

## School Plan

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### LEVERETT ELEMENTARY SCHOOL

#### Arkansas Comprehensive School Improvement Plan

2014-2015

Leverett School promotes excellence by educating its diverse student population in a nurturing, challenging and disciplined environment. We are committed to helping all students gain the necessary skills to become responsible citizens and life-long learners.

Grade Span: K-5

Title I: Title I Schoolwide

School Improvement: MS

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##### Priority 1: Math

**Goal:** All students will show growth in mathematics using inquiry strategies in support of Common Core curriculum; with additional attention to Measurement, Number Sense/Properties & Operations, and Geometry.

##### Priority 2: Literacy

**Goal:** All Students will improve in reading comprehension and written expression with additional attention to literacy, content, and practical reading passages, and content and style writing domains.

**Goal:** All students will improve on Literacy skills across the curriculum. Emphasis will be placed on comprehension and fluency.

##### Priority 3: Wellness Priority

**Goal:** Students participating in the BMI activity show a need to improve and maintain their physical activity and nutritional practices.

##### Priority 4: Priority 4: Title III/ELL

**Goal:** Provide interventions for all ELL students working below grade level in Literacy and Math

##### Priority 6: Parental Involvement

**Goal:** Parents of Leverett students will be viewed as partners in their child's education.

Priority 1: All students will improve in mathematic skills and responding to constructed response questions with additional attention to Data Analysis/Statistics & Probability, Measurement and Number Sense/Properties & Operations math strands.

Supporting Data:

1. Benchmark data as reported for the last three years: 3rd grade- 93% Proficient or advanced 2012 98% Proficient or advanced 2013 93% Proficient or advanced 2014 4th grade - 77% Proficient or advanced 2012 83% Proficient or advanced 2013 91% Proficient or advanced 2014 5th grade - 78% Proficient or advanced 2012 80% Proficient or advanced 2013 83% Proficient or advanced 2014 Note: Not limited to same studtens.
2. MAPs growth as reported for the last three years: K - Met Growth goals 59% 2012, 92% 2013,91% 2014 1st grade - Met Growth goals 2012 83%, 2013 92%, 2014 84%. 2nd grade - Met Growth goals 2012 48%, 2013 70%, 2014 63%. 3rd grade - Met Growth goals 2012 95%, 2013 85%, 2014 82%. 4th grade - Met Growth goals 2012 - 62%, 2013 70%, 2014 89%. 5th grade - Met Growth goals 2012 62%, 2013 71%, 2014 87%.
3. ITBS Math National Percentile Rank 3 year data: 1st grade 2012 78%, 2013 68%, 2014 57%. 2nd grade 2012 70%, 2013 73%, 2014 80%. 3rd grade 2012 63%, 2013 69%, 2014 72%. 4th grade 2012 66%, 2013 64%, 2014 73%. 5th grade 2012 67%, 2013 69%, 2014 67%. Note: not limited to same students.
4. NEEDS ASSESSMENT: Three years of trend data including NRT, CRT, local achievement assessments and other relevant indicators will be analyzed by the faculty at each grade level with consideration to the TAGG as well as entire Population in order to determine student learning needs and achievement gaps. NRT & CRT data will be analyzed annually. Formative

evaluations will be analyzed quarterly. Three years of trend data reveal weakness in areas of measurement, data analysis and probability in grades 3-5. We plan to implement the new Common Core Curriculum throughout grades K-5, fluid grouping of students to address academic needs, and use of additional certified teachers to support student learning.

**Goal** All students will show growth in mathematics using inquiry strategies in support of Common Core curriculum; with additional attention to Measurement, Number Sense/Properties & Operations, and Geometry.

**Benchmark** The Combined Population achieved the 2014 Math AMO target of 88.92% with an actual Math score of 89.19%. The TAGG did not meet the AMO target of 85.00% with an actual Math score of 83.15%. It is expected that students will show growth on the NRT, MAPs, and CRT performance assessments and meet AMO growth for the 2014-15 year.

Intervention: Act 83 of 2003. An act 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; 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
PROFESSIONAL DEVELOPMENT: In compliance with ACT 83,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 formative and summative test data, the professional development committee, working under the guidelines of the district professional development plan, will develop a professional development plan for the school and individual teachers based on information obtained through data analysis. All new teachers (first 3 years) and teachers in need of assistance will be assigned a mentor to assist them in reaching their professional development goals and needs. All teachers will have the opportunity to have input on the district and building level professional development plan. The district will provide all teachers and administrators with state required professional development. Teachers will have the opportunity to evaluate the benefit of the professional development activities and provide feedback on needed changes. Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide	Cheryl Putnam, Principal	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: \$
HIGHLY QUALIFIED: The school will continue to hire and maintain "highly qualified" teachers and support staff. All instruction will be given by "highly qualified" staff. Teachers will work closely with Title I staff to implement school wide reform strategies. Data will be used to continue to monitor progress and point-in- time remediation. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide	Cheryl Putnam, Principal	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: \$
NEEDS ASSESSMENT: Three years of trend data including NRT, CRT, local achievement assessments and other relevant indicators will be analyzed by the faculty at each grade level with	Cheryl Putnam, Principal	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>consideration to the TAGG as well as entire Population in order to determine student learning needs and achievement gaps. NRT &amp; CRT data will be analyzed annually. Formative evaluations will be analyzed quarterly. Three years of trend data reveal weakness in areas of measurement, data analysis and probability in grades 3-5. We plan to implement the new Common Core Curriculum throughout grades K-5, fluid grouping of students to address academic needs, and use of additional certified teachers to support student learning. Action Type: Collaboration Action Type: Title I Schoolwide</p>				
<p>Parent Engagement: 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 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 be used to evaluate the parent involvement activities. A parent training will be provided for parents to learn about specific things they can do to promote learning within the home and school. Booklets will be purchased for parents summarizing this information and to keep at home as a parental reference guide. Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Cheryl Putnam, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	ACTION BUDGET: \$
<p>Program Evaluation:At the conclusion of the 2013-14 school year we evaluated this Intervention/Program through: Professional development focus plans, Professional development records and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. The following EVALUATION RESULTS demonstrate that this Intervention is valid in support of the teaching and learning that are part of this program: Student test scores indicate more than 87% of students scored proficient or advanced in mathematics. During the 2014-15 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: 100% of teachers will be integrating the Common Core Curriculum as we move toward the new assessments. We will use student data/information to determine whether the objectives of this Intervention/Program were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. Action Type: Professional Development Action Type: Program Evaluation</p>	Cheryl Putnam	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

Intervention: Mathematics Programs: ECM: Thinking Mathematically (2003) Fractions and Decimals (2011) Authors: Thomas P. Carpenter, Megan Loef Franke, Linda Levi, Susan Empson. Focus on the interface between arithmetic and algebra. Uses student intuitive knowledge and sense making that provides the basis for learning of whole number arithmetic can be extended to fractions and decimals. Math in Focus (Published by Marshall Cavendish)2011. Authors: Dr. Fong Ho Kheong, Chelvi Ramakrishnan, Michelle Choo, Bernice Lau Pui Wah, Gan Kee Soon, Dr. Pamela Sharpe.Go Math (Houghton Mifflin Harcourt)2012; Engaging and Interactive approach to covering Common Core Standards ensuring students can access content at appropriate depth of depth and rigor. Authors: Juli Dixon, Matt Larson, Miriam Leiva, and Thomasenia Adams. Everyday Mathematics (McGraw-Hill); A Research-Based Curriculum: The Research Foundations of the UCSMP Everyday Mathematics Curriculum, Andrew Isaacs, William Carroll and Max Bell; Mathematics Evaluation Report, Mathematics Evaluation Committee of Hopewell Valley Regional School District; The Impact of Two Standards-Based

Mathematics Curricula on Student Achievement in Massachusetts, Journal for Research in Mathematics Education (2001, Vol. 32, No. 4, 368-398); Student Achievement Studies, Everyday Learning

Scientific Based Research: Math In Focus retains world class Singaporean pedagogy, methodology and instructional materials while adapting the Singaporean Math standards to correspond to the NTM Focal Points of the US. The Research Foundations of the UCSMP Everyday Mathematics Curriculum, Andrew Isaacs, William Carroll and Max Bell; Mathematics Evaluation Report, Mathematics Evaluation Committee of Hopewell Valley Regional School District; The Impact of Two Standards-Based Mathematics Curricula on Student Achievement in Massachusetts, Journal for Research in Mathematics Education 2001, Vol. 32, No. 4, 368-398; Student Achievement Studies, Everyday Learning

Actions	Person Responsible	Timeline	Resources	Source of Funds
Trainings will be available to K-5 grade new teachers in the Math methodology. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	Mary Briggs	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
SCHOOLWIDE REFORM STRATEGIES: We will evaluate the effectiveness of Math strategies using unit tests and/or grade level developed tests (formative assessments) and MAPS test. In addition, we will use the summative data from standardized testing and the Benchmark exam in Grades 3-5. Action Type: Collaboration Action Type: Title I Schoolwide	Mary Briggs	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Collaborate with classroom teachers, special education teachers and other support staff to implement differentiated strategies for all students with Academic Improvement Plans or special education needs to improve information skills. Action Type: AIP/IRI Action Type: Equity Action Type: Special Education	Lynne Phillips	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
Inform parents of Math curriculum and strategies through the use of unit parent letters and home/study links. The school social worker will collaborate with area Head Start organizations to inform and educate future Leverett parents who may be parents of migrant, English Language Learner, free and reduced lunch, highly mobile and homeless students. Action Type: Collaboration Action Type: Parental Engagement	Cheryl Putnam	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Classroom, ESL, and Special Education teachers will work together with principal to support Math strategies. Art, PE, and music teachers will collaborate when applicable to curriculum. Action Type: Alignment Action Type: Collaboration	Lynne Phillips	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
COORDINATION AND INTEGRATION OF PROGRAMS: Grades K-5 will be evaluated using MAPS testing to measure computation fluency and growth. Spring Summative NRT and CRT Testing to determine learning gains for all students. Math Materials will be purchased and implemented to support student achievement. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide	Stacey Light	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>Outside Consultants</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Meetings with our Math facilitator will be held at least twice a month during our grade level meetings. Student performance will be evaluated and interventions designed to support student performance in Math. Formative and Summative	Cheryl Putnam	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> </ul>	ACTION BUDGET: \$

Assessment Data from unit assessments, MAPS and Benchmark results will be analyzed to make decisions that impact Curriculum, Instruction, Assessment and Professional Development. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation			<ul style="list-style-type: none"> <li>Teachers</li> </ul>	
Program Evaluation: At the conclusion of the 2013-14 school year we evaluated the use of Everyday Math, Math in Focus and Go Math through MAPS assessments and Arkansas Benchmark exam data. This data was analyzed and we determined that it was effective in support of our Curriculum Instruction and Assessment. Leverett showed increases in 2nd-4th on ITBS Math and 4-5 gains on Arkansas Benchmark. We believe this evidence shows that it is supporting our efforts to increase student achievement. During the 2014-15 school year we plan to use a variety of resources including Go Math, Everyday Math, Math in Focus, Cognitively Guided Instruction (GGI) and Extending Children's Mathematics (ECM) to increase student performance. MAPS testing, and PARCC assessment data will be used in tracking student performance. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation	Cheryl Putnam	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

Intervention: A Handbook for Classroom Instruction that Works. Alexandria, VA: ASCD. (Includes specific lesson designs using the nine research-based strategies.) Marzano, Robert J.; Pickering, Debra J.; and Pollock, Jane E. (2001). Classroom Instructions that Works: Research-Based Strategies for Increasing Student Achievement. Alexandria, VA: ASCD. (Based on meta-analysis of hundreds of studies. Includes chapters on the nine most effective teaching strategies, plus chapters on implementation)

Scientific Based Research: Marzano, Robert J.; Norford, Jennifer S.; Paynter, Diane E.; Pickering, Debra J.; and Gaddy, Barbara B. (2001). A Handbook for Classroom Instruction that Works. Alexandria, VA: ASCD. Marzano, Robert J.; Pickering, Debra J.; and Pollock, Jane E. (2001). Classroom Instructions that Works: Research-Based Strategies for Increasing Student Achievement. Alexandria, VA: ASCD.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will have a collaborative team planning time in addition to regular planning time. Training, continuing education, and professional development will be provided to improve math and literacy, within each grade level and across grade levels. Action Type: Collaboration Action Type: Professional Development	Janae Vitale	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	ACTION BUDGET: \$
Writing strategies will be utilized to improve open-ended math responses. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation	Mary Briggs	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Collaboration of classroom teachers, special education teachers and other support staff to implement differentiated strategies for all students with Academic Improvement Plans and or special needs to improve information skills. Formative and summative assessment data will be examined. Action Type: Alignment Action Type: Collaboration	Lynne Phillips	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$

Classroom, ESL and Special Education teachers will work together with principal to support appropriate writing strategies for answering open response math problems. The media specialist will collaborate when applicable to add materials to enhance the curriculum. Action Type: Alignment Action Type: Collaboration	Terri Mitchell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Program Evaluation: At the conclusion of the 2013-14 school year we evaluated benchmark scores for students grade 3-5. We believe the data supports the need for continued implementation of common core standards to support student achievement. More than 88% of students in grades 3-5 scored proficient or advanced. During the 2014-15 school year we plan to continually analyze math constructed response in alignment with the Common Core Standards for writing, rigor and math skills. Action Type: Program Evaluation	Cheryl Putnam	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

Intervention: The curriculum will be mapped and aligned. Mapping the Big Picture: Integrating Curriculum and Assessment, K-12. Heidi Hayes Jacobs. ASCD, 1997.

Scientific Based Research: Mapping the Big Picture: Integrating Curriculum and Assessment, K-12. Heidi Hayes Jacobs. ASCD (1997).

Actions	Person Responsible	Timeline	Resources	Source of Funds
All students' needs will be addressed through the application of the school's curriculum with additional focus on rigor and relevance, as we continue implementation of the Common Core Standards. Action Type: Collaboration	Melissa Armendariz	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$
There will be an annual review of data from summative norm referenced tests, MAPS, and Benchmark scores to analyze areas of weakness in order to address sub skills, content clusters, subtests and subgroups that may need to be addressed in the curriculum mapping process. An annual review and adjustment to the curriculum maps will be made according to gaps and/or duplications noted from the data analysis. Action Type: Collaboration Action Type: Program Evaluation	Terri Mitchell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Teachers will participate in ongoing development of curriculum mapping, including horizontal and vertical alignment. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Maurissa Roberts	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Ongoing learning teams will provide continual assessment to vertical and horizontal alignment of the math curriculum. The team will share effective teaching and assessment strategies and training for teachers. Action Type: Alignment Action Type: Collaboration	Stacey Light	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Teachers will plan and coordinate Math, Science, Reading/Language Arts and/or	Amy Ellison	Start: 07/01/2014	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	

Social Studies correlations for specific instructional units and times. Action Type: Alignment Action Type: Collaboration		End: 06/30/2015		ACTION BUDGET: \$
Teachers will integrate content between Math, Science, Engineering, technology, Reading/Language Arts and Social Studies by receiving professional development in these areas. This will include monthly STEM training from contracted experts such as U of A personnel in the STEM field as well as staff participating in 3-5 school visits to successful STEM focused schools in high performing Virginia and AR schools. Staff will also attend several national STEM conferences such as ISEA and ITEEA. All conferences and school visits will be followed by information sharing for school personnel and parents. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide	Cheryl Putnam	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	Title I - Purchased \$11761.00 Services:  ACTION BUDGET: \$11761
Parents will be aware of and have access to the Fayetteville Schools Curriculum Map via the district web page. Action Type: Collaboration Action Type: Parental Engagement	Cheryl Putnam, Principal	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: \$
Teachers will implement the correlated curriculum at grade levels for all students. Formative and summative assessment data will be examined. Action Type: Collaboration	Melissa Armendariz	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Curriculum maps are an on going process of development as new frameworks are revised. As part of this process 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. Lesson plans are submitted to the principal. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education	Cheryl Putnam, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Teachers are provided with weekly instructional meeting time in order to plan for the implementation of best practices chosen to help improve student achievement at each student's readiness level. This planning time will be provided during the course of the day. Action Type: Collaboration Action Type: Professional Development	Cheryl Putnam, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Program Evaluation: At the conclusion of the 2012-2013 school year we evaluated our grade level curriculum maps and determined that it was effective in support of our Curriculum	Cheryl Putnam	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$

Instruction, Assessment and Professional Development. We believe the evidence shows that it is a valuable tool in terms of supporting our efforts to increase student achievement. During the 2013-2014 school year we plan to continue the use of DISTRICT curriculum maps along with the Common Core Standards. Additionally, we will use STEM curriculum developed in conjunction with the University of Arkansas to guide student achievement. Action Type: Collaboration Action Type: Program Evaluation				
Total Budget:				\$11761

Priority 2: Improving Literacy

1. Benchmark trend data as reported last 3 years: 3rd grade Proficient or advanced, 2012 89%, 2013 90%, 2014 92%. 4th grade Proficient or advanced, 2012 88%, 2013 89%, 2014 91%. 5th grade Proficient or advanced, 2012 88%, 2013 87%, 2014 87%.
2. MAPs trend data as reported for last three years: 1st grade no data 2012, 2013 - 71% met reading growth goal, 2014 55%. 2nd grade met growth goal, 2012 67%, 2013 72%, 2014 78%. 3rd grade met growth goal, 2012 76%, 2013 80%, 2014 86%. 4th grade met growth goal, 2012 50%, 2013 55%, 2014 78%. 5th grade met growth goal, 2012 67%, 2013 69%, 2014 - 69%.
3. ITBS: Reading National Percentile Rank. Grades 1-2 represent "Comprehension"; 3-5 are "Total Reading". 1st - 2012 77%, 2013 79%, 2014 70%. 2nd - 2012 74%, 2013 77%, 2014 84%. 3rd - 2012 58%, 2013 65%, 2014 66%. 4th - 2012 61%, 2013 60%, 2014 70%. 5th - 2012 62%, 2013 62%, 2014 63%. Note: not limited to same students.
4. DRA - Individual student data.
5. DIBELS - Individual student data.
6. Comprehensive Needs Assessment: We conducted a three year data trend analysis of literacy achievement using the results from formative assessments, local common assessments, ITBS, and MAPS data. Results for both the All Students Population and the Targeted Achievement Gap Group were examined to identify specific areas of weakness in learning strands. Our data analysis identified the following focus areas for improvement: reading comprehension; reading and interpreting a variety of text including practical, informational, and technical texts; writing with understanding of purpose, speaker, audience, and form; and writing conventions with attention given to sentence structure, type and length, and rules of capitalization and punctuation. 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, literacy teachers meet weekly with an instructional facilitator to review formative, real time classroom performance data, and focus on classroom instruction. We will use available funds to implement appropriate interventions and programs that will best address the needs of our students.

Supporting Data:

Goal All Students will improve in reading comprehension and written expression with additional attention to literary, content, and practical reading passages, and content and style writing domains.

Benchmark The Combined Population did not meet the 2014 AMO Literacy target of 90.88% with an actual Literacy score of 88.51%. The TAGG did not meet the 2014 AMO target of 88.3% with an actual Literacy score of 84.27%. It is expected that students will show growth on the NRT, MAPs, and CRT performance assessments and meet AMO growth for the 2014-15 year.

Intervention: Comprehensive Literacy Model; Adams, M. (1996), Beginning to Read; Allington, R.(1994), Classrooms That Work: They Can All Read and Write; Calkins, L. (1991), The Art of Teaching; Center for the Improvement of Early Reading Achievement, Put Reading First; Clay, M. (1993), Becoming Literate; Clay, M. (1993), An Observation Survey of Early Literacy Achievement; Clay, M.(1993), Reading Recovery: A Guidebook for Teachers in Training; Dorn, L., French, C. and Jones, T. (1998), Apprenticeship in Literacy: Transitions in Reading and Writing; Fountas, I. and Pinnell, G.S. (1996), Guided Reading: Good First Teaching for All Children

Scientific Based Research: Adams, M. (1996), Beginning to Read; Allington, R.(1994), Classrooms That Work: They Can All Read and Write; Calkins, L. (1991), The Art of Teaching; Center for the Improvement of Early Reading Achievement, Put Reading First; Clay, M. (1993), Becoming Literate; Clay, M. (1993), An Observation Survey of Early Literacy Achievement; Clay, M.(1993), Reading Recovery: A Guidebook for Teachers in Training; Dorn, L., French, C. and Jones, T. (1998), Apprenticeship in Literacy: Transitions in Reading and Writing; Fountas, I. and Pinnell, G.S. (1996), Guided Reading: Good First Teaching for All Children



Actions	Person Responsible	Timeline	Resources	Source of Funds
Social work program will work with families of educationally disadvantaged students to address family and student issues relevant to improving academic achievement. Action Type: Collaboration Action Type: Parental Engagement	Erin Clarke	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
K-5 teachers will be trained in Comprehensive Literacy Model. Professional Development for staff members will be ongoing and provided by the literacy coach. Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide	Maurissa Roberts	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Teachers will participate in data analysis using comparative data from beginning of year and end of year measures. Action Type: Collaboration	Emily Berkson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Kindergarten through 5th grade will have a weekly newsletter sent home. Parent nights will be implemented throughout the school year. Action Type: Collaboration Action Type: Parental Engagement	Angela Head	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Kindergarten-5, ESL, resource, and instructional aides will work together with principal to support Comprehensive Literacy strategies. Materials will be purchased to support these strategies. Action Type: Collaboration	Maurissa Roberts	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
ESL instructional assistant will provide interventions for ESL students and other students with similar needs toward improvement in reading achievement. Action Type: Collaboration	Jese Dodds	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Ongoing tracking of staff training in literacy learning will be recorded by district reading specialist. Action Type: Alignment Action Type: Collaboration	Shannon Carlton, 4th Grade Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> </ul>	ACTION BUDGET: \$
The DSA (Developmental Spelling Assessment) will be given as a pre test in grades 1-5 for placement. DRA will be given to all new students without previous data for reading level placement and small group instruction. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation	Gracen Armendariz	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The resource teacher will use Comprehensive Literacy strategies with grades K - 5. Action Type: Collaboration Action Type: Special Education	Lyndsey Labauch	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
TRANSITION: Action: (Pre-K) Kindergarten teachers will collaborate to incorporate research/best practices related to early childhood development so that there will be a seamless transition for students between preschool and kindergarten environments. The kindergarten	Kerri Collins	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$

<p>curriculum includes instructional strategies, teaching methodologies, and assessment techniques based upon the theories of early childhood growth and development. Each kindergarten classroom will have an instructional assistant to support this process, depending on needs of students and state requirements. Conferences will be held with all parents and teachers will maintain contact with the parents on a regular basis. Additional conferences will be held as needed.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide</p>				
<p>Program Evaluation: At the conclusion of the 2013-2014 school year we evaluated the Comprehensive Literacy Model through formative assessments: DIBELS, DSA and DRA levels and determined that it was effective in support of our Curriculum Instruction, Assessment and Professional Development. While our Literacy AMO was not met, data shows we were very close (4 students) and in addition, summative CRT data was analyzed showing significant gains. We believe the evidence shows that it is valuable in terms of supporting our efforts to increase student achievement. During the 2014-15 school year we plan to use DIBELS, DRA, and MAPS in evaluating, and adjusting, the programs, processes, and activities, that make up the action descriptions within Comprehensive Literacy Model as we continue to implement Common Core Standards.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation</p>	Cheryl Putnam	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
<p>A .5 FTE certified paid teacher will be hired to remediate students below grade level and provide parents with curriculum nights targeted to teach them specific areas they can help students at home. Melissa Armendariz (Salary \$27846.00 Benefits \$7240.00)</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>	Melissa Armendariz	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>	<p>Title I - Employee \$7240.00 Benefits: Title I - Employee \$27846.00 Salaries:</p> <hr/> <p>ACTION BUDGET: \$35086</p>
<p>One .50 FTE certified teacher will be hired to work with students reading below grade level. Justin Demieville (Salary \$7451.00 Benefits \$1937.00)</p> <p>Action Type: Professional Development Action Type: Technology Inclusion</p>	Justin Demieville	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<p>Title I - Employee \$1937.00 Benefits: Title I - Employee \$7451.00 Salaries:</p> <hr/> <p>ACTION BUDGET: \$9388</p>
<p>One .5 FTE classified teacher will be hired to assist students reading below grade level. Nancy Ballard (Salary \$6276.00 Benefits \$1358.00)</p>	Nancy Ballard	Start: 07/01/2014 End: 06/30/2015		<p>Title I - Employee \$1358.00 Benefits: Title I -</p>

Action Type: AIP/IRI Action Type: Title I Schoolwide				Employee Salaries: \$6276.00  ACTION BUDGET: \$7634
One .5 FTE certified teacher will be hired to remediate students reading below grade level. Anthony Lytle (salary \$21369.00 benefits \$5555.00) Action Type: Equity Action Type: Title I Schoolwide	Anthony Lytle	Start: 07/01/2014 End: 06/30/2015		Title I - Employee Salaries: \$21369.00 Title I - Employee Benefits: \$5555.00  ACTION BUDGET: \$26924
One .5 FTE classified teacher will be hired to assist students reading below grade level. Cheryl Story (Salary \$9291.00 Benefits \$2416.00) Action Type: AIP/IRI Action Type: Title I Schoolwide	Cheryl Putnam	Start: 07/01/2014 End: 06/30/2015		Title I - Employee Salaries: \$2416.00 Title I - Employee Benefits: \$9291.00  ACTION BUDGET: \$11707
Total Budget:				\$90739

Intervention: The curriculum will be mapped and aligned. Mapping the Big Picture: Integrating Curriculum and Assessment, K-12. Heidi Hayes Jacobs. ASCD, (1997).

Scientific Based Research: Mapping the Big Picture: Integrating Curriculum and Assessment, K-12. Heidi Hayes Jacobs. ASCD, (1997).

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will receive training on curriculum mapping, including horizontal and vertical alignment. Action Type: Alignment Action Type: Collaboration	Cheryl Putnam	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Teachers will plan and coordinate math, science, reading/language arts and/or social studies correlations for specific instructional units. Action Type: Alignment Action Type: Collaboration	Melissa Thomas	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Teachers will identify grade level correlations between Math, Science, Reading/Language Arts and/or Social Studies. Action Type: Alignment Action Type: Collaboration	Gracen Armendariz	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Parents will be aware of and have access to the Fayetteville Schools Curriculum Bank via the district web page. Action Type: Parental Engagement	Cheryl Putnam	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Teachers will implement the correlated curriculum at grade levels for all students. Action Type: Alignment Action Type: Collaboration	Emily Berkson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Curriculum maps are an on-going process of development as new frameworks are revised. As part of this process 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 Common	Cheryl Putnam, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$

Core Standards. Lesson plans are submitted to the building share drive on a weekly basis. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation				
All students' needs will be addressed through the application of the school's curriculum and Common Core Standards. Action Type: Alignment Action Type: Collaboration	Cheryl Putnam	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Program Evaluation: At the conclusion of the 2013-14 school year we evaluated our curriculum alignment using our curriculum maps that were developed to guide student achievement. We believe these maps were effective in meeting the state standards as well as the individual needs of students. During the 2014-15 school year we plan to continue the use of Curriculum Maps along with our STEM curriculum developed with the U of A, to guide student achievement and growth. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation	Cheryl Putnam	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

Goal All students will improve on Literacy skills across the curriculum. Emphasis will be placed on comprehension and fluency.

Benchmark The Combined Population did not meet the 2014 AMO Literacy target of 90.88% with an actual Literacy score of 88.51%. The TAGG did not meet the 2014 AMO target of 88.3% with an actual Literacy score of 84.27%. It is expected that students will show growth on the NRT, MAPs, and CRT performance assessments and meet AMO growth for the 2014-15 year.

Intervention: Comprehensive Literacy Model; Adams, M. (1996), Beginning to Read; Allington, R.(1994), Classrooms That Work: They Can All Read and Write; Calkins, L. (1991), The Art of Teaching; Center for the Improvement of Early Reading Achievement, Put Reading First; Clay, M. (1993), Becoming Literate; Clay, M. (1993), An Observation Survey of Early Literacy Achievement; Clay, M.(1993), Reading Recovery: A Guidebook for Teachers in Training; Dorn, L., French, C. and Jones, T. (1998), Apprenticeship in Literacy: Transitions in Reading and Writing; Fountas, I. and Pinnell, G.S. (1996), Guided Reading: Good First Teaching for All Children				
Scientific Based Research: Adams, M. (1996), Beginning to Read; Allington, R.(1994), Classrooms That Work: They Can All Read and Write; Calkins, L. (1991), The Art of Teaching; Center for the Improvement of Early Reading Achievement, Put Reading First; Clay, M. (1993), Becoming Literate; Clay, M. (1993), An Observation Survey of Early Literacy Achievement; Clay, M.(1993), Reading Recovery: A Guidebook for Teachers in Training; Dorn, L., French, C. and Jones, T. (1998), Apprenticeship in Literacy: Transitions in Reading and Writing; Fountas, I. and Pinnell, G.S. (1996), Guided Reading: Good First Teaching for All Children				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The resource teacher will use Comprehensive Literacy strategies. Action Type: Collaboration Action Type: Special Education	Lynne Phillips	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Kindergarten through 5th grade will have a weekly newsletter sent home. Parent nights will be implemented throughout the school year. Materials will be sent home for parents to work with students to further their learning. Action Type: Collaboration Action Type: Parental Engagement	Amy Ellison	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
K-5 grade students will be given a pre and post writing prompt. The DSA (Developmental Spelling Assessment)will be given as a pretest for placement. Formative and summative assessment data will be examined. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation	Haley Green	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$

Kindergarten through 5th grade, ESL, resource, instructional aides and certified reading interventionist will work together with principal to support Comprehensive Literacy strategies by attending professional training. Action Type: Collaboration	Yesenia Dodds	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>	ACTION BUDGET: \$
The media specialist will continue to build book resources in a variety of languages within the library as well as a number of technology resources used for grades K-5. Library resources will be communicated to parents via beginning of school newsletter to support the learning of all families. Action Type: Professional Development	Emilie Jacobus	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
K-5 teachers will be trained in Comprehensive Literacy Model. This includes new teachers to the building. Action Type: Professional Development	Mary Katherine Wilson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Ongoing tracking of staff training in literacy learning recorded by district reading specialist. Action Type: Professional Development	Shannon Carlton	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: \$
K-5 teachers will develop and maintain reading libraries, provide explicit instruction in reading strategies and develop meaningful writing curriculum. Action Type: Collaboration Action Type: Professional Development	Emily Berkson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
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 will be considered to have a substantial reading deficiency. These children will be provided Intensive Reading Instruction . Additionally, students performing below grade level will be enrolled in computer based programs, including System 44, Lexia, and Read 180.The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) will be administered to all students who are shown to have a substantial reading deficiency. The DIBELS will be used as an evaluation instrument to determine which areas of reading the child is deficient and as a progress-monitoring instrument to document progress toward grade level proficiency. It will also be the assessment instrument used for discontinuing services. For those affected students, school personnel will develop an Intensive Reading Improvement Plan (IRI) that will describe our intervention program. Intervention will be provided in the form of small group instruction and tutorial services. These intervention strategies and methods will continue until each student has reached grade level proficiency in all essential areas. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration	Stephanie Wood	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$
POINT IN TIME REMEDIATION: Progress will be monitored using classroom running records, MAPS assessment,the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), SAT-10, Classworks computer program, and Benchmark Exams to provide sufficient information on which to base effective assistance for children scoring below proficiency.	Cheryl Putnam	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$

Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide				
Program Evaluation: At the conclusion of the 2013-14 school year we evaluated the Comprehensive Literacy Model through: DIBELS assessments, Guided Reading levels and student progress on the Phonics continuum, and MAPS assesment and determined that it was effective in support of our Curriculum Instruction, Assessment and Professional Development. While our Literacy AMO was not met, data shows we were very close (4 students) and in addition, summative CRT data was analyzed showing significant gains. We believe the evidence shows that it is valuable in terms of supporting our efforts to increase student achievement. During the 2014-15 school year we plan to use DIBELS, Guided Reading levels, student progress on Phonics continuum, and MAP assessments in evaluating, and adjusting, the programs, processes, and activities, that make up the action descriptions within Comprehensive Literacy Model. Action Type: Alignment Action Type: Program Evaluation	Cheryl Putnam	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
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Intervention: The curriculum will be mapped and aligned. Mapping the Big Picture: Integrating Curriculum and Assessment, K-12. Heidi Hayes Jacobs. ASCD, (1997).

Scientific Based Research: Mapping the Big Picture: Integrating Curriculum and Assessment, K-12. Heidi Hayes Jacobs. ASCD, (1997).

Actions	Person Responsible	Timeline	Resources	Source of Funds
There will be an annual review of data from norm referenced tests and Benchmark scores to analyze areas of weakness in order to address sub skills, content clusters, subtests and subgroups that may need to be addressed in the curriculum mapping process. An annual review and adjustment to the curriculum maps will be made according to gaps and/or duplications noted from the data analysis. Action Type: Alignment	Maurissa Roberts	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Teachers will receive training on curriculum mapping, including horizontal and vertical alignment. Action Type: Alignment Action Type: Professional Development	Shane Hampton	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Ongoing learning team work will provide continual assessment to vertical and horizontal alignment of the reading curriculum. The team will share effective teaching and assessment strategies and training for teachers. Action Type: Alignment Action Type: Professional Development	Nicole Richard	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Teachers will plan and coordinate Math, Science, Reading/Language Arts and/or Social Studies correlations for specific instructional units and times. Literacy materials that correlate with the curriculum will be purchased. Action Type: Alignment Action Type: Collaboration	Maurissa Roberts	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Teachers will meet quarterly to identify grade level correlations between Math, Science, Reading/Language Arts and/or Social Studies. Teachers will review formative and summative	Mary Katherine Wilson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$

data from norm referenced tests and Benchmark scores to analyze areas of weakness in order to address sub skills, content clusters, subtests and subgroups that may need to be addressed in the curriculum mapping process. A review and adjustment to the curriculum maps will be made according to gaps and/or duplications noted from the data analysis. Substitutes will be used to provide this time. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation				
Parents will be aware of and have access to the Fayetteville Schools Curriculum Bank via the district web page. Action Type: Professional Development	Cheryl Putnam, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Teachers will implement the correlated curriculum at grade levels for all students. Action Type: Collaboration	Shane Hampton	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
After 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. Lesson plans will be submitted to the principal. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation	Cheryl Putnam, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Program Evaluation: At the conclusion of the 2013-14 school year we evaluated writing through "Exploration in Non-Fiction Writing" and determined the need for an additional writing program in support of our Curriculum Instruction, Assessment and Professional Development. During the 2014-15 school year we plan to implement a writing program in partnership with the U of A's Writing Project to include Writer's workshop to support programs, processes, and activities that make up the action descriptions within the program. Action Type: Equity Action Type: Program Evaluation	Cheryl Putnam	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

Intervention: Comprehensive Literacy initiative is implemented to support a comprehensive reading program utilizing the essential elements: comprehension, fluency, phonemic awareness, phonics, and vocabulary.

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

Actions	Person Responsible	Timeline	Resources	Source of Funds
A certified 1.0 Literacy Coach will be hired to support comprehensive literacy program. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Cheryl Putnam, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> <li>Teaching Aids</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
Teachers, administrators and Literacy Coach will attend professional development and training with the district to promote the learning of teachers within grade levels. Action Type: Alignment Action Type: Collaboration	Shane Hampton	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> </ul>	ACTION BUDGET: \$

			<ul style="list-style-type: none"> <li>Title Teachers</li> </ul>	
Comprehensive Literacy Model implementation will be supported through the purchase of necessary learning materials and supplies. Action Type: Alignment Action Type: Collaboration	Cheryl Putnam	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
DIBELS Assessment will be examined to monitor growth and progress. Formative and summative assessment data will be examined. Action Type: Program Evaluation	Cheryl Putnam, Principal	Start: 07/01/2014 End: 06/30/2015		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	Cheryl Putnam, Principal	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: \$
SCHOOL LEADERSHIP TEAM Closing the Achievement Gap (Literacy): Regular quarterly meetings of our (Literacy) ACSIP Leadership Committee will continue to be held. These meetings will focus on building capacity within our school. Each meeting agenda will include the following Core Principles: 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. The ongoing monitoring of student progress in order to influence classroom instruction. The utilization of Formative and Summative Assessment Data to make decisions that impact: Curriculum, Instruction, Assessment and Professional Development. Coordination of resources in order to better meet the needs of all students. A sign-in sheet will be kept and made available upon request. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation	Cheryl Putnam	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Program Evaluation: At the conclusion of the 2014-15 school year we evaluated Comprehensive Literacy Model through: DIBELS assessments, DRA levels, Guided Reading Levels, and placement on the Phonics continuum and determined that it was effective in support of our Curriculum Instruction, Assessment and Professional Development. While our Literacy AMO was not met, data shows we were very close (4 students) and in addition, summative CRT data was analyzed showing significant gains. We believe the evidence shows that it is valuable in terms of supporting our efforts to increase student achievement. During the 2014-15 school year we plan to use DIBELS, DRA, Guided Reading level, and Phonics continuum in evaluating, and adjusting, the programs, processes, and activities, that make up the action descriptions within the program. Action Type: AIP/IRI Action Type: Alignment Action Type: Program Evaluation	Cheryl Putnam	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
NEEDS ASSESSMENT: Three years of trend data including NRT, CRT, local achievement assessments and other relevant indicators will be	Cheryl Putnam	Start: 07/01/2014 End:	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$



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. Formative evaluations will be analyzed quarterly. Three years of trend data reveal weakness in areas of writing multiple choice, and content passages in grades 3-5. We plan to continue with the implementation of Common Core Curriculum through grades K-5, along with STEM curriculum, fluid grouping of students to address academic needs, and use of additional certified teachers to support student learning. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide		06/30/2015	<ul style="list-style-type: none"> <li>Teaching Aids</li> <li>Title Teachers</li> </ul>	
Total Budget:				\$0

Priority 3: Students will improve and maintain their wellness through physical activity and nutrition.

- BMI 2012 Grades tested K, 2, 4 Combined Population 159 tested. 20% obese or overweight, 82.5% healthy weight or underweight. BMI 2013 Grades tested K, 2, 4 Combined population 194 tested. 15.5 obese or overweight, 70.5% healthy weight or underweight.
- School Health Index data from 2012, 2013, and 2014 consistently shows that students are making progress towards healthy lifestyle choices, including safety, nutrition, and general wellness. All three years modules showed 90% achievement or better. Strengths for all three years include overall wellness a priority in Physical education, nutrition services, and counseling.
- Comprehensive Needs Assessment: We conducted a three year data trend analysis of student wellness using the results from BMI assessment and School Health Index. Results were examined and our data analysis identified Leverett students are making progress towards healthy lives. At the conclusion of the 2013-2014 school year we evaluated BMI, and School Health Index and determined that it was effective in support of our Curriculum We believe the evidence shows that it is valuable in terms of supporting our efforts to increase student wellness.. During the 2014-2015 school year we plan to continue to use these measures in evaluating and adjusting the wellness programs in place.

Supporting Data:

Goal Students participating in the BMI activity show a need to improve and maintain their physical activity and nutritional practices.

Benchmark Healthier BMI results will be evident by June 30, 2014. There will be a 1/2% difference in the 2014-2015 BMI results indicating healthier lifestyles are being practiced.

Intervention: Leverett Elementary School will implement strategies and activities to promote increased physical activity.				
Scientific Based Research: Let's Get Physical-Promotion and Education Strategies by Dr. Hal Wechsler <a href="http://www.fns.usda.gov/oane/menu/NNEC/Files/2003/LetsGetPhysical.pdf">http://www.fns.usda.gov/oane/menu/NNEC/Files/2003/LetsGetPhysical.pdf</a>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Inform students and parents of extracurricular programs that support physical activity, i.e. walking, softball, baseball, soccer Action Type: Collaboration Action Type: Parental Engagement	Darryl Anderson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Through implementation of "Healthteacher.com" web based curriculum, teaching and learning will occur regarding reduction of time children spend engaged in sedentary activities such as watching television and playing video games. Action Type: Parental Engagement	Eric Arrington	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Implementation throughout the physical education schedule of state standards and frameworks that address physical activity. Certified personnel will assure implementation. Action Type: Collaboration	Darryl Anderson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$

Action Type: Wellness				
BMI Assessments will be examined for growth. Action Type: Program Evaluation	Mary Ferrell	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Implement and encourage participation in physical education program taught by a highly qualified teacher that supports physical activity. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness	Cheryl Putnam	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Encourage participation in family oriented, community-based physical activity program. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness	Cheryl Putnam	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
To assess Leverett Elementary School's physical education program, parents, students, and faculty members will be invited to participate in a survey. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness	Cheryl Putnam	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
PROGRAM EVALUATION: At the conclusion of the 2013-2014 school year we evaluated BMI, School Health Index, and parental surveys and determined that they were 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 continue to use these measures in evaluating and adjusting the programs, processes, and activities, that make up the action descriptions within the program. Action Type: Program Evaluation	Daryl Anderson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Leverett Elementary School will implement strategies and activities to promote improved nutritional practices.

Scientific Based Research: Eat Well and Keep Moving by Lilian Cheung, Sc.D., R.D., Eat Well & Keep Moving, Harvard School of Public Health, Department of Nutrition (1999).  
<http://www.hsph.harvard.edu/nutritionsource/EWKM.html>. Accessed (2008).

Actions	Person Responsible	Timeline	Resources	Source of Funds
Healthteacher.com, a web based health curriculum, will support information and education of students and families, in regards to improvement in nutritional practices. Action Type: Collaboration Action Type: Wellness	Darryl Anderson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
BMI Assessments will be examined for growth. Action Type: Program Evaluation	Erin Arrington	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
PROGRAM EVALUATION: At the conclusion of the 2013-2014 school year we evaluated BMI, School Health Index, and parental surveys and determined that they were 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.	Cheryl Putnam	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$

During the 2014-2015 school year we plan to continue to use School Health Index, BMI, and parental surveys in evaluating and adjusting the programs, processes, and activities, that make up the action descriptions within the program.				
Total Budget:				\$0

Priority 4: Goal: All LEP students will improve in reading comprehension and flunecy, written expression and constructive response.

- Supporting Data:
1. Benchmark 2013 TAGG (Targeted Achievement Gap Group) Math 83.33%, achieving status. Literacy 91.11%, achieving status. Benchmark 2014 TAGG (Targeted Achievement Gap Group) Math 83.15%, (short of 85.00% goal) Literacy 84.27%, (short of 88.3% goal).
  2. ELDA
  3. MAPs

Goal Provide interventions for all ELL students working below grade level in Literacy and Math  
 Benchmark Literacy: The TAGG proficient /advanced was 84.27% (short of the target of 88.3%). MATH: The TAGG proficient / advanced was 83.15 (short of the target of 85.0%). PARCC assessments will be given this year for the first time. It is expected that these students will make significant gains based on MAPS data and the ELDA.

Intervention: Parental Involvement: The District will ensure that each school will implement an effective means of outreach to parents of ELL students to involve parents in assisting their children to learn English, achieve at high levels in core academic subjects, and meet the same challenging State academic standards as all other children are expected to meet.				
Scientific Based Research: Scientific Based Research: Echevarria, Jana; Vogt, Mary Ellen; Short, Deborah. Pearson. New Edition (2007). Making Content Comprehensible for English Learners: The SIOP Model Echevarria, Jana; Vogt, Mary Ellen. Pearson. (2007). 99 Ideas and Activities for Teaching English Learners with the SIOP Model				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Interpreters will be available, as needed, to provide translations for Parent/Teacher Conferences, registrations, and meetings to assist parents in helping their children improve their academic achievement and becoming active participants in the education of their children. Action Type: Alignment Action Type: Equity Action Type: Parental Engagement	Cheryl Putnam	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Schools will hold meetings with teachers and ELL parents at the beginning of each school year, to interpret language assessment scores and to determine the educational plan for each student. Action Type: Alignment Action Type: Equity Action Type: Parental Engagement	Cheryl Putnam	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
The District will provide professional development to district staff to substantially increase the knowledge and understanding, related to the needs of ELL students, and to enhance teaching skills of classroom teachers, principals, administrators, and other school personnel. Action Type: Equity Action Type: Professional Development	Yesenia Dodds	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
PROGRAM EVALUATION: At the conclusion of the 2013-2014 school year, parent involvement actions were evaluated by each school, analyzing the participation rate of ELL parents by school and grade level in parent teacher conferences. We saw 100% participation this school year. These evaluation results will be used to impact the decisions we make that affect our future instructional program. Action Type: Alignment	Cheryl Putnam	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$

Action Type: Equity				
Action Type: Parental Engagement				
Total Budget:				\$0

Priority 6: Provide a variety of targeted parental involvement opportunities by offering quarterly parent nights in hopes to increase parent participation.

Supporting Data:

Goal Parents of Leverett students will be viewed as partners in their child's education.

Benchmark 85% of parents will participate in volunteer planning and/or participate in opportunities for learning activities that support classroom instruction. Including but not limited to open house, conference time, and through weekly newsletters. Parents are given sign up opportunities at back to school picnic, through weekly newsletters from classroom teachers, and through class websites. Principal newsletters also communicates opportunities for parents to volunteer.

Intervention: 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 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 be used to evaluate the parent involvement activities. A parent training will be provided for parents to learn about specific things they can do to promote learning within the home and school. Booklets will be purchased for parents summarizing this information and to keep at home as a parental reference guide.				
Scientific Based Research:				
Actions	Person Responsible	Timeline	Resources	Source of Funds
INFORMATIONAL PACKETS: The school will develop an information sheet that includes: the school's commitment to parental involvement, the PROCESS FOR RESOLVING PARENTAL CONCERNS, and tips for how parents can foster their child's success. These will be made available online.	Shane Hampton	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
The district will designate two PARENT/TEACHER CONFERENCES each school year. 2014-15 conferences will be held on Oct. 22(evening)and 23(day), and April 1(evening) and 2(day).	Cheryl Putnam	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Administrators, teachers, and parents will develop a parental involvement plan addressing the diverse needs of the students and their parents to increase the school's ability to provide for the educational success of their children. The plan will be reviewed and updated annually. An alumni advisory committee will be formed.	Shane Hampton	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
PARENTAL INVOLVEMENT MEETINGS will be held throughout the year to discuss what students will be expected to learn, how they will be assessed and how parents can assist to make a difference in his or her child's education. Literature, brochures, and printed materials will be provided to provide information to parents in responsible parenting.	Shane Hampton	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Administrators, teachers and parents will develop a VOLUNTEER RESOURCE BOOK including: a parent interest survey, an option for parents to designate how frequently they would participate in the program, and include opportunities for parents to assist from home. These are accessible on the web.	Shane Hampton	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
PARENT ENGAGEMENT: "Informational Packets" for each family are developed and distributed. They include: *Parental Involvement Meetings *School Calendar *A School-Parent Compact *A system encouraging the home, school, and community connection.	Shane Hampton	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
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 purchased for parents to borrow for review in each building. This is located at the front of the building, near the office, outside the Library. \$	Shane Hampton	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
The building principal will designate one certified staff	Cheryl	Start:		

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. The district will ensure that parental participation is recognized as an asset to the school. The district will pay the parent facilitator a stipend for assuming duties as required by ACT 307. We will have two curriculum nights that will incorporate training parents on how to create developmentally appropriate learning activities to assist in their child's learning.	Putnam	07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Literacy and Math materials will be provided to parents as homework in partnering with the learning process.	Shane Hampton	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Our school will ENABLE THE FORMATION OF A PARENT TEACHER ASSOCIATION, or ORGANIZATION, that will foster parental and community involvement within the school.	Cheryl Putnam	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Program Evaluation:At the conclusion of the 2013-2014 school year we evaluated this Program through parent participation. We used sign in sheets and surveys to determine that it was effective in support of our Parental Involvement. The following EVALUATION RESULTS demonstrate that this is valid in support of the teaching and learning that are part of this program: Parent Surveys and Parent sign in sheets. 80% of parents attended Annual report night, parent/teacher conferences, and curriculum nights. 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: 85% of parents will attend Annual report night on August 28, 2014, parent/teacher conferences Oct 23, 2014 and April 1, 2015, and curriculum nights tentatively set for Sept. 17, 2014 and March 4, 2015. We will use this data/information to determine whether the objectives of this Intervention/Program were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. These evaluation results will be used in making decisions that impact our future instructional program.	Cheryl Putnam	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$0

- Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Alyssa Lemarr	5th grade Teacher	Literacy
Classroom Teacher	Amy Ellison	3rd Grade Teacher	Literacy
Classroom Teacher	Angela Head	5th grade teacher	Math
Classroom Teacher	Anthony Lytle	Music Teacher	Literacy
Classroom Teacher	Darryl Anderson	PE Teacher	Wellness
Classroom Teacher	Emily Berkson	3rd Grade teacher	Math
Classroom Teacher	Eric Arrington	PE Teacher	Wellness
Classroom Teacher	Gracen Armendariz	2nd Grade teacher	Literacy
Classroom Teacher	Haley Green	2nd Grade Teacher	Literacy
Classroom Teacher	Janae Vitale	Kindergarten	Math
Classroom Teacher	Keith Entress	Gifted and Talented Teacher	Math
Classroom Teacher	Kerri Collins	Pre-Kindergarten	Literacy
Classroom Teacher	Lyndsey Laubach	Speech	Literacy
Classroom Teacher	Lynn Phillips	Resource Teacher, PDSC	Math
Classroom Teacher	Mary Katherine Wilson	1st GradeTeacher	Literacy
Classroom Teacher	Maurissa Roberts	Instructional Facilitator	Literacy
Classroom Teacher	Melissa Armendariz	Art Teacher	Math

Classroom Teacher	Melissa Thomas	3rd grade teacher	Literacy
Classroom Teacher	Nancy Ballard	Interventionist	Math
Classroom Teacher	Nicole Richard	Kindergarten Teacher	Literacy
Classroom Teacher	Rick Sullins	4th grade teacher	Math
Classroom Teacher	Shannon Carlton	4th grade teacher	Literacy
Classroom Teacher	Stacey Light	1st grade teacher	Math
Classroom Teacher	Stephanie Wood	Kindergarten Teacher	Literacy
Classroom Teacher	Terri Mitchell	2nd grade teacher	Math
District-Level Professional	Christie Jay	Federal Programs Coordinator	Math/Literacy
Non-Classroom Professional Staff	Cheryl Story	Tech-Curriculum Specialist	Math
Non-Classroom Professional Staff	Emilie Jacobus	Library Specialist	Literacy
Non-Classroom Professional Staff	Erin Clark	Counselor	Literacy
Non-Classroom Professional Staff	Justin Demieville	Library Aide	Literacy
Non-Classroom Professional Staff	Mary Briggs	Math Facilitator	Math
Non-Classroom Professional Staff	Mary Ferrell	Nurse	Math
Non-Classroom Professional Staff	Sara Blickenstaff	Social Worker	Literacy/Math
Non-Classroom Professional Staff	Yesenia Dodds	ELL Teacher	Literacy
Parent	Elen Allen	Parent	Wellness
Parent	Sarah Eichman	Parent	Literacy/Math
Principal	Cheryl Putnam	Principal	ACSIP Leadership/Title I/Title V
Principal	Shane Hampton	Assistant Principal	Math