

2013-2014 ARCHIVE

School Plan

Print Version

BUTTERFIELD ELEMENTARY SCHOOL

Arkansas Comprehensive School Improvement Plan

2013-2014

At Butterfield Trail Elementary we are setting the climate for developing responsible citizens and lifelong learners by involving the students in the common core curriculum, wellness, arts and technology.

Grade Span: K-5

Title I: Title I Schoolwide

School Improvement

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Priority 1: Literacy

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

Priority 2: Mathematics

Goal: All students will improve in mathematic skills and responding to constructed response questions with additional attention to number sense, properties and operations, geometry and spatial sense and data analysis mathematic strands.

Priority 3: Wellness

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

Priority 4: English Language Learners (ELL)

Goal: All English Language Learners (ELL) students will improve in literacy skills and show annual growth based on MAPS Assessments, ELDA and Benchmark/IOWA.

Priority 5: Prevent Disproportionate Representation

(Over-identification) of African American Students

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

Priority 6: Parental Engagement

Goal: 90% of parents will actively participate in the parent curriculum nights during the 2013 - 2014 school year.

Priority 1: All students will improve in reading comprehension and written expression with additional attention to literacy, content, and practical reading passages, and content and style writing domains.

1. ACSIP CRT Data Source for BUTTERFIELD TRAIL ELEMENTARY SCHOOL Benchmark-3rd Grade Literacy Exam 2013: # Tested & Percent of Students Scoring Proficient/Advanced: 89.64% proficient/Advanced TAGG: 114 students took the exam with 80.70% proficient/advanced MAP Literacy data identified these areas of concern regarding Butterfield's grade students were below the 50th percentile in literacy at the end of last year. Foundations of Reading was an area of low performance for the greatest percentage of curriculum identified as low in this area which is below the 33rd percentile nationally. Attendance Rate: In 2012-2013, the attendance rate was 96.69%
2. ACSIP CRT Data Source for BUTTERFIELD TRAIL ELEMENTARY SCHOOL Benchmark: 3rd-5th Grade Literacy Exam 2012: # Tested & Percent of Students Scoring Proficient/Advanced: 84.52% proficient/advanced TAGG: 119 students took the exam with 73.11% proficient/advanced MAP literacy data identified these areas of concern regarding Butterfield's grade students were below the 50th percentile in literacy at the end of last year. Foundations of Reading was an area of low performance for the greatest percentage of curriculum identified as low in this area which is below the 33rd percentile nationally. Attendance Rate: In 2011-2012, the attendance rate was 95.9%
3. ACSIP CRT Data Source for BUTTERFIELD TRAIL ELEMENTARY SCHOOL Benchmark-3rd Grade Literacy Exam 2011: # Tested & Percent of Students Scoring Proficient/Advanced: 95% of Caucasian Students 27 Students: 87% of Econ. Disadvantaged Students 11 Students: 85% of Hispanic Students Benchmark-4th Grade Literacy Exam 2011 Proficient/Advanced: 77 Students: 94% of Combined Students 55 Students: 94% of Caucasian Students 32 Students: 94% of Econ. Disadvantaged Students Benchmark-5th Grade Literacy Exam 2011 Proficient/Advanced: 71 Students: 86% of Combined Students 54 Students: 93% of Caucasian Students 22 Students: 76% of Econ. Disadvantaged Students Benchmark-5th Grade Reading Comprehension. In 2011, 68 students were tested and 65.1% had a NPR score of 50, or above. ITBS-4th Grade Combined Population in Reading Comprehension. In 2011, 650, or above. ITBS-5th Grade Combined Population in Reading Comprehension. In 2011, 56 students were tested and 68.2% had a NPR score of 50, or above. Attendance Rate: In 2011-2012, the attendance rate was 95.9%
- 4.
5. Comprehensive Needs Assessment: Butterfield conducted a three year data trend analysis of literacy achievement using the results from Benchmark, MAPS and attendance data to identify specific areas of weakness in learning strands. Our data analysis identified the following focus areas for improvement: writing content and style and reading strategies, classroom structure/grouping, and classroom walkthrough data and are modifying our curriculum, instruction, common assessments and professional development strategies. In addition, literacy teachers will meet monthly with the instructional facilitator to review formative, real time classroom performance data, and focus on classroom review and discuss data and instructional practices that will improve student achievement. We will use available funds to implement appropriate interventions and programs

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

During the 2013-2014 school year, Butterfield will meet or exceed the Annual Measurable Outcomes of 92.86% for Performance for all students & 86.76% for Targeted Achievement Gap Group & 85.79% for growth for all students population & 84.33% for the Targeted Achievement Gap Group. Butterfield will also meet or exceed the AMO's for all NCLB subpopulations.

Benchmark: During the 2012-2013 school year, Butterfield will meet or exceed the Annual Measurable Outcomes of 92.07% for Performance for all students & 85.29% for the Targeted Achievement Gap Group & 84.21% for growth for all students population & 82.58% for the Targeted Achievement Gap Group. Butterfield will also meet or exceed the AMO's for all NCLB subpopulations.

For the 2011-2012 school year, Butterfield met the AMO's for Growth in the All Students Populations but did not meet the AMO's for Performance in the Targeted Achievement Gap Group.

Intervention: Writer's Workshop		
Scientific Based Research:		
Actions	Person Responsible	Timeline
All teachers will participate in ongoing professional development in writing. This includes: ELLA, Effective Literacy, Easy Tech Keyboarding and grade level team meetings. Action Type: Professional Development Action Type: Special Education Action Type: Title I Schoolwide	JoAnna Lever	Start: 07/01/2013 End: 06/30/2014
All students will: access information; develop writing skills; and publish student work as stated in the Common Core State Standards. Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Technology Infusion Action Type: Title I Schoolwide	JoAnna Lever	Start: 07/01/2013 End: 06/30/2014

Provide all students with access to a rich collection of diverse resources (to include, but not be limited to books, videos, tapes, and other media materials) through the school library. Action Type: Equity Action Type: Title I Schoolwide	Rebecca Webb	Start: 07/01/2013 End: 06/30/2014
Communicate writing expectations and student progress in writing to parents through classroom assignment sheets, rubrics, parent-teacher conferences, portfolios, graded work, newsletters, and web access to the curriculum. Action Type: Equity Action Type: Parental Engagement Action Type: Special Education Action Type: Title I Schoolwide	Ashley Lester	Start: 07/01/2013 End: 06/30/2014
TRANSITION: Transition from Pre-School to Kindergarten Action: (Pre-K) Kindergarten teachers will collaborate to incorporate research/best practices related to early childhood development so that there will be a seamless transition for students between preschool and kindergarten environments. The preschool and kindergarten curriculum includes instructional strategies, teaching methodologies, and assessment techniques based upon the theories of early childhood growth and development. Each kindergarten classroom will have a .5 Instructional assistant and preschool a full time instructional assistant daily to support this process. Teachers will maintain contact with the parents on a regular basis and arrange for additional conferences with parents as needed. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide	Megan Meggers	Start: 07/01/2013 End: 06/30/2014
Total Budget:		
Intervention: Comprehensive Literacy Model: Early Literacy Learning In Arkansas (ELLA); Effective Literacy; Phonetic Connections; Word Study; and Literacy Lab		
Scientific Based Research: Adams, M., Beginning to Read; Allington, R., Classrooms That Work (1999).		
Actions	Person Responsible	Timeline
ELLA and Effective Literacy updates will be shared with classroom teachers through PD, grades K-4. The following teachers will continue their second year of training in these programs: Martha Palmer, Adrienne Seeger, Brittany Spurlock, Andrea Lofton, Scotty Allen, Becky McCain, Cassie Smith, and Ashley Lester. Full implementation of the literacy components will ensure that all students are provided with the essential literacy skills and strategies needed to be successful readers. The comprehensive literacy model ensures that all five of the essential literacy elements are mastered: phonological awareness, phonics, comprehension, vocabulary, and fluency. Leveled text has been purchased, as well as materials to be used in literacy workstations, to better support implementation. Substitutes will be employed so that teachers may attend follow-up ELLA and ELF sessions throughout the school year. Action Type: Professional Development Action Type: Special Education Action Type: Title I Schoolwide	Dena Griffin	Start: 07/01/2013 End: 06/30/2014
All classroom teachers will be trained in the use of Accelerated Reader as part of the ongoing reading instruction for all students in the classroom. Each new teacher will be assigned a mentor AR teacher for the year. Action Type: Equity Action Type: Professional Development Action Type: Title I Schoolwide	Rose Tacker	Start: 07/01/2013 End: 06/30/2014
Levelized reading books, well reviewed library books, software subscriptions, LCD projectors (\$1400 each), Smartboards (\$4500), Interwrite Pads (\$50), voice amplification systems or other interactive technologies (\$1112 each) and other supplies for implementation of ELLA/Effective Literacy/Literacy Lab strategies and Accelerated Reader will be purchased to enhance classroom activities. Action Type: Equity Action Type: Technology Inclusion Action Type: Title I Schoolwide	Karen Ervin	Start: 07/01/2013 End: 06/30/2014
Teachers will utilize appropriate technology programs to integrate technology into literacy instruction for all students. This will provide students with additional reinforcement for the standards-based literacy instruction which benefits all students, including English Language Learners and students with special needs. Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide	Sue Conlee	Start: 07/01/2013 End: 06/30/2014
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 skills. Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide	Sherrie Lindsay	Start: 07/01/2013 End: 06/30/2014
Summative evaluations will be used to measure the effectiveness of the instructional literacy components. Those summative evaluations include but are not limited to: achievement tests, district quarterly assessments, DIBELS Next, and MAP tests. Action Type: Program Evaluation Action Type: Title I Schoolwide	Brooks Anne Courtway	Start: 07/01/2013 End: 06/30/2014
Coordination and integration of programs and student identification for services: All teachers will be encouraged to attend the state, regional or national reading conferences. Training provides teachers with the necessary skills for more effective student-based instruction. Substitutes will be provided and expenses will be covered for registration, transportation, meals, lodging and some other misc. expenses. This knowledge is supported by grade-level work by each team of teachers with the building instructional facilitator to ensure effective implementation. Action Type: Professional Development Action Type: Special Education Action Type: Title I Schoolwide	Donna Modica	Start: 07/01/2013 End: 06/30/2014
Individual AR data derived from a research based growth model will be used to evaluate the effectiveness of the AR program. Second grade through fifth grade will STAR three times a year, in August, January & May. First grade will STAR in January and May. Kindergarten will STAR on an individual basis. Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide	Donna Modica	Start: 07/01/2013 End: 06/30/2014
The following instructional assistants will be employed to support and supplement instructional strategies, perform assessments, collect and disaggregate data with students and teachers and implement intervention programs in reading and language arts instruction: Kristen Hodskins (Salary \$8307.60 Benefits \$2159.98) Amy Guthrie (Salary \$16520.88 Benefits \$4295.43) Betty Metcalf (Salary \$11889.24 Benefits \$3091.20) Kim Autry (Salary \$12731.16 Benefits \$3310.10) Rose Tacker (Salary \$14859.96 Benefits \$3863.59) Julie Powell (Salary \$26749.32 Benefits \$6954.82) Kelli Hefflin (Salary \$9479.28 Benefits \$2464.61) Summer Shankle (Salary \$5567.21 Benefits \$1447.47) Brittany Hutson (Salary \$573.24 Benefits \$149.04). These highly qualified paraprofessionals will participate in focused professional development to provide seamless support of classroom instruction and intervention programs. The paraprofessionals have received and will continue to receive training to implement guided reading and specific interventions. Action Type: Equity Action Type: Title I Schoolwide	Martha Palmer	Start: 07/01/2013 End: 06/30/2014
Kindergarten and first grade teachers will utilize the Phonetic Connections program as a daily part of literacy instruction. Beginning the second semester first grade will begin Quick Reads. Second grade will utilize district provided Word Study lessons for explicit word study/spelling instruction. Third grade will utilize the Spiral Up program and fourth and fifth grades will use the Word Study Vocabulary program. These provide systematic instruction focused on research-based instructional methods. Action Type: Alignment Action Type: Title I Schoolwide	Sherrie Lindsay	Start: 07/01/2013 End: 06/30/2014

Kindergarten students who score "delayed," In both written and oral communication on the QELI; 1st and 2nd grade students who score "below basic" in reading on the ITBS; and 3rd, 4th, and 5th grade students who score below the proficient level on the ACTAAP will be provided with targeted literacy interventions. DIBELS Next assessments will be administered to all students in grades K-3 and those in grades 4 & 5 who have not previously met their grade level benchmarks. Student progress will be monitored until levels of proficiency have been met. Additional interventions may be put in place for those who do not make progress. Action Type: AIP/IRI Action Type: Equity Action Type: Title I Schoolwide	Andrea Lofton	St 07 En 06
In our school, Title I resources will be used to help students achieve our Adequate Yearly Progress targets by supporting and supplementing the implementation of a tightly aligned instructional program. Our staff is continuing to align their instruction with the Common Core State Standards, assessments, and the professional development they receive in order to eliminate gaps in students learning and improve student achievement. Action Type: AIP/IRI Action Type: Title I Schoolwide	Adrienne Seeger	St 07 En 06
The methods and strategies we implement are scientifically research-based and have been proven effective. The use of differentiated and cognitively guided instruction is one example of the kinds of strategies we use to support meeting the needs of our students. We have implemented these programs which are designed to provide accelerated opportunities for our students. We believe in the inclusion model and work very hard to provide supplemental instruction within the regular classroom setting. Action Type: AIP/IRI Action Type: Collaboration Action Type: Title I Schoolwide	Andrea Lofton	St 07 En 06
We use Title I funds to support and supplement the regular education programs. Action Type: Technology Inclusion Action Type: Title I Schoolwide	Joey Folsom	St 07 En 06
School Leadership Team: Closing the Achievement Gap(Literacy): Regular quarterly meetings (9/12/12) of our (Literacy) ACSIP Leadership Committee will continue to be held. These meetings will focus on building capacity within our school. Each meeting agenda will include the following Core Principles: A. The selection, and continuous evaluation, of research-based, scientifically validated, interventions designed to improve our ability to improve student performance on the literacy portion of all assessments. B. The ongoing monitoring of student progress in order to influence classroom instruction. C. The utilization of Formative and Summative Assessment Data to make decisions that impact: Curriculum, Instruction, Assessment and Professional Development. D. Coordination of resources in order to better meet the needs of all students. Written minutes of each meeting, along with a sign-in sheet, will be kept and made available upon request. The intent is that each intervention, and action, is 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. Action Type: Collaboration Action Type: Title I Schoolwide	Heather Williams	St 07 En 06
Program Evaluation: At the conclusion of the 2012-2013 school year, we evaluated the Accelerated Reading program through: pre/post testing, CRT/NRT assessments, and district summative assessments. We determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. The Accelerated Reading program demonstrated that it is valid in supporting the teaching and learning that are part of the literacy model adopted by the district. During the 2013-2014 school year we plan to follow the same protocol in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program: Accelerated Reading Program. We will use this data/information to determine whether the objective(s) of this Intervention/Program was (were) achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report these results, in our 2013-2014 ACSIP plan, and use those evaluation results in making decisions that impact our future instructional program. MAP literacy data identified these areas of concern regarding Butterfield's 3rd, 4th and 5th grade students: 33% of current 3rd, 4th, and 5th graders were below the 50th percentile at the end of last year. Action Type: Program Evaluation Action Type: Title I Schoolwide	Melissa Anderson	St 07 En 06
All students' needs will be addressed through the application of the FPS Literacy Curriculum. Action Type: Alignment Action Type: Equity Action Type: Title I Schoolwide	Karen Ervin	St 07 En 06
We are continually planning for the best ways to serve our students. Teachers will meet at the beginning, middle and end of the year for a half day to analyze student data. They will continue to meet monthly and review students' progress. The data will be collected from the following sources: DIBELS Next, NWEA, Accelerated Reader, Mondo, DRA, DSA, ACTAAP, IOWA, anecdotal records, formative assessments, and FPS district quarterly assessments. Additional data will be collected from the following interventions: Lexia, Barton, System 44, Cracking the Code, Reading Rewards, Rite Flight Rate, Read Well, Heggerty, the 95% Group, and Let's Talk About It. The data will be analyzed in order to: place students in intervention and enrichment groups; monitor progress or lack thereof; make instructional decisions; and discontinue services. Supplemental substitute teachers will be provided at \$95 per day and budgeted from purchased services for SubTeach. Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide	Brooks Ann Courtway	St 07 En 06
Teachers in second through fifth grade will utilize Quick Reads to improve student fluency. First grade uses fluency passages and beginning the second semester will start Quick Reads. Action Type: Alignment	Scottye Allen	St 07 En 06

Total Budget:

Priority 2: All students will improve in mathematic skills and responding to constructed response questions with additional attention to number sense, properties and operations, geometry and

Supporting
Data:

1. ACSIP CRT Data Source for BUTTERFIELD TRAIL ELEMENTARY SCHOOL Benchmark-3rd - 5th Grade Math Exam 2013: # Tested & Percent of Students Scoring Proficient/Adv 87.25% proficient/advanced TAGG: 114 students took the exam with 76.32% proficient/advanced MAP math data identified these areas of concern regarding Butterfield's 3r students were below the 50th percentile in math at the end of last year. Numbers and Operation was an area of low performance for the greatest percentage of current 3rd - low in this area which is below the 33rd percentile nationally. Attendance Rate: In 2012-2013, the attendance rate was 96.69%
2. ACSIP CRT Data Source for BUTTERFIELD TRAIL ELEMENTARY SCHOOL Benchmark: 3rd-5th Grade Math Exam 2012: # Tested & Percent of Students Scoring Proficient/Adv 90.08% proficient/advanced TAGG: 119 students took the exam with 83.19% proficient/advanced MAP math data identified these areas of concern regarding Butterfield's 3r students were below the 50th percentile in math at the end of last year. Numbers and Operation was an area of low performance for the greatest percentage of current 3rd - low in this area which is below the 33rd percentile nationally. Attendance Rate: In 2011-2012, the attendance rate was 95.9%
3. ACSIP CRT Data Source for BUTTERFIELD TRAIL ELEMENTARY SCHOOL Benchmark-3rd Grade Math Exam 2011: # Tested & Percent of Students Scoring Proficient/Advanced Students: 98% of Caucasian Students 29 Students: 93% of Econ. Disadvantaged Students 12 Students: 92% of Hispanic Students Benchmark-4th Grade Math Exam 2011: # Proficient/Advanced: 74 Students: 90% of Combined Students 53 Students: 91% of Caucasian Students 29 Students: 86% of Econ. Disadvantaged Students Benchmark-5th Students Scoring Proficient/Advanced: 70 Students: 85% of Combined Students 52 Students: 89% of Caucasian Students 24 Students: 83% of Econ. Disadvantaged Student Comprehension. In 2011, 68 students were tested and 86.8% had a NPR score of 50, or above. ITBS-4th Grade Combined Population In Reading Comprehension. In 2011, 650, or above. ITBS-5th Grade Combined Population in Reading Comprehension. In 2011, 56 students were tested and 74.4% had a NPR score of 50, or above. Attendance R
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7. Comprehensive Needs Assessment: Butterfield conducted a three year data trend analysis of literacy achievement using the results from Benchmark, MAPS and ITBS. Resu

were examined to identify specific areas of weakness in learning strands. Our data analysis identified the following focus areas for improvement: Geometry, data analysis & our instructional strategies, classroom structure/grouping, and classroom walkthrough data and are modifying our curriculum, instruction, common assessments and professional development for all of our students. In addition, math teachers will meet monthly with the math coach to review formative, real time classroom performance data, and focus on classroom and discuss data and instructional practices that will improve student achievement. We will use available funds to implement appropriate interventions and programs that

Goal	All students will improve in mathematic skills and responding to constructed response questions with additional attention to number sense, properties and operations, geometry and spatial sense and data analysis mathematic strands.
Benchmark	During the 2013-2014 school year, Butterfield will meet or exceed the Annual Measurable Outcomes of 93.21% for Performance 82.16% for All Students and 75.13% for Targeted Achievement Gap Group) and for Growth (2013 AMO 88.15% for All Students Population and 83.13% for Targeted Achievement Gap Group). Butterfield will also meet or exceed the AMO's for all NCLB subpopulations. During the 2012-2013 school year, Butterfield will meet or exceed the Annual Measurable Outcomes of 92.46% for all students & 87.87% for Targeted Achievement Gap Group. Butterfield will also meet or exceed the AMO's for all NCLB subpopulations. For the 2011-2012 school year, Butterfield met the AMO's for Growth in the All Students Population but did not meet the AMO's for Performance in the Targeted Achievement Gap Group.

Intervention: Technology Software: an individual academic plan for all students.			
Scientific Based Research: West Virginia Story: Achievement gains from a statewide comprehensive instructional technology program. Mann, D., Shakeshaft, C., Becker, J., and Kotthamp, R.			
Actions	Person Responsible	Timeline	Resources
Classroom teachers, special education teachers, administrators and other support staff will collaborate a minimum of once a month to review student achievement and discuss the implementation of differentiated strategies, including, but not limited to, the use of software or other mathematics tutorial software, for students with Academic Improvement Plans, below grade level MAPS scores, below grade level common unit assessments and/or special needs to improve mathematics skills. Supplemental substitute teachers will be provided at \$95 per day and budgeted from purchased services for SubTeach. Action Type: AIP/IRI Action Type: Equity Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide	April Herrin	Start: 07/01/2013 End: 06/30/2014	
Teachers and other support personnel will use MAPS scores and common math unit assessments to determine which students are in need of support with Title I activities. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide	Cheri Desoto	Start: 07/01/2013 End: 06/30/2014	
Program Evaluation: At the conclusion of the 2012-2013 school year, we evaluated Mastering Math Facts using pre/post testing, CRT/NRT assessments, and local summative assessments and determined that it was ineffective in supporting our Curriculum, Instruction, Assessment and Professional Development. The evaluation results demonstrated that this program is not valid in supporting the teaching and learning that are part of the district math goals. During the 2013-2014 school year we plan to follow the same protocol in evaluating and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program: Go Math: Online Resources. We will use this data/information to determine whether the objective(s) of this Intervention/Program was (were) achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report these results, in our 2013-2014 ACSIP plan, and will use those evaluation results in making decisions that impact our future instructional program. Action Type: Program Evaluation Action Type: Title I Schoolwide	Lorie Huff	Start: 07/01/2013 End: 06/30/2014	

Total Budget:

Intervention: Cognitively Guided Instruction & Go Math			
Scientific Based Research: Children's Mathematics/Cognitively Guided Instruction: Carpenter, T., Fennema E., Franke, M., Levi, L., Empson S. (1999). Go Math: Houghton Mifflin Harcourt			
Actions	Person Responsible	Timeline	Resources
Purchase materials to be used to implement activities and assessments that compliment lessons for Go Math in regular classrooms, special education resource room and the computer lab to include LCD projectors, Ipads, SmartBoards or other interactive technologies. Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Title I Schoolwide	Brittney Spurlock		\$000
Grade level teachers will meet with our Math Coach monthly to review student work, share effective teaching and assessment strategies (including technology), and align instructional objectives to assist all students to achieve proficiency in mathematics. Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide	Cassie Smith		\$000
Use first through fifth grade ITBS scores, Benchmark Exams and MAPS as summative assessments and Common unit assessments and teacher created assessments will be used as formative assessments in the evaluation of student progress in math achievement. Action Type: Equity Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide	Stephanie Self		\$000
The following instructional assistants will be employed to support students in all first through fifth grade classes during regular math instruction: Amy Guthrie, Betty Metcalf, Kim Autry, Rose Tacker, Julie Powell, Kelli Heflin, Heidi Pope, and Brittney Hutson. Instructional assistants will also be employed to assess students and collect and disaggregate data for math instruction, program and teacher support and intervention groups. Kristen Hodskins (Salary \$8307.60 Benefits \$2159.98) Amy Guthrie (Salary \$16520.88 Benefits \$4295.43) Betty Metcalf (Salary \$11889.24 Benefits \$3091.20) Kim Autry (Salary \$12731.16 Benefits \$3310.10) Rose Tacker (salary \$14859.96 Benefits \$3863.59) Julie Powell (Salary \$26749.32 Benefits \$6954.82) Kelli Heflin (Salary \$9479.28 Benefits \$2464.61) Summer Shankle (Salary \$5567.21 Benefits \$1447.47) Brittany Hutson (Salary \$573.24 Benefits \$149.04) Action Type: Equity Action Type: Title I Schoolwide	Kelly Whitte		\$000
Program Evaluation: At the conclusion of the 2012-2013 school year, we evaluated this Intervention/Program through: pre/post testing, CRT/NRT assessments, and local summative assessments and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development.	Brandy Wingo		\$000

<p>The following EVALUATION RESULTS demonstrate that this Intervention is invalid in support of the teaching and learning that are part of this program: Everyday Math. During the 2013-2014 school year, we plan to follow the same protocol in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program: Go Math. We will use this data/information to determine whether the objective(s) of this Intervention/Program was achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report these results, in our 2013-2014 ACSIP plan, and use those evaluation results in making decisions that impact our future instructional program. MAP math data identified these areas of concern regarding Butterfield's 3rd, 4th and 5th grade students: 33% of current 3rd, 4th, and 5th graders were below the 50th percentile in math at the end of last year. Numbers and Operation was an area of low performance for the greatest percentage of current 3rd, 4th, and 5th graders</p> <p>Action Type: Program Evaluation Action Type: Title I Schoolwide</p>				
<p>SUMMATIVE ASSESSMENT: First thru fifth grade IOWA and Benchmark scores will be examined on an individual basis to determine eligibility for individual student Academic Improvement Plan. These plans will address deficiencies in the area of critical/creative thinking and problem solving.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide</p>				
<p>School Leadership Team: Closing the Achievement Gap(Math): Regular quarterly meetings of our (Math) ACSIP Leadership Committee will continue to be held. These meetings will focus on building capacity within our school. Each meeting agenda will include the following Core Principles: A. The selection, and continuous evaluation, of research-based, scientifically validated, interventions designed to improve our ability to improve student performance on the 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: Collaboration Action Type: Title I Schoolwide</p>				
<p>All parents will be informed at Curriculum Nights and Parent/Teacher conferences of the Go Math programs, CGI components, curriculum maps and forms of assessments students will be taught with during the year.</p> <p>Action Type: Collaboration Action Type: Title I Schoolwide</p>				
<p>Several Go Math components will be utilized by all classroom and special education teachers at multiple times during a lesson/unit/chapter. Several of these components are but not include to: math home letters, manipulatives, RTI, essential questions, project based introduction, higher order thinking questions, grab & go centers, games, and technology video introductions</p> <p>Action Type: Professional Development Action Type: Technology Inclusion</p>				
<p>Fifth grade will utilize Go Math: Everyday Counts to assess BOY, MOY, and EOY student skills</p> <p>Action Type: Title I Target Assistance</p>				
Total Budget:				
Intervention! Professional Development Design--a plan for all teachers.				
Scientific Based Research: Loucks-Horsley, S., Designing Professional Development for Teachers of Science and Mathematics 1998, National Institute for Science Education.				
Actions	Person Responsible	Timeline	Resources	Sol
Plan, design, purchase materials/equipment for implementation of professional development activities for school areas of focus using district guidelines for design, content, implementation, and results. Action Type: Collaboration Action Type: Professional Development Action Type: Special Education Action Type: Title I Schoolwide	Brandy Wingo	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Central Office District Staff Performance Assessments Teachers Teaching Aids 	AC
Provide diverse building professional development opportunities to offer teachers a balanced approach to enhanced knowledge and skills such as: content and curriculum maps, strong foundation in pedagogy, general content, general knowledge on teaching and learning processes, general knowledge about school culture and common unit assessments. Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide	Nancy Smith	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers Outside Consultants Performance Assessments Teachers Teaching Aids 	Titl Titl AC
Use community resources and outside consultants such as the Center for Math and Science Education (CMASE) to provide additional expertise in meeting the professional development needs of teachers. Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide	Joey Folsom	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office Community Leaders Outside Consultants Teachers 	AC
PROFESSIONAL DEVELOPMENT: All teachers and paraprofessionals will have the opportunity to participate in the school and district professional development plan. Teachers will use a formative evaluation instrument developed by the district professional development committee to evaluate the effectiveness of the professional development plan, the course offerings and the effectiveness of the knowledge gained. Annually, after a summative evaluation of 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. Teachers will have the opportunity to evaluate the benefit of the professional development activities and provide feedback on needed changes.	Sherri Watson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	AC

Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide				
Teachers are provided with weekly instructional meeting time in order to plan for the implementation of best practices chosen to help improve student achievement at each student's readiness level. A designated conference room for grade level meetings and data displayed is provided. This planning time will be provided during the course of the day. The building math coach will meet a minimum of monthly with teachers to review data and plan interventions and/or lessons with the classroom teachers. Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide	Sherri Watson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	AC
Program Evaluation: At the conclusion of the 2012-2013 school year, we evaluated this Intervention/Program through: summative evaluations and a local formative evaluation instrument and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development: Danielson Book Study. The following EVALUATION RESULTS demonstrate that this Intervention is valid in support of the teaching and learning that are part of this program. During the 2013-2014 school year, We plan to follow the same protocol in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program: Danielson Book Study. We will use this data/information to determine whether the objective(s) of this Intervention/Program was (were) achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report these results, in our 2013-2014 ACSIP plan, and use those evaluation results in making decisions that impact our future instructional program. Action Type: Program Evaluation Action Type: Title I Schoolwide	Lisa Snyder	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Central Office District Staff Performance Assessments Teachers 	AC
A Positive Behavioral Intervention and support (PBIS) system has been developed by a team of class room teachers, encore teachers, and classified staff to help implement building wide behavior expectations. The goal is for the expectations to carry over with the students so they are better prepared for academics. Action Type: Professional Development Action Type: Title I Schoolwide	Sherri Watson	Start: 07/01/2013 End: 06/30/2014		AC
Total Budget:				

Priority 3: Provide support for students in making healthy lifestyle choices by implementing systems to aid in increasing the number of health fair referral follow ups and increasing collaborat support of positive lifestyle choices.

1. Comprehensive Needs Assessment: The past three years provide a trend analysis in the three data points the Wellness committee chose to use: Health Fair referral follow u Archery Tournament data. In 2012, 21 archery students participated in the state tournament. In 2013, students placed 2nd in the regional tournament and 5th place in the s 44 teams qualified for the national tournament. Butterfield placed in the top 30 in the nation. The team scores improved at each tournament. 19 5th grade & 4 4th grade stu students. All 4th grade students were advanced in literacy and math. All 5th grade students were advanced/proficient in literacy. 16/19 5th grade students were advanced/ advanced/proficient in science. 3/4 4th grade students made growth on MAPS in literacy. 1/4 4th grader made growth on MAPS in math. 11/19 5th graders made growth on MAPS in math. 3/5 TAGG students made growth on MAPS in literacy. 1/5 TAGG students made growth on MAPS in math.

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

Goal: The number of TAGG students participating on the archery team will increase by 10% 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: Let's Get Physical--Promotion and Education Strategies by Dr. Hal Wechsler http://www.fns.usda.gov/oane/menu/NNEC/Files/2003/LetsGetPhysical.pdf				
Actions				Perso Respi
Certified PE teachers will be employed by the district for PE instruction. Action Type: Title I Schoolwide Action Type: Wellness				Travi Shofr
Program Evaluation: At the conclusion of the 2012-2013 school year we evaluated the School Health Index reports through: teacher and nurse observations and determined that it was effective in supporting our Curriculum, Instruction, Assessment and Professional Development. The EVALUATION RESULTS demonstrated the BMI assessment is invalid in supporting the teaching and learning that are part of the School Health Index. During the 2013-2014 school year we plan to follow the same protocol in evaluating and adjusting the programs, processes, and activities that make up the plan. We will use this data/information to determine whether the objective(s) of this Intervention/Program was (were) achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report these results, in our 2013/2014 ACSIP plan, and use those evaluation results in making decisions that impact our future instructional program. Action Type: Program Evaluation Action Type: Title I Schoolwide Action Type: Wellness				Amar Patric
Physical education curriculum will consist of Brainpop, Kids for Health & healthteacher.com. These programs are research based to support healthy lifestyles. Action Type: Alignment Action Type: Technology Indusion Action Type: Wellness				Jeren Mabn
The SPARK PE curriculum will be utilized to teach students healthy ways to exercise and continue it into adulthood for a healthier future. Action Type: Equity Action Type: Wellness				Jeren Mabn
Physical Education teachers will utilize the new track that was built during the Spring 2012. The track is used to implement the physical education curriculum maps in grades kindergarten thru fifth grade. Kindergarten thru fifth grade uses the track for physical fitness assessments such as: endurance running, saving body energy and pacing. Fourth and fifth grades utilize the track to practice for the district track and field day held each spring. Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide Action Type: Wellness				Rach Nathl
Coaches are trained and prepared for an archery team on school campus. The archery training is directly tied to the district's PE goals and curriculum maps. Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide Action Type: Wellness				Jessik Byrar
Total Budget:				

Intervention: Increase awareness and knowledge of the benefits of sound nutritional practices for lifelong health and wellness.				
Scientific Based Research: Kids for Health, 2006.				

Actions	Person Responsible	Timeline	Resources
The school based nutrition committee may possibly consist of the PE teacher, counselor, nurse & the cafeteria manager will do a formative evaluation of various school activities to ensure compliance with state child nutrition laws. Action Type: Program Evaluation Action Type: Title I Schoolwide Action Type: Wellness	Travis Shofner	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Community Leaders Teachers
School nurse or other appropriate personnel will provide information and training to staff regarding health issues related to asthma, infectious disease, first aid and food emergencies. Action Type: Professional Development Action Type: Title I Schoolwide Action Type: Wellness	John Gardner	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Sta Teachers
Every student in the building will receive a dental screening by a local dentist on September 25, 2013 thru the annual health fair. The school nurse will follow-up on the dental referrals. Action Type: Collaboration Action Type: Parental Engagement	Amanda Patrick	Start: 07/01/2013 End: 06/30/2014	
Vision and hearing screenings were given to all students with an IEP, kindergarten, first grade, second grade & fourth grade on September 25, 2013 thru the annual Health Fair. Third and fifth grade students will be screened on a referral basis. Certified screeners will do the screening. The school nurse made 30 vision referrals with 23 students receiving additional medical evaluations with success. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Wellness	Amanda Patrick	Start: 07/01/2013 End: 06/30/2014	
Several faculty members including the school nurse, principal and PE coaches will be trained in CPR and the use of the IED system. Action Type: Professional Development Action Type: Wellness	Joey Folsom	Start: 07/01/2013 End: 06/30/2014	
The archery team participates in the National Archery Tournament in Kentucky with schools from all over the nation. Action Type: Parental Engagement Action Type: Wellness	Jeremy Mabry	Start: 07/01/2013 End: 06/30/2014	
Total Budget:			

Priority 4: All English Language Learners (ELL) will improve in literacy skills and show annual growth based on MAPS Assessments, ELDA and Benchmark/IOWA based on the 2014 AMOs.

Supporting Data: 1. Comprehensive Needs Assessment: Butterfield conducted a three year data trend analysis of ELL student achievement using the results from ELDA, Benchmark and MAPS. I examined, along with NCLB subpopulations, to identify specific areas of weakness in learning strands. Our data analysis identified the following focus areas for improvement: examined our instructional strategies, classroom structure/grouping, and classroom walkthrough data and are modifying our curriculum, instruction, common assessments & the needs of all of our students. In addition, the ELL teacher will meet monthly with the instructional facilitator to review formative, real time classroom performance data, and receiving ELL services will meet monthly to review and discuss data and instructional practices that will improve student achievement. We will use available funds to implement best address the needs of our students.

Goal All English Language Learners (ELL) students will improve in literacy skills and show annual growth based on MAPS Assessments, ELDA and Benchmark/IOWA.
Benchmark During the 2013-2014 school year, Butterfield Elementary School English Language Learner's will meet or exceed the 67.19% Annual Measurable Outcomes for Performance & 72.7 Butterfield Elementary School English Language Learner's will meet or exceed the 63.54% Annual Measurable Outcomes for Performance & 69.70% for Growth. For the 2011-2012 the AMO's for ELL TAGG Performance (73.33%) in Math nor the AMO's for ELL TAGG Performance in Literacy (53.33%). Butterfield Elementary School met the AMO's for ELL TAGG Literacy (80.00%).

Intervention: Rosetta Stone	
Scientific Based Research: Rosetta Stone	
Actions	Person Responsible
The certified English Language Learner (ELL) teacher will use the Rosetta Stone program to meet the needs of all new students in 2nd - 5th grade. Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide	Kay Magness
PROGRAM EVALUATION: At the conclusion of the 2012-2013 school year, we evaluated the Rewards Writing program through pre/post testing, CRT/NRT assessments, MAPS, and DIBELS We used this data/information to determine the objectives of the Rewards Writing program were not achieved. A new program evaluation will be utilized during the 2013-2014 school year. Action Type: Program Evaluation Action Type: Title I Schoolwide	Laura Baxter
Total Budget:	

Intervention: Sheltered Instruction Observation Protocol (SIOP) Model	
Scientific Based Research: The SIOP Institute (Guarino, Echubarria, Short, Schlick, Forbes, & Rueda, 2001)	
Actions	
The certified English Language Learner (ELL) teacher will use the SIOP model as a system that provides a concrete structure to plan and implement Sheltered Instruction in the content areas. The SIOP model is used to front load the literacy common core curriculum with all ELL students. Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide	
The ELL teacher will use different interventions to meet the needs of the multi-age students served. These interventions include Lexia, Phonemic Awareness by Michael Heggerty, Systematic Sight Word Instruction by Kimberly Bouquett and Stephanie Lindsay, Words Their Way by Pearson, Phonemic Connections by Benchmark Education, Take Flight, A Comprehensive Intervention for Students with Dyslexia by Texas Scottish Rite Hospital, Rite Flight, A Classroom Comprehension Program by Texas Scottish Rite Hospital and Karen Avrit, M.Ed. and the Barton program. Action Type: Collaboration Action Type: Equity	
Total Budget:	

Priority 5:

Supporting Data: 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 dis-proportionality 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

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, SCHOOL-BASED INTERVENTION TEAMS and EARLY LITERACY STRATEGIES.	
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, to State Tests: Proficiency Cut Score Estimation Procedures, NWEA For Early Intervening: Early Intervening An Administrators Guide, National Alliance of Black School Educators, IDEA partner Education Programs, Council for Exceptional Children, ADE, Sped., Coordinated Early Intervening Services Workshop, Hardin, Watkins, Fields, and Smart. October 13, 2008. RTI Guide: Devel 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 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 st 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 Pl analyzed. Curriculum department/Curriculum leaders will review district data routinely regarding progress in core curriculum and Interventions to assess progress. Lit Coaches will review dat Professional Development plans, Intervention Plans and Intervention Team process will be identified in relation to progress on data and Referral data.	
Actions	Person Responsible
BENCHMARK STATEMENT: 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: Program Evaluation Action Type: Special Education Action Type: Title I Schoolwide	Debra Wilson
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: Collaboration Action Type: Program Evaluation Action Type: Special Education Action Type: Title I Schoolwide	Debra wilson
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: Collaboration Action Type: Professional Development Action Type: Special Education	Debra Wilson
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: Special Education	Debra Wilson
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: Collaboration Action Type: Special Education Action Type: Technology Inclusion	Debra Wilson
Funding for Title VI, Coordinated Early Intervening Services will be used for the following initiatives at Butterfield Elementary Butterfield Total: \$6,968. Action Type: Collaboration Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion	Debra Wilson
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
Total Budget:	

Priority 6: 25% of parents will participate in the pre & post parental engagement surveys to determine the needs of parents and if the needs were met in the 2012-2013 school year.

Supporting Data: 1. Comprehensive Needs Assessment: The past three years provide a trend analysis in the three data points the Parental Engagement committee chose to use: School attendance, Attendance Rate: We have been consistent in our attendance. 2009 = 95.6%, 2010 = 94.7% & 2011 = 95.9% Parent Survey: Parent survey participation has dr Curriculum night participation has increased over the last three years based on parent sign in sheets.

Goal 90% of parents will actively participate in the parent curriculum nights during the 2013 - 2014 school year.

Benchmark It is expected that 90% of parents will participate in the curriculum nights. The participation number is expected to increase 4% each school year.

Intervention: Parental Engagement
Scientific Based Research: National Parent Teacher Association; National Standards for Family-School Partnerships, 2007

Actions	Person Responsible
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. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Title I Schoolwide	Heather Williams
The school will have designated areas to be used as the parent center and library. Furnishings will be purchased and parenting books, magazines and other informative materials regarding responsible parenting will be available for parents to borrow. All students in grades 3-5 will receive a take home agenda booklet and take home folder to provide effective communication for parents daily regarding academic expectations of students. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Rebecca Webb
Teachers (minimum of 2 hours) and administrators (minimum of 3 hours) will receive training to enhance understanding of effective parental engagement strategies. Teachers will be trained on the Volunteer Builder program. Action Type: Parental Engagement Action Type: Professional Development Action Type: Title I Schoolwide	John Gardner
All parents will receive informational packets that include: school calendar information, as system encouraging the home and school connection information addressing the school's process for resolving parental concerns, schools commitment to parental engagement Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Sue Fulcher
Administrators, teachers and parents will develop a volunteer resource electronic database through the Volunteer Builder program, a parent interest pre/post survey, an option for parents to designate how frequently they would participate in the program and include opportunities for volunteering. Teachers will be trained annually on Volunteer Builder. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Becky Shofner
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 the educational success of their children. The plan will be reviewed and updated annually. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Jennifer Condron
All parents and students are mailed reminders about the "Back to School Bash" to welcome them to our school, meet the faculty and staff, to be introduced to PTO board members, to have the opportunity to volunteer for PTO/school and to tour the school facility and meet their child/children's teachers. Our 2012-2013 Back to School Bash was held on Friday, August 17th from 5:30 till 6:30. % of parents and students attended the bash. Grade level teachers send home weekly newsletters informing parents of upcoming units of study, field trips and other pertinent information. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Karen Ervin
Grade level curriculum nights were held in August to discuss with parents what students will be expected to learn, how that learning will be addressed and how parents can assist in making a difference in their child's education. Kindergarten curriculum night was held on August 14th from 5:30 till 6:00 with % participation. First and Second grade curriculum night was held on August 22nd from 5:30 till 6:00 with % participation. Third, fourth and fifth grade curriculum nights were held on August 24th from 5:30 till 6:00 with % participation. Child care was provided at all events. Action Type: Collaboration Action Type: Parental Engagement	Brooks Courtway
The district will designate two Parent/Teacher Conferences each school year. Action Type: Collaboration Action Type: Parental Engagement	Donna Modica
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 monitor student progress. Action Type: Parental Engagement Action Type: Title I Schoolwide	Cassie Smith
School's process for resolving parental concerns is currently in the district handbook. Action Type: Parental Engagement Action Type: Title I Schoolwide	Lisa Snyder
A minimum of two parental engagement meetings will be held each year. The meetings will provide parents with activities to help parents assist in his or her child's learning. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide	Stephanie Self
The school's parental engagement plan will be posted on the school and district website. The plan will be evaluated annually and revised as needed. Action Type: Parental Engagement Action Type: Technology Inclusion Action Type: Title I Schoolwide	Paula Jones
The school will provide parents information about the following components: parents right to know, annual report card, individual student assessment report, progress review, written state complaint procedures, Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Dena Griffin
Strategies will be developed in conjunction with the central office staff for attracting highly qualified teachers to the district. Action Type: Parental Engagement Action Type: Title I Schoolwide	Joey Folsom
Program Evaluation: At the conclusion of the 2012-2013 school year, we evaluated our Curriculum Nights Attendance through parent sign in sheets. We determined that it was effective in supporting our Curriculum, Instruction, Assessment and Professional Development. Our curriculum nights demonstrated that they are valid in supporting the teaching and learning that is part of the district curriculum. During the 2013-2014 school year we plan to follow the same protocol in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this priority We will use this data/information to determine whether the objective(s) of this Intervention/Program was (were) achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report these results, in our 2013-2014 ACSIP plan, and use those evaluation results in making decisions that impact our future instructional program.	Megan Meggers

Action Type: Parental Engagement
 Action Type: Program Evaluation
 Action Type: Title I Schoolwide

Two parent nights will be held in May targeting parents of "at-risk" and/or TAGG students. Our K-2 parent night will be held on Thursday, May 8th, 2014 at 6:00 pm. Our 3-5 grade parent night will be held Tuesday, May 6th, 2014 at 6:00 pm. Teachers will lead parents in specific math & literacy strategies parents can use over the summer.
 Action Type: AIP/IRI
 Action Type: Collaboration
 Action Type: Parental Engagement
 Action Type: Title I Target Assistance

Heather Williams

Total Budget:

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Adrienne Seeger	3rd Grade Teacher	Literacy
Classroom Teacher	Andrea Lofton	3rd Grade Teacher	Literacy
Classroom Teacher	Ashley Lester	1st Grade Teacher	Literacy
Classroom Teacher	Becky McCain	4th Grade Teacher	Literacy
Classroom Teacher	Becky Shofner	2nd Grade Teacher	Literacy
Classroom Teacher	Brandy Wingo	1st Grade Teacher	Math
Classroom Teacher	Brittney Spurlock	3rd Grade Teacher	Math
Classroom Teacher	Brooks Anne Courtway	Kindergarten Teacher	Literacy
Classroom Teacher	Caryn Finney	Kindergarten Teacher	Math
Classroom Teacher	Cassie Smith	3rd Grade Teacher	Wellness
Classroom Teacher	Cheri DeSoto	5th Grade Teacher	ELL
Classroom Teacher	Dena Griffin	Resource Teacher	Math
Classroom Teacher	Dianne Gann	5th Grade Teacher	Math
Classroom Teacher	Donna Modica	2nd Grade Teacher	Math
Classroom Teacher	Jennifer Condon	2nd Grade Teacher	Math
Classroom Teacher	Jessica Byram	Kindergarten Teacher	Wellness
Classroom Teacher	Karen Ervin	5th Grade Teacher	Literacy
Classroom Teacher	Lisa Snyder	4th Grade Teacher	Math
Classroom Teacher	Margaret Connors	2nd Grade Teacher	Math
Classroom Teacher	Martha Palmer	Kindergarten Teacher	ELL
Classroom Teacher	Megan Meggers	PreK Teacher	Math
Classroom Teacher	Melissa Anderson	1st Grade Teacher	Literacy
Classroom Teacher	Nancy Smith	Kindergarten teacher	Math
Classroom Teacher	Scotty Allen	Teacher	Literacy
Classroom Teacher	Sherri Watson	2nd Grade Teacher	Literacy
Classroom Teacher	Sherrie Lindsay	1st Grade Teacher	Literacy
Classroom Teacher	Stephanie Self	1st Grade Teacher	Wellness
Classroom Teacher	Sue Conlee	Kindergarten Teacher	Literacy
Classroom Teacher	Travis Shofner	PE Teacher	Wellness
District-Level Professional	Christie Jay	Federal Programs Coordinator	Math
Non-Classroom Professional Staff	Amanda Patrick	School Nurse	Wellness
Non-Classroom Professional Staff	April Herrin	Art Teacher	Math
Non-Classroom Professional Staff	Jennifer Jackson	School Psychologist	ELL
Non-Classroom Professional Staff	Jeremy Mabry	PE Teacher	Wellness
Non-Classroom Professional Staff	Joanna Lever	Instructional Facilitator	Literacy
Non-Classroom Professional Staff	John Gardner	Counselor	Wellness
Non-Classroom Professional Staff	Kay Magness	ESL Teacher	ELL
Non-Classroom Professional Staff	Kelly Newton	Resource Teacher	Literacy
Non-Classroom Professional Staff	Kelly Thomas	Speech Language Therapist	ELL
Non-Classroom Professional Staff	Kelly Whittle	Music Teacher	Wellness
Non-Classroom Professional Staff	Laura Baxter	Speech Therapist	ELL
Non-Classroom Professional Staff	Lorie Huff	Math Coach	Math
Non-Classroom Professional Staff	Paula Jones	Technology Integration Specialist	Literacy
Non-Classroom Professional Staff	Rachel Mathieu	CBI Teacher	Wellness
Non-Classroom Professional Staff	Rebecca Webb	Library Media Specialist	Literacy
Non-Classroom Professional Staff	Sue Ann Fulcher	School Counselor	Wellness
Parent	Derrick Bobbitt	Parent	Wellness
Parent	Kristy Hutchins	Parent	Literacy
Principal	Heather Williams	Assistant Principal	ACSIP Leadership
Principal	Joey Folsom	Principal	ACSIP Leadership