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2013-2014 ARCHIVE

School Plan

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ASBELL ELEMENTARY SCHOOL

Arkansas Comprehensive School Improvement Plan

2013-2014

Asbell Elementary is a community dedicated to becoming literate, self-motivated, life-long learners and productive members of society.

Grade Span: K-5

Title I: Title I Schoolwide

School Improvement: MS

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Priority 1: Literacy

Goal: All students will show at least 1 years growth in reading comprehension and written expression as determined by the AR Benchmark Exam. 80% of students below the 50th percentile will meet or exceed their growth expectation on MAP testing.

Priority 2: Math

Goal: All students will show at least 1 years growth in numbers and operations, as determined by the AR Benchmark Exam. 80% of students below the 50th percentile will meet or exceed their growth expectation on MAP testing.

Priority 3: Wellness

Goal: Provide support for students in making healthy lifestyle choices.

Priority 4: Title III/English Language Learners

Goal: Provide support for students that are English Language Learners.

Priority 5: Parent Involvement

Goal: Asbell will create positive school/parent/community relationships in order to strengthen student achievement.

Priority 6: Prevent Disproportionate Representation of African American Students

Goal: Reduce the relative proportion of African American Students to students of other ethnicity identified as Intellectually Disabled.

Priority 1: We expect all students to improve in the area of Open Response in both Practical Passages and Content, since this was consistently identified as the weakest area in all subpopulations.

1. COMPREHENSIVE NEEDS ASSESSMENT: ASBELL formed ACSIP Leadership Teams and analyzed the test scores from the 2010-2011 administration of the K-5 grade Augmented Benchmark and SAT 10 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 three years of trend data in order to better identify the specific areas of need and help align classroom instruction with our curriculum, assessment and professional development. We examined our routines, customs, and norms in order to dig deeper for the root cause why more of our students are not achieving to their full potential. Our data show the discrepancies in achievement, among our populations, including the combined population, caucasian students, and economically disadvantaged students in

Supporting

Data: Literacy. 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: Open Response for grades 3-5. We will select interventions and coordinate our various state and federal funding sources to address these areas and allocate more funding for intervention specialists. In addition, we meet in grade level teams, weekly and as an entire faculty monthly so that we can review formative, "real time" classroom performance data for the purpose of making decisions regarding the direction, and focus, of our Classroom Instruction. We chart progress on our "Assessment/Intervention" wall., meet in grade level teams, weekly and as an entire faculty monthly so that we can review formative, "real time" classroom performance data for the purpose of making decisions regarding the direction, and focus, of our Classroom Instruction. We chart progress on our "Assessment/Intervention" wall.

Goal All students will show at least 1 years growth in reading comprehension and written expression as determined by the AR Benchmark Exam. 80% of students below the 50th percentile will meet or exceed their growth expectation on MAP testing.

Benchmark During the 2013-14 school year, ASBELL will meet or exceed the Annual Measurable Outcomes (AMO) for Literacy Performance (2014 AMO % For All Students and % for Targeted Achievement Gap Group) and for Growth (2014 AMO % for All Students Population and % for Targeted Achievement Gap Group). ASBELL will also meet or exceed the AMO's for all NCLB subpopulations. For the 2012-13 school year, Asbell did not meet the AMO's for Performance and Growth in the All Students Population and in the Targeted Achievement Gap Group.

Intervention: Comprehensive Literacy Model				
Scientific Based Research: Ganske, Kathy, Word Journeys 2000; Adams, M., Beeler, T., Foorman, B. Lundberg, I. Phonemic Awareness in Young Children 1998; The Art of Teaching; Center for the Improvement of Early Reading Achievement, Put Reading First 2002; Phonics Word Study (2006) Benchmark Education Company; Measures of Academic Progress (MAP Testing).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
ALIGNMENT: Use Developmental Reading Assessment, standardized tests, classroom assessments, Developmental Spelling Assessment, DIBELS, MAP Testing, and/or accuracy checks for formative and summative evaluations of student progress and plan instruction for students. Action Type: Alignment Action Type: Program Evaluation Action Type: Title I Schoolwide	Carolyn Baughman	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers Title Teachers 	ACTION BUDGET: \$
SCHOOLWIDE REFORM: Participate in trainings and implement ELLA and Effective Literacy balanced-literacy skills and strategies in the appropriate classrooms including special education and ESL classrooms. Action Type: Alignment Action Type: Equity Action Type: Special Education Action Type: Title I Schoolwide	Lindsey Griesse and Becky Roberts	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers Title Teachers 	ACTION BUDGET: \$
COORDINATION AND INTEGRATION OF PROGRAMS: Classroom teachers, ESL teachers, special education teachers, Encore teachers, and other support staff will collaborate to implement differentiated strategies for students to include but not limited to the use of formative assessments such as: MAP Testing software. For students who are below proficient, this will be documented in their AIP. Provide upkeep and maintenance of ELMOs, projectors, Smartboards, I-Pads, I-Pods and DVD/VCR combos for each classroom. Purchase I-Pads for certified teachers to use for formative	Janette Cooper	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office Computers District Staff School Library Teachers Teaching Aids Title Teachers 	ACTION BUDGET: \$

assessments and instruction, and purchase Sound Field Sound Systems for classrooms to increase the teacher's voice over the class. Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide				
We will maintain personnel to work with families of educationally disadvantaged students to address family and student issues relevant to improving academic achievement. We will provide school supplies needed for students. Action Type: Equity Action Type: Parental Engagement	Sara Blickenstaff	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	Title I - Materials & \$10000.00 Supplies: ACTION BUDGET: \$10000
Teachers and staff will participate in Comprehensive Literacy training such as, but not limited to ELLA and Effective Literacy to receive training in the 5 essential elements of literacy during the 2013-2014 school year as they become available. Teachers will also participate in trainings in how to plan and provide interventions for differentiated instruction. Provide teacher substitute pay for training. Purchase books, classroom literacy supplies/materials/centers to supplement classroom instruction and/or provide food for trainings. Trade books will be provided by the district for the Units of Study. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education	Kasi Davis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office Computers District Staff Outside Consultants School Library Teachers Teaching Aids Title Teachers 	ACTION BUDGET: \$
POINT IN TIME REMEDIATION: Progress Monitor below basic students in grades K-5 bi-monthly using DIBELS and other formative and summative assessment tools such as DRA, DSA, Barton Screener, Peabody, PPVT, GORT-4 and TPRI. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide	Andrea Kitchen	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants Teachers Teaching Aids Title Teachers 	ACTION BUDGET: \$
HIGHLY QUALIFIED: The school will continue to hire and maintain "highly qualified" teachers and support staff. All instruction will be given by "highly qualified" staff. Teachers will work closely with Title I staff to implement school wide reform strategies. Data will be used to continue to monitor progress and point-in- time remediation. Interventionists will be hired to provide additional instruction for students at-risk for not meeting grade-level benchmarks in reading. One full-time Certified 1.0 FTE, Dianna Reyes (Salary \$68442.00 Benefits \$17,794.92) and 5 non-certified	Tracy Bratton	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Central Office Outside Consultants Teachers Title Teachers 	Title I - Employee \$103913.00 Salaries: Title I - Employee \$27017.00 Benefits: ACTION BUDGET: \$130930

interventionists will be hired. Provide beginning of year training for this team. Non-certified interventionists Dahler (Salary \$3,716.64 Benefits \$966.33), Gage (Salary \$16,959.84 Benefits \$4,409.56), Post (Salary \$8,873.30 Benefits \$2,307.06), Fusco (Salary \$5,863.20 Benefits \$1,524.44). Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide				
COLLABORATION: Teachers are provided with weekly instructional meeting time in order to plan for the implementation of best practices that are chosen to help improve student achievement. This planning time is provided during the course of the day. One faculty meeting date a month will be reserved for vertical and horizontal team meetings. The actions described in our school's ACSIP plan are monitored to determine how closely aligned they are with the mission of our school. Action Type: Collaboration Action Type: Title I Schoolwide	Ann Grigg	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
NEEDS ASSESSMENT: NRT, CRT, local achievement assessments and other relevant indicators will be analyzed by the faculty at each grade level with consideration to the combined population as well as each subpopulation in order to determine student learning needs and achievement gaps within subpopulations. NRT & CRT data will be analyzed annually. District assessments will be analyzed quarterly. Action Type: Collaboration Action Type: Title I Schoolwide	Tracy Bratton and Jana Starr	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	ACTION BUDGET: \$
HIGHLY QUALIFIED: Strategies will be developed in conjunction with the central office staff for attracting highly qualified teachers to the Fayetteville school district. Action Type: Collaboration Action Type: Title I Schoolwide	Tracy Bratton	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$
PROGRAM EVALUATION: During the 2013-2014 school year we plan to evaluate the action: Comprehensive Literacy Model by analyzing data from Dibels Scores and DRA levels for grades k-5 to determine whether the objectives of this Intervention were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. Our goal is that 80% of students grades k-5 will score "low risk" in all Dibels assessments and 80% of students grades k-5 will be reading on grade level based off of their DRA level. Action Type: AIP/IRI Action Type: Alignment Action Type: Professional Development	Mary Tannehill	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Teachers • Title Teachers 	ACTION BUDGET: \$

Action Type: Program Evaluation				
<p>SCHOOL LEADERSHIP TEAM: Closing the Achievement Gap: Regular meetings of our ACSIP Leadership Committee will continue to be held. These meetings will focus on building capacity within our school. Each meeting agenda will include the following Core Principles: A. The selection, and continuous evaluation, of research-based, scientifically validated, Interventions designed to improve our ability to improve student performance on the Literacy portion of all Assessments. B. The ongoing monitoring of student progress in order to influence classroom instruction. C. The utilization of Formative and Summative Assessment Data to make decisions that impact: Curriculum, Instruction, Assessment and Professional Development. D. Coordination of resources in order to better meet the needs of all students. Written minutes of each meeting, along with a sign-in sheet, will be kept and made available upon request. The intent is that each Intervention, and Action, is carefully monitored...through the collection of Formative and Summative Data....so that those strategies that prove ineffective 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.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide</p>	Jana Starr	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • Performance Assessments • Teachers • Title Teachers 	<p>ACTION BUDGET: \$</p>
<p>PROGRAM EVALUATION RESULTS: At the conclusion of the 2012-2013 school year we evaluated this Intervention through: OBSERVATION and Data Analysis and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. The results of the OBSERVATION and Data Analysis indicated that our staff follows the Comprehensive Literacy Model and would like more training that supports the Comprehensive Literacy Model. The results of the OBSERVATION indicate that the majority of our staff use curriculum and assessment based off of the Comprehensive Literacy Model in their classroom on a daily basis. Through OBSERVATION it was determined that the continued use of the Comprehensive Literacy Model is needed to continue to increase Literacy scores on summative and formative assessments. The above EVALUATION RESULTS demonstrated that this Intervention is valid in support of the teaching and learning process of all involved. During the 2013-2014 school year, we plan to use the following</p>	Maranda Seawood and Kelly Wade	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>

protocol of OBSERVATION and DATA ANALYSIS in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention. We will use the information obtained to determine whether the objectives of this Intervention were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results in our 2013/2014 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development				
A book room will be maintained with books and materials in order for staff members to have access to rich student material for familiar, shared, and guided reading. Printed books, book making material, big books and any other material to enhance instruction will be purchased. Action Type: Collaboration Action Type: Professional Development	Kasi Davis	Start: 07/01/2013 End: 06/30/2014		Title I - Materials & Supplies: \$500.00 ACTION BUDGET: \$500
Classroom teachers, special education teachers, and other support staff will collaborate to implement the Rigor, Relevance, and Relationships strategies to improve literacy. Additionally, staff members will attend training based on the book Teaching with Poverty in Mind by Eric Jentzen. A small team of staff members will also be trained in SIOP (Sheltered Instruction Observational Protocol) in the spring and will help facilitate training and implementation of SIOP in the fall of 2014. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Jana Starr	Start: 07/01/2013 End: 06/30/2014		Title I - Purchased Services: \$9880.00 ACTION BUDGET: \$9880
Total Budget:				\$151310
Intervention: Reading Across the Curriculum.				
Scientific Based Research: Houghton Mifflin, Soar to Success, 2001; Routman, R., Conversations, 2000; SRA, Scholastic Research Associates, Multiple Skills Services; Clay, M., An Observation Survey of Early Literacy Achievement, 2002; Reading Recovery: A Guidebook for Teachers in Training Measures of Academic Progress (MAP Testing)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Classroom teachers, special education teachers, and other support staff will collaborate to implement differentiated strategies for students with Academic Improvement Plans, and/or special needs to improve literacy. Action Type: AIP/IRI Action Type: Equity Action Type: Special Education	Andrea Kitchen and Janette Cooper	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Performance Assessments Teachers Title Teachers 	ACTION BUDGET: \$
Hire an ELL instructional assistant to provide supplemental instruction to ELL students. This instructional assistant will	Tracy Bratton	Start: 07/01/2013 End:	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$

work under the direct supervision of a certified/highly qualified ELL teacher. Action Type: Equity		06/30/2014	<ul style="list-style-type: none"> District Staff Teachers 	
Integrate instruction in writing strategies and require students to write to demonstrate their learning in every content area, using the Arkansas Writing Rubric, in non-language arts classes taught by certified teachers. Action Type: Alignment Action Type: Collaboration Action Type: Technology Inclusion	Pat Shepard	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff School Library Teachers Title Teachers 	ACTION BUDGET: \$
Purchase and use varied instructional methodologies, techniques, and resources in the classroom, library, and music program to address the needs of all students, including students with special needs and ELL students. Examples of the products to purchase would include Sound Field Systems for all K-1 classrooms, 12 Netbooks, 10 Ipad and Ipad covers, 25 laptops, trade books, literature sets, Scholastic News, Weekly Readers, and other non fiction literature. iPads \$321 each Netbooks \$229 each Laptops \$770 Action Type: Alignment Action Type: Equity Action Type: Special Education	Audrey Caldwell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers District Staff School Library Teachers Teaching Aids Title Teachers 	Title I - Materials \$28275.00 & Supplies: ACTION BUDGET: \$28275
ALIGNMENT: Analyze the scores on the literacy portion of the benchmark exam, and ITBS to the aligned curriculum to identify areas of weakness and gaps in the curriculum. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	Mary Tannehill	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers Title Teachers 	ACTION BUDGET: \$
ALIGNMENT: Kindergarten students, who score delayed in both written and oral communication, on the Qualls Early Learning Inventory (QELI), and first and second grade students who score "below basic", in reading, on the ITBS will be considered to have a substantial reading deficiency. These children will be provided Intensive Reading Instruction utilizing the Comprehensive Literacy Model. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) will be administered to all K-5 students who are shown to have a substantial reading deficiency. The DIBELS will be used as: A. The evaluation instrument to determine which areas of reading the child is deficient. B. The progress-monitoring instrument to document progress toward grade level proficiency, and C. The assessment instrument used for discontinuing services. The DIBELS evaluation will be administered within thirty days after the beginning of the school year, for applicable first and second grade students, and within 30 days after receiving the QELI report, for applicable kindergarten students. Intensive reading interventions will be comprehensive in nature and will be	Kasi Davis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers Teaching Aids Title Teachers 	ACTION BUDGET: \$

<p>targeted to remediate the area of deficiency. Intervention will be provided in the form of more intensive one on one and small group instruction from the teacher and Title I and Guided Literacy aides using ELLA and Phonics Connection strategies. 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.</p> <p>Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation</p>				
<p>PROGRAM EVALUATION: During the 2013-2014 school year we plan to evaluate the action: Reading Across the Curriculum by ANALYZING DATA from Qeli, ITBS, Benchmark Scores for students grades k-5 and MAP testing for students grades k-5 to determine whether the objectives of this Intervention were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. Our goal is that 80% of students grades k will score "Developing" on the Qualls assessment, 80% of students grades 1-2 will score "above the 50th percentile" on the ITBS, and 80% of students grades 3-5 will score "Proficient" on the Benchmark assessment and 80% of students grades 2-5 will increase their RIT score in MAP testing.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Professional Development Action Type: Program Evaluation</p>	Kasi Davis	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Performance Assessments • School Library • Teachers • Teaching Aids • Title Teachers 	<p>ACTION BUDGET: \$</p>
<p>PROGRAM EVALUATION RESULTS: At the conclusion of the 2012-2013 school year we evaluated this Intervention/Program through: OBSERVATION and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. The results obtained through OBSERVATION indicate that classroom teachers are using test data and speciality teachers to help guide instruction in all areas of literacy. The above EVALUATION RESULTS demonstrated that this Intervention is valid in support of the teaching and learning process of all involved. During the 2013-2014 school year, we plan to use the following protocol of OBSERVATION in evaluating, and adjusting, the programs, processes, and activities that make up the action</p>	Maranda Seawood and Kelly Wade	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>

descriptions within this intervention. We will use the information obtained to determine whether the objectives of this Intervention 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 program. Action Type: Collaboration				
Use a research based program such as System 44 and Read 180 in Resource, ELL, and to include at risk readers in the classroom to guide instruction to meet the needs of students. Action Type: Alignment Action Type: Special Education	Janette Cooper, Priscilla Logue, and Dianna Reyes	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$28275
Intervention: Professional Development				
Scientific Based Research: Report of the National Reading Panel, 2000: Teaching Children to Read, Put Reading First, 2002; National Institute for Literacy, National Institute of Child Health and Human Development; The U.S. Department of Education, Preventing Reading Difficulties in Young Children; National Research Council, Beginning to Read, Marilyn J. Adams. NSDC, Learning Teams; Loucks-Horsley, S., Designing Professional Development for Teachers of Science and Mathematics, 2003 Measures of Academic Progress (MAP Testing)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Elect a professional development committee that offers broad representation of teachers throughout the school to evaluate professional development activities bi-annually based on teacher growth (documented changes in teacher practice and assessment of student learning) and teacher response to an evaluation survey. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	Tracy Bratton	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Performance Assessments Teachers 	ACTION BUDGET: \$
Evaluate the implementation of the professional development plan annually by assessing its involvement of teachers, focus on teacher and student needs, and implementation efficiency and effectiveness. Conduct an individualized needs assessment with teachers to enable them to identify their own needs in relation to the targeted special education and ELL areas. Assess professional development needs in the targeted areas of prereferral interventions, positive behavioral supports, integrating students with disabilities into general education classrooms (general curriculum content, modifications, differentiated instruction, multiple intelligences, and co-teaching), conflict resolution and negotiation skills, assistive technology, and learning disabilities. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration	Tracy Bratton	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Outside Consultants Teachers 	ACTION BUDGET: \$

Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education				
<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. All certified teachers will be trained in SIOP strategies in the summer of 2014. 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. Any PD paid with Title I funds will be above and beyond the state mandated 60 hours of professional development.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	Tracy Bratton	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Central Office • School Library • Teachers • Title Teachers 	Title I - Purchased \$12930.00 Services: <hr/> ACTION BUDGET: \$12930
Retain a trained 1.0 FTE District Instructional Facilitator to assist staff in implementing a comprehensive reading program utilizing the essential elements: comprehension; fluency; phonemic awareness; phonics; and vocabulary. The Instructional Facilitator will provide professional development for teachers, including modeling lessons in the classroom, working with teams of teachers to identify at-risk students, supporting the implementation of researched best practices for literacy instruction. Action Type: Professional Development	Tracy Bratton	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Title Teachers 	<hr/> ACTION BUDGET: \$

Action Type: Title I Schoolwide				
<p>Create a Professional Development Training Space to be used for weekly grade level and team meetings to disaggregate data and PD in areas of student need. These training hours are over and above the 60 required hours. Training materials, copies, professional literature, and food for trainings will be purchased. This action is supplemental in nature for professional development at the school level.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	Kasi Davis	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Administrative Staff Teachers 	<p>Title I - Materials & Supplies: \$500.00</p> <p>ACTION BUDGET: \$500</p>
<p>PROGRAM EVALUATION: During the 2013-2014 school year we plan to evaluate the action: Professional Development by implementing the District Focus Plan and conducting a staff survey to determine whether the objectives of this Intervention were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. Our goal is that 100% of staff members will complete a staff survey which will identify the professional development needs of our building.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Professional Development Action Type: Program Evaluation</p>	Summer Anderson	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Outside Consultants School Library Teachers Teaching Aids Title Teachers 	<p>ACTION BUDGET: \$</p>
<p>PROGRAM EVALUATION RESULTS: At the conclusion of the 2012-2013 school year we evaluated this Intervention through: OBSERVATION and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. The results of the OBSERVATION indicated that a majority of our staff had Literacy Based Professional Development training they wanted to receive to help guide instruction in their classroom. The above EVALUATION RESULTS demonstrated that this Intervention is valid in support of the teaching and learning process of all involved. During the 2013-2014 school year, we plan to use the following protocol of OBSERVATION in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention. We will use the information obtained to determine whether the objectives of this Intervention 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 program.</p> <p>Action Type: Professional Development</p>	Summer Anderson and Jill Jackson	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>
COMPREHENSIVE NEEDS ASSESSMENT:	Lindsey	Start:		

<p>We formed ACSIP Leadership Teams and analyzed the test scores from the 2013 administration of the 3-5 grade Augmented Benchmark and 1-2 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, Formative and Summative Achievement Data across grade levels within our building. We aggregated and disaggregated all the data for the purpose of establishing student learning and behavioral goals. We looked at our trend data in order to better identify the specific areas of need and help align classroom instruction with our curriculum, assessment and professional development. We examined our routines, customs, and norms in order to dig deeper for the root cause why more of our students are not achieving to their full potential. 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 we will select Interventions and coordinate our various state and federal funding sources to address areas of need in Literacy and Math. IN addition, we meet in grade level teams, weekly and as an entire faculty monthly so that we can review formative, "real time" classroom performance data for the purpose of making decisions regarding the direction, and focus, of our Classroom Instruction. We chart progress on our "Assessment/Intervention" wall.</p> <p>Action Type: AIP/IRI Action Type: Collaboration Action Type: Professional Development</p>	Griesse	07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$13430

Priority 2: All students will improve in the area of Open Response in all strands, since this was consistently identified as the weakest area in all subpopulations.

- Supporting Data:
1. COMPREHENSIVE NEEDS ASSESSMENT: ASBELL formed ACSIP Leadership Teams and analyzed the test scores from the 2010-2011 administration of the K-5 grade Augmented Benchmark and SAT 10 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 three years of trend data in order to better identify the specific areas of need and help align classroom instruction with our curriculum, assessment and professional development. ASBELL met standards in Mathematics but will continue to focus on Open Response in all strands. 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: Open Response Questions. We will select interventions and coordinate our various state and federal funding sources to address these areas and allocate more funding for intervention specialists. In addition, we meet in grade level teams, weekly and as an entire faculty monthly 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 meet in grade level teams, weekly and as an entire faculty monthly 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.

- Goal** All students will show at least 1 years growth in numbers and operations, as determined by the AR Benchmark Exam. 80% of students below the 50th percentile will meet or exceed their growth expectation on MAP testing.
- Benchmark** During the 2013-14 school year, the Elementary School will meet or exceed the Annual Measurable Outcomes (AMO) for Performance (2014 AMO % for All Students and % for Targeted Achievement Gap Group) and for Growth (2014 AMO % for All Students Population and % for Targeted Achievement Gap Group). Asbell will also meet or exceed the AMO's for all NCLB subpopulations. For the 2012-13 school year, Asbell did not meet the AMO's for Performance for ALL populations including the TAGG group.

Intervention: Computation and Problem-Solving				
Scientific Based Research: Measures of Academic Progress Assessment (MAP Testing) CGI/ECM Go Math				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will be trained in the best practices and will implement mathematics problem-solving, (open-response), strategies for all students. Action Type: Alignment Action Type: Equity Action Type: Professional Development	Sandi Rommel	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers Teachers Title Teachers 	ACTION BUDGET: \$
Teachers will evaluate students using formative and summative assessments to determine the effectiveness of problem-solving strategies using performance assessments, and open-ended math prompts at each grade level. This includes but is not limited to MAP. Results will be shared with parents through grade reports, progress reports, and parent teacher conferences. Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education Action Type: Title I Schoolwide	Allison Helton and Melissa Harrell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Central Office Performance Assessments Teachers Title Teachers 	ACTION BUDGET: \$
Funds will be used to purchase materials and supplies to supplement Science Inquiry as related to problem-solving. The funds will purchase Club Invention modules to be used in an all grade levels to enrich Science and problem-solving strands. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide	Kyla Price	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers Teaching Aids Title Teachers 	Title I - Materials & Supplies: \$1500.00 ACTION BUDGET: \$1500
PROGRAM EVALUATION: During the 2013-2014 school year we plan to evaluate the action: Strategies and Practices for Developing Competency by analyzing data from the Arkansas Benchmark to determine whether the objectives of this Intervention were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. Our goal is that 80% of students grades 3-5 will score Proficient or Advanced in Math on the AR Benchmark Exam. Action Type: AIP/IRI Action Type: Alignment Action Type: Professional Development Action Type: Program Evaluation	Mandy Hachmann	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Performance Assessments Teachers Teaching Aids Title Teachers 	ACTION BUDGET: \$
PROGRAM EVALUATION RESULTS: At the	Tracy	Start:		

<p>conclusion of the 2012-2013 school year we evaluated this Intervention through: OBSERVATION and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. The results of the OBSERVATION indicated that classroom teachers were guiding instruction to develop competency and understanding of problem solving in all grade levels. It was further noted that classroom teachers feel this intervention is necessary to help guide instruction in the classroom. The above EVALUATION RESULTS demonstrated that this Intervention is valid in support of the teaching and learning process of all involved. During the 2013-2014 school year, we plan to use the following protocol of OBSERVATION in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention. We will use the information obtained to determine whether the objectives of this Intervention 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 program.</p> <p>Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	Bratton	07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET:	\$
<p>COMPREHENSIVE NEEDS ASSESSMENT: We formed ACSIP Leadership Teams and analyzed the test scores from the 2012 administration of the MAT 8 for kindergarten, 3-5 grade Augmented Benchmark and 1-2 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, Formative and Summative Achievement Data across grade levels within our building. We aggregated and disaggregated all the data for the purpose of establishing student learning and behavioral goals. We looked at our trend data in order to better identify the specific areas of need and help align classroom instruction with our curriculum, assessment and professional development. We examined our routines, customs, and norms in order to dig deeper for the root cause why more of our students are not achieving to their full potential. 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: Geometry and Measurement in OPEN RESPONSE. We will</p>	Kyla Price	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET:	\$

select Interventions and coordinate our various state and federal funding sources to address these areas. IN addition, we meet in grade level teams, weekly and as an entire faculty monthly 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. Action Type: Program Evaluation Action Type: Title I Schoolwide				
Implement CGI, ECM, and Go Math lessons and assessments along with district assessments in kindergarten through fifth grade classrooms. Supplement curriculum with online tools and games. All teachers will begin and continue a book study on CGI strategies. Some teachers will begin Cognitive Guided Instruction professional development during the 2013-14 school year. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Title I Schoolwide	Clarisa Pierce and Jennifer Ebert	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers Teachers Teaching Aids 	ACTION BUDGET: \$
Grade level learning teams will meet quarterly to review student work, share effective teaching and assessment strategies, and align instructional objectives to assist all students to achieve proficiency in mathematics. Grade level teams will also meet monthly with Lorie Huff, the District Math Coach, to review student work, share effective teaching and assessment strategies, and align instructional objectives to assist all students to achieve proficiency in mathematics. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Title I Schoolwide	Jennifer Ebert and Melissa Harrell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
Teachers will collaborate with special education teachers and the ELL teachers to use differentiated strategies for students with Academic Improvement Plans. Action Type: AIP/IRI Action Type: Collaboration Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide	Mandy Hachmann and Melissa Harrell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers Teachers Teaching Aids 	ACTION BUDGET: \$
Targeted , at risk students in third, fourth and fifth grade will be invited to intersession interventions and/or after school tutoring in order to close the achievement gap in math. Action Type: Title I Schoolwide	Tracy Bratton	Start: 08/01/2013 End: 06/30/2013		Title I - Materials & Supplies: \$150.00 ACTION BUDGET: \$150
Total Budget:				\$1650
Intervention: Mathematics & Procedural Fluency				
Scientific Based Research: Measures of Academic Progress Assessment (MAP Testing); Go Math; Cognitively				

Guided Instruction; ECM

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Teachers will review available research on instructional strategies and instructional materials proven to be effective in improving math computation.</p> <p>Action Type: AIP/IRI</p> <p>Action Type: Professional Development</p> <p>Action Type: Technology Inclusion</p>	DJ Rush and Priscilla Logue	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</p>	<ul style="list-style-type: none"> Central Office Computers Outside Consultants School Library Teachers Title Teachers 	<p>ACTION BUDGET: \$</p>
<p>Implement the following summative and formative assessments through pre-, mid-, and post-testing in MAP Testing grades k-5 to assess and improve math problem-solving and computation skills and to provide guided practice and tutoring on identified areas of weaknesses. Implement supplemental computational strategies and materials into the daily math program based on the needs. Communicate progress and continuing areas of development to parents. Purchase paper for these summative and formative assessments.</p> <p>Action Type: Alignment</p> <p>Action Type: Technology Inclusion</p> <p>Action Type: Title I Schoolwide</p>	Crystal Clark	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</p>	<ul style="list-style-type: none"> Computers Performance Assessments Teachers Title Teachers 	<p>ACTION BUDGET: \$</p>
<p>PROGRAM EVALUATION: During the 2013-2014 school year we plan to evaluate the action: Mathematics & Procedural Fluency by analyzing data from the MAP Testing to determine whether the objectives of this Intervention were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. Our goal is that 80% of students grades k-5 will increase their RIT score in MAP testing.</p> <p>Action Type: AIP/IRI</p> <p>Action Type: Alignment</p> <p>Action Type: Professional Development</p> <p>Action Type: Program Evaluation</p>	Mandy Hachman	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</p>	<ul style="list-style-type: none"> Performance Assessments School Library Teachers Teaching Aids Title Teachers 	<p>ACTION BUDGET: \$</p>
<p>PROGRAM EVALUATION RESULTS: At the conclusion of the 2012-2013 school year we evaluated this Intervention through: OBSERVATION and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. The results of the OBSERVATION indicated that a majority of the teachers feel this intervention helps guide instruction in all 3 Tiers of instruction in the classroom. This intervention is necessary to help achieve our goal in the Math Priority based off of summative and formative assessment results. The above EVALUATION RESULTS demonstrated that this Intervention is valid in support of the teaching and learning process of all involved. During the 2013-2014 school year, we plan to use the following protocol of OBSERVATION in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention. We will use the information obtained to determine whether the objectives of this Intervention 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</p>	Tina Moretz	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>

our future instructional program. Action Type: Collaboration				
Teachers will follow the scope and sequence of the District math Curriculum and identify areas of weakness from the results of the ITBS, Benchmark Exam scores, and MAP Testing. Action Type: Alignment Action Type: Equity Action Type: Program Evaluation Action Type: Title I Schoolwide	Christina Brown	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
Teachers will be provided professional development opportunities to address the area of best practices for all students in math. Action Type: Professional Development Action Type: Title I Schoolwide	Tina Moretz	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
All teachers will assess annually using summative assessments such as: ITBS, Benchmark, and formative assessments such as: MAP Testing to determine gaps and redundancies in our curriculum. We will create student Academic Improvement Plans for all students below proficient. Our ACSIP plan will be modified based on these assessments and appropriate professional development activities will be addressed according to the results. Action Type: AIP/IRI Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide	Pricilla Logue	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers Performance Assessments Teachers Title Teachers 	ACTION BUDGET: \$
Classroom teachers, special education teachers, and other support staff will collaborate to implement the Rigor, Relevance, and Relationships strategies to improve math. Action Type: Parental Engagement Action Type: Professional Development Action Type: Title I Schoolwide	Jana Starr	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

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

Supporting Data: 1. COMPREHENSIVE NEEDS ASSESSMENT: We assessed both past and present BMI data and our Physical Education teachers will continue to teach the Kids 4 Health program in our Physical Education Classes.

Goal Provide support for students in making healthy lifestyle choices.

Benchmark The number of students being considered overweight or at risk of overweight, according to their BMI, will decrease by 1/2% during the 2013-2014 school year when compared with the 2012-2013 school year.

Intervention: Increase awareness and knowledge of the benefits of physical activity for lifelong health and wellness.				
Scientific Based Research: Kids for Health, 2004-2005				
Actions	Person Responsible	Timeline	Resources	Source of Funds
All students receive 180 minutes of Physical Education every 6 days and 100 minutes of Physical Activity each week. Action Type: Wellness	Cheyenne Plunkett	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Students BMI assessments will be analyzed annually to determine the percentage of students decreasing in the categories of at risk of overweight or overweight. Interventions will be evaluated for their effectiveness based on this data. Action Type: Program Evaluation	Amber Wenger-Smith and Lucious Selmon	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$

Action Type: Wellness				
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	Cheyenne Plunkett	Start: 07/01/2013 End: 06/30/2014		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	Cheyenne Plunkett and Lucious Selmon	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Encourage participation in family oriented, community-based physical activity program. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness	Sara Blickenstaff	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
To assess Asbell Elementary School's physical education program, parents, students, and faculty members will be invited to participate in a survey. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness	Cheyenne Plunkett	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
PROGRAM EVALUATION: During the 2013-2014 school year we plan to evaluate the action: Increase Awareness and Knowledge for Lifelong Health and Wellness through the use of the School Health Index to determine whether the objectives of this Intervention were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. Our goal is that 75% of students will make healthy lifestyle choices. Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Wellness	Cheyenne Plunkett	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Teachers • Title Teachers 	ACTION BUDGET: \$
PROGRAM EVALUATION RESULTS: At the conclusion of the 2012-2013 school year we evaluated this Intervention through: The School Health Index and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. The results of the School Health Index are analyzed by the lead P.E. tacher. The above EVALUATION RESULTS demonstrated that this Intervention is valid in support of the teaching and learning process of all involved. During the 2013-2014 school year, we plan to use the following protocol of the School Health Index in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention. We will use the information obtained to determine whether the objectives of this Intervention 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 program.	Cheyenne Plunkett	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

Action Type: Parental Engagement				
<p>COMPREHENSIVE NEEDS ASSESSMENT: We formed ACSIP Leadership Teams and analyzed the test scores from the 2012-2013 administration of the 3-5 grade Augmented Benchmark, 1-2 ITBS Exams, and the School Health Index. 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, Formative and Summative Achievement Data across grade levels within our building. We aggregated and disaggregated all the data for the purpose of establishing student learning and behavioral goals. We looked at our trend data in order to better identify the specific areas of need and help align classroom instruction with our curriculum, assessment and professional development. We examined our routines, customs, and norms in order to dig deeper for the root cause why more of our students are not achieving to their full potential. 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: MODULE 4 NUTRITION SERVICES. We will select Interventions and coordinate our various state and federal funding sources to address these areas.</p> <p>Action Type: Collaboration</p>	Donna Herrin	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>
<p>Classroom teachers, special education teachers, and other support staff will collaborate to implement the Rigor, Relevance, and Relationships strategies to improve wellness.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education</p>	Jana Starr	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>
Total Budget:				\$0
Intervention: Increase awareness and knowledge of the benefits of sound nutritional practices for lifelong health and wellness.				
Scientific Based Research: Kids for Health, 2004-2005				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Implementation of Kids for Health.</p> <p>Action Type: Title I Schoolwide Action Type: Wellness</p>	Lucious Selmon	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	<p>ACTION BUDGET: \$</p>
<p>PROGRAM EVALUATION: During the 2013-2014 school year we plan to evaluate the action: Increase Awareness and Knowledge for Lifelong Health and Wellness through a Pre and Post test to determine whether the objectives of this Intervention were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. Our goal is that 75% of students will make healthy lifestyle choices.</p> <p>Action Type: Program Evaluation</p>	Cheyenne Plunkett	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Teachers Title Teachers 	<p>ACTION BUDGET: \$</p>

Action Type: Wellness				
PROGRAM EVALUATION RESULTS: At the conclusion of the 2012-2013 school year we evaluated this Intervention through: a Pre and Post Test and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. The results of the Pre and Post Test indicated faculty and Asbell families need an increased awareness of sound nutritional practices to help lower the rate of high BMI in all students. It is necessary to continue to educate staff and families to help ensure BMI will decrease in overweight students. The above EVALUATION RESULTS demonstrated that this Intervention is valid in support of the teaching and learning process of all involved. During the 2013-2014 school year, we plan to use the following protocol of a Pre and Post Test in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention. We will use the information obtained to determine whether the objectives of this Intervention 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 program. Action Type: Parental Engagement	Cheyenne Plunkett	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0.

Priority 4: District will provide support to English Language Learners.

Supporting Data:	1. COMPREHENSIVE NEEDS ASSESSMENT: ASBELL formed ACSIP Leadership Teams and analyzed the test scores from the 2010-2011 administration of the K-5 grade Augmented Benchmark and SAT 10 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 three years of trend data in order to better identify the specific areas of need and help align classroom instruction with our curriculum, assessment and professional development. We examined our routines, customs, and norms in order to dig deeper for the root cause why more of our students are not achieving to their full potential. We are modifying our Curriculum, Instruction, Assessment and Professional Development practices to better meet the needs of all our populations. We will select interventions and coordinate our various state and federal funding sources to address these areas and allocate more funding for intervention specialists. In addition, we meet in grade level teams, weekly and as an entire faculty monthly so that we can review formative, "real time" classroom performance data for the purpose of making decisions regarding the direction, and focus, of our Classroom Instruction. We chart progress on our "Assessment/Intervention" wall., meet in grade level teams, weekly and as an entire faculty monthly so that we can review formative, "real time" classroom performance data for the purpose of making decisions regarding the direction, and focus, of our Classroom Instruction. We chart progress on our "Assessment/Intervention" wall.
	Goal Provide support for students that are English Language Learners. During the 2013-14 school year, Asbell Elementary will meet or exceed the Annual Measurable Outcomes (AMO) for Performance (2014 AMO % for All Students and % for Targeted Achievement Gap Group) and for Growth (2014 AMO % for All Students Population and % for Targeted Achievement Gap Group). Asbell will also meet or exceed the AMO's for all NCLB subpopulations. For the 2012-13 school year, Asbell met the AMO's for Performance and Growth in the All Students Population. Asbell met Growth for All students, but did not meet AMO for TAGG students.

Intervention: Comprehensive Literacy Model	
Scientific Based Research: Ganske, Kathy, Word Journeys 2000; Adams, M., Beeler, T., Foorman, B. Lundberg, I. Phonemic Awareness in Young Children 1998; The Art of Teaching; Center for the Improvement of Early	

Reading Achievement, Put Reading First 2002

Actions	Person Responsible	Timeline	Resources	Source of Funds
Hire a Highly Qualified Certified ELL Teacher to provide supplemental instruction to ELL students. Title III and ELL Monies necessary for this intervention are budgeted in the District Plan. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Tracy Bratton	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers Title Teachers 	ACTION BUDGET: \$
Hire an ELL instructional assistant to provide supplemental instruction to ELL students. This instructional assistant will work under the direct supervision of a certified/highly qualified ELL teacher. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Tracy Bratton	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers Title Teachers 	ACTION BUDGET: \$
Teachers and staff will participate in Comprehensive Literacy training such as, but not limited to ELLA, Effective Literacy, Arkansas Reading Association workshops, System 44, Lexia, and Read 180 to receive training in the 5 essential elements of literacy. Teachers will also participate in trainings in how to plan and provide interventions for differentiated instruction. The Title III/ELL monies are budgeted in the District Plan to pay for one full-time staff member. Provide substitute pay for training. Purchase books and supplies/materials to supplement classroom instruction. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Professional Development Action Type: Title I Schoolwide	Jana Starr	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers Title Teachers 	ACTION BUDGET: \$
PROGRAM EVALUATION: During the 2013-2014 school year we plan to evaluate the action: Comprehensive Literacy Model by analyzing data from Dibels Scores and DRA levels for grades k-5 to determine whether the objectives of this Intervention were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. Our goal is that 80% of students grades k-5 will score "low risk" in all Dibels assessments and 80% of students grades k-5 will be reading on grade level based off of their DRA level. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	Priscilla Logue	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
COMPREHENSIVE NEEDS ASSESSMENT: We formed ACSIP Leadership Teams and analyzed the test scores from the 2012-2013 administration of the 3-5 grade Augmented Benchmark and 1-2 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, Formative and Summative Achievement Data across grade levels within our building. We aggregated and disaggregated all the data for the	Priscilla Logue	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$

<p>purpose of establishing student learning and behavioral goals. We looked at our trend data in order to better identify the specific areas of need and help align classroom instruction with our curriculum, assessment and professional development. We examined our routines, customs, and norms in order to dig deeper for the root cause why more of our students are not achieving to their full potential. 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 we will select Interventions and coordinate our various state and federal funding sources to address the areas of weakness in Literacy and Math. IN addition, we meet in grade level teams, weekly and as an entire faculty monthly 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.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide</p>				
<p>PROGRAM EVALUATION RESULTS: At the conclusion of the 2012-2013 school year we evaluated this Intervention through: OBSERVATION of data and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. The results of the OBSERVATION indicated that a majority of the staff and Asbell Community feel they aren't fully aware of benefits of physical activity and believe that students would benefit from this knowledge. The above EVALUATION RESULTS demonstrated that this Intervention is valid in support of the teaching and learning process of all involved. During the 2013-2014 school year, we plan to use the following protocol of OBSERVATION of data in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention. We will use the information obtained to determine whether the objectives of this Intervention 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 program.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide</p>	Maranda Seawood and Kelly Wade	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Teachers 	<p>ACTION BUDGET: \$</p>
<p>Classroom teachers, special education teachers, and other support staff will collaborate to implement the Rigor, Relevance, and Relationships strategies to improve literacy.</p> <p>Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education</p>	Jana Starr	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Teachers 	<p>ACTION BUDGET: \$</p>
Total Budget:				\$0

Priority 5: To increase positive relationships with parents and increase parent involvement building wide.

Supporting Data: 1. COMPREHENSIVE NEEDS ASSESSMENT: ASBELL formed a Parent Involvement Team led by 2 Parent Involvement Facilitators. The team holds meetings monthly that are open to the Asbell community. After taking surveys and sending home compacts the team deemed the focus

"creating positive relationships with parents and the community" a necessity.

Goal Asbell will create positive school/parent/community relationships in order to strengthen student achievement.

Benchmark 85% of parents will attend their scheduled parent-teacher conference.

Intervention: Parent Involvement Plan ACT 307 National PTA Standards, 2007				
Scientific Based Research: National PTA Standards, 2007 Learning Early to Achieve program for preschool students; Report from Arkansas Blue Ribbon Commission 2003; No child Left Behind 2003; Act 49 of the 2nd Extraordinary Session of the Arkansas Legislature 2003; Harms, Clifford, Cryar, Early Childhood Environment Rating Scale 1998.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>SCHOOL-PARENT COMPACT: A school-parent compact will be created by staff and parents to reflect the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the state's student academic achievement standards. The compact will include ways in which parents will be responsible for supporting their children's learning, as well as stating the importance of communication between teachers and parents on an ongoing basis. The compact will be a tool for parents because it will provide assistance to parents in understanding how to monitor their child's progress through school curriculum by providing standards and academic assessments. Parents will be provided with materials and training which will help them work with their children to improve academic achievement, as well as receive information related to school and parent programs and provide additional reasonable support for parental involvement activities as requested by parents. The compact will be a tool for educators because it focuses on the importance of effective communication as well as value and utility of contributions of parents. The compact will be available for viewing online on our school website and will be sent home in print for parents, including disabled parents, to view in a language that is practical to understand. The compact encompasses parent involvement because it coordinates and integrates parent involvement programs and activities.</p> <p>Action Type: Parental Engagement Action Type: Program Evaluation</p>	Jennifer Doyle	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
<p>PROGRAM EVALUATION: During the 2013-2014 school year we plan to use the following protocol of a Parent SURVEY and VERIFICATION of ATTENDANCE at the Fall and Spring Parent-Teacher Conference in evaluating this intervention program: Parent Involvement Plan ACT 307 National PTA Standards, 2007. We will use this information to determine whether the objectives of this Intervention was achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results, in our 2012-2013 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program."</p> <p>Action Type: Parental Engagement Action Type: Program Evaluation</p>	Carlena Lambert	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$

<p>TRANSITION: (Pre-K) Kindergarten teachers will collaborate to incorporate research/best practices related to early childhood development so that there will be a seamless transition for students between preschool and kindergarten environments. The kindergarten curriculum includes instructional strategies, teaching methodologies, and assessment techniques based upon the theories of early childhood growth and development. Parents and students are introduced to kindergarten and the student expectations at the beginning of the year at a Kindergarten Round-up. Teachers will maintain contact with the parents on a regular basis and arrange for additional conferences with parents as needed.</p> <p>Action Type: Alignment Action Type: Equity Action Type: Parental Engagement</p>	Christina Brown	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>
<p>PARENT INVOLVEMENT: Parents and highly qualified teachers will collaborate to develop and distribute a School Information Resource Guide for each family in the fall of each school year.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Jane Skinner	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Teachers 	<p>ACTION BUDGET: \$</p>
<p>The building principal will designate one certified staff member to serve as a parent facilitator to organize meaningful training for staff and parents and to undertake efforts to ensure that parental participation is recognized as an asset to the school. The district will pay the parent facilitator a stipend for assuming duties as required by ACT 307 of 2007.</p> <p>Action Type: Parental Engagement</p>	Tracy Bratton	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Teachers 	<p>ACTION BUDGET: \$</p>
<p>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 Parent Involvement Plan will be posted on the school's website. The plan will be reviewed and updated annually. Funds will be used to purchase student planners and Communication Folders to facilitate in increasing communication between school and home.</p> <p>Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Jana Starr	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Teachers 	<p>Title I - Materials & Supplies: \$6800.00</p> <p>ACTION BUDGET: \$6800</p>
<p>The district will designate two PARENT/TEACHER CONFERENCES each school year. At the end of the school year, the school will publish a notice in the local newspaper thanking the parents as a group for attending the conferences.</p> <p>Action Type: Alignment Action Type: Parental Engagement</p>	Sara Blickenstaff	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>
<p>VOLUNTEER RESOURCE BOOK: 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.</p> <p>Action Type: Parental Engagement</p>	Jennifer Doyle	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>

As required in Act 307, PARENT INVOLVEMENT MEETINGS will be held twice a year to discuss what students will be expected to learn and what the academic standards are, how student's learning will be assessed and how parents can assist to make a difference in his or her child's education. Parents will be provided instruction on how to incorporate developmentally appropriate learning activities in the home environment. The school's process for RESOLVING PARENTAL CONCERNS will also be discussed, including but not limited to parental concerns in the handbook. To supplement the materials provided by the school for these meetings, the PARENT FACILITATOR will work with grade-level teams to select and purchase curriculum resource materials, appropriate for each grade level, which will support and scaffold student learning at home. These supplemental materials will be provided for low-income families, who otherwise would not be able to purchase them. Action Type: Parental Engagement	Jana Starr and Jennifer Doyle	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
The school will engage in other activities to help a parent assist in his or her child's learning which include, but are not limited to hosting PARENT INVOLVEMENT events such as Kindergarten Round Up, Family Week, a Math Club, Curriculum Nights, Book Clubs, Musicals (for grades 1,3,and 5), Back to School Night, Field Day, Read Across America, Graduation, and Awards Assembly as ways to raise parent and community involvement and to help parents assist in their child's learning. Funds will be used to purchase any materials, supplies, and prepackaged food needed. Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide	Jennifer Doyle	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	Title I - Purchased \$1000.00 Services: Title I - Materials \$1500.00 & Supplies: ACTION BUDGET: \$2500
PROGRAM EVALUATION RESULTS: At the conclusion of the 2012-2013 school year we evaluated this Intervention through: SURVEY and QUESTIONNAIRE and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. The results of the Parent SURVEY/QUESTIONNAIRE indicated that a majority of parents felt there was open communication between parents and teachers through many different outlets, but that teachers needed to continue to offer ways parents can help their children at home with curriculum being taught in the classroom. The above EVALUATION RESULTS demonstrated that this Intervention is valid in support of the teaching and learning process of all involved. During the 2013-2014 school year, we plan to use the following protocol of SURVEY and QUESTIONNAIRE in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention. We will use the information obtained to determine whether the objectives of this Intervention 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	Jennifer Doyle	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

making decisions that impact our future instructional program. Action Type: Parental Engagement Action Type: Program Evaluation				
ANNUAL TITLE ONE MEETING: Our school will host an annual community meeting to discuss the Title I program. This meeting will be scheduled during the fall of each school year and will be conducted as a stand alone meeting. A sign-in sheet will be kept to document attendance. An agenda will be provided that includes: Goals for the program, Rights of parents to be involved in the planning, review and revision of parent programs (including the school parental involvement policy) School accreditation, coordination of federal programs, the schools academic performance report, overview of the curriculum along with an explanation of the kinds of assessments used. There will be a time for dialogue with our parents and they will be encouraged to ask questions and offer suggestions as they relate to budgeting of all federal monies. Parents will be encouraged to form a partnership with the school. A committee will be formed for the purpose of, annually, revising our school parental involvement policy. Action Type: Parental Engagement Action Type: Title I Schoolwide	Jana Starr and Tracy Bratton	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
BUILDING CAPACITY #1: To ensure effective involvement of parents and to support a partnership between the school, parents and community, for the purpose of improving student academic achievement we will provide assistance to parents of children served at our school as appropriate in understanding such topics as the State's academic content standards and State academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children. Action Type: Equity Action Type: Parental Engagement	Jennifer Doyle	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
BUILDING CAPACITY #2: To ensure effective involvement of parents and to support a partnership between the school, parents and community, for the purpose of improving student academic achievement we will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. Action Type: Equity Action Type: Parental Engagement	Jennifer Doyle	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
BUILDING CAPACITY #3: To ensure effective involvement of parents and to support a partnership between the school, parents and community, for the purpose of improving student academic achievement we will educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents and in how to reach out to, communicate with, and work with parents as	Priscilla Logue	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

equal partners, implement and coordinate parent programs, and build ties between parents and the school. Action Type: Equity Action Type: Parental Engagement				
BUILDING CAPACITY #4: To ensure effective involvement of parents and to support a partnership between the school, parents and community, for the purpose of improving student academic achievement we will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, The Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. Action Type: Equity Action Type: Parental Engagement	Priscilla Logue	Start: 07/01/2013 End: 06/30/2014	 ACTION BUDGET: \$
BUILDING CAPACITY #5: To ensure effective involvement of parents and to support a partnership between the school, parents and community, for the purpose of improving student academic achievement we will insure that information related to school and parents programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. Action Type: Equity Action Type: Parental Engagement	Jennifer Doyle	Start: 07/01/2013 End: 06/30/2014	 ACTION BUDGET: \$
BUILDING CAPACITY #6: To ensure effective involvement of parents and to support a partnership between the school, parents and community, for the purpose of improving student academic achievement we will provide such other reasonable support for parental involvement activities under this section as parents may request. Action Type: Equity Action Type: Parental Engagement	Jennifer Doyle	Start: 07/01/2013 End: 06/30/2014	 ACTION BUDGET: \$
Classroom teachers, special education teachers, and other support staff will collaborate to implement the Rigor, Relevance, and Relationships strategies to improve parent involvement. Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Title I Schoolwide	Jana Starr	Start: 07/01/2013 End: 06/30/2014	• Teachers ACTION BUDGET: \$
PARENT INVOLVEMENT: The school will provide to parents information about the following components: (a) Parents Right to Know, (b) Annual Report Card, (c) Individual Student Assessment Report, (d) Progress Review, (e) Written State Complaint Procedures, (f) Parental Communication, (g) Disabled Parents to ensure meaningful participation in Title I, Part A Programs. Action Type: Parental Engagement	Jane Skinner and Carlena Lambert	Start: 07/01/2013 End: 06/30/2014	 ACTION BUDGET: \$
Total Budget:				\$9300

Priority 6:

1. An analysis of the 2009-2010 data for Fayetteville suggests that there is a possible disproportionate representation of Black students (overrepresented) and White students (underrepresented) within the category of mental retardation. A district identified for disproportionality must under Federal regulations ensure that its current policies, procedures and practices used to identify students for SPED are sound and free of bias with regard to a student's race, ethnicity or linguistic diversity.
2. The comparison between risk rates of African American SPED students to Caucasian students who are labeled Mentally Retarded:
African American:
2007-2008 5.21% 2008-2009 5.33% 2009-2010 5.21%
Caucasian:
2007-2008 .34% 2008-2009 .27% 2009-2010 .21%
3. African American Students Labeled MR: 20/50 or 40%. All other ethnicity: 30/50 or 60%.
4. Referrals 2009-2010: 15% of students referred are African American. 66% of students referred are Caucasian. Placements 2009-2010: 16% of placed students are African American. 66% of placed students are Caucasian.
5. Currently served students in early-intervention district-wide:
11/99 = 11% African American
53/99 = 54% Caucasian
6. COMPREHENSIVE NEEDS ASSESSMENT: Due to the overrepresentation of African American males we as a school will continue to work with the district to stop the overidentification of African American Males.

Supporting
Data:

Goal Reduce the relative proportion of African American Students to students of other ethnicity identified as Intellectually Disabled.

Benchmark Fayetteville Public Schools will reduce the risk ratio of African American students labeled as Intellectually Disabled to below the state target for the 2012-2013 school year.

Intervention: Fayetteville Public Schools will monitor and maintain the number of African American students referred for special education services and identified as Intellectually Disabled by using EARLY INTERVENTION STRATEGIES (Lit coach, Read180/System 44), SCHOOL-BASED INTERVENTION TEAMS (Lit coach, interventionist, classroom teacher) and EARLY LITERACY STRATEGIES (ICLE Lin Kuzmich training).

Scientific Based Research: RESEARCH For MAPS testing: Kingsbury Center at NWEA, State Standards and Student Growth: Why State Standards Don't Matter as Much as We Thought, Cronin, Dahlin, Durant and Xiang, Feb. 1, 2010. Linking MAP to State Tests: Proficiency Cut Score Estimation Procedures, NWEA For Early Intervening: Early Intervening An Administrators Guide, National Alliance of Black School Educators, IDEA partnerships, IDEAS that Work, US Office of Special Education Programs, Council for Exceptional Children, ADE, Sped., Coordinated Early Intervening Services Workshop, Hardin, Watkins, Fields, and Smart. October 13, 2008. RTI Guide: Development of Response to Intervention Model in Your School, John McCook, 2006. Coordinated Early Intervention Policy, National Association of State Directors of Special Education, P. Burdette, 2008. For Lit Coaches: The Literacy Coach, A Key to Improving Teaching and Learning in Secondary Schools, E. Sturtevant, Alliance for Excellent Education Literacy Coaching Clearinghouse Program Evaluation - ALL levels Data will be collected on Early Intervening Services provided to all students K-7 Individual Progress Monitoring by RTI teams and Literacy Coaches and analyzed. Instruction and Interventions will be assessed and modified based on analysis of data. Data on Referrals, Evaluations, Disability Categories, and Placements including the race will be collected and analyzed. Curriculum department/Curriculum leaders will review district data routinely regarding progress in core curriculum and Interventions to assess progress. Lit Coaches will review data routinely to assess progress. Modifications to Professional Development plans, Intervention Plans and Intervention Team process will be identified in relation to progress on data and Referral data.

Actions	Person Responsible	Timeline	Resources	Source of Funds
The AYP targets for the 2012-2013 year in Literacy in Mathematics will be met by all Special Education Student Sub Populations in the Fayetteville Schools. The AMO targets are as follows: K-5: Literacy: 85.60% Math: 85.00% 6-8: Literacy: 83.80% Math: 82.28% 9-12: Literacy: 83.88% Math: 82.30% Action Type: Special Education Action Type: Title I Schoolwide	Debra Wilson	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
The district will implement MAP assessments in order to provide more targeted and explicit instruction in Literacy and all content areas. (Software and Hardware). Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide	Debra Wilson	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

Elementary, Middle School and Secondary teachers will receive training in core instruction to improve early-intervening Literacy strategies across the district. Elementary Literacy coaches will be involved with the training and coaching and this will be coordinated with SPED cultural diversity and learning environment awareness. Interventionists and Aides will also be involved. Kelly Brown, our specialist involved with coordinated early intervening services, will enhance and expand the problem solving teams work. Action Type: Professional Development Action Type: Special Education	Debra Wilson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Outside Consultants 	ACTION BUDGET: \$
The percent of children with parental consent to evaluate who are evaluated for Special Education within the state established time line of 60 days (CHILD FIND) will be 100% for the overall district, the early childhood ages 3-5 and school age 5-21. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education Action Type: Title I Schoolwide	Debra Wilson	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Fayetteville Schools will purchase early intervention materials that will be proactive in meeting the needs of all learners in hopes of preventing inappropriate SPED referrals. Action Type: Special Education	Deborah Wilson	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Funding from Title VI-B Coordinated Early Intervening Services at Asbell Elementary will be used to purchase Early Intervening materials. ASBELL budgeted at the district level: \$6,978. Action Type: Collaboration Action Type: Professional Development Action Type: Special Education	Debra Wilson	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Program Evaluation – ALL levels Data will be collected on Early Intervening Services provided to all targeted students K-7 Individual Progress Monitoring by RTI teams and Instructional Facilitators and analyzed. Instruction and Interventions will be assessed and modified based on analysis of data. Data on Referrals, Evaluations, Disability Categories, and Placements including the race will be collected and analyzed. Curriculum department/Curriculum leaders will review district data routinely regarding progress in core curriculum and Interventions to assess progress. Instructional Facilitators will review data routinely to assess progress. Modifications to Professional Development plans, Intervention Plans and Intervention Team process will be identified in relation to progress on data and Referral data. Action Type: Program Evaluation Action Type: Special Education	Debra Wilson	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0.

• Planning Team

Classification	Name	Position	Committee
Business Representative	Joyce Prowell	Ozark Guidance Counselor	Wellness
Classroom Teacher	Allison Helton	3rd Grade	Literacy
Classroom Teacher	Andrea Kitchen	5th Grade	Literacy
Classroom Teacher	Becky Roberts	2nd Grade	Literacy
Classroom Teacher	Bryan Foshe	Kindergarten	ELL
Classroom Teacher	Carolyn Baughman	2nd Grade	ELL
Classroom Teacher	Christina Brown	Kindergarten	Math

Classroom Teacher	Clarisa Pierce	4th Grade	Math
Classroom Teacher	Crystal Clark	1st Grade	Math
Classroom Teacher	Dianna Reyes	Certified Interventionist	Literacy
Classroom Teacher	Jennifer Doyle	3rd Grade	ELL/Parental Engagement
Classroom Teacher	Jennifer Ebert	3rd Grade	Math
Classroom Teacher	Jill Jackson	Kindergarten	Literacy
Classroom Teacher	Kelly Wade	5th Grade	ACSIP Leadership/ELL
Classroom Teacher	Kyla Price	2nd Grade	Math
Classroom Teacher	Lindsey Griesse	1st Grade	Literacy
Classroom Teacher	Mandy Hachmann	4th Grade	Math
Classroom Teacher	Maranda Seawood	Kindergarten	ACSIP Leadership ELL
Classroom Teacher	Mary Tannehill	5th Grade	Literacy
Classroom Teacher	Pat Shepard	4th Grade	Literacy
Classroom Teacher	Summer Anderson	Kindergarten	Literacy
Classroom Teacher	Tina Moretz	5th Grade	Math
District-Level Professional	Christie Jay	Federal Programs Coordinator	ACSIP Leadership
Non-Classroom Professional Staff	Amber Wenger-Smith	Nurse	Wellness
Non-Classroom Professional Staff	Ana Ritter	Psych. Examiner	Literacy
Non-Classroom Professional Staff	Ann Grigg	Speech Pathologist	Literacy
Non-Classroom Professional Staff	Audrey Caldwell	Media Specialist	Literacy
Non-Classroom Professional Staff	Bekah Murphy Cox	GT Teacher	Wellness
Non-Classroom Professional Staff	Cameron Magness	Counselor	Wellness
Non-Classroom Professional Staff	Carlena Lambert	Music	Parental Engagement
Non-Classroom Professional Staff	Cheyenne Plunkett	Physical Education	Wellness
Non-Classroom Professional Staff	DJ Rush	Technology Curriculum Specialist	Math
Non-Classroom Professional Staff	Donna Herrin	Cafeteria Manager	Wellness
Non-Classroom Professional Staff	Donna Herrin	Cafeteria Manager	Wellness
Non-Classroom Professional Staff	Jane Skinner	Art	Parental Engagement
Non-Classroom Professional Staff	Janette Cooper	Resource	Literacy
Non-Classroom Professional Staff	Kasi Davis	Instructional Facilitator	Literacy
Non-Classroom Professional Staff	Lucious Selmon	Physical Education	Wellness
Non-Classroom Professional Staff	Melissa Harrell	Resource	Math
Non-Classroom Professional Staff	Priscilla Logue	ESL Teacher	ELL/Parent Involvement
Non-Classroom Professional Staff	Sara Blickenstaff	Social Worker	Parental Engagement
Parent		Parent	Community Representative
Parent	Julie Motley	Parent	Parental Engagement
Principal	Jana Starr	Assistant Principal	ACSIP Leadership/Parent Engagement
Principal	Tracy Bratton	Principal	ACSIP Leadership

