



School Plan

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OWL CREEK ELEMENTARY

Arkansas Comprehensive School Improvement Plan

2014-2015

Owl Creek Elementary is a diverse community of 21st century learners providing a supportive and engaging learning environment that nurtures positive relationships and core values in order to ensure student growth and achievement.

Owl Creek Middle School is a positive learning community focused on providing rigorous and relevant curriculum for a community of 21st century learners by communicating high expectations, building collaborative relationships, teaching positive core values, and focusing on meeting individual student needs.

Grade Span: K-7

Title I: Title I Schoolwide

School Improvement: SI_3

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Priority 1: Mathematics

Goal: All students will improve in mathematic skills and responding to constructed response questions with additional attention to Numbers and Operations strand. 70% of all students will be proficient in Math on the building level quarterly assessments. 100% of all students will meet or exceed their expected growth increment with regard to MAP testing in Math.

Priority 2: Literacy

Goal: All students will improve in reading comprehension and written expression with additional attention to sentence formation and mechanics. 70% of all students will be proficient on building level quarterly assessments. 100% of all students will meet or exceed their expected growth increment with regard to MAP testing in Literacy.

Priority 3: Wellness

Goal: Owl Creek School recognizes each child as a unique individual. Our goal is to help every child and staff member develop the skills to become productive citizens by understanding the benefits of wellness by implementing proper nutrition and physical activity into their lives.

Goal: Owl Creek School recognizes the need for a character education program and school wide positive behavior expectations to address the social and emotional needs of students as well as to give students appropriate strategies to address discipline and bullying issues.

Priority 4: Title III/ELL

Goal: All LEP students will improve in reading comprehension, written expression, mathematic skills and responding to constructive response questions.

Priority 6: Research Based Instructional Practices and Curriculum Development

Goal: All staff at Owl Creek School will participate in the development, alignment and improvement of the district curriculum.

It will be rigorous, intentional and aligned to state and local standards.

Goal: Owl Creek School's instructional program will actively engage all students by using effective, varied and research-based practices to improve student performance.

Priority 7: Engaging Parents

Goal: Owl Creek School will strive to cultivate strong parent and school community relations in order to strengthen student achievement.

Priority 1: All students will achieve proficiency in math more specifically in numbers and operations, data analysis and probability, algebra, measurement and geometry.

1. The following populations met the 2014 AMO for math: All Students (77.15%). The Targeted Achievement Gap Group did not meet AMO(69.91%). It is expected that this population will meet, or exceed, the 2015 end of year building target of 70% proficient on quarterly assessments for all students. Owl Creek School is designated as a school that Needs Improvement for 2014-2015 school year.
2. The following populations met the 2013 AMO for math: All Students (81.66%)and the Targeted Achievement Gap Group (75.76%). It is expected that this population will meet, or exceed, the 2014 AMO Target of 76.36% for all students and 73.07% of TAGG scoring Proficient/Advanced. All Students and the TAGG met their AMO for 2013 and therefore Owl Creek School was designated as an Achieving School for 2013.
3. The following populations met the 2012 AMO for math: All Students (78.29%)and the Targeted Achievement Gap Group (70.81%). It is expected that this population will meet, or exceed, the 2013 AMO Target of 73.3% for all students and 70.08% of TAGG scoring Proficient/Advanced. All Students and the TAGG met their AMO for 2012 and therefore Owl Creek School was designated as an Achieving School for 2012.
4. The Attendance Rate for the 2014-2015 school year was 95.96.
5. COMPREHENSIVE NEEDS ASSESSMENT: Grade Level teams and ACSIP Leadership Teams and analyzed the test scores from the 2014 administration of the K-7 grade Augmented Benchmark and ITBS Exams. We examined the results from both the combined population and EACH subpopulation. We conducted data analysis to determine our main areas of weakness. In addition, we studied the three most recent years of attendance, 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 of our students not achieving to their full potential. The following populations met the 2014 AMO for math: All Students (77.15%). The Targeted Achievement Gap Group (69.91%)did not meet AMO. It is expected that this population will meet, or exceed, the 2015 building level goal of 70% proficiency on Quarterly Assessments by the end of the 2014-2015 school year. Owl Creek School was designated as a school that Needs Improvement for 2014-2015 school year. 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: Align curriculum and instruction across grade levels, evaluate with common standards and add interventions and enrichments were identified. We will implement the use of math protocols from the district and building. We will select interventions and coordinate our various state and federal funding sources to address these areas. In addition, we meet in grade level teams weekly in K-4 and daily in 5, 6 and 7 and as an entire faculty bi-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 our progress on our physical and/or virtual "assessment/intervention" wall.

Supporting Data:

Goal All students will improve in mathematic skills and responding to constructed response questions with additional attention to Numbers and Operations strand. 70% of all students will be proficient in Math on the building level quarterly assessments. 100% of all students will meet or exceed their expected growth increment with regard to MAP testing in Math.

Benchmark The following populations met the 2014 AMO for math: All Students (77.15%). The Targeted Achievement Gap Group did not meet the AMO target(69.91%). It is expected that all populations will meet, or exceed, the 2015 building level goal of 70% proficiency on Quarterly Assessments.

Intervention: Continued implementation of Go Math K-6 and research-based math curriculum, as well as Prentice-Hall's Mathematics for 7th grade.				
Scientific Based Research: Common Core State Standard Initiatives: Preparing America's Students for College and Career http://www.corestandards.org/				
Actions	Person Responsible	Timeline	Resources	Source of Funds
SCHOOLWIDE REFORM STRATEGIES: Implement standards and research based math curriculum, Go Math, Course II & III, curriculum and formative assessments according to district curriculum and identified needs of students in K-7 classrooms. Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide	Kristen Scott	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Computers Teachers 	ACTION BUDGET: \$
District Math Coaches will work with all teachers in	Kristen	Start:		

<p>the use of district developed standards, Go Math, research based curriculum, Course II & III, and other appropriate math strategies and/or activities which will be appropriate for all students. Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion</p>	Scott	07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Computers 	ACTION BUDGET: \$
<p>COORDINATION AND INTEGRATION OF PROGRAMS: Collaborate with all certified and classified staff to implement differentiated strategies for students with Academic Improvement Plans and/or special needs to improve mathematics skills. Additional Go Math and Prentice Hall materials and manipulatives will be provided by the district for each grade level to allow special teachers and aides to assist with interventions and to aid with differentiation techniques. Action Type: Collaboration Action Type: Special Education Action Type: Title I Schoolwide</p>	Kristen Scott	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
<p>Monitor student progress in terms of end-of-unit exams, MAP assessments, Successmaker, Lexia, and quarterly formative assessments. Analyze student summative performance on Benchmark and ITBS exams in terms of student mathematics achievement and progress. Action Type: Program Evaluation</p>	Brandon Craft	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Performance Assessments 	ACTION BUDGET: \$
<p>Participate in learning teams to review student work, share effective teaching and assessment strategies, and align instructional objectives to assist all students in achieving mathematics proficiency. This will ensure a rigorous and comprehensive mathematics curriculum that is aligned to the Common Core frameworks. Action Type: Alignment Action Type: Professional Development Action Type: Program Evaluation</p>	Brandon Craft	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
<p>PROGRAM EVALUATION: At the conclusion of the 2013-2014 school year, we evaluated this Intervention/Program through MAP testing, formative unit assessments, CRT/NRT assessments, and local summative assessments and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. The following EVALUATION RESULTS demonstrate that this intervention is valid in support of the teaching and learning that are part of this program: Through daily classroom walk-throughs Owl Creek has observed participation in Go Math, Prentice Hall Course II and Algebra. In addition, Owl Creek was desingated as an achieving school in all grade levels. During the 2014-2015 school year, we plan to use pre/post testing, Quarterly formative assessments, CRT/NRT assessments, and local summative assessments as the protocol for evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program. In addition, we will continue to implement Go Math (k-6) and Prentice Hall Courses II & III (7th grade) and continue to develop and refine Common Core Curriculum for the district. 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</p>	Kristen Scott	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET: \$

objectives. We will report the results, in our 2015/2016 ACSIP plan, and use those evaluation results in making decisions that impact our future instructional programs.
Action Type: Program Evaluation

Total Budget: \$0

Intervention: Integrate Mathematics Problem-Solving Strategies

Scientific Based Research: Smart Step; National Council of Teachers of Mathematics Principles and Standards for School Mathematics; Journal of Research in Mathematics Education (1996) Scientific Based Research: Problem Solving Techniques Based on Prompts;

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>All students will utilize Mathematics computer programs and many will participate in SuccessMaker programs for problem-solving introductions, reviews, integrations , reinforcements, and practice. Action Type: Technology Inclusion</p>	Kristen Scott	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Computers 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Use formative evaluations of performance assessments and evaluations of open-ended math prompts to determine effectiveness of problem-solving strategy instruction. Action Type: AIP/IRI</p>	Matt Wilson	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Teaching Aids 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>In order to better teach the district developed common core math curriculum, teachers will be trained CGI years 1,2 & 3; ECM, and TM and the use of rubric scoring. Action Type: Alignment Action Type: Collaboration</p>	Kristen Scott	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>PROGRAM EVALUATION: At the conclusion of the 2013-2014 school year, we evaluated this Intervention/Program through MAP testing, formative assessments, CRT/NRT assessments, and local summative assessments and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. The following EVALUATION RESULTS demonstrate that this intervention is valid in support of the teaching and learning that are part of this program: School wide 77.15% of all students were proficient on the ACTAAP assessment and 62% of students saw growth on the MAP assessment . During the 2014-2015 school year, we plan to use pre/post testing, formative assessments, CRT/NRT assessments, and local summative assessments as the protocol for evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program. In addition, we will continue to develop and revise a district wide Common Core Curriculum Map and quarterly common assessments. We will also have a Math Lab for 5th and 6th grade students to work hands on with problem solving strategies and a Math Interventionist to target specific students. We will use this data/information to determine whether the objectives of this</p>	Kristen Scott	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers • Title Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>

<p>Intervention/Program were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results, in our 2015/2016 ACSIP plan, and use those evaluation results in making decisions that impact our future instructional programs. Action Type: Program Evaluation</p>				
<p>CLOSING THE ACHIEVEMENT GAP: Regular team meetings regarding Math and ACSIP leadership committee meetings 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 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. To supplement these efforts we will hire (Peggy Patterson - Salary: \$2719 & Benefits \$707) a 1 FTE classified aide to administer 1 hour per day early morning math interventions to students grade K-7 under the direction of a highly qualified certified teacher. Action Type: Alignment Action Type: Collaboration</p>	<p>Nikki Head</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>Title I - Employee \$2820.00 Salaries: Title I - Employee \$650.00 Benefits:</p> <hr/> <p>ACTION BUDGET: \$3470</p>
<p>To address identified deficits in math, 5th and 6th grade middle school students will receive supplemental mathematics instruction every other day. This provides both interventions and enrichments which meet the needs of the students. Focus will be given to those students identified as below proficeint based on the benchmark and MAP data. Owl Creek will increase support for student achievement in math through increasing staff who are highly qualified. Therefore a highly-qualified middle school math interventionist (.17 FTE- Erica Johnson (Salary \$8639 Benefits \$2246)) will be hired to provide extra math instruction for these targeted students and she will collaborate with grade level math teachers to prioritize</p>	<p>Kristen Scott</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Computers • Performance Assessments • Teachers • Title Teachers 	<p>Title I - Employee \$8947.00 Salaries: Title I - Employee \$1982.00 Benefits:</p> <hr/> <p>ACTION BUDGET: \$10929</p>

need and align practices. Action Type: Collaboration Action Type: Equity				
Owl Creek will implement an after school program through funding from a 21CCLC grant. This program will provide about 2 hours of extra instructional time three days a week for 25 weeks. The targeted group will be free and reduced lunch students who were not proficient on the benchmark exam in grades 2-7. Interventions/Enrichments will include: SuccessMaker, Lexia literacy intervention, FASTT Math Intervention program, character education, LEGO league, Stringed Instrument Club, Razorback Writers, etc. Title I funds will provide materials and supplies including FASTT Math licenses, supplies for interventions/enrichments and employ staff from partner organizations including Arts Live, University of Arkansas and Walton Arts Center to provide focused instruction for students based on identified needs. Action Type: AIP/IRI Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development	Kathryn Brownell	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$14399

Intervention: Implement strategies for developing computational and procedural fluency

Scientific Based Research: Standards in Classroom Practice - USDE, McRel, OERI 2201, 2001.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Integrate supplemental computational strategies into the daily math program. Train teachers in the implementation of CGI (K-2) and ECM (3-5) in order increase student knowledge and fluency. Action Type: Collaboration	Kristen Scott	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Community Leaders 	ACTION BUDGET: \$
Use summative evaluations such as performance assessments and formative evaluations such as MAP Testing, Successmaker to determine effectiveness of supplemental computational strategies in improving overall mathematics achievement. Action Type: Alignment Action Type: Collaboration	Brandon Craft	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Performance Assessments Teachers Teaching Aids Title Teachers 	ACTION BUDGET: \$
PROGRAM EVALUATION: At the conclusion of the 2013-2014 school year, we evaluated this Intervention/Program through MAP testing, formative assessments, CRT/NRT assessments, and local summative assessments and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. The following EVALUATION RESULTS demonstrate that this intervention is valid in support of the teaching and learning that are part of this program: 62% of Owl Creek students school-wide met their math growth on the MAP Assessment, 77.15% all students were proficient on the math portion of the ACTAAP benchmark assessment. During the 2014-2015 school year, we plan to follow the same protocol in evaluating and adjusting the programs, processes, and activities	Kristen Scott	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$

that make up the action descriptions within this intervention/program. In addition, we will analyze building wide quarterly assessments, implement Go Math, CGI and ECM strategies and continue building a district wide Common Core Curriculum Map. 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. We will report the results, in our 2015/2016 ACSIP plan, and use those evaluation results in making decisions that impact our future instructional programs. Action Type: Program Evaluation				
Evaluate effectiveness of CGI, ECM, TM and Go Math training by examining MAPS, Quarterly assessments and Benchmark/ITBS exams. Evaluation methods may need to be modified for students with special needs or for students with AIPs. Action Type: Special Education	Nikki Head	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
Targeted students will utilize Successmaker computer programs for computational and procedural fluency introductions, reviews, integrations, reinforcements, and practice. Action Type: Technology Inclusion	Kristen Scott	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers 	ACTION BUDGET: \$
A Highly Qualified math interventionist will perform small group interventions for targeted students. Action Type: AIP/IRI	Kristen Scott	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Strategies for responding to open-response problems

Scientific Based Research: Smart Start; Smart Step; NCSI-performance assessments; Reeves, Doug, McGill, Standards Work (1998).

Actions	Person Responsible	Timeline	Resources	Source of Funds
Review student performance on open-response problems as part of curriculum mapping and implementation of existing programs. Action Type: Professional Development Action Type: Program Evaluation	Kristen Scott	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teaching Aids 	ACTION BUDGET: \$
Evaluate teacher and student improvement gains in improving open-response performance, and determine effectiveness in reducing achievement gaps. Action Type: AIP/IRI Action Type: Equity Action Type: Program Evaluation	Brandon Craft	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Performance Assessments Teachers Teaching Aids 	ACTION BUDGET: \$
Implement open-response problem solving strategies at every grade level which are appropriate for all students. Action Type: Equity Action Type: Special Education	Kristen Scott	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teaching Aids 	ACTION BUDGET: \$
To address deficiencies and identified areas of weakness, teachers will work together to develop a plan to practice writing and responding to math prompts in accordance with the state Benchmark released items. A rubric system will be designed for grade level evaluations. Highly qualified teachers will provide additional instruction to students who struggle with mathematics skills and responding to constructed response items. Action Type: Alignment Action Type: Collaboration	Kristen Scott	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$

Action Type: Program Evaluation				
Open response math prompts will be implemented in individual classrooms. These prompts will be scored using the rubrics designed for grade level evaluations. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Nikki Head	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
PROGRAM EVALUATION: At the conclusion of the 2013-2014 school year, we evaluated this Intervention/Program through MAP testing, formative assessments, CRT/NRT assessments, and local summative assessments and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. The following EVALUATION RESULTS demonstrate that this intervention is valid in support of the teaching and learning that are part of this program: 62% of Owl Creek students school-wide met their math growth on the MAP Assessment, 77.15% all students were proficient on the math portion of the ACTAAP benchmark assessment. During the 2014-2015 school year, we plan to follow the same protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program. In addition, we will analyze building wide quarterly assessments, implement Go Math, CGI and ECM strategies and continue building a district wide Common Core Curriculum Map. 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. We will report the results, in our 2015/2016 ACSIP plan, and use those evaluation results in making decisions that impact our future instructional programs. Action Type: Program Evaluation	Kristen Scott	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$

Total Budget:	\$0
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Intervention: Act 307. 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 OR 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: All teachers will have the opportunity to participate in the school and district professional development plan. Teachers will use an instrument developed by the district professional development committee to evaluate the effectiveness of the professional development plan, the course offerings and the effectiveness of the knowledge gained. Annually, upon review of the test data, the professional development committee, working under the guidelines of the district professional development plan, will develop a professional development plan for the school and individual teachers based on information obtained through data analysis. All new teachers (first 3 years) and teachers in need of assistance will be assigned a mentor to assist them in reaching their professional development	Haley Weaver	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Outside Consultants 	ACTION BUDGET: \$

<p>goals and needs. All teachers will have the opportunity to have input on the district and building level professional development plan. The district will provide all teachers and administrators will no less than 60 hours of professional development to include the rotation of 6 hours of technology, 2 hours of parental involvement development and for those who teach Arkansas History, 2 hours of training in that subject. Teachers will have the opportunity to evaluate the benefit of the professional development activities and provide feedback on needed changes.</p>				
<p>SUPPLEMENTAL PROFESSIONAL DEVELOPMENT will be provided to target specific areas for intervention among identified subpopulations as being at risk. Professional development will include intervention training, professional conferences, positive discipline training, Model Schools conferences, Leader in Me and other trainings that focus on meeting individual student needs (subs will be provided for teachers, conference registrations, stipends, and training materials). Teachers will receive professional development designed to prepare them to effectively analyze and use data to guide instruction. Training materials are a mandatory part of the training. These materials will be used exclusively to support that training. Action Type: Alignment Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion</p>	Kristen Scott	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers • Title Teachers 	<p>————— ACTION BUDGET: \$</p>
<p>PROGRAM EVALUATION: At the conclusion of the 2012-2013 school year, we evaluated this Intervention/Program through MAP testing, formative assessments, CRT/NRT assessments, and local summative assessments and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. The following EVALUATION RESULTS demonstrate that this intervention is valid in support of the teaching and learning that are part of this program: Through 100% teacher participation in quality professional development, an increase in literacy PD for math teachers, the implementation of targeted intervention strategies and the improvement math literacy scores on the ACTAAP, this intervention has improved student achievement. During the 2013-2014 school year, we plan to follow the same protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program. In addition, teachers will receive regular professional development from the district math instructional facilitators. 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. We will report the results, in our 2014/2015 ACSIP plan, and use those evaluation results in making decisions that impact our future instructional programs. Action Type: Program Evaluation</p>	Kristen Scott	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	<p>————— ACTION BUDGET: \$</p>
<p>Teachers will work to create individual professional growth plans based on student data and classroom observations. These plans are reviewed by an administrator.</p>	Kristen Scott, Chris Sputo, Brandon	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>————— ACTION BUDGET: \$</p>

Action Type: Alignment	Craft			
Action Type: Collaboration				
Action Type: Professional Development				
Total Budget:				\$0
Intervention: Use SuccessMaker computer programs to supplement math problem-solving, numbers and operations, and computational, and procedural fluency.				
Scientific Based Research: Donnelly, L.F., Year Two Results: Evaluation of the implementation and effectiveness of SuccessMaker during 2002-2003. Laub, C.M. & Wildasin, R.L. (2003), Student achievement and the use of computer based instruction. Laub, C.M. (1998), Computer integrated learning system and elementary student achievement: An evaluation study.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Discuss program implementation and progress during grade level meetings. Action Type: Collaboration	Kristen Scott	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Provide training to help teachers disaggregate formative Dreambox, SuccessMaker and MAP data in order to be able to individualize instruction for students. These programs support standards-based mathematics instruction and will provide additional support for classroom comprehensive mathematics instruction. Action Type: Alignment Action Type: Professional Development	Kristen Scott	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Outside Consultants 	ACTION BUDGET: \$
Analyze summative data using CRT and NRT (Benchmark/ITBS) and compare to SuccessMaker data. Data will be used in the development of academic improvement plans. Action Type: AIP/IRI	Brandon Craft	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Computers Teachers 	ACTION BUDGET: \$
COLLABORATION: Teachers are provided with weekly instructional meeting time in order to plan for the implementation of best practices chosen to help improve student achievement. SuccessMaker and MAP data will be included in this decision making process. Action Type: Alignment Action Type: Collaboration	Kristen Scott	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Each fully equipped computer lab will have a trained aide to monitor SuccessMaker and to provide student interventions throughout the school day for all students not performing at grade level. All work of the aide is to be supervised by highly qualified certified staff. Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide	Kristen Scott	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Computers Teachers 	ACTION BUDGET: \$
PROGRAM EVALUATION: At the conclusion of the 2013-2014 school year, we evaluated this Intervention/Program through MAP testing, formative assessments, CRT/NRT assessments, and local summative assessments and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. The following EVALUATION RESULTS demonstrate that this intervention is valid in support of the teaching and learning that are part of this program: 62% of Owl Creek students school-wide met their math growth on the MAP Assessment, 77.15% all students were proficient on the math portion of the ACTAAP benchmark assessment. During the 2014-2015 school year, we plan to follow the same protocol in evaluating and adjusting the programs,	Kristen Scott	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$

<p>processes, and activities that make up the action descriptions within this intervention/program. In addition, we will analyze building wide quarterly assessments, implement Go Math, CGI and ECM strategies and continue building a district wide Common Core Curriculum Map. 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. We will report the results, in our 2015/2016 ACSIP plan, and use those evaluation results in making decisions that impact our future instructional programs. Action Type: Program Evaluation</p>				
Total Budget:				\$0

Priority 2: All students will improve literacy scores, specifically in the area of sentence formation and mechanics.

1. The following populations met the 2014 AMO for Literacy: All Students (78.87%)and the Targeted Achievement Gap Group met AMO(71.76%). It is expected that this population will meet, or exceed, the 2015 end of year building target of 70% proficient on quarterly assessments for all students. Owl Creek School is designated as a school that Needs Improvement for 2014-2015 school year.
2. The following populations met the 2013 AMO for literacy: All Students (79.83%)and the Targeted Achievement Gap Group (75.07%). It is expected that this population will meet, or exceed, the 2014 AMO Target of 73.45% for all students and 69.00% of TAGG scoring Proficient/Advanced. All Students and the TAGG met their AMO for 2013 and therefore Owl Creek School was designated as an Achieving School for 2013.
3. The following populations met the 2012 AMO for literacy: All Students (75.74%)and the Targeted Achievement Gap Group (68.69%). It is expected that this population will meet, or exceed, the 2013 AMO Target of 70.50% for all students and 65.55% of TAGG scoring Proficient/Advanced. All Students and the TAGG met their AMO for 2012 and therefore Owl Creek School was designated as an Achieving School for 2012.
4. The Attendance Rate for the 2014-2015 school year was 95.96.
5. COMPREHENSIVE NEEDS ASSESSMENT: We formed ACSIP Leadership Teams and analyzed the test scores from the 2011 administration of the K-7 grade Augmented Benchmark and ITBS Exams. We examined the results from both the combined population and EACH subpopulation. We conducted data analysis to determine our main areas of weakness. In addition, we studied the three most recent years of attendance, 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 intruction with our curriculum, assessment and professional development. We examined our routines, customs, and norms in order to dig deeper for the root cause of our students not achieving to their full potential. The following populations met the 2014 AMO for literacy: All Students (78.87%)and the Targeted Achievement Gap Group (71.76%). It is expected that this population will meet, or exceed, the building level goal of 70% for all students on quarterly assessments. Owl Creek School was designated as a School that Needs Improvement for the 2014-2015 school year. 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: Researched based intructional strategies and interventions along with a literacy block schedule. We will implement the use of literacy protocols from the district and building. We will select interventions and coordinate our various state and federal funding sources to address these areas. We will place an emphasis on reading and writing across the curriculum. In addition, we meet in grade level teams weekly in K-4 and daily in 5-7 and as an entire faculty bi-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 our progress on our physical and/or virtual "assessment/intervention" wall.

Supporting Data:

Goal All students will improve in reading comprehension and written expression with additional attention to sentence formation and mechanics. 70% of all students will be proficient on building level quarterly assessments. 100% of all students will meet or exceed their expected growth increment with regard to MAP testing in Literacy.

Benchmark The following populations met the 2014 AMO for Literacy: All Students (78.87%) and the Targeted Achievement Gap Group met the AMO target(71.76%). It is expected that all populations will meet,

or exceed, the 2015 building level goal of 70% proficiency on Quarterly Assessments.

Benchmark

Intervention: 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 OR 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
<p>PROFESSIONAL DEVELOPMENT: All teachers will have the opportunity to participate in the school and district professional development plan. Teachers will use an instrument developed by the district professional development committee to evaluate the effectiveness of the professional development plan, the course offerings and the effectiveness of the knowledge gained. Annually, upon review of the test data, the professional development committee, working under the guidelines of the district professional development plan, will develop a professional development plan for the school and individual teachers based on information obtained through data analysis. All new teachers (first 3 years) and teachers in need of assistance will be assigned a mentor to assist them in reaching their professional development goals and needs. All teachers will have the opportunity to have input on the district and building level professional development plan. The district will provide all teachers and administrators with additional, supplemental professional development opportunities, over and above the state requirement of hours in all areas. Teachers will have the opportunity to evaluate the benefit of the professional development activities and provide feedback on needed changes.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	Chris Sputo	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff • Outside Consultants 	<p>ACTION BUDGET: \$</p>
<p>SCHOOLWIDE REFORM STRATEGIES:Owl Creek teachers will participate in local, state, and national PROFESSIONAL DEVELOPMENT opportunities in literacy. In addition, Title I and grant funds will be budgeted in order to provide ongoing professional trainings which include but are not limited to: Model Schools Conference, PBIS (Positive Behavioral Interventions and Supports) Conference, Olweus Anti-Bullying Conference, FASTT Math Conference, Smart Step Literacy Lab Project, Northwest Arkansas Educational Services Cooperative, International Reading Association Conference, Northwest Arkansas Writing Project (Fall and Spring Mini-Conferences), So Many Books - So Little</p>	Kristen Scott	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers • Title Teachers 	<p>Title I - Employee \$2300.00 Salaries: Title I - Employee \$501.00 Benefits: ACTION BUDGET: \$2801</p>

<p>Time, Young Authors Series at Harding University, READ180 National Summer Conference, University of Arkansas Literacy Symposium, the Leader in Me, and Kagan Training. Substitute will be provided during release time for teachers to attend said trainings/conferences.</p> <p>SUPPLEMENTAL PROFESSIONAL DEVELOPMENT will be provided to target specific areas for intervention among identified subpopulations as being at risk. Professional development will include intervention trainings, conferences, positive discipline training, Effective Schools conferences, and other trainings that focus on meeting individual student needs. Subs will be provided for teachers to attend; conference registrations; stipends; and necessary teacher training materials. Administrators will utilize Learning Walks (CWTs) daily to monitor instruction and ensure the use of high-yield strategies. Stipends will be provided for Professional Development that occurs off contract time.</p> <p>Action Type: Alignment Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion</p>				
<p>PROGRAM EVALUATION: At the conclusion of the 2013-2014 school year, we evaluated this Intervention/Program through Developmental Reading Assessments and DIBELS 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: Administrative Learning Walks have provided evidence of high-yield strategies being utilized in literacy instruction and entire staff participation in literacy directed professional development have improved student achievement. This evidence is also consistent with a high number of students meeting growth (51%) in reading on the Spring MAP test. Also on the benchmark exam 78.87% of all students and 71.76% of TAGG were proficient surpassing the AMO for 2014. During the 2014-2015 school year, we plan to follow the same protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program. 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. We will report the results, in our 2015/2016 ACSIP plan, and use those evaluation results in making decisions that impact our future instructional programs.</p> <p>Action Type: Program Evaluation</p>	<p>Kristen Scott</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>

Owl Creek will employ one full-time (1.0 FTE) elementary coach and one (1.0 FTE) full-time middle school coach. Literacy Coaches will teach and model all components of balanced literacy for teachers and provide job embedded professional development in all literacy components. These coaches will provide supplemental professional development in addition to the state-required 60 hours of PD. In addition, the literacy coaches will provide MENTORING activities for teachers, in addition to AIMMS, that are connected to the professional development and include a quality coaching model to provide assistance to the teachers. This comprehensive literacy model includes job-embedded, ongoing professional development with classroom protocols and conferences with teachers before and after observations with teachers. Action Type: Professional Development	Kristen Scott	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
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Total Budget:	\$2801
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Intervention: Use Lexia/Successmaker computer programs to supplement reading comprehension, fluency, and vocabulary development and instruction for all students.

Scientific Based Research: Donnelly, L.F., Year Two Results: Evaluation of the implementation and effectiveness of SuccessMaker during 2002-2003. Laub, C.M. & Wildasin, R.L. (2003), Student achievement and the use of computer based instruction. Laub, C.M. (1998), Computer integrated learning system and elementary student achievement: An evaluation study.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Discuss program implementation and progress during grade level meetings. Action Type: Alignment Action Type: Collaboration	Angelia Arguello and Whitney Green	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers Title Teachers 	ACTION BUDGET: \$
Provide training to help teachers use Read Naturally, Lexia/Successmaker formative data in order to be able to individualize instruction for students. These programs support standards-based literacy instruction and will provide additional support for classroom comprehensive literacy instruction. Funding will be used to purchase 130 licenses of Read Naturally for use as a targeted literacy intervention. Action Type: Professional Development	Angelia Arguello & Whitney Green	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers Teachers 	Title I - Materials & Supplies: \$1100.00 ACTION BUDGET: \$1100
Analyze summative data using CRT and NRT (ITBS, Benchmark) and compare to Lexia/SuccessMaker data. Data will be used as a consideration in the development of student Academic Improvement Plans. Action Type: AIP/IRI Action Type: Collaboration Action Type: Program Evaluation	Brandon Craft	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Performance Assessments Teachers Title Teachers 	ACTION BUDGET: \$
COLLABORATION: Teachers are provided with weekly instructional meeting time in order to plan for the implementation of best practices chosen to help improve student achievement.	Angelia Arguello and Whitney Green	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers Title Teachers 	ACTION BUDGET: \$

Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide				
<p>PROGRAM EVALUATION: At the conclusion of the 2013-2014 school year, we evaluated this Intervention/Program through Developmental Reading Assessments and DIBELS 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: Administrative Learning Walks have provided evidence of high-yield strategies being utilized in literacy instruction and entire staff participation in literacy directed professional development have improved student achievement. This evidence is also consistent with a high number of students meeting growth (51%) in reading on the Spring MAP test. Also on the benchmark exam 78.87% of all students and 71.76% of TAGG were proficient surpassing the AMO for 2014. During the 2014-2015 school year, we plan to follow the same protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program. 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. We will report the results, in our 2015/2016 ACSIP plan, and use those evaluation results in making decisions that impact our future instructional programs.</p> <p>Action Type: Program Evaluation</p>	Kristen Scott	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
<p>Staff a fully equipped computer lab with trained aide (1 FTE) to monitor Lexia/Successmaker and provide targeted interventions based on student need. The SME lab will assess student needs in math and literacy and develop individualized instruction to help reinforce those areas of deficiency. All work of the aide will be supervised by highly qualified certified staff.</p> <p>Action Type: Alignment Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	Kristen Scott	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers 	ACTION BUDGET: \$
<p>Literacy interventionists will assist implementation of comprehension instruction by working with the most at-risk students in small groups and facilitating focused literacy interventions based upon student needs. The interventionist will work Highly Qualified staff to implement intervention strategies. The literacy interventionist will work staff to provide professional development on reading interventions to be done in the classroom and as a pull out. Funds will be used for</p>	Angelia Arguello	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$

salary and benefits, and stipends will be paid for teacher to 9 hours off-contract work to prepare curriculum materials.				
Kathy Wallace (.15 FTE)\$3472 Salary/\$902 Benefits, a highly-trained paraprofessional will be utilized to provide additional intensive interventions to K-4 students in need of literacy support. Interventions are scheduled at various times throughout the day for each grade level.	kathy wallace	Start: 07/01/2014 End: 06/30/2015		Title I - Employee \$3472.00 Salaries: Title I - Employee \$902.00 Benefits: ACTION BUDGET: \$4374
Total Budget:				\$5474

Intervention: We will implement the Fayetteville Public Schools Comprehensive Literacy.

Scientific Based Research: Effective Literacy; Atwell, N., In the Middle; Calkins, L., The Art of Teaching Writing; Cunningham, P. and Allington, R., Classrooms that Work: They Can All Read and Write; Daniels, H., Craft Lessons: Teaching Writing K-8; Fletcher, R. and Portalupi, J.A., Writing Workshop; The Essential Guide; Freeman, M.S., Nonfiction Matters; Harvey, S., Strategies That Work; Teaching Comprehension to Enhance Understanding; Report of the National Reading Panel, Teaching Children to Read; Routman, R., Conversations; Routman, R., Invitations; Tompkins, G., Literacy for the 21st Century; Tompkins, G., Teaching Writing; Balancing Process and Product. Strategies that Work (2000)

Actions	Person Responsible	Timeline	Resources	Source of Funds
All teachers will be trained to prepare and implement effective literacy instruction. Action Type: Professional Development	Sandra Taylor	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teaching Aids 	ACTION BUDGET: \$
Evaluate implementation of Comprehension Strategies by analyzing student progress using standardized formative data. Action Type: Program Evaluation	Angelia Arguello and Whitney Green	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff School Library 	ACTION BUDGET: \$
Each teacher in K-7 will use explicit teaching, whole group and small group instruction for comprehension instruction in literacy and core curriculum classes. Action Type: Equity Action Type: Professional Development	Angelia Arguello and Whitney Green	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Performance Assessments School Library Teachers Teaching Aids 	ACTION BUDGET: \$
To create an environment conducive to learning and in alignment with Comprehensive Literacy instructional teachings, the building will purchase additional classroom books and literature sets to provide a print-rich classroom environment. Action Type: Alignment Action Type: Equity	Kristen Scott	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers Title Teachers 	ACTION BUDGET: \$
The instructional leader will monitor the level of implementation in classrooms using short classroom walk through observations and giving teachers feedback as to level of implementation individually and in groups during grade level meetings. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	Kristen Scott	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff School Library Teachers Title Teachers 	ACTION BUDGET: \$
POINT IN TIME REMEDIATION: Students identified as not meeting the expectation for success will receive additional	Kristen Scott	Start: 07/01/2014 End:	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$

<p>comprehension strategy instruction in small flexible groups. Students needing enrichment will also receive additional instruction in small groups. Progress will be monitored to determine individual student needs and to regroup students based on those needs. Purchase supplemental materials for point in time services. Action Type: Collaboration Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>		06/30/2015	<ul style="list-style-type: none"> • Computers • School Library • Teachers • Teaching Aids • Title Teachers 	
<p>A Highly Qualified literacy teacher (.33 FTE) will assist implementation of comprehension instruction by working with small groups and facilitating instruction in whole groups. Interventions will be planned and supervised by highly qualified classroom teachers. Salary and benefits for the interventionist. Action Type: Equity Action Type: Professional Development</p>	Kristen Scott	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Title Teachers 	ACTION BUDGET: \$
<p>Purchase and utilize guided reading books, instructional support materials (Kagan Training), and library materials that will support balanced literacy instruction. All new teachers will attend a two day Kagan workshop. Literacy Coaches (Penny Ezell) will help to provide instructional support training in Kagan strategies. Funds will help to pay for Kagan professional development conference, and materials and supplies which include a Kagan strategies book along with posters for classroom reference. Action Type: Alignment Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education</p>	Angelia Arguello and Whitney Green	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • School Library • Teachers • Title Teachers 	Title I - Employee \$4000.00 Salaries: Title I - Employee \$866.00 Benefits: Title I - Materials \$10034.00 & Supplies: <hr/> ACTION BUDGET: \$14900
<p>All teachers will collaborate to examine all students' progress and make appropriate adjustments to instruction and flexible groupings. A response to intervention team will be used to recommend implementation strategies, modifications and accommodations, and will recommend students to be referred for testing for special services. Students identified as being "at-risk" according to the spring administration of the DIBELS assessment, were invited to attend the district's summer program for preK-2 students, which provided explicit reading instruction, small groups, and strategies for parents. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion</p>	Angelia Arguello and Whitney Green	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Computers • Performance Assessments • School Library • Teachers • Teaching Aids • Title Teachers 	ACTION BUDGET: \$
<p>Teachers will be trained to use Phonetic Connections. Special teachers and ESL teachers will also receive training, and additional materials to develop literacy</p>	Angelia Arguello and Whitney Green	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$

<p>skills. Action Type: Professional Development</p>				
<p>PROGRAM EVALUATION: At the conclusion of the 2013-2014 school year, we evaluated this Intervention/Program through Developmental Reading Assessments and DIBELS 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: Administrative Learning Walks have provided evidence of high-yield strategies being utilized in literacy instruction and entire staff participation in literacy directed professional development have improved student achievement. This evidence is also consistent with a high number of students meeting growth (51%) in reading on the Spring MAP test. Also on the benchmark exam 78.87% of all students and 71.76% of TAGG were proficient surpassing the AMO for 2014. During the 2014-2015 school year, we plan to follow the same protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program. 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. We will report the results, in our 2015/2016 ACSIP plan, and use those evaluation results in making decisions that impact our future instructional programs. Action Type: Program Evaluation</p>	<p>Kristen Scott</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>ACTION BUDGET: \$</p>
<p>CLOSING THE ACHIEVEMENT GAP: Regular 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: A) The selection and continuous evaluation of research-based, scientifically validated interventions designed to improve our ability to improve student performance on the literacy portion of all assessments. B) The ongoing monitoring of student progress in order to influence classroom instruction. C) The utilization of formative and summative assessment data to make decisions that impact curriculum, instruction, assessment, and professional development. D) Coordination of resources in order to better meet the needs of all students. Written minutes of each meeting, along with a sign-in sheet, will be kept and made available upon request. The intent is that each intervention and action is</p>	<p>Angelia Arguello</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>

<p>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. In addition the administrators will review policies, procedures and practices to ensure that they do not present barriers to the achievement of any students. Owl Creek will participate in an annual peer review coordinated by the district in order to improve our ACSIP and School Improvement Plans. Action Type: Alignment Action Type: Collaboration</p>				
<p>literacy interventionists (.5 FTE Jackie Martin (Salary \$27413 Benefits \$7737)) will assist implementation of comprehension instruction by working with the most at-risk students in small groups and facilitating focused literacy interventions based upon student needs. K-7 Interventions are spread throughout the day according to students schedules. The interventionist will work Highly Qualified staff to implement intervention strategies. The literacy interventionist will work staff to provide professional development on reading interventions to be done in the classroom and as a pull out. Funds will be used for salary and benefits. Action Type: Equity Action Type: Professional Development</p>	Whitney Green	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Title Teachers 	<p>Title I - Employee \$27413.00 Salaries: Title I - Employee \$7737.00 Benefits:</p> <hr/> <p>ACTION BUDGET: \$35150</p>
<p>Owl Creek will implement a before and after school program through funding from a 21CCLC grant. This program will provide about 2 hours of extra instructional 3 times weekly for 25 weeks. The targeted group will be free and reduced lunch students who were not proficient on the benchmark/ITBS exam in grades 2-7. Interventions/Enrichments will include: SuccessMaker enterprise for literacy and math, Rite Flight literacy intervention, FASTT Math Intervention program, character education, LEGO league, Razorback Writers, Stringed Instruments Club, etc. Title I funds will provide materials and supplies including FASTT Math licenses, supplies for interventions/enrichments and collaborate with staff from partner organizations including Arts Live, University of Arkansas and Walton Arts Center to provide focused instruction for students based on identified needs. Action Type: AIP/IRI Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development</p>	Kristen Scott	Start: 07/01/2014 End: 06/30/2015		<hr/> <p>ACTION BUDGET: \$</p>
<p>Owl Creek will utilize a (Kathryn Brownell - (Salary \$8316.00 Benefits \$2162.00) 1 FTE classified aide working under the direction of a highly qualified</p>	Kristen Scott	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Computers 	<p>Title I - Employee \$8316.00 Salaries:</p>

teacher to provide whole group supplemental instruction for students in integrated technology and grade-level digital literacy instruction in K-4. Action Type: Alignment Action Type: Collaboration Action Type: Technology Inclusion			<ul style="list-style-type: none"> • Performance Assessments • Teachers 	Title I - Employee Benefits: \$2162.00 <hr/> ACTION BUDGET: \$10478
Total Budget:				\$60528

Intervention: Implement a Literacy Coach Model in Kindergarten through Seventh Grade.

Scientific Based Research: Early Reading First Presentation, Dec. 2001, Means, B., & Olson, K. 1994. The link between technology and authentic learning. Educational Leadership, 51(7), 15-18; Louis, K.S., Marks, H.M., & Bruse, S. 1996. Teachers' professional community in restructuring schools. American Educational Research Journal, 33, 757-798.; Lyons, C.A., & Pinnell, G.S. (2001). Systems for change in literacy education: A guide to professional development; Dorn, L. & Soffos, C. (2001). Shaping Literate Minds

Actions	Person Responsible	Timeline	Resources	Source of Funds
Literacy Coaches will use technology to gather and disaggregate data from varied assessments. This will provide assessment tools and intervention resources for students. These will include 60 iPads, covers and adapters for additional certified staff. These will go along with the 100 iPads purchased over the last two years for certified staff and student use. The iPads will be used to administer literacy assessments, which will allow teachers to readily access assessment information in order to design appropriate instruction. In addition, the student iPads will be used to provide point-in-time interventions using literacy applications that are assigned based upon student assessment data. Owl Creek has been using iPods for four years to provide interventions for students, and the iPads will function in a similar capacity, but will be easier for students to use since the screen is larger. 160 iPads and 4 mobile carts have been purchased for use in the classroom. Students-to-iPads are at a 2:1 ratio. In addition to the iPads, additional instructional materials will be purchased to provide interventions to students, including guided literacy books, Oral Language resource kits, and fluency passages. Action Type: Technology Inclusion	Angelia Arguello and Whitney Green	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Performance Assessments 	Title I - Materials & Supplies: \$24701.00 <hr/> ACTION BUDGET: \$24701
Team meetings between Literacy Coach and individual grade level, and across grade levels. Provide professional development books, copies of materials. Action Type: Collaboration	Angelia Arguello and Whitney Green	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • School Library • Teachers • Title Teachers 	ACTION BUDGET: \$
PROGRAM EVALUATION: At the conclusion of the 2013-2014 school year, we evaluated this Intervention/Program through Developmental Reading Assessments and DIBELS 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	Kristen Scott	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$

<p>teaching and learning that are part of this program: Administrative Learning Walks have provided evidence of high-yield strategies being utilized in literacy instruction and entire staff participation in literacy directed professional development have improved student achievement. This evidence is also consistent with a high number of students meeting growth (51%) in reading on the Spring MAP test. Also on the benchmark exam 78.87% of all students and 71.76% of TAGG were proficient surpassing the AMO for 2014. During the 2014-2015 school year, we plan to follow the same protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program. 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. We will report the results, in our 2015/2016 ACSIP plan, and use those evaluation results in making decisions that impact our future instructional programs.</p> <p>Action Type: Program Evaluation</p>				
<p>In an effort to increase student proficiency in literacy, middle school core teachers will have SIMS training. SIM (The Strategy Intervention Model) is an intensive writing strategy which utilizes Content Enhancement Routines to help teachers organize the learning of critical content and promote effective teaching. Literacy coach will provide professional development to teachers.</p> <p>Action Type: Professional Development</p>	Whitney Green	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$24701</p>
<p>Intervention: Reading Across the Curriculum</p>				
<p>Scientific Based Research: Addison-Wesley, 1999; Allington, R., Classrooms that Work, 1999; Anderson R.C. Pearson, P.D. 1984. A schema-theoretic view of basic processes in reading; Guthrie, J.T., Et al., 1996. Growth of literacy engagement: Changes in motivations and strategies during concept-oriented reading instruction. Reading Research Quarterly 31: 306-332</p>				
<p>Actions</p>	<p>Person Responsible</p>	<p>Timeline</p>	<p>Resources</p>	<p>Source of Funds</p>
<p>Implement Lexia/Successmaker programs for Pre-K through seventh grade. Use technology to access information for content learning, develop reading skills, and publish student work.</p> <p>Action Type: Equity Action Type: Technology Inclusion</p>	<p>Kristen Scott</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Computers • District Staff • Public Library • School Library • Teachers • Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>Integrate instruction in reading comprehension strategies into every content area. A classified 1 FTE aide (Nathan Bowers - Salary: \$15111 & Benefits \$4523) will assist in integrating small group content comprehension</p>	<p>Angelia Arguello and Whitney Green</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Performance Assessments • School Library • Teachers 	<p>Title I - Employee \$15111.00 Salaries: Title I - Employee \$4523.00</p>

intervention for grades K-7 under the supervision of a highly qualified certified teacher. Intervention times are scheduled throughout the day for the various students served through the intervention. Action Type: Special Education				Benefits: ACTION BUDGET: \$19634
Provide opportunities for independent and group library research projects that are integrated with classroom instruction and that result in demonstrations that show reading comprehension skills as well as content knowledge. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Special Education	Morton Hardaway	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Central Office • Computers • District Staff • Performance Assessments • Public Library • School Library • Teachers 	ACTION BUDGET: \$
Provide access to a rich collection of diverse resources on curriculum topics through the school library. Funds will be used to purchase a variety of books to boost library and classroom collections. Action Type: Alignment Action Type: Equity	Morton Hardaway	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Central Office • School Library • Teachers 	Title I - Materials & Supplies: \$10000.00 ACTION BUDGET: \$10000
Use formative assessments and open-ended (constructed) responses with rubrics to enable students to demonstrate proficiency in responding to practical and content passages by finding the main idea, interpreting, analyzing, drawing conclusions, and providing examples and evidence. Action Type: Program Evaluation	Brandon Craft	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Central Office • District Staff • Performance Assessments • School Library • Teachers 	ACTION BUDGET: \$
To provide students a hands-on experience through field trips or author visits to assist students in developing the appropriate schema to appreciate and understand literature. All said experiences will be directly linked to instruction to allow students to make connections to literature, e.g., students would travel to a local community museum to view an exhibit on the lives of local pioneer families after a novel study on pioneer times or students would travel to a local dairy/poultry farm after an author study involving the role of farms in our daily existence or authors will visit the school to work with students. Funding will be used to provide transportation, author fees, and other field trip expenses, such as entry fees. Action Type: Alignment Action Type: Equity	Kristen Scott	Start: 07/01/2014 End: 06/30/2015		Title I - Purchased Services: \$5000.00 ACTION BUDGET: \$5000
PROGRAM EVALUATION: At the conclusion of the 2013-2014 school year, we evaluated this Intervention/Program through Developmental Reading Assessments and DIBELS 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	Kristen Scott	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$

teaching and learning that are part of this program: Administrative Learning Walks have provided evidence of high-yield strategies being utilized in literacy instruction and entire staff participation in literacy directed professional development have improved student achievement. This evidence is also consistent with a high number of students meeting growth (51%) in reading on the Spring MAP test. Also on the benchmark exam 78.87% of all students and 71.76% of TAGG were proficient surpassing the AMO for 2014. During the 2014-2015 school year, we plan to follow the same protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program. 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. We will report the results, in our 2015/2016 ACSIP plan, and use those evaluation results in making decisions that impact our future instructional programs.

Action Type: Program Evaluation

Total Budget:

\$34634

Intervention: Early Intervention: Four-Year-Old Program

Scientific Based Research: Campbell, F.A., & Ramey, C.T. 1995. Cognitive and social outcomes for high-risk African-American students at middle adolescence: Positive effects of early intervention. American Educational Research Journal, 32 743-772; Dickinson, K.K., & Smith M.K. 1994. Long-term effects of preschool teachers' book readings on low-income children's vocabulary & story comprehension. Reading Research Quarterly, 29, 105-120

Actions	Person Responsible	Timeline	Resources	Source of Funds
Maintain and evaluate (using pre-and post data)existing Four-Year-Old program. Action Type: Alignment Action Type: Equity Action Type: Program Evaluation	Kathleen Hale	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Teaching Aids 	ACTION BUDGET: \$
Provide professional development opportunities and site visits to other Pre-K programs. Action Type: Alignment Action Type: Equity Action Type: Professional Development	Kathleen Hale	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants 	ACTION BUDGET: \$
TRANSITION: Transition from Pre-School to Kindergarten Action: (Pre-K) Kindergarten teachers will collaborate to incorporate research/best practices related to early childhood development so that there will be a seamless transition for students between preschool and kindergarten environments. The kindergarten curriculum includes instructional strategies, teaching methodologies, and assessment techniques based upon the theories of early childhood growth and development. Each kindergarten classroom will have a ½ time instructional assistant to support this process. Entrance kindergarten conferences will be held with all parents and students at the beginning of the school year and teachers will maintain contact	Kathleen Hale	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff 	ACTION BUDGET: \$

with the parents on a regular basis and arrange for additional conferences with parents as needed. Action Type: Title I Schoolwide				
PROGRAM EVALUATION: At the conclusion of the 2013-2014 school year, evaluated this Intervention/Program through formative pre/post testing, CRT/NRT assessments, and local summative assessments 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: Through kindergarten teacher observation, students are entering kindergarten with a higher level of readiness and pre-K teachers receiving appropriate researched based professional development, supports student achievement. On the Spring MAP assessment 61% of all kindergarteners met their growth. During the 2014-2015 school year, we plan to follow the same protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program. 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. We will report the results, in our 2015/2016 ACSIP plan, and use those evaluation results in making decisions that impact our future instructional programs. Action Type: Program Evaluation	Kristen Scott	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Students will write using Comprehensive literacy approach and they will write across the curriculum				
Scientific Based Research: Tompkins, G. 1997. Literacy for the 21st Century: A Balanced Approach. New York: Prentice-Hall.; Chall,J.S., and V.A. Jacobs. 1995. The Reading, Writing, and Language Connection				
Actions	Person Responsible	Timeline	Resources	Source of Funds
SCHOOLWIDE REFORM STRATEGIES: Incorporate writing skills and strategies from the Common Core into the curriculum of every content area and align vertically writing expectations and skills from Kindergarten through Seventh Grade. Action Type: Alignment Action Type: Title I Schoolwide	Angelia Arguello and Whitney Green	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers Performance Assessments Teaching Aids 	ACTION BUDGET: \$
Students will have instruction in Step Up To Writing, Writer's Workshop, Good Habits, Great Readers strategies and Lucy Caulkins. A cadre of teacher-leaders will attend the Lucy Caulkins Summer Writing Institute in order to strengthen our school-wide writing program and interventions. This type of training supports teachers in the ability to assess student writing in order to further meet the needs of all students which will allow leadership to identify key areas of strength and weaknesses within writing for building wide focused efforts. Action Type: Equity	Angelia Arguello & Whitney Green	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	Title I - Purchased \$10000.00 Services: ACTION BUDGET: \$10000

Students in Kindergarten and First will participate in small group interactive writing sessions. Action Type: Equity	Angelia Arguello	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers Teachers Teaching Aids 	ACTION BUDGET: \$
Grades k-7 will participate in Good Habits, Great Readers as part of the Writing Program as teachers are trained. Action Type: Equity Action Type: Technology Inclusion	Angelia Arguello and Whitney Green	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers Performance Assessments Teachers Teaching Aids 	ACTION BUDGET: \$
Classroom teachers, special education teachers, and other support staff will collaborate to implement differentiated strategies for students at risk and/or special needs students to improve writing skills. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Sharon Michaels	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Teachers will meet at grade level meetings to share and evaluate writing prompts with all evaluations based upon the a common Rubric. Purchased Services funding will be used to pay conference registration and travel to Lucy Calkins Institute on the Teaching of Writing for a team of teachers, Instructional Facilitators and administrators to attend and bring back to train other teachers in strategies to support Common Core-aligned curriculum development in the teaching of writing. Action Type: Collaboration	Angelia Arguello and Whitney Green	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET: \$
Use performance formative assessments and open-ended (constructed) responses with grade level appropriate rubrics (Using a variety of Writing Rubrics) to enable students to demonstrate proficiency in responding in writing to literary, practical, and content passages. Action Type: Program Evaluation	Angelia Arguello and Whitney Green	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Performance Assessments Teachers Title Teachers 	ACTION BUDGET: \$
Communicate writing expectations and student progress in writing along content-area expectations to parents through sharing of graded work with the accompanying rubric, parent-teacher conferences, and Web access to the curriculum. Action Type: Parental Engagement	Angelia Arguello and Whitney Green	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers 	ACTION BUDGET: \$
PROGRAM EVALUATION: At the conclusion of the 2013-2014 school year, evaluated this Intervention/Program through formative pre/post testing, CRT/NRT assessments, and local summative assessments 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: Through quarterly writing assessments and teacher participation in Step Up to	Kristen Scott	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$

<p>Writing and Good Habits, SIMS training, Great Readers professional development this intervention has led to an improvement in student achievement. Test scores reflect this with 78.87% of the combined population and 71.76% of TAGG students scoring proficient or advanced on the benchmark exam. During the 2014-2015 school year, we plan to follow the same protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program. In addition, we will focus on implementation of specific types of writing across the curriculum. 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. We will report the results, in our 2015/2016 ACSIP plan, and use those evaluation results in making decisions that impact our future instructional programs. Action Type: Program Evaluation</p>				
<p>Teachers will collaborate to work in vertical and horizontal teams to ensure all students needs will be addressed through the alignment of district curriculum. Action Type: Alignment Action Type: Collaboration</p>	<p>Angelia Arguello and Whitney Green</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$10000</p>
<p>Intervention: Use the Comprehensive Literacy Approach to help students progress through the use of spelling strategies and word studies and to increase the use and proficiency for vocabulary.</p>				
<p>Scientific Based Research: Classrooms That Work, Cunningham, P.M. and R.L. Allington. Soar To Success. Word Journeys, Ganskey (2000), National Panel Report (2000). Bringing Words to Life (2002).</p>				
<p>Actions</p>	<p>Person Responsible</p>	<p>Timeline</p>	<p>Resources</p>	<p>Source of Funds</p>
<p>Staff will have the opportunity for training in Spiral-up Phonetic Connection. Action Type: Professional Development</p>	<p>Angelia Arguello</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff • Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>Students in grades 2-4 will receive small group instruction based on their development along with Word Journey's and Phonetic Connections instruction. Teachers will use explicit teaching procedure for vocabulary instruction. A Highly Qualified teacher will provide focused literacy interventions based upon students' needs and may include System 44, Read 180 and writing interventions. Students' progress will be measured throughout the year by DIBELS, DRA, DSA, and MAP. Action Type: Alignment</p>	<p>Angelia Arguello</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Teaching Aids • Title Teachers 	<p>ACTION BUDGET: \$</p>
<p>All students will have access to appropriate computer programs that have programs to develop vocabulary and spelling skills. Action Type: Equity Action Type: Technology Inclusion</p>	<p>Teresa Stewart</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Computers • Teachers • Title Teachers 	<p>ACTION BUDGET: \$</p>

<p>Teachers in 2-4 will assess and monitor student progress of spelling strategies through the use of the Developmental Spelling Analysis (DSA), or formative assessments. The ITBS assessments will be analyzed to view overall school progress and individual student progress. Action Type: Professional Development Action Type: Program Evaluation</p>	<p>Angelia Arguello</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Title Teachers 	<p>ACTION BUDGET: \$</p>
<p>Instructional Leader will monitor the level of implementation in the classrooms by brief classroom walk-throughs and feedback will be given to individuals as well as groups of teachers. Action Type: Collaboration Action Type: Program Evaluation</p>	<p>Kristen Scott</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • School Library • Teachers • Title Teachers 	<p>ACTION BUDGET: \$</p>
<p>PROGRAM EVALUATION: At the conclusion of the 2013-2014 school year, evaluated this Intervention/Program through formative pre/post testing, CRT/NRT assessments, and local summative assessments 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: Through the use of flexible grouping and the spiral up word study program it was observed that student achievement was positively effected. Also test scores reflected higher student achievement with 51% of all students meeting growth on the MAP assessment and 78.87% of all students achieving proficiency on the ACTAAP. During the 2014-2015 school year, we plan to follow the same protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program. In addition, we will utilize pre/post Developmental Spelling Analysis and the analysis of writing prompts for spelling strategy use and improved vocabulary use. 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. We will report the results, in our 2015/2016 ACSIP plan, and use those evaluation results in making decisions that impact our future instructional programs. Action Type: Program Evaluation</p>	<p>Kristen Scott</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>ACTION BUDGET: \$</p>
<p>Owl Creek will provide a Read 180 interventionist , .5 FTE, (Rachael Walker Salary \$23108 Benefits \$6008)to work with a targeted population of 6th and 7th grade students identified in the greatest need of literacy skills. Read 180 classes are scheduled in the AM and PM.</p>	<p>Rachel Walker</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>Title I - Employee \$23108.00 Salaries: Title I - Employee \$6008.00 Benefits:</p>

				ACTION BUDGET: \$29116
Total Budget:				\$29116
Intervention: Students will use the Comprehensive Literacy Approach for fluency instruction.				
Scientific Based Research: National Reading Panel Report (2000). The Fluent Reader (2003), Assessing Reading Fluency.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Grades 1-5 will provide explicit instruction in fluency as a part of the core reading program. Action Type: AIP/IRI Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education	Angelia Arguello and Whitney Green	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers Title Teachers 	ACTION BUDGET: \$
The DIBELS Oral Reading Fluency (ORF) task will be administered to first through fifth grade students to determine their level of fluency. Those students not meeting fluency expectations will receive instructional interventions and will be fluency monitored at short intervals. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion	Angelia Arguello and Whitney Green	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Computers Outside Consultants Performance Assessments Teachers Title Teachers 	ACTION BUDGET: \$
All teachers will have the opportunity to participate in the school and district professional development plan. Teachers will use an instrument developed by the district professional development committee to evaluate the effectiveness of the professional development plan, the course offerings and the effectiveness of the knowledge gained. Annually, upon review of the test data, the professional development committee, working under the guidelines of the district professional development plan, will develop a professional development plan for the school and individual teachers based on information obtained through data analysis. All new teachers (first 3 years) and teachers in need of assistance will be assigned a mentor to assist them in reaching their professional development goals and needs. All teachers will have the opportunity to have input on the district and building level professional development plan. The district will provide all teachers and administrators will no less than 60 hours of professional development including 6 hours of technology and 2 hours of parental involvement development (3 hours of Parental Involvement for Administrators) and for those who teach Arkansas History, 2 hours of training in that subject. Teachers will have the opportunity to evaluate the benefit of the professional development activities and provide feedback on needed changes. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	Kristen Scott	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office Computers District Staff Outside Consultants Performance Assessments School Library Teachers Teaching Aids Title Teachers 	ACTION BUDGET: \$
PROGRAM EVALUATION: At the conclusion of the 2013-2014 school year, evaluated this Intervention/Program through formative pre/post testing, CRT/NRT assessments, and local summative assessments determined that it was	Kristen Scott	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$

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: Through the use of grade level passages from Reading A-Z, Q-Reads, and Quick Reads teachers observed students' reading at a more fluent level, which has had a positive effect on student achievement. This was indicated by a 51% growth school-wide in Reading on the MAP assessment and an overall proficiency in literacy on the ACTAAP of 78.87 During the 2014-2015 school year, we plan to follow the same protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program. In addition we will utilize DIBELS and Oral Reading Fluency (ORF) Screening three times a year for all students in grades 1-5. Also we will create a Common Core Curriculum Map and common assessments in literacy to be utilized in all Fayetteville Public Schools. 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. We will report the results, in our 2015/2016 ACSIP plan, and use those evaluation results in making decisions that impact our future instructional programs.
Action Type: Program Evaluation

Total Budget: \$0

Intervention: Kindergarten students will be provided intensive reading intervention instruction.

Scientific Based Research: Phonetic Connections, National Reading Panel, and Guiding Young Readers and Writers, Fountas & Pinnell, 2000.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>All students will improve in reading comprehension and written expression with additional attention to Content and Practical reading passages, and Style and Content writing domains. A 1 FTE Title I aide (Emily Shirley - Salary: \$8156 & Benefits \$2121) will assist working under the supervision of a highly qualified teacher. Intervention: 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 the 50th percentile in reading, on the ITBS will be considered to have a substantial reading deficiency. These children will be provided Intensive Reading Instruction utilizing small group instruction using Phonetic Connections and Guided Reading instruction, scientifically based reading programs. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) will be administered to all K-2 students who are shown to have a substantial reading deficiency. The DIBELS will be used as: A. The evaluation instrument to determine which areas of reading the child is deficient. B. The progress-</p>	<p>Angelia Arguello</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	<p>Title I - Employee Salaries: \$8476.00 Title I - Employee Benefits: \$2204.00 <hr/>ACTION BUDGET: \$10680</p>

<p>monitoring instrument to document progress toward grade level proficiency, and C. The assessment instrument used for discontinuing services. The DIBELS evaluation will be administered within thirty days after the beginning of the school year, for applicable first and second grade students, and within 30 days after receiving the QELI report, for applicable kindergarten students. Intensive reading interventions will be comprehensive in nature and will be targeted to remediate the area of deficiency. For those affected students, school personnel will develop an Intensive Reading Improvement Plan (IRI) that will describe our intervention program. Interventions will be provided in the form of small group and individual instruction. These intervention strategies and methods will continue until each student has reached grade level proficiency in all essential areas of reading. Student achievement in each of the essential elements shall be monitored bi-weekly until proficiency occurs. Students who are not meeting current expectations shall be provided additional interventions. Each parent, or guardian, will be notified in writing when their child has been identified with a substantial reading deficiency. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>				
<p>PROGRAM EVALUATION: At the conclusion of the 2013-2014 school year, evaluated this Intervention/Program through formative pre/post testing, CRT/NRT assessments, and local summative assessments 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: Through teacher observation and comparative trend data, kindergarten students are performing at higher levels than previous years and through an increased participation in Phonetic Connections there has been shown an improvement in student achievement. This is evident in 61% of Kindergarteners meeting growth on the Reading portion of the MAP assessment. During the 2014-2015 school year, we plan to follow the same protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program. In addition, we will analyze DIBELS and trend data on the benchmark and MAP assessment for students K-5. We will use this data/information to determine whether</p>	<p>Kristen Scott</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>ACTION BUDGET: \$</p>

the objectives of this Intervention/Program were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results, in our 2015/2016 ACSIP plan, and use those evaluation results in making decisions that impact our future instructional programs. Action Type: Program Evaluation				
Owl Creek will utilize highly qualified classified staff members (.33 FTE Lena Harrison (Salary \$3447.00 & Benefits \$896.00)) (1 FTE Katie Hewitt Salary \$9372 & \$2073) under the direct supervision of highly qualified certified teachers in order to provide Kindergarten aides to assist in the development of literacy skills in the classroom. Action Type: Equity	Kristen Scott	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	Title I - Employee \$12819.00 Salaries: Title I - Employee \$2969.00 Benefits: ACTION BUDGET: \$15788
Total Budget:				\$26468

Priority 3: Owl Creek School recognizes each child as a unique individual. Our goal is to help every child develop the skills to become responsible citizens.

- 2014 BMI data indicates that 67.8% of the Owl Creek student population is healthy or underweight. 32.2% of the Owl Creek student population is overweight or obese.
- The Attendance Rate for the 2014-2015 school year was 95.96.
- COMPREHENSIVE NEEDS ASSESSMENT: We formed ACSIP Leadership Teams and analyzed the test scores from the 2014 administration of the K-7 grade Augmented Benchmark, ITBS, BMI Scores and the School Health Index Reports. 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 of our students not achieving to their full potential. Our 2014 Supporting Data Statements show 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 populations. Based on our Data Analysis we came to the conclusion that the following areas reflect our greatest need within the Wellness Priority: the utilization of an anti-bullying program, revisions to our positive behavior support system, and a continued emphasis on character development supported by the Leader in Me program. We also feel that creating a school wide emphasis on wellness, nutrition and physical activity across the curriculum will greatly benefit our students. Also we will utilize the wellness protocols from the district. We will select interventions and coordinate our various state and federal funding sources to address these areas. In addition, we meet in grade level teams weekly in K-4 and daily in 5,6 and 7 and as an entire faculty every other week 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 our progress on our physical and/or virtual "assessment/intervention" wall.

Supporting Data:

Goal Owl Creek School recognizes each child as a unique individual. Our goal is to help every child and staff member develop the skills to become productive citizens by understanding the benefits of wellness by implementing proper nutrition and physical activity into their lives.

Benchmark The number of students being considered overweight or at risk of overweight, according to their BMI, will decrease by 1/2% during the 2014-2015 school year when compared with the 2013-2014 school year.

Intervention: K-7th grade students will learn about developing a nutritional lifestyle.				
Scientific Based Research: Lilian Cheung, Sc.D., R.D., Eat Well & Keep Moving, Harvard School of Public Health, Department of Nutrition, 665 Huntington Avenue, 2-253a, Boston, MA 02115, (617) 432-1086, lcheung@sph.harvard.edu				
Actions	Person	Timeline	Resources	Source of

	Responsible			Funds
Teachers will utilize Kids for Health materials, healthteacher.org, Brain Pop and Harcourt and Prentice-Hall science nutrition units to help students learn how to make healthy lifestyle choices. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide Action Type: Wellness	Richard Armendariz	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	ACTION BUDGET: \$
Staff will review data from nutritional surveys for students, parents, and staff at the end of the year. Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness	Richard Armendariz	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Implement and encourage participation in physical education program taught by a highly qualified teacher that supports physical activity. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness	Richard Armendariz	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Promote reduction of time children spend engaged in sedentary activities such as watching television and playing video games by sending home informational packages that include tips for parents/caregivers. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness	Tonya Essex	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$
Encourage participation in family oriented, community-based physical activity programs such as the Owl Creek Bike-a-thon, Girls on the Run, Bike Coalition of the Ozarks, Mother/Daughter Zumba Night, Father/Son Sports Night, etc. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness	Richard Armendariz	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
PROGRAM EVALUATION: At the conclusion of the 2013-2014 school year, we evaluated this Intervention/Program through BMI data, School Health Index factors, recommendations, teacher collaboration, school policies and practices related to student health and safety and an implemented physical education program taught by a highly qualified teacher that supports physical activity 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: The results of the BMI testing revealed that the number of males who were healthy or underweight was 2% better in 2013-2014 than in the previous year. The results of the BMI testing revealed that the number of females who were healthy or underweight was 2.6% better in 2013-2014 than in the previous year. In addition, Owl Creek utilizes a curriculum for physical education which promotes physical activity, nutrition and wellness. Owl Creek regularly informs students of healthy choices in morning meeting/Rise and Shine and offers a "Breakfast to Go" program for all students for free. Owl Creek offers numerous after school	Richard Armendariz	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$

wellness activities including Girls on the Run, Mighty Milers, and the Gardening Club. Those results confirm that the intervention made a positive result in student achievement. During the 2014-2015 school year, we plan to follow the same protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program. We are utilizing the SPARK curriculum for physical education. We also plan to continue health and wellness into morning meetings and rise and shine. We will also continue a physical activity component to our after school program. 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. We will report the results, in our 2015/2016 ACSIP plan, and use those evaluation results in making decisions that impact our future instructional programs. Action Type: Program Evaluation Action Type: Wellness				
Implement student and parent wellness education and opportunities for physical activity through the Wellness Center. Some of the activities include: Owl Creek Bike-a-thon, Family Cooking Class, Girls on the Run, Mighty Milers, Strong Women, Gardening Club, Health and Wellness Club, etc. Action Type: Parental Engagement Action Type: Wellness	Brandon Craft	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
A "Breakfast in the classroom" program is offered to all Owl Creek free of charge through a district food service grant. All students receive a healthy breakfast in order to ensure that they are ready to learn. Action Type: Equity	Kristen Scott	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Staff will employ strategies and activities that encourage a non-sedentary and healthy lifestyle.

Scientific Based Research: Lilian Cheung, Sc.D., R.D., Eat Well & Keep Moving, Harvard School of Public Health, Department of Nutrition, 665 Huntington Avenue, 2-253a, Boston, MA 02115, (617) 432-1086, lcheung@sph.harvard.edu

Actions	Person Responsible	Timeline	Resources	Source of Funds
Meetings and staff gatherings will have options for healthy snacks for teachers. Action Type: Collaboration Action Type: Wellness	Chris Sputo	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$
Training in stress management and organization, including massage days that are available to staff courtesy of the Wellness Center. Action Type: Professional Development Action Type: Wellness	Abby Hill	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers • Teachers 	ACTION BUDGET: \$
A committee will evaluate the effectiveness of staff wellness via survey. Action Type: Collaboration Action Type: Program Evaluation Action Type: Wellness	Kristen Scott	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$
PROGRAM EVALUATION: At the conclusion of the 2013-2014 school year, we evaluated this Intervention/Program through BMI data, School Health Index factors, recommendations, teacher collaboration, school policies and practices related to student health and safety and an implemented physical education program taught by a highly	Richard Armendariz	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$

<p>qualified teacher that supports physical activity 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: The results of the BMI testing revealed that the number of males who were healthy or underweight was 2% better in 2013-2014 than in the previous year. The results of the BMI testing revealed that the number of females who were healthy or underweight was 2.6% better in 2013-2014 than in the previous year. In addition, Owl Creek utilizes a curriculum for physical education which promotes physical activity, nutrition and wellness. Owl Creek regularly informs students of healthy choices in morning meeting/Rise and Shine and offers a "Breakfast to Go" program for all students for free. Owl Creek offers numerous after school wellness activities including Girls on the Run, Mighty Milers, and the Gardening Club. Those results confirm that the intervention made a positive result in student achievement. During the 2014-2015 school year, we plan to follow the same protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program. We are utilizing the SPARK curriculum for physical education. We also plan to continue health and wellness into morning meetings and rise and shine. We will also continue a physical activity component to our after school program. 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. We will report the results, in our 2015/2016 ACSIP plan, and use those evaluation results in making decisions that impact our future instructional programs.</p> <p>Action Type: Program Evaluation Action Type: Wellness</p>				
<p>The staff will encourage a non-sedentary, healthy lifestyle through CLUE time, Field Day, School Dances, intramurals, First Tee and the Fall Festival.</p> <p>Action Type: Wellness</p>	Brandon Craft	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
<p>Owl Creek will implement a before and after school program through funding from a 21CCLC grant. This program will provide about 2 hours of extra instructional time daily. The targeted group will be free and reduced lunch students who were not proficient on the benchmark exam in grades 2-7. Interventions/Enrichments will include physical activity and nutrition components such as athletics club, Zumba, sports night and healthy cooking.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Wellness</p>	Kristen Scott	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
<p>Owl Creek will add an Advanced Nurse Practitioner to their Wellness Center Staff. The APN will be able to perform well child check-ups, physicals, and see patients as needed.</p>	Kristen Scott	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$0

Goal Owl Creek School recognizes the need for a character education program and school wide positive behavior expectations to address the social and emotional needs of students as well as to give students appropriate strategies to address discipline and bullying issues.

The number of student discipline referrals will be decreased by 10% during the 2012-2013 school

Benchmark year. The administration will recognize a difference in the language students use to reason and address behavioral issues.

Intervention: Monthly character education studies based upon a megaskill which students need to be successful.				
Scientific Based Research: Rich, D. (2008). Megaskills: Building Our Children's Character and Achievement for School and Life, Arlington VA. Lickona, T. (1998). Character Education: Restoring Respect and Responsibility in Our Schools, National Professional Resources, Inc., Arlington, VA.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Owl Creek staff will be involved in developing assemblies in which examples of each character word are demonstrated for students. Character education is also stressed during grade level pod meetings, advisory period, and morning meetings. Action Type: Collaboration Action Type: Equity Action Type: Wellness	Kristen Scott	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Students will be exposed to a character rich environment through printed reminders in hallways and classrooms, morning meetings/advisories and daily announcements. Action Type: Collaboration Action Type: Equity Action Type: Wellness	Kristen Scott	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
PROGRAM EVALUATION: At the conclusion of the 2013-2014 school year, evaluated this Intervention/Program through BMI data, School Health Index factors, recommendations, school policies and practices related to student health and safety and an implemented physical education program taught by a highly qualified teacher that supports physical activity 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: The number of discipline incidents resulting in ISS decreased over the past school year and the number of OSS incidents slightly increased over the last two years. Character education and anti-bullying was emphasized across the curriculum, through advisory, morning meetings and during regular school assemblies that highlighted character traits. Each of these had a positive impact on student achievement. During the 2014-2015 school year, we plan to follow the same protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program. In addition, we will monitor school climate through student, parent, and teacher surveys. We will further look at discipline data. We will continue implementation of an anti-bullying program and will continue to make character development a regular part of our morning meetings with all students. 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. We will report the results, in our 2015/2016 ACSIP plan, and use those evaluation results in making decisions that impact our future instructional programs. Action Type: Program Evaluation Action Type: Wellness	Brandon Craft	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Owl Creek will continue to implement a school wide positive behavior plan. This plan will emphasize character and relationship building. In addition, Owl Creek will implement a school wide Olweus Bullying Program.				
Scientific Based Research: Crawford, L., Tyink, S. "Developmental Designs for Middle Schools 1," The Origins Program (2008)				
Actions	Person Responsible	Timeline	Resources	Source of Funds

<p>Owl Creek will continue to implement an advisory period for middle school and morning meetings for elementary. Action Type: Collaboration Action Type: Wellness</p>	<p>Kristen Scott</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Character education will be taught through SOAR lessons, morning meetings, advisory periods, monthly character words and assemblies. In addition, funding will be used to send a leadership team to the PBIS National Forum in Chicago to continue to build the Tier II and Tier III behavior intervention programs. Funding will pay for conference registration and travel. Action Type: Collaboration Action Type: Wellness</p>	<p>Kristen Scott</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Teachers 	<p>Title I - Purchased \$12000.00 Services: ACTION BUDGET: \$12000</p>
<p>PROGRAM EVALUATION: At the conclusion of the 2013-2014 school year, we evaluated this Intervention/Program through the number of discipline referrals, administrative and teacher observation, teacher collaboration and school culture 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: The number of incidents resulting in ISS, OSS, or Saturday School dropped by _____20% from the previous year and 40% in the past two years. Character education and anti-bullying is being emphasized across the curriculum and regular school assemblies and morning meetings highlighted character traits. Each of these had a positive impact on student achievement. During the 2014-2015 school year, we plan to follow the same protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program. In addition, we will continue our school wide positive behavior plan. SOAR lessons and Leader In Me will teach character and consistent expectations school wide. Monthly character words will be emphasized through morning meetings and advisory. We have also implemented a school-wide anti-bullying plan. We will monitor the effectiveness of this program through student, parent and teacher surveys. 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. We will report the results, in our 2015/2016 ACSIP plan, and use those evaluation results in making decisions that impact our future instructional programs. Action Type: Program Evaluation Action Type: Wellness</p>	<p>Brandon Craft</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>ACTION BUDGET: \$</p>
<p>Owl Creek has implementation of a school-wide Olweus Bullying Program to go along with our positive behavior system. Olweus is an anti-bullying program designed to improve peer relations and make schools safer and more positive places. It is a researched</p>	<p>Kristen Scott</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>ACTION BUDGET: \$</p>

program approved by the USDOE for Safe and Drug Free Schools. Funds will be used purchase additional Olweus teacher handbooks for each classroom as the Owl Creek faculty increases with enrollment.				
Total Budget:				\$12000

Priority 4: All students will improve literacy scores, specifically in the area of sentence formation and mechanics.

1. ALL ELL students met the 2014 AMO target (80.56) on the Augmented Benchmark and ITBS Exam in Literacy. ALL ELL students met the 2014 AMO target (77.03) on the Augmented Benchmark and ITBS Exam in Math.
2. The Attendance Rate for the 2014-2015 school year was 95.96.
3. COMPREHENSIVE NEEDS ASSESSMENT: We formed ACSIP Leadership Teams and analyzed the test scores from the 2014 administration of the K-7 grade Augmented Benchmark and ITBS Exams. We examined the results from both the combined population and EACH subpopulation. We conducted data analysis to determine our main areas of weakness. In addition, we studied the three most recent years of attendance, 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 of our students not achieving to their full potential. Our 2014 Supporting Data Statements show 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 populations. Based on our Data Analysis we came to the conclusion that the following areas reflect our greatest need within Title III/ELL: additional time for intervention with students and supplemental materials with an emphasis in math. We will select interventions and coordinate our various state and federal funding sources to address these areas. In addition, we will implement READ 180/System 44 and meet in grade level teams weekly in K-4 and daily in 5,6,& 7 and as an entire faculty bi-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 our progress on our physical or virtual "assessment/intervention" wall.

Supporting Data:

Goal All LEP students will improve in reading comprehension, written expression, mathematic skills and responding to constructive response questions.

Benchmark The following populations met the 2014 AMO for literacy: All Students (78.87%), Targeted Achievement Gap Group (71.76%), and ELL students (80.56%) The following populations met the 2014 AMO for math: All Students (77.15%), and ELL students (77.03%). Targeted Achievement Gap Group did not meet 2014 AMO (69.91%). Owl Creek is designated as a school that Needs Improvement in the area of Math.

Intervention: Implement a 45-minute enrichment time daily during which students receive supplemental ESL instruction.				
Scientific Based Research: Echevarria, J., Vogt, M., Short, D., "Making Content Comprehensible for English Learners," Pearson(2004).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
PROGRAM EVALUATION: At the conclusion of the 2013-2014 school year, we evaluated this Intervention/Program through formative pre/post testing, CRT/NRT assessments, and local summative assessments and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. The following EVALUATION RESULTS demonstrate that this intervention is valid in support of the teaching and learning that are part of this program: English Language Learners met their benchmark scores in math and literacy. These results support this intervention and show improved student achievement. During the 2014-2015 school year, we plan to follow the same protocol in evaluating and adjusting the	Kristen Scott	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$

<p>programs, processes, and activities that make up the action descriptions within this intervention/program. In addition, we will implement MAP formative assessments and provide an enrichment time for each ELL student. We will also implement READ 180/System 44, Lexia, Take Flight and Barton to improve the literacy skills of ELL students. 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. We will report the results, in our 2015/2016 ACSIP plan, and use those evaluation results in making decisions that impact our future instructional programs.</p> <p>Action Type: Program Evaluation</p>				
<p>The school will purchase reading and math supplemental materials to be used by the ESL instructor to provide targeted instruction in language acquisition and vocabulary to support core classroom instruction.</p> <p>Action Type: Equity</p>	Chris Sputo	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Teachers Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>PARENT INVOLVEMENT MEETINGS: All parents will receive informational packets that include: *Parental Involvement Plan *School Calendar *A system encouraging the home and school connection These materials are available in both English and Spanish.</p> <p>Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Tonya Essex	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> District Staff Teachers 	<p>ACTION BUDGET: \$</p>
<p>PARENT EXPLANATION: An annual meeting will be held to inform parents of the right of parents to be involved in planning, review, and improvement of parent programs and a description and explanation will be given of the curriculum used in the school, types of assessment and proficiency levels. In addition, parents will be involved in the annual planning of school improvement programs. Annual surveys will evaluate the parent involvement activities and will be distributed in both Spanish and English.</p> <p>Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Kristen Scott	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Administrative Staff 	<p>ACTION BUDGET: \$</p>
Total Budget:				\$0

Priority 6: To use the Scholastic Audit to guide effective and continuous building level school improvement practices.

- The Arkansas Department of Education conducted a Scholastic Audit of Owl Creek School from 10/30/2011 to 11/04/2011. Based on the Scholastic Audit performance levels,

 - 4-Exemplary
 - 3-Fully functional and operational
 - 2-Limited development
 - 1-Little or no development

the level of performance for each of the 9 standards for school improvement for Owl Creek School is as follows:

 - Standard 1-Curriculum: Level 1(14%) and Level 2(86%)
 - Standard 2-Classroom Evaluation/Assessment: Level 1(13%), Level 2(74%), Level 3(13%)
 - Standard 3-Instruction: Level 2(100%)
 - Standard 4-School Culture: Level 1(27%), Level 2(55%), Level 3(18%)
 - Standard 5-Student, Family and Community Support: Level 2(60%), Level 3(40%)
 - Standard 6-Professional Growth, Development and Evaluation: Level 2(100%)
 - Standard 7-Leadership: Level 1(9%), Level 2 (82%), Level 3(9%)
 - Standard 8- School Organization and Fiscal Resources: Level 2(100%)>br> Standard 9- Comprehensive and Effective Planning: Level 1(6%), Level 2(81%), Level 3(13%)

Owl Creek School will address the recommendations of the report over a period of 3 to 5 years; however, the focus for 2011-2012 will be the following:

Standard 1-Curriculum
Standard 3-Instruction

- Supporting Data:
2. Summary Findings for Standard 1-Curriculum

The district does not have a fully developed curriculum in all areas. The district has made some effort to ensure that Arkansas Curriculum Frameworks and Common Core State Standards are articulated through the district. Committees and policies exist to review, monitor and evaluate curriculum. There are some connections to post-secondary education, life and career options. The district has initiated a process to monitor, evaluate, review, and revise curriculum systematically. Students have access to a core curriculum, but a challenging and rigorous curriculum is not available to all. Little Special consideration is given to addressing curriculum issues at transition points where students move from one school to another.
 3. Summary Findings for Standard 3-Instruction

Some teachers implement a number of research-based instructional strategies. Most teachers use pacing guides aligned to Arkansas Curriculum Frameworks to develop standards-based lessons. School Administrators regularly conduct classroom walkthroughs and observations to monitor instruction. Four Teachers are National Board certified, and seven are in the process. The district has an approved technology plan, however most teachers do not fully utilized available technology. Instructional resources are adequate in most content areas. There is a school-wide process for teachers to meet on a regular basis to analyze individual student work samples and other data. Some teachers give homework for the purpose of additional practice, however there is no school-wide expectation for the amount assigned at each grade level.

Goal All staff at Owl Creek School will participate in the development, alignment and improvement of the district curriculum.
It will be rigorous, intentional and aligned to state and local standards.

Benchmark All staff will identify and shared core concepts of their curriculum.

Intervention: District and Owl Creek leadership will fully develop a comprehensive curriculum in all content areas. The curriculum will be aligned with Arkansas Curriculum Frameworks and Common Core State Standards.				
Scientific Based Research: International Center for Effective Leadership (ICLE) consultant, Lin Kuzmich				
Actions	Person Responsible	Timeline	Resources	Source of Funds
All staff will work with ICLE consultants to identify, target, and use appropriate, successful research-based strategies. Action Type: ADE Scholastic Audit	Kristen Scott, Building Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
All certified staff members will attend training/professional development on selected strategies to enhance the delivery of curriculum. This training will be ongoing, and job-embedded. Action Type: ADE Scholastic Audit	Kristen Scott, Building Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
All staff members will be provided coaching, support and training by instructional facilitators. There will be two instructional facilitators assigned to Owl Creek School, one for Elementary and one for middle grades. Action Type: ADE Scholastic Audit	Kristen Scott, Building Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Classroom walkthroughs will be completed on a regular basis by district and building administration. The document used for this purpose will be aligned with curriculum focus areas and professional development areas.	Kristen Scott, Building Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$

Action Type: ADE Scholastic Audit				
The district will build a classroom walkthrough data collection system, making it convenient to complete, compile, and monitor the information from classroom walkthrough efforts. Action Type: ADE Scholastic Audit	Kristen Scott, Building Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$0

Goal Owl Creek School's instructional program will actively engage all students by using effective, varied and research-based practices to improve student performance.

Benchmark All staff will be more knowledgeable about research-based instructional strategies, and will be using them on a regular basis.

Intervention: Owl Creek School staff will develop lessons that are more student-centered and responsive to individual student needs.				
Scientific Based Research: Differentiated Instruction Brain-based Learning				
Actions	Person Responsible	Timeline	Resources	Source of Funds
School leadership will develop a plan for examining individual student work data in order to make better decisions about tailoring instruction. This work will be ongoing and job-embedded. We will participate in the Governor's Quality Award process, which will help determine efficiency levels of operations within school processes and procedures. Funding will be used to pay for the review of our application. Action Type: ADE Scholastic Audit	Kristen Scott, Building Principal	Start: 07/01/2014 End: 06/30/2015		Title I - Purchased \$850.00 Services: ACTION BUDGET: \$850
Owl Creek School leaders will provide further professional development opportunities to help school staff obtain instructional skills necessary for differentiation of instruction. Training opportunities will be ongoing and job-embedded. Action Type: ADE Scholastic Audit	Kristen Scott, Building Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Owl Creek Administration will ensure that instruction is closely monitored through walkthroughs and give timely, constructive, and corrective feedback to staff. Action Type: ADE Scholastic Audit	Kristen Scott, Building Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$850

Priority 7: Owl Creek will engage parental stakeholders in all aspects of the school functions.

1. The Attendance Rate for the 2014-2015 school year was 95.96.
2. COMPREHENSIVE NEEDS ASSESSMENT: We formed ACSIP Leadership Teams and analyzed the data from the 2013-2014 school year along with the K-7 grade Augmented Benchmark and ITBS Exams. We examined the results of all populations. 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 of our students not achieving to their full potential. The following populations met the 2013 AMO for literacy: All Students (78.87%) and the Targeted Achievement Gap Group (71.76%). It is expected that this population will meet, or exceed, the building level target of 70% on grade level quarterly assessments for all students. Owl Creek is designated as an Achieving school in literacy. All Students met their AMO for 2014 in Math: (77.15), however the TAGG group did not (69.91%) therefore Owl Creek School was designated as a school that Needs Improvement in the area of Mathematics. We are continually improving as a school. 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 Parental Engagement Priority: Engaging parents in the transitions toward Common Core curriculum. We will select interventions and coordinate our various state and federal funding sources to address these areas.

Supporting Data:

Goal Owl Creek School will strive to cultivate strong parent and school community relations in order to strengthen student achievement.

Benchmark The following populations met the 2014 AMO for literacy: All Students (78.87%), Targeted Achievement Gap Group (71.76%), and ELL students (80.56%) The following populations met the 2014 AMO for math: All Students (77.15%), and ELL students (77.03%. Targeted Achievement Gap Group did not meet 2014 AMO (69.91%). Owl Creek is designated as a school that Needs Improvement in the area of Math.

Intervention: Engaging Parents in the school community				
Scientific Based Research: Ruby K. Payne (1998), A Framework for Understanding Poverty; School of the 21st Century, Yale University (2001). Henderson, A., & Mapp, K., "A new wave of evidence. The impact of school, family, and community connections on student achievement.", 2002. National Center for Family & Community Connections with Schools, Southwest Educational Development Laboratory, (http://www.sedl.org/connections/)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Communicate mathematics expectations and student progress to parents through classroom assignment sheets, parent-teacher conferences, graded work, report cards, newsletters, and Web access to the curriculum. Action Type: Parental Engagement	Brandon Craft	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
PROGRAM EVALUATION: At the conclusion of the 2013-2014 school year, we evaluated this Intervention/Program through MAP testing, formative assessments, CRT/NRT assessments, and local summative assessments and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. The following EVALUATION RESULTS demonstrate that this intervention is valid in support of the teaching and learning that are part of this program: through ACTAAP scores of 78.87% proficiency in literacy and 77.15% in math, this intervention was shown to have a positive impact on student achievement. During the 2014-2015 school year, we plan to follow the same protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program. In addition, we will analyze data from a parent survey, conduct a curriculum night and continue to provide opportunities for parental involvement. 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. We will report the results, in our 2015/2016 ACSIP plan, and use those evaluation results in making decisions that impact our future instructional programs. Action Type: Program Evaluation	Kristen Scott	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET: \$
All parents and students will be given	Kristen Scott	Start:	<ul style="list-style-type: none"> Administrative 	

<p>the opportunity to attend at least one grade level family meeting time with math activities. Skills being taught will be explained and parents will experience activities they can use to help with these skills at home. Materials and supplies will be purchased for the this activity, including materials to be taken home to strengthen the link between home and school and provide needed practice for building fluency skills, an area which has been identified as a need. During the family night math activity, parents will be informed about and trained in the use of rubrics, problem-solving based prompts, how these are used in the classrooms for grading purposes. In addition, this information/training will take place at parent-teacher conference, at informal meeting times, and said information will be made available in the Owl Creek Parent Resource Center. Action Type: Equity Action Type: Parental Engagement</p>		<p>07/01/2014 End: 06/30/2015</p>	<p>Staff</p> <ul style="list-style-type: none"> • Performance Assessments • Teachers • Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>Maintain frequent contact with stakeholders to convey expectations about the mathematics programs. Accomplish this through newsletters, homeroom teacher letters, web access to the curriculum, and through personal correspondence with parents. Action Type: Parental Engagement</p>	<p>Kristen Scott</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Title Teachers 	<p>ACTION BUDGET: \$</p>
<p>These items are in place to ensure BUILDING PARENTAL CAPACITY FOR INVOLVEMENT: The Owl Creek School will (A) Provide assistance to parents in understanding content how to monitor a child's progress; standards, academic assessments, and (B) Provide materials and training to help parents work with their children to improve academic achievement; (C) Educate teachers, principals, and other staff in the importance of effective communication, value and utility of contributions of parents; (D) Coordinate and integrate parent involvement programs and activities; (E) Ensure that information related to school and parent programs is sent to parents to the extent practical in a language parents can understand; (F) Provide other reasonable support for parental involvement activities as parents may request. Data analysis review indicate that low achieving students have higher rates of absenteeism. In order to close the achievement gap between high and low achieving students, especially the gap between minority and non minority students, and to prevent high school drop outs, a Parent and Community Liaison (1 FTE Dana</p>	<p>Kristen Scott</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	<p>Title I - Employee \$14682.00 Salaries: Title I - Employee \$3691.00 Benefits:</p> <hr/> <p>ACTION BUDGET: \$18373</p>

<p>Anantharaman classified-7 hrs a day - Salary: \$14682 and Benefits: \$3692) is needed to work with families to get students to school on time, reduce absenteeism, coordinate with outside agencies who provide services for youth, and help provide parents with opportunities to participate in their child's education in order to ensure that students have access to high quality instructional programming to meet their needs. A PARENT COMPACT will be distributed to all parents to outline how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. Action Type: Parental Engagement Action Type: Professional Development</p>				
<p>An alumni advisory committee will be formed to help evaluate academic progress, the amount of parental participation within the school and identification of barriers that exist that hinder greater participation by parents. Action Type: Parental Engagement</p>	Kristen Scott	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	<p>ACTION BUDGET: \$</p>
<p>The building assistant principals will serve as PARENT FACILITATORS to organize meaningful training for staff and parents and to undertake efforts to ensure that parental participation is recognized as an asset to the school. Action Type: Parental Engagement</p>	Chris Sputo/ Brandon Craft	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	<p>ACTION BUDGET: \$</p>
<p>OCSI After School Program Parent Nights actively engage parents and community members. Emphasis will be placed on building school/home relationships which positively impact student achievement. The Parent Nights will consist of classes to empower parents to help their children and spend quality time with them. These classes include Healthy Cooking Classes, Zumba, Sports Night, and Safe Driving. Materials will be purchased to support the program such as parenting resources to be checked out and instructional resources to be used at home. Action Type: Parental Engagement</p>	Chris Sputo/ Brandon Craft	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>PARENT INVOLVEMENT: All parents will receive informational packets that include: *Parental Involvement Plan *School Calendar *A system encouraging the home and school connection Action Type: Parental Engagement</p>	Chris Sputo/ Brandon Craft	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>All parents will be invited to an Open House Night to welcome parents and students to our school and to share</p>	Kristen Scott	<p>Start: 07/01/2014 End:</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>

expectations for the school year. The school's process for resolving parental concerns will be discussed at this meeting. This event took place on July 31st, 2014. Action Type: Parental Engagement		06/30/2015		
PARENTAL INVOLVEMENT MEETINGS (curriculum nights) 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. To supplement the involvement of all parents, dinner will be provided for families. Early intervention materials will also be purchased for kindergarten families and food will be provided at early intervention meetings. Action Type: Parental Engagement	Kristen Scott	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Teachers 	ACTION BUDGET: \$
SCHOOL IMPROVEMENT: 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. The plan will include a variety of ways for parents to become involved in their child's education, including The Owl Creek Block Party, World Cultures Week, home visits by the social worker, and provide materials that may be taken home to support instruction, including trade books, experiment kits, math manipulatives and resources. Action Type: Parental Engagement	Chris Sputo/Brandon Craft	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Teachers 	ACTION BUDGET: \$
The district will designate two PARENT/TEACHER CONFERENCES each school year. The dates for those events are October 22,23 & 27,28th 2014 and March 19th & 20th, 2015. Action Type: Parental Engagement	Kristen Scott	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$
The school will develop cards that include: the school's commitment to parental involvement, the process for resolving parental concerns, and tips for how parents can foster their child's success. School personnel will distribute the cards to the parents of all students in the building. Action Type: Parental Engagement	John L. Colbert	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$
Teachers will receive training to enhance understanding of effective parental involvement strategies. Action Type: Parental Engagement	Chris Sputo/Brandon Craft	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	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	Chris Sputo/Brandon Craft	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community 	ACTION BUDGET: \$

be available for parents to borrow for review in each building. Parent Center materials, which may include, but not limited to brochures, pamphlets, computers for use on site, or laptops to be checked out will be designated by each building. Action Type: Parental Engagement			<ul style="list-style-type: none"> Leaders District Staff Outside Consultants Teachers 	
Parent Facilitator will attend the State's Parent Involvement Conference. Action Type: Parental Engagement Action Type: Professional Development	Chris Sputo/Brandon Craft	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
School Parent Compact Statement: Parents and highly qualified teachers collaborate to develop and distribute "Family Kits" for each family that include: *Parental Involvement Plan *School Calendar *A School-Parent Compact *A system encouraging the home, school, and community connection Action Type: Parental Engagement	Kristen Scott	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Community Leaders Teachers 	ACTION BUDGET: \$
HIGHLY QUALIFIED: The school will continue to RECRUIT, 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: Parental Engagement	Kristen Scott	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers Title Teachers 	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. Action Type: Parental Engagement	Chris Sputo/Brandon Craft	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
PARENT EXPLANATION: An annual meeting will be held to inform parents of the right of parents to be involved in planning, review, and improvement of parent programs and a description and explanation will be given of the curriculum used in the school, types of assessment and proficiency levels. In addition, parents will be involved in the annual planning of school improvement programs. Annual surveys will evaluate the parent involvement activities. This event was held on August 21st, 2014. Action Type: Parental Engagement	Chris Sputo/Brandon Craft	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
In order to encourage parents to participate as a full partner in the decisions that affect their child and family, Owl Creek will include in our school's student handbook the SCHOOL'S PROCESS FOR	Chris Sputo	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$

<p>RESOLVING PARENTAL CONCERNS, including how to define a problem, who to approach first and how to develop solutions. Action Type: Parental Engagement</p>				
<p>In order to take advantage of community resources Owl Creek will ENABLE THE FORMATION OF A PARENT TEACHER ORGANIZATION, that will foster parental and community involvement within the school. Action Type: Parental Engagement</p>	Kristen Scott	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Students will receive support from the Social Worker (.25 FTE- Brandy Foshe (Salary \$8734.00 Benefits \$2271.00) and other personnel to ensure that basic needs of clothing, shelter, and food are met (Maslow's Hierarchy of Needs) so that all students, particularly those who may come from homeless situations, are ready to learn in the classroom. This social worker is assigned to Owl Creek school four days per week because of our high level of free and reduced lunch population. Maslow's hierarchy of needs is predetermined in order of importance. It is often depicted as a pyramid consisting of five levels: the lowest level is associated with physiological needs, while the uppermost level is associated with self-actualization needs, particularly those related to identity and purpose. The higher needs in this hierarchy only come into focus when the lower needs in the pyramid are met. Once an individual has moved upwards to the next level, needs in the lower level will no longer be prioritized. If a lower set of needs is no longer being met (food, clothing and shelter), the individual will temporarily re-prioritize those needs by focusing attention on the unfulfilled needs, but will not permanently regress to the lower level. For the most part, physiological needs are obvious - they are the literal requirements for human survival. If these requirements are not met, the human body simply cannot continue to function or learn. Funds will be used to pay salary and benefits. Action Type: Equity Action Type: Parental Engagement</p>	Kristen Scott	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	<p>Title I - Employee Salaries: \$8770.00 Title I - Employee Benefits: \$2386.00 ACTION BUDGET: \$11156</p>
<p>PROGRAM EVALUATION: At the conclusion of the 2013-2014 school year, we evaluated this Intervention/Program through the level of parental involvement, parent survey, and benchmark scores and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. The</p>	Kristen Scott	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers • Title Teachers 	<p>ACTION BUDGET: \$</p>

<p>following EVALUATION RESULTS demonstrate that this intervention is valid in support of the teaching and learning that are part of this program: Parents' active participation in school events, such as Parent Teacher Organization, school music programs, OCSI Parent Nights, curriculum nights, parent/teacher conferences and the utilization of the Owl Creek Parent Center have all indicted positive parental involvement which has had a direct effect on student achievement. Also 95% of parents who participated in the parent survey always or usually felt welcome at school. During the 2014-2015 school year, we plan to follow the same protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program. In addition, we expect to increase the variety of opportunities for parents to become involved through the Volunteer Builder program and Family Nights. 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. We will report the results, in our 2015/2016 ACSIP plan, and use those evaluation results in making decisions that impact our future instructional programs. Action Type: Parental Engagement Action Type: Program Evaluation</p>				
<p>Plan two literacy events(one for middle school and one for elementary) per year for families. Other additional events will be coordinated by grade levels. Dinner and other supplies will be provided at each event such as trade books, phonics resources, letters to push and pull, copies of activities and other handouts. This will supplement the parent nights being held to comply with Act 307. Parents will be provided instruction on how to incorporate learning activities into the home environment, and they will participate in activities that they can take home to help them assist their children with literacy skills. Books, Blues and BBQ is a math an literacy event that is held on September 18, 2014. Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Angelia Arguello and Whitney Green</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Computers • Performance Assessments • School Library • Teaching Aids 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Conduct Parent involvement activities with Pre-K (4 Year olds) and English as a Second Language. Refreshments, books for students, child care, and copies of handouts</p>	<p>Kathleen Hale and Lucy Arnold</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>

will be used at these events. Action Type: Parental Engagement				
Inform parents and conduct needs assessment meetings concerning various programs that are federally and grant funded. Action Type: Parental Engagement	Kristen Scott	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff	ACTION BUDGET: \$
Total Budget:				\$29529

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Abby Clark	Kindergarten	Math
Classroom Teacher	Alyssa Branch	4th Grade Teacher	Math
Classroom Teacher	Ashley Osburn	First Grade	Literacy
Classroom Teacher	Beth Dickinson	Kindergarten	Math
Classroom Teacher	Billy Maxey	7th Grade Teacher	Math
Classroom Teacher	Brandy Pledger	6th grade Teacher	Literacy
Classroom Teacher	Brent Smith	Sixth Grade	Math
Classroom Teacher	Bridgette Davis	Seventh Grade	Math
Classroom Teacher	Brooks Hunter	Sixth/Seventh Grade	Math
Classroom Teacher	Carol Huneycutt	GT Teacher	Math
Classroom Teacher	Carri Finley	Fifth Grade Teacher	Literacy Chair
Classroom Teacher	Cheryl Gordon-Pike	Music	Math
Classroom Teacher	Collier Dallas	6th Grade Teacher	Math
Classroom Teacher	Debbie Bell	21st Century Skills Teacher	Math
Classroom Teacher	Deena Brown	First Grade	Elementary Chair
Classroom Teacher	Diane Firmin	6th Grade	Literacy
Classroom Teacher	Don Cumbie	Pre-K	Math
Classroom Teacher	Emily Terrell	4th Grade Teacher	Literacy
Classroom Teacher	Erica Johnson	Math Lab	Math
Classroom Teacher	Gayle Bowman	2nd grade Teacher	Literacy
Classroom Teacher	Haley Weaver	Second Grade	Elementary Chair
Classroom Teacher	Hannah Petty	4th Grade	Literacy
Classroom Teacher	Harmony Felts	2nd Grade Teacher	Literacy
Classroom Teacher	Heather Smith	Third Grade	Literacy
Classroom Teacher	Holly Shinn	Art Teacher	Literacy
Classroom Teacher	Jackie Martin	Librarian	Literacy
Classroom Teacher	Jacquelyn Scalf	Special Education	Math
Classroom Teacher	Jake Gibbs	Special Education	Literacy
Classroom Teacher	Jennifer Meesey	4th Grade	Writing
Classroom Teacher	Jennifer Sugg	Third Grade	Math
Classroom Teacher	Jessica Medford	Special Education Teacher	Literacy
Classroom Teacher	Jessica Woodring	Second Grade Teacher	Literacy
Classroom Teacher	Kim Shivers	Sixth Grade	Math
Classroom Teacher	Kori Bartholomew	Resource	Literacy
Classroom Teacher	Krissi Beeks	Seventh Grade	Literacy
Classroom Teacher	Laurie Gavrilova	Sixth Grade	Literacy
Classroom Teacher	Leona Prothero	6th grade Math	Math
Classroom Teacher	Leslie Drake	Teacher	Math
Classroom Teacher	Lindsay Dees	3rd Grade	Wellness
Classroom Teacher	Lindsey Childers	Kindergarten	Literacy
Classroom Teacher	Lucy Arnold	ESL Teacher	Literacy
Classroom Teacher	Maggie Kelley	GT	Math

Classroom Teacher	Matt Parker	Art	Math
Classroom Teacher	Matt Pledger	7th grade Science	Math
Classroom Teacher	Melody Butler	Classroom Interventionist	Literacy
Classroom Teacher	Morgan Carmon	3rd Grade	Math
Classroom Teacher	Nikki Head	7th Grade Teacher	Math Chair
Classroom Teacher	Rachel Walker	Technology and Keyboarding Teacher	Parental Involvement
Classroom Teacher	Richard Armendariz	PE Teacher	Wellness
Classroom Teacher	Ronie Wamsley	Second Grade	Literacy
Classroom Teacher	Ryan Finley	Resource	Literacy
Classroom Teacher	Sam Kelley	Fifth Grade	Literacy
Classroom Teacher	Sharon Long	Music Teacher	Math
Classroom Teacher	Sharon Michaels	Special Education Designee	Literacy
Classroom Teacher	Stephanie Gillihan	First Grade	Literacy
Classroom Teacher	Stephanie Sims	Resource Teacher	Literacy
Classroom Teacher	Tamara Ridout	Pre-School Teacher	Math
Classroom Teacher	Terri Proctor	Special Education	Math
Classroom Teacher	Toni McCormack	First Grade	Math
Non-Classroom Professional Staff	Angelia Arguello	Instructional Facilitator	Literacy
Non-Classroom Professional Staff	Dione Mays	Speech Pathologist	Literacy
Non-Classroom Professional Staff	Elizabeth Bainbridge	Speech Pathologist	Math
Non-Classroom Professional Staff	Karla Bradley	ESL	Writing
Non-Classroom Professional Staff	Lauren Ross	counselor	Wellness
Non-Classroom Professional Staff	Mary Briggs	Elementary Math Coach	Math
Non-Classroom Professional Staff	Mary Martin	counselor	Parental Involvement
Non-Classroom Professional Staff	Matt Wilson	Middle School Math Coach	Math
Non-Classroom Professional Staff	Morton Hardaway	Library Media Specialist	Literacy
Non-Classroom Professional Staff	Susan Barad	School Psychologist	Literacy
Non-Classroom Professional Staff	Teresa Stewart	Technology Curriculum Specialist	Math, Literacy
Non-Classroom Professional Staff	Whitney Green	Instructional facilitator	Literacy
Parent	Eden Reif		Parental Involvement
Parent	Tonya Essex		Parental Involvement
Principal	Brandon Craft	Assistant Principal	Chair
Principal	Chris Sputo	Assistant Principal	ACSIP chair
Principal	Kristen Scott	Principal	Chair