment. We will engage in other activities determined by the school to help a parent assist in his or her child's learning.</p> <p>Action Type: Program Evaluation</p>	Allison Houston	<p>Start: 07/01/2014 End: 06/30/2015</p>		ACTION BUDGET: \$
Holcomb will conduct a Family Math Night on Sept. 30, 2013 that will highlight	Brooke Parker	<p>Start: 07/01/2014</p>	<ul style="list-style-type: none"> <li>• Community</li> </ul>	Title I -

current research in mathematics and it will provide parents and students opportunities to experience the current math curriculum through Math Games. Funds will be used to buy snacks, games and educational prizes for the evening. Action Type: Collaboration Action Type: Parental Engagement	End: 06/30/2015	Leaders • Teachers	Materials & \$500.00 Supplies:  ACTION BUDGET: \$500
Total Budget:			\$6000

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Anita Ulrich	Kindergarten	Literacy
Classroom Teacher	Ashley Jones	2nd Grade	Math
Classroom Teacher	Brooke Parker	1st Grade	Math
Classroom Teacher	Carol Ruff	4th Grade	Math
Classroom Teacher	Casey Dolan	1st Grade	Health & Wellness
Classroom Teacher	Christy Dugger	2nd Grade	Literacy
Classroom Teacher	Davey Bryan	4th Grade	Math
Classroom Teacher	Deidre Leonard	Pre-K	Health & Wellness
Classroom Teacher	Ellery King	Kindergarten teacher	Literacy
Classroom Teacher	Gina Broyles	Kindergarten	Health & Wellness
Classroom Teacher	Helen Eaton	4th Grade	Literacy
Classroom Teacher	Holley Dottley	art teacher	literacy
Classroom Teacher	Jennifer Brakeville	2nd Grade	Literacy
Classroom Teacher	Jennifer Vaughn	1st Grade	Math
Classroom Teacher	Julie Brandt	3rd Grade	ACSIP Leadership/Math
Classroom Teacher	Kaitlyn Meyer	1st Grade	Literacy
Classroom Teacher	Karen Stowe-Rains	Kindergarten	Math
Classroom Teacher	Lauren Mitchell	2nd Grade	Math
Classroom Teacher	Melanie Johnson	4th Grade	Math
Classroom Teacher	Natalie Seifritz	3rd Grade	Math
Classroom Teacher	Randi Fritsche	2nd Grade	Math
Classroom Teacher	Rhonda Crouch	3rd Grade	Literacy
Classroom Teacher	Sarah Green	4th Grade	Literacy
Classroom Teacher	Shannon Raffaelli	Kindergarten	Literacy
Classroom Teacher	Shelley Wilcoxson	3rd Grade	ACSIP Leadership/Literacy
Classroom Teacher	Tanika Anderson	4th Grade	Health & Wellness
Classroom Teacher	Wendy McCain	1st Grade	Literacy
District-Level Professional	Christie Jay	Federal Programs Coordinator	ACSIP Admin. Leadership
District-Level Professional	Mary Briggs	Math Coach	Math
Non-Classroom Professional Staff	Allison Houston	Assistant Principal / ASCIP Chairperson	ACSIP Leadership
Non-Classroom Professional Staff	Angela Taylor	Parapro	Math
Non-Classroom Professional Staff	Angie Ellington	Instruction Facilitator	Literacy
Non-Classroom Professional Staff	Angie Schuldt	School Nurse - LPN	Health & Wellness
Non-Classroom Professional Staff	Ann Allen	Parapro	Literacy
Non-Classroom Professional Staff	Bekah Murphy-Cox	Gifted and Talented	Literacy
Non-Classroom Professional Staff	Carolyn West	Parapro	Parental Involvement
Non-Classroom Professional Staff	Charla Myers	ESL	Literacy
Non-Classroom Professional Staff	Deborah Harnish	Parapro	Literacy
Non-Classroom Professional Staff	DeOnna Tichy	Compass Facilitator	Literacy
Non-Classroom Professional Staff	Heather Spickard	Counselor	Parental Involvement
Non-Classroom Professional Staff	Jolene Landrum	Tech Specialist	Math
Non-Classroom Professional Staff	Judy Imhauser	Speech Pathologist	Literacy
Non-Classroom Professional Staff	Julie Rhey	Parapro	Health and Wellness

Non-Classroom Professional Staff	Karen Harmon	Media Specialist	Literacy
Non-Classroom Professional Staff	Michelle Gray	Parapro	Literacy
Non-Classroom Professional Staff	Mollie Samples	Counselor	Parent Involvement
Non-Classroom Professional Staff	Mona Foster	Secretary	Parent Involvement
Non-Classroom Professional Staff	Nicole Tilton	Resource	Math
Non-Classroom Professional Staff	Paula Aldama	Music	Literacy
Non-Classroom Professional Staff	Robbie Peterson	Parapro	Literacy
Non-Classroom Professional Staff	Sheila Logan	Parapro	Health and Wellness
Non-Classroom Professional Staff	Tana Dawson	Certified PE instructor	Health & Wellness
Non-Classroom Professional Staff	Valeria Sigears	Parapro	Literacy
Parent	Britten Stone	PTA President	Parental Involvement
Principal	Tracy Mulvenon	Principal	ACSIP Leadership