



[District Menu Page](#) | [Work On Your ACSIP](#) | [Reports](#) | [Personal/State Budgets](#) | [School Completion Status](#) | [FAQ](#) | [Feedback](#) | [Logout](#)

2013-2014 ARCHIVE

School Plan

[Print Version](#)

FAYETTEVILLE SCHOOL DISTRICT

Arkansas Comprehensive School Improvement Plan

2013-2014

The Fayetteville School District, in partnership with family and community, is to ensure that all students attain competitive skills necessary for responsible citizenship, character development, and that all students experience success as goal-oriented, lifelong learners in an environment where talent, social skills, appreciation for the arts, technology, and diversity are recognized and respected.

Grade Span: Title I: Not Applicable School Improvement:

Table of Contents

- Priority 1:** Title I, II-A, Title IV, NSLA, ALE, ELL, PD and Parent Involvement- District Budgeting and Support
Goal: 65% of students will meet or exceed their expected growth target with regard to Literacy MAP testing.
- Priority 3:** Title III/ELL- Budgeting and Support
Goal: All ELL students will improve in listening, speaking, reading, writing, and math.
- Priority 5:** Analysis of Drop out rates
Goal: Decrease the gap between the ALL STUDENTS graduation rate and the TAGG STUDENTS graduation rate (SPED/ELL/FRLP).
- Priority 6:** Wellness Priority
Goal: The District will 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 7:** PREVENT DISPROPORTIONALITY
Goal: Reduce the relative proportion of African American students to students of other ethnicity identified as Mentally Retarded.
- Priority 8:** SCHOLASTIC AUDIT
Goal: All certified staff will participate in the development, alignment and improvement of the district curriculum.
It will be rigorous, intentional and aligned to state and local standards.
- Goal:** Fayetteville's instructional program will actively engage all students by using effective, varied and research-based practices to improve student performance.

- Priority 1: Provide budgeting and support equitably to all schools using state and federal funds including, Title I, Title IIA, Title III, Title IV, NSLA, ALE, ELL & PD to support the increased achievement of students across the district.
1. Free/Reduced Rate: In 2012, the percentage of free and reduced lunch students was 40.75%. In 2013, the poverty rate for Fayetteville Schools is 40.71%.
 2. Graduation Rate: In 2011, the graduation rate for ALL STUDENTS was 84.85%. (MET AMO) The graduation rate for TAGG students was 72.27% (MET AMO) In 2012, the graduation rate for all students was 86.75%.

(MET AMO)

The graduation rate for TAGG students was 74.36%.

(MET AMO)

All other sub population groups met the AMO for graduation rate, except fro the English Language Learner group (78.79%).

2011 Graduation Rate Subpopulations:

African American 80.00% (MET AMO)

Hispanic 81.03% (MET AMO)

Caucasian 86.02%(MET AMO)

Economically Disadvantaged 70.33% (MET AMO)

English Learners 84.85% (DID NOT MEET AMO)

Students With Disabilities 73.68% (DID NOT MEET AMO)

Supporting
Data:

3. 2013 Benchmark LITERACY: Fayetteville Schools is an achieving district for Literacy. Student Performance Annual Measurable Objectives (AMOs) were met for the All Students Group(85.86%) and the Targeted Achievement Gap Group (74.16%). The district also met the AMO for Literacy Growth for the All Students Group (85.32%) and for the Targeted Achievement Gap Group (75%). All sub populations of students also met the AMO, except for the African American (70.07%) and the Students With Disabilities (45.29%).
4. 2013 Benchmark MATH: Fayetteville Schools is a Needs Improvement District for Mathematics. Student Performance Annual Measurable Objectives (AMOs) were not met for the All Students Group(85.85%) and the Targeted Achievement Gap Group (73.65%). The district also did not met the AMO for Math Growth for the All Students Group (74.43%) and for the Targeted Achievement Gap Group (61.5%). All sub populations of students did not met the AMO, except for the English Language Learners (70.31%).
5. 2013 MAP (Measures of Academic Progress)in Literacy (Reading): 60.6% of students across the district met their expected growth target. This is above the national average of 50%, but below our goal of 65% district wide.Reading growth for 2012 was 60.6% and 55% in 2011. 2013 MAP in Mathematics: 69% of all tested students met their MAP Math growth goal. This is up from 68% last year, and 60% in 2011.

Goal

65% of students will meet or exceed their expected growth target with regard to Literacy MAP testing.

The Combined Population, and each subgroup, is expected to meet the AMO target within the appropriate grade level which is calculated by the ADE.

Benchmark

The following district wide targets apply:

Literacy 2014 AMO for all students is 86.56% and

TAGG AMO is 75.57% proficient and advanced.

Math 2014 AMO for all students is 88.56% and TAGG AMO is 79.35% proficient and advanced.

Intervention: District Level Title I Budget and Support

Scientific Based Research: Barton, M.L. and Heidema, C., Teaching Reading in Mathematics (2002); Beers, K. and Samuels, B.G. (eds.), Teaching Reading in the Content Areas; Krashen, S., The Power of Reading (2004); McLaughlin, M. and Vogt, M.E. (eds.); Report of the National Reading Panel: Teaching Children to Read, Put Reading First; National Institute for Literacy, National Institute of Child Health and Human Development; The US Department of Education, Preventing Reading Difficulties in Young Children (1998); National Research Council, Beginning to Read, Marilyn J. Adams (1990).

Actions	Person Responsible	Timeline	Resources	Source of Funds
An annual financial report summarizing Title I expenditures will be created. These expenditures will directly tie to the district and individual school ACSIP plans. Action Type: Collaboration Action Type: Equity	Christie Jay	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff 	ACTION BUDGET: \$
The Fayetteville School District recognizes the importance of involving parents and the community in promoting higher student achievement. The District strives to develop and maintain the capacity for meaningful and productive parental and community involvement that results in partnerships that are mutually beneficial to schools, students, parents, and the community.	ChristieJay	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office Outside Consultants Teachers 	ACTION BUDGET: \$

<p>Each school has a parent involvement plan. The district plan is comprised of the individual school plans. All of the components of Act 307 and ACT 397 are integrated into the parent involvement plans. Federal funds supplement, not supplant, state mandated parental involvement requirements. The Fayetteville School District has a district parent involvement facilitator and each school also has a school level parent involvement facilitator. Assistant principals serve as the building level contact for parental involvement facilitation. A one-time \$100 stipend will be paid with district funds to Assistant Principals serving as PI facilitators.</p> <p>Action Type: Parental Engagement Action Type: Special Education</p>				
<p>Classroom teachers, administrators, ESL teachers, Title I teachers, instructional assistants, parents, and the Director of Federal Programs will attend professional meetings and conferences on the local, state, and national level. These conferences will be on interventions that are research based. The Homeless Coordinator, Special Ed personnel, and others will be included when appropriate. In addition to parents and district personnel attending conferences, outside resources/presenters will be brought into the district. This will include using funds to pay for the ARKTESOL Conference and the ESL Academy tuition and fees. This year the focus for professional development will be curriculum alignment, improvement of literacy and math instruction, differentiated instruction, and the procurement and retention of "Highly Qualified" teachers and paraprofessionals. Trainings will include but not be limited to: TESOL, ARKTESOL, Guided Language Acquisition Design, ASCD, Word Journeys, and SIOP. Trainings will be within and outside the state of Arkansas. Private school teachers will be included in professional development opportunities. Dues and fees to professional organizations will also be paid. Dues and fees</p>	<p>Christie Jay</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Outside Consultants • Teachers 	<p>Title I - Purchased Services: \$14027.00 Title I - Materials & Supplies: \$5000.00</p> <hr/> <p>ACTION BUDGET: \$19027</p>

are only allowable expenditures of categorical funds when they result in a discount for conference registration costs that is greater than the cost of the membership. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Special Education				
<p>Title I funds will be set aside to supplement funds from the McKinney-Vento Grant (\$68,000) in an effort to serve homeless students in non-Title I schools. A needs assessment was conducted with local shelters, schools and our social workers to determine the additional amount needed as a set-aside. Fayetteville Schools also benefit from local community support for our FIT (Families In Transition) Program. Homeless students in Title I schools will be identified and will be targeted for Title I services based on need. Additional funds for homeless students in Title I schools will be embedded in the school ACSIP plans. Services will be comparable to those provided to children in Title I funded schools with the focus on literacy and math, specifically additional educational opportunities such as summer school programs, concurrent enrollment programs, educational testing, and textbooks. Health, hygiene and other issues will be addressed based on individual student needs. Allocation of funds and services will be determined on an individual student basis by the school's Title I/ACSIP committee. The district will work diligently to tap into every available resource from community organizations and other agencies, which provide for the needs of students and their families. Title I funds will be used to provide materials and supplies for homeless students when there are no other resources available. The FIT coordinator will be trained in the education of students living in poverty and will provide district training as needed to FPS employees on educating students living in poverty. .5 FTE Social Worker</p>	Betty Parker/Christie Jay	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Teachers • Title Teachers 	<p>Title I - Purchased Services: \$3000.00 Title I - Employee Salaries: \$22509.00 Title I - Employee Benefits: \$5853.00</p> <hr/> <p>ACTION BUDGET: \$31362</p>

will be employed to direct our FIT (Families In Transition) Program assisting homeless students in Fayetteville Schools. Betty Parker .5 FTE Title I/.5 FTE McKinney-Vento Social worker Function Code 3351 Action Type: Equity				
The district will hire a Director of Federal Programs to oversee the implementation of the federal programs, including all federal budgets and state categorical budgets. Christie Jay .40 Title I .60 NSLA Function Code 2210 Action Type: Alignment Action Type: Equity	Christie Jay	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Central Office 	Title I - Employee Salaries: \$33085.63 Title I - Employee Benefits: \$8602.26 NSLA (State-281) - Employee Benefits: \$12903.39 NSLA (State-281) - Employee Salaries: \$49628.44 <hr/> ACTION BUDGET: \$104219.72
Classroom teachers, ESL teachers and other staff will align curriculum, assessment, program design, program evaluation, and staff development. This intervention will assist the district in its endeavor to provide instruction to all students, including English Language Learners that is based on research and professional experience. Focus will be on the most effective means for providing access to high quality curricula, instructional methods, extra-curricular support, meaningful parental participation, inclusion of English Language Learners in all programs and activities, and the development and use of assessment instruments appropriate to measure the academic, linguistic, and social progress of English Language Learners. Supplemental instructional classroom materials and supplies will be purchased for all ESL teachers which support the English Language Acquisition frameworks and that support the development of students academic language skills. Action Type: Alignment Action Type: Equity Action Type: Professional	Christie Jay/ESL Compliance Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Central Office Computers Teachers 	Title II-A - Purchased Services: \$5000.00 <hr/> ACTION BUDGET: \$5000

Development Action Type: Program Evaluation Action Type: Technology Inclusion				
<p>Translators will be employed to make both verbal and written translations. Written translations will include but not be limited to handbooks, activity calendars, school newsletters, conference memos, lunch menus, etc. Translators will play a key role in communication and collaboration with non-English speaking parents and community members, and supplemental translators will be hired as contract labor on an as-needed basis. The use of translators enables the district to ensure, to the extent possible, that information is made available to non-English speaking individuals in a language they can understand, thus providing full opportunities for their participation. In addition to the contract-labor interpreters, a half-time (.5 FTE) bilingual English/Spanish person will be hired to serve as a translator, interpreter, and parent liaison for the district's Spanish-speaking families. This person will translate and/or proof all written policies and documents pertinent to ESL families. He/she will attend numerous PTA meetings, open houses, and conferences. He/she will facilitate the procurement of translators for parent/teacher conferences and special education conferences across the district. If time permits this person will assist in record keeping and assessment of English language proficiency across the district.</p> <p>Action Type: Equity Action Type: Parental Engagement Action Type: Technology Inclusion</p>	Christie Jay	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Outside Consultants • Teachers 	<p>.....</p> <p>ACTION BUDGET: \$</p>
<p>At least twice annually, a district needs assessment meeting will be held to discuss the effectiveness of the interventions funded with Title I funds. School Improvement Planning Team members will be invited. Input and suggestions will be solicited from parents and others.</p> <p>Action Type: Collaboration Action Type: Equity</p>	Christie Jay	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • Outside Consultants • School Library • Teaching Aids • Title Teachers 	<p>.....</p> <p>ACTION BUDGET: \$</p>

<p>Title I personnel will work closely with ESL personnel, special education personnel, counselors, parents, administrators, and classroom teachers in order to educate all students, including Special Education and English Language Learners so that they meet the same rigorous standards for academic performance expected of all students. This collaboration will ensure that the Title I, Special Education and ESL programs are not isolated from the overall school program and that the programs will emphasize comprehensive reform and build local capacity to serve all students. ELL's will be assessed to the extent possible, in the language and form most likely to yield accurate and reliable data on what students know and are able to do.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Special Education</p>	Christie Jay	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Performance Assessments • School Library • Teachers • Teaching Aids • Title Teachers 	<p>ACTION BUDGET: \$</p>
<p>The district will continue to actively involve parents in the education of their children. Compacts and written parent involvement policies on the building level will tie directly to the district's effort of building parental capacity for involvement. Parent resources available in each building will describe the high-quality curriculum, instruction, and expectations that will enable all students to meet high standards. In the area of parent involvement, particular attention will be given to parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. This intervention includes communicating in a language and/or form all parents can understand. Materials purchased will include native language materials to assist student and parent development of their native language. The district will support and enhance the efforts on the building level to encourage parents to interact</p>	Christie Jay	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • Teachers • Teaching Aids • Title Teachers 	<p>ACTION BUDGET: \$</p>

<p>with other parents, conference with teachers, make use of Adult Ed ESL classes and other community resources, participate in family literacy and math programs, come into the classroom as instructional resources, and become informed about effective strategies for working with students at home. Each school has a detailed parent involvement plan written in their individual school ACSIP plan. Flyers will be printed and sent home in both English and Spanish to all students in Title I schools with an overview of the district's Title I program and services.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>				
<p>The district literacy specialist's (Sandra Taylor) will work as an instructional facilitator and provide professional development to support instruction using research based programs in Title I schools and non-Title I schools (.40 Title I and .60 NSLA)Function Code 2210. Methods will include, Effective Literacy Learning in Arkansas, Effective Literacy (ELLA/ELF). In addition, the Literacy Specialist will facilitate professional planning and coordination among building level literacy coach. These specialists will attend professional meeting and conferences on the state, local, and national level which focus on research-based interventions and comprehensive reading and mathematics curriculum and instruction.</p> <p>Action Type: Alignment Action Type: Equity Action Type: Professional Development</p>	Sandra Taylor	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>Title II-A - Purchased \$50000.00 Services: Title I - Employee \$34979.00 Salaries: Title I - Employee \$9095.00 Benefits: NSLA (State-281) - Employee \$13642.00 Benefits: NSLA (State-281) - Employee \$52468.00 Salaries:</p> <hr/> <p>ACTION BUDGET: \$160184</p>
<p>The district will hire a Director of Assessment to assist all schools with evaluating their implementation of federally funded programs and initiatives. 100% of the Director of Assessment and .5 administrative assistant will be paid out of NSLA funds. Responsibilities will include compiling data and data disaggregation, meeting with schools administrators, teachers, and staff at least</p>	Sarah McKenzie	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers 	<p>NSLA (State-281) - Employee Benefits: \$25671.33 NSLA (State-281) - Employee Salaries: \$98735.88</p> <hr/> <p>ACTION BUDGET: \$124407.21</p>

<p>twice annually in each building to review student achievement data in literacy and mathematics, and providing summaries of assessment data to parents in the fall and spring of each school year. The district will hire 1.0 FTE director of assessment and accountability in order to support the use of data-driven decision making for providing interventions for at-risk students. She will prepare data for review throughout the school year and assist building teachers and administrators with linking the data to instructional services. Data will be collected and analyzed at building and district levels in order to measure student achievement. The director of assessment will provide professional development for teachers in analyzing and progress monitoring student achievement, and he will share knowledge of best practices, current research, and team problem solving as he meets with grade-level teams of teachers across the district at several times during the school year. He will also support building-wide use of achievement data by providing K-12 professional development at bi-weekly building staff meetings and in working with teacher teams to develop curriculum-based assessments targeted on key curriculum frameworks in order to improve teaching and learning for students. (Sarah McKenzie-Director/Kathy Frahm-Admin Assistant) Function Code: 2210 Action Type: Alignment Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation</p>				
<p>The district will adhere to the 15% allowable carryover of Title I funds through the budgeting process by expending funds within the 15 months allowable and spending the Title I funds by September 30, 2014, with the exception of the 15% allowable carryover. For the fiscal 2014 year, the district has applied for a one-time</p>	<p>Christie Jay</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Central Office • Computers 	<p>ACTION BUDGET: \$</p>

waiver for the Title I carry forward, and this waiver has been granted by the Arkansas Department of Education. Action Type: Alignment Action Type: Collaboration				
Send multiple teachers to the ESL Academy, up to 25 teachers. The teachers will earn graduate credit and agree to become ESL certified after the academy is completed. Other options for getting teachers endorsed will be pursued, including programs through Arkansas Tech, John Brown University, and the University of Arkansas. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Christie Jay	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Teachers 	Title II-A - Purchased Services: \$2000.00 ACTION BUDGET: \$2000
NSLA funds will be used for K-12 students, who are level 1-3 English language Learners, will use a computer-based learning program to enhance their vocabulary and increase their language acquisition (such as Rosetta Stone). This software will provide additional support, to augment the direct language instruction students receive from their teachers. This group of students is at risk for falling behind academically due to their limited English skills, and it is essential to provide a variety of opportunities and methods to facilitate their learning of the English language. Action Type: Equity Action Type: Technology Inclusion	Christie Jay	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
PROGRAM EVALUATION: At the conclusion of the 2012-2013 school year, we evaluated this Intervention/Program through formative pre/post testing, CRT/NRT assessments, and local summative assessments and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. The following EVALUATION RESULTS demonstrate that this intervention is valid in support of the teaching and learning that are part of this program: 2013 Achieving District Percent Tested 2013 Achieving District Graduation Rate	Christie Jay	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$

<p>2013 Achieving District Literacy 2013 Needs Improvement District Math We believe the evidence shows that it is valuable in terms of supporting our efforts to increase student achievement. During the 2013-2014 school year, we plan to follow the protocol involving DIBELS for grades K-5, mClass math assessments, MAP formative assessments in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program. We will use this data/information to determine whether 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: Program Evaluation</p>				
<p>The ESEA targets for the 2013-2014 year in Literacy in Mathematics will be met by all Sub Populations in the Fayetteville Schools. The AMO targets are as follows: GRADUATION AMO: ALL STUDENTS:81.69% TAGG STUDENTS: 66.13% LITERACY AMO: ALL STUDENTS: 85.56% TAGG STUDENTS: 75.57% MATH AMO: ALL STUDENTS: 88.56% TAGG STUDENTS: 79.35% Action Type: Equity Action Type: Special Education</p>	Christie Jay	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>A. The schools in the Fayetteville School District will supply informational packets for parents, and work diligently to collaborate with parents on a regular basis. B. The schools in the Fayetteville School District will host Parent Nights to further engage in collaboration and improve student achievement. C. The schools in the Fayetteville School District will provide Volunteer Resource Books to facilitate and aide volunteers in all schools. D. The schools in the</p>	Christie Jay	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>

<p>Fayetteville School District will inform parents of the process for resolving parental concerns in the school handbook.</p> <p>E. Fayetteville High School will provide seminars to inform the parents of high school students about how they can remain involved in the decision-making process for their children.</p> <p>F. The schools in the Fayetteville School District will promote and enable the formation of PTO/PTA organizations.</p> <p>G. The schools in the Fayetteville School District will designate a parent facilitator for each building who shall be a certified teacher.</p> <p>H. The schools in the Fayetteville School District will host at least two Parent/Teacher Conferences each school year and communicate the time, date and location to all parents.</p> <p>I. The schools in the Fayetteville School District will provide instruction to parents on how to incorporate developmentally appropriate learning activities in the home environment.</p> <p>J. The schools in the Fayetteville School District will engage in other activities, such as the ideas for parents page on the web. This resource contains information like timely topics, an ask the experts section, a weekly parent quiz and school success library.</p> <p>The Fayetteville School District has one district level parent involvement facilitator and each school has a school level parent involvement facilitator. This action will be updated with new parent involvement information prior to the final ACSIP submission for 2012-2013</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>				
<p>Technology equipment, such as netbooks, ipads and itouches will be purchased for intervention efforts in Title 1 school-wide schools. Teachers will partner with technology instruction interventionist to create lessons and activities using this equipment. Purchases may include mimio boards, printers, locking</p>	<p>Jenny Gammill, Director of Science/Technology</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers • Title Teachers 	<p>ACTION BUDGET: \$</p>

technology carts and ELMOs. Action Type: Title I Schoolwide:				
Certified and Classified district title I personnel will be provided with professional development opportunities to better serve Title I schools. This training will be including, but not limited to, word processing training, accounting training, APSCN training, ACSIP training, Parent Involvement and Title I training from ADE. Action Type: Parental Engagement Action Type: Professional Development	Christie Jay	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff 	ACTION BUDGET: \$
The district will hire 1.0 FTE Director of Science to work with Title I schools' teachers and administration. This employee will facilitate hands-on learning activities, mainly centered on science instruction and integrating technology into all lessons effectively, and provide professional development for science teachers across the district. Jenny Gammill .4 FTE Title I-2210 function code .6 FTE NSLA-2210 function code Action Type: Professional Development	Jenny Gammill	Start: 07/01/2013 End: 06/30/2014		Title I - Employee \$31375.35 Salaries: Title I - Employee \$8173.00 Benefits: NSLA (State-281) - Employee \$12260.00 Benefits: NSLA (State-281) - Employee \$47153.00 Salaries: ACTION BUDGET: \$98961.35
DISTRICT SUPPORT FOR FOCUS SCHOOLS: The Fayetteville School District initiated a curriculum audit from Phi Delta Kappa (PDK) during the 2009-2010 school year (paid by district funding). The results were reported during the summer and initiated several changes for the last 4 school years. Outside experts, Lin Kuzmich will be providing specific professional development to classroom teachers in best practices in ELA curriculum and instruction. This sustained PD initiative will cover the 2011 and 2012, 2013 and 2014 fiscal years with a specific focus on Literacy and Mathematics. Our Data and assessment specialist, Dr. McKenzie will also be providing professional development and consulting services to those buildings on using MAP and other data to inform instructional changes. Action Type: Collaboration Action Type: Professional	Kay Jacoby	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Outside Consultants 	PD (State-223) - Purchased Services: \$175000.00 ACTION BUDGET: \$175000

Development				
<p>9 FTE Instructional Facilitators will be hired to work in Title I buildings under the direction of the Director of English Language Arts. Their primary responsibility will be to implement district curriculum initiatives and work closely with teachers to provide assistance with lesson planning, interventions and professional development.</p> <p>1.0 FTE Angelia Arguello \$61,923.39 salary/\$16,100 benefits</p> <p>1.0 FTE Waneta Davidson \$77,447.53/\$20,136.36 benefits</p> <p>1.0 FTE Kasi Davis \$61,057.74 salary/\$15,875.00 benefits</p> <p>1.0 FTE Anjanette Ellington \$62,789.05/\$16,325.15 benefits</p> <p>1.0 FTE Penny Ezell \$60,307.50 salary/\$15,679.95 benefits</p> <p>1.0 FTE Whitney Green \$59,441.84 salary/\$15,454.92 benefits</p> <p>1.0 FTE JoAnna Lever \$62,789.05 salary/\$16,325.14 benefits</p> <p>1.0 FTE Katy Austin \$54,998.13 salary/\$14,300 benefits</p> <p>1.0 FTE Brooke Wing \$59,326.42 salary/\$15,424.87 benefits</p> <p>Action Type: Collaboration Action Type: Professional Development</p>	Sandra Taylor, Director of ELA	Start: 07/01/2013 End: 06/30/2014		<p>Title I - Employee \$568739.00 Salaries:</p> <p>Title I - Employee \$146221.51 Benefits:</p> <p>NSLA (State-281) - \$5850.00 Employee Benefits:</p> <p>NSLA (State-281) - \$22500.00 Employee Salaries:</p> <hr/> <p>ACTION BUDGET: \$743310.51</p>
<p>The district will employ 4 FTE Math Instructional Facilitators to assist classroom teachers in effective planning, give professional development opportunities in best practices, assist with data disaggregation, and target at-risk students. They will report to the District Math Director and be assigned to Title I and non-Title I schools with salaries split between Title I and NSLA. One 1.0 interventionist will be hired and assigned to Holt Middle School to address math performance in 5th and 7th grades.</p> <p>1.0 FTE Nikky Anderson .33 Title I .67 NSLA-2210 \$51,452.29 salary/\$13,377.60 benefits</p> <p>1.0 FTE Mary Briggs 1.0 Title I-2210 \$69,353.29 salary/\$18,031.86 benefits</p>	Ellen Johnston	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	<p>Title I - Employee \$142567.26 Salaries:</p> <p>Title I - Employee \$34435.00 Benefits:</p> <p>NSLA (State-281) - \$18629.00 Employee Benefits:</p> <p>NSLA (State-281) - \$71650.00 Employee Salaries:</p> <hr/> <p>ACTION BUDGET: \$267281.26</p>

1.0 FTE Lorrie Huff 1.0 Title I-2210 \$69,562.66 salary/\$18,086.29 benefits 1.0 FTE Matt Wilson .40 Title I .60 NSLA-2210 \$63,019.89 salary/\$16,385.20 benefits Annissa Dugas 1.0 FTE Classified Title I/Holt Middle School \$11,925.76 salary/\$3,100.70 benefits Action Type: Alignment Action Type: Collaboration Action Type: Professional Development				
Targeted Improvement Plan (TIP): FHS is currently designated as a FOCUS SCHOOL because of Benchmark data from 09-10-11. The Fayetteville School District will support FHS with additional Title IIA and NSLA dollars for initiatives in Literacy and Mathematics.	Christie Jay	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
The district will hire an administrative assistant to oversee the implementation of the federal programs, including all federal budgets and state categorical budgets. Materials and supplies will be purchased to support. Shonna Butler .40 Title I .60 NSLA Function Code 2210	Shonna Butler	Start: 07/01/2013 End: 06/30/2014		Title I - Employee \$14745.25 Salaries: Title I - Employee \$3833.86 Benefits: NSLA (State-281) - Employee \$5750.78 Benefits: NSLA (State-281) - Employee \$22118.40 Salaries: ACTION BUDGET: \$46448.29
Total Budget:				\$1777201.34

Intervention: Professional Development Budget and Support

Scientific Based Research: National Staff Development Council Standards, 2001.

Actions	Person Responsible	Timeline	Resources	Source of Funds
The district will develop and deliver a professional development institute for all teachers and administrators for the additional five contract days. This will include the hiring of professional consultants, travel reimbursements and relevant materials. Also, support will be given for facilitator training of literacy specialist for ELLA and Effective Literacy for all Training of Trainers sessions. All teachers and administrators will also participate in ELA professional development of training/staff development with Lin Kuzmich. This ICLE consultant will aid in the transition to common core	Marianne Hauser/Sandy Ward	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office 	ACTION BUDGET: \$

curriculum. The evaluations will be completed with MAP assessments. Action Type: Professional Development Action Type: Program Evaluation				
The district will hire a .83 FTE professional development director to oversee the implementation of the districts professional development including technology professional development. The salary will be paid with Professional Development funds. Marianne Hauser .83 PD-2213 Action Type: Professional Development	Marianne Hauser	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Central Office 	PD (State-223) - Employee Benefits: \$19381.39 PD (State-223) - Employee Salaries: \$74543.80 ACTION BUDGET: \$93925.19
The district professional development coordinator will select, purchase and coordinate appropriate materials, supplies, and books to assist teachers in improving academic student success. Materials purchased will include a variety of professional texts that support ELLA, Effective Literacy, Literacy Lab, Everyday Math, and other research-based instructional programs. Materials and supplies will also be purchased for teacher and administrator trainings including professional books for book studies, and other items which are needed to provide on-going staff development. Action Type: Professional Development	Marianne Hauser	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Central Office 	ACTION BUDGET: \$
Professional Memberships and Journals subscriptions will be purchased for a central office and school wide library of instructional resources. These include The Reading Teacher, Teaching Children Mathematics, and the National Staff Development Journal, ASCD, PDK, APSRC, Ed Week, NSTA, NCTM. Action Type: Professional Development	Christie Jay	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office 	ACTION BUDGET: \$
All teachers will have the opportunity to participate in the school and district professional development plan. Teachers will use an instrument developed by the district professional development committee to evaluate the effectiveness of the professional development plan, the course offerings and the effectiveness of the knowledge gained. Annually, upon review of the test data, the professional development committee, working under the guidelines of the district professional development plan, will develop a professional development plan for the school and individual teachers based on information obtained through data analysis. All new	Marianne Hauser, Professional Development Director	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Central Office District Staff Outside Consultants Teachers 	PD (State-223) - Purchased Services: \$99686.63 PD (State-223) - Materials & Supplies: \$2500.00 PD (State-223) - Employee Benefits: \$7016.00 PD (State-223) - Employee Salaries: \$26984.00

<p>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. Special Needs funding (PD) will be used to support the following initiatives and training: ELLA, Effective Literacy, Everyday Math 3, Literacy Lab, Closing the Achievement Gap, ESL strategies, classroom management, technology integration, Arkansas history, and parental involvement strategies. To address our needs improvement status as a district in Math and Literacy (targeted sub populations), funds will be set aside for professional development for teachers, consulting, travel, stipends and materials and supplies (to include ancillary materials that accompany professional development trainings).</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation</p>				<p>ACTION BUDGET: \$136186.63</p>
<p>ACHIEVING SCHOOLS: Holcomb Elementary McNair Middle School Owl Creek Washington Happy Hollow Leverett</p> <p>NEEDS IMPROVEMENT SCHOOLS: Root Elementary Vandergriff Elementary Holt Middle School Fayetteville High School Asbell Woodland Junior High Ramay Junior High Butterfield Elementary</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development</p>	Kay Jacoby	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • Computers • District Staff • Outside Consultants • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</p>
<p>PROGRAM EVALUATION: At the conclusion of the FY 2013 school year, we evaluated this Intervention/Program through a staff development survey and</p>	Christie Jay	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff 	<p>ACTION BUDGET: \$</p>

<p>determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development.</p> <p>EVALUATION RESULTS: Information from the PD steering committee will show that 85% or more teachers are satisfied with professional development efforts in Fayetteville Schools. We believe the evidence shows that it is valuable in terms of supporting our efforts to increase student achievement. During the 2013-2014 school year, we plan to follow the same protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program. We will use this data/information to determine whether the objectives of this Intervention/Program were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report these results in our ACSIP plan, and will use those evaluation results in making decisions that impact our future instructional program.</p> <p>Action Type: Professional Development</p> <p>Action Type: Program Evaluation</p>			<ul style="list-style-type: none"> Performance Assessments Teachers 	
<p>The district will hire a 1.0 FTE professional development administrative assistant to facilitate the implementation of the districts professional development including technology professional development. The salary will be paid with Professional Development funds. Sandy Ward- 1.0 FTE Professional Development</p> <p>Action Type: Professional Development</p>	Sandy Ward	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</p>		<p>PD (State-223) - Employee Benefits: \$8934.12</p> <p>PD (State-223) - Employee Salaries: \$34362.00</p> <hr/> <p>ACTION BUDGET: \$43296.12</p>
Total Budget:				\$273407.94
Intervention: Title IIA				
Scientific Based Research: Teacher Quality: Before It's Too Late, A Report to the Nation from The National Commission on Mathematics and Science Teaching for the 21st Century. Glenn Commission. 2000.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Class size reduction teachers will be utilized to reduce class size. Emphasis will be placed on reducing class size in secondary buildings in order to address the needs of students who are significantly below grade level in meeting state academic standards. Ramay Junior High will hire CSR teachers to reduce class size below 30 to 1. 1.0 FTE for 8th grade English (Ramay). In addition, Fayetteville High School will hire a CSR teacher in mathematics to reduce class size below 30 to 1 These assignments are</p>	Christie Jay	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</p>	<ul style="list-style-type: none"> Teachers 	<p>NSLA (State-281) - Employee Benefits: \$30233.00</p> <p>NSLA (State-281) - Employee Salaries: \$116280.00</p> <hr/> <p>ACTION BUDGET: \$146513</p>

<p>supplementary in nature. Students assigned to CSR classrooms will be heterogeneously grouped. Classroom instruction and grade reporting will be aligned with district grade level requirements. Both teachers were employed at FPS prior to 2007.</p> <p>David A. Young, FHS 20.5 students/teacher</p> <p>Nathan Strayhorn, Ramay 15.67 students/teacher</p> <p>Function Code 2210</p> <p>Action Type: Professional Development</p>				
<p>At least once annually, a district needs assessment meeting will be held to discuss the effectiveness of the interventions funded with Title IIA. School Improvement Planning Team members will be invited. Input and suggestions will be solicited from parents and others.</p> <p>Action Type: AIP/IRI</p> <p>Action Type: Collaboration</p> <p>Action Type: Equity</p> <p>Action Type: Program Evaluation</p>	Christie Jay	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</p>	<ul style="list-style-type: none"> Central Office 	<p>ACTION BUDGET: \$</p>
<p>PROGRAM EVALUATION: At the conclusion of the 2012-2013 school year, we evaluated this Intervention/Program through professional development surveys, formative pre/post testing, CRT/NRT assessments, and local summative assessments and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. 2012 EVALUATION RESULTS:</p> <p>ALL STUDENTS 84.85% (MET AMO)</p> <p>TAGG STUDENTS 72.27% (MET AMO)</p> <p>2012 LITERACY:</p> <p>ALL STUDENTS 87.12% (MET AMO)</p> <p>TAGG STUDENTS 74.69% (MET AMO)</p> <p>2012 MATH:</p> <p>ALL STUDENTS 86.07% (MET AMO)</p> <p>TAGG STUDENTS 74.25% (DID NOT MEET AMO)</p> <p>2013 EVALUATION RESULTS</p> <p>LITERACY:</p> <p>ALL STUDENTS 85.86% (MET AMO)</p> <p>TAGG STUDENTS 74.16% (MET AMO)</p> <p>2013 LITERACY GROWTH:</p> <p>ALL STUDENTS 85.32% (MET AMO)</p> <p>TAGG STUDENTS 75.00% (MET AMO)</p> <p>2013 MATH STATUS PERFORMANCE:</p> <p>ALL STUDENTS 85.85% (DID NOT MEET AMO)</p> <p>TAGG STUDENTS 73.65% (DID NOT MEET AMO)</p> <p>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. We will use this</p>	Christie Jay	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</p>	<ul style="list-style-type: none"> Administrative Staff Central Office Teachers 	<p>ACTION BUDGET: \$</p>

data/information to determine whether the objectives of this Intervention/Program were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report these results in our FY 14 ACSIP plan, and will use those evaluation results in making decisions that impact our future instructional program. Action Type: Program Evaluation				
In response to Fayetteville High School assigned to the FOCUS SCHOOLS list, a reserve of Title IIA funding will be reserved for professional development for Fayetteville High Schools staff or for any school not meeting AMO's in Literacy or Mathematics in either TAGG or non-TAGG populations. The salary and benefits portion will pay for stipends to attend training for Mathematics during non-contract days and times (\$80 per day). Action Type: Professional Development	Christie Jay	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	Title II-A - Purchased \$17860.00 Services: Title II-A - Employee \$9328.25 Salaries: Title II-A - Employee \$2555.00 Benefits: ACTION BUDGET: \$29743.25
Math Professional Development: FPS certified teachers will participate in a number of professional development sessions, such as Cognitively Guided Instruction, Extending Children's Mathematics, Thinking Mathematically, Arkansas Mathematics Design Collaborative, T3 TI-Nspire training, and TI Navigator training. salary and benefits expenses include stipends for training during off-contract times. Purchased services expenses are for registration. Materials and supplies are for teacher training books and materials not covered by the registration fees for the CGI, ECM, TM, and TI trainings.	Ellen Johnston	Start: 07/01/2013 End: 06/30/2014		Title II-A - Purchased \$52934.40 Services: Title II-A - Materials & \$1016.33 Supplies: Title II-A - Employee \$26174.00 Salaries: Title II-A - Employee \$6806.00 Benefits: ACTION BUDGET: \$86930.73
Literacy Professional Development: The instructional facilitators will participate in and conduct training for FPS staff members to facilitate change in instructional practice in the classroom. Topics will include instructional data, common district assessments, classroom walkthrough, best practices for literacy block, Barton interventions, ELLA & ELF, RTI and Plain-Talk Reading Conference. Action Type: Professional Development	Sandra Taylor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	Title II-A - Purchased \$35920.00 Services: Title II-A - Materials & \$5700.00 Supplies: ACTION BUDGET: \$41620
Total Budget:				\$304806.98
Intervention: National School Lunch Act Funding				
Scientific Based Research: Barton, M.L. and Heidema, C., Teaching Reading in Mathematics (2002); Beers, K. and Samuels, B.G. (eds.), Teaching Reading in the Content Areas; Krashen, S., The Power of Reading (2004); McLaughlin, M. and Vogt, M.E. (eds.); Report of the National Reading Panel: Teaching Children to Read, Put Reading First; National Institute for Literacy, National Institute of Child Health and Human Development; The US Department of Education, Preventing Reading Difficulties in Young Children (1998); National Research Council, Beginning to Read, Marilyn J. Adams (1990).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
.66 Nurses will be partially paid out of NSLA and utilized to insure appropriate	Christie Jay	Start: 07/01/2013	<ul style="list-style-type: none"> Administrative 	NSLA (State-281)

health care for all students in the district. These nurses will help to meet the needs of at-risk students, and these 1 nurses are above and beyond the state standards for accreditation requirements for nurses. These nurses are assigned across the district, and a portion of their salaries are paid with NSLA funds and a portion is district-paid. All of the nurses in the Fayetteville District, except one, are RN certified nurses. The exception is certified LPN. These positions are supplementary in nature, and over and above what is required by law. Jacki Tighe-.33 FTE-2134 function code Melissa Thomas-.33 FTE-2131 function code Action Type: Equity		End: 06/30/2014	<ul style="list-style-type: none"> Staff Computers 	- Employee \$7995.00 Benefits: NSLA (State-281) - Employee \$30750.00 Salaries: ACTION BUDGET: \$38745
Social workers 1.1 FTE will be utilized to address family needs, help engage inactive parents in the educational process and support efforts to help keep their students in school. They will also address any specific family need(s). This will include a liaison to connect students with appropriate health care and other items they may need. The 1 FTE is assigned at Asbell Elementary which has the highest free and reduced lunch rate in the district. Sarah Blickenstaff .60 FTE Function Code 2113 Ananda Rosa .50 FTE Function Code 2113 Action Type: Equity Action Type: Parental Engagement	Christie Jay	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Community Leaders Teachers 	NSLA (State-281) - Employee \$14373.00 Benefits: NSLA (State-281) - Employee \$55281.00 Salaries: ACTION BUDGET: \$69654
Six highly qualified 1.0 FTE instructional facilitators will be hired to provide research-based interventions for students who are more than two grade levels behind in reading and mathematics. In keeping with rule 6.05 from the state guidelines, the teacher will monitor student progress at least quarterly, and the teacher will develop individual intervention plans based upon the students' identified needs. Classroom materials and supplies will be purchased to support full implementation of these programs. These teachers is not used to meet or satisfy the Arkansas Standards for Accreditation, rule 6.06; rather, she is an additional staff member who works to improve instruction for students at risk of not meeting challenging academic standards, rule 6.07. Students' progress will be evaluated using formative assessments, such as DRA and quarterly math assessments, and summative assessments, including Benchmark and MAP Assessment Data. Karen Fuller 1.0 FTE-2210 Cincy Mathis 1.0 FTE-2210	Kay Jacoby	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Central Office Performance Assessments Teachers 	NSLA (State-281) - \$94845.00 Employee Benefits: NSLA (State-281) - \$364789.00 Employee Salaries: ACTION BUDGET: \$459634

<p>Katy Seifritz 1.0 FTE-2210 Audra Corbitt 1.0 FTE-2210 Holly Smith 1.0 FTE-2210 Sharla Keen-Mills 1.0 FTE-2210</p> <p>Action Type: AIP/IRI Action Type: Equity Action Type: Program Evaluation</p>				
<p>PROGRAM EVALUATION: At the conclusion of the FY 13 school year, we evaluated this Intervention/Program through formative pre/post testing, CRT/NRT assessments, and local summative assessments and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. EVALUATION RESULTS: LITERACY 2013: ALL STUDENTS 85.86% (MET AMO) TAGG STUDENTS 74.16% (MET AMO)</p> <p>2013 MATH: ALL STUDENTS 85.85% (DID NOT MEET AMO) TAGG STUDENTS 73.65% (DID NOT MEET AMO) We believe the evidence shows that it is valuable in terms of supporting our efforts to increase student achievement. During the FY 14 school year, we plan to follow the same protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program. We will use this data/information to determine whether the objectives of this Intervention/Program were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report these results in our ACSIP plan, and will use those evaluation results in making decisions that impact our future instructional program. Action Type: Program Evaluation</p>	Christie Jay	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office 	<p>ACTION BUDGET: \$</p>
<p>Fayetteville Schools will continue to support Lexia, Read 180 and System 44, Explore Learning, MClass testing, SuccessMaker, and other supplementary reading intervention programs district wide with regard to instruction with ESL students and at-risk students. These in-depth reading instruction program is supplemental in nature (Tier III intervention) and includes formative assessments on the child's lexile levels and other ongoing data. The Director of Literacy will be consulted prior to expenditures. Action Type: Technology Inclusion</p>	Sandra Taylor, Director of Literacy	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff 	<p>NSLA (State-281) - \$200000.00 Purchased Services: NSLA (State-281) - \$86994.38 & Supplies:</p> <p>ACTION BUDGET: \$286994.38</p>
<p>A Pre-K Director will be hired to coordinate all Pre-K classrooms in the district. This program will be targeting high-poverty schools and high-need</p>	Kathleen Hale	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>NSLA (State-281) - Employee Benefits: \$7276.03</p>

schools. (Kathleen Hale) .50 NSLA 2281 Function Code: 2296				NSLA (State-281) \$31327.71 - Employee Salaries:
				ACTION BUDGET: \$38603.74
A certified 1.0 FTE Director of Mathematics to coordinate district math initiatives as an instructional facilitator with regard to curriculum and instruction K-12. Ellen Johnston .40 Title I/.60 NSLA Function Code: 2210 Action Type: Collaboration	Ellen Johnston	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff 	Title I - Employee \$34996.65 Salaries: Title I - Employee \$9100.00 Benefits: NSLA (State-281) - Employee \$13648.69 Benefits: NSLA (State-281) - Employee \$52494.96 Salaries:
				ACTION BUDGET: \$110240.3
4.86 FTE Teachers will be hired to supplement the instructional program at Holt, McNair, FHS, Owl Creek and Woodland. These teachers are above and beyond the requirement by the state of Arkansas, and will instruct in Math and Literacy initiatives. Scott Rainer .86 Jill Phillips 1.0 Lucy Arnold 1.0 Mildred Rogers 1.0 Stephanie Hoops 1.0 Function Code: 2210	Christie Jay	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	NSLA (State-281) - \$79584.00 Employee Benefits: NSLA (State-281) - \$306090.00 Employee Salaries:
				ACTION BUDGET: \$385674
The district will hire an instructional facilitator for reading and writing in the content area to facilitate instructional support for all schools. This instructional facilitator will work directly with teachers to provide job-embedded professional development chiefly for reading and writing in the content area. Lacey Alkire 1.0 Professional Development Funds Action Type: Professional Development	Lacey Alkire	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff 	PD (State-223) - Employee \$17571.00 Benefits: PD (State-223) - Employee \$67580.00 Salaries:
				ACTION BUDGET: \$85151
Total Budget:				\$1474696.42
Intervention: Alternate Learning Environment Budget and Support				
Scientific Based Research: Equity in the Classroom; J. DiMartino, S. Miles, 2004, Principal Leadership 5(4) pp.44-48.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
For secondary students who are identified as at-risk, an alternative learning environment with access to services of a school counselor/mental health professional, a nurse, and support services will be provided by	Jon Gheen, ALLPS Administrator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Outside Consultants 	ALE (State-275) - \$85031.35 Employee Benefits:

<p>the district. This program is called ALLPS, Agee-Lierly Life Preparation and Services Center. The ALLPS Center is an integral part of the Fayetteville School District and will offer educational programs and services designed to support the development of students whose educational needs are not being met by traditional programs. A student placement team will include the school counselor, the ALLPS director or principal, a parent or legal guardian, and a regular classroom teacher. Student placement in the ALLPS Center will be determined by the ALLPS Placement Team. Students may not be placed in an alternative learning environment for academic problems alone, but must exhibit at least two qualifying characteristics:</p> <ul style="list-style-type: none"> • disruptive behavior • dropout of school • personal or family problems • recurring absenteeism • transition to or from residential programs • abuse (physical, mental, sexual) • frequent relocation of residency • homelessness • inadequate emotional support • mental/physical health problems • pregnancy • single parenting <p>ALE funds will be used to hire supplemental staff. Gheen, Jon - ALLPS Director 1.0 Griffin, Deb - Counselor 1.0 ALLPS Sharron Teague .49 David Adams - 1.0 Social Studies Leslie Frewert - 1.0 Science McChristian, Debra - .48 Science Milburn, Andrew - .48 Math Kincaid, Sara - 1.0 Attendance/Asst. Morse, Jeter - .48 Math Adams, Luke -1.0 Social Studies Riley, Kelly -1.0 English Archer, Leon - .49 Henderson, Joel- .48 Thoma, Joe - .80 Social Studies Gossage, Colbi - 1.0 English District funds will be used to cover the majority of costs from ALLPS, with ALE state funding supplementing district funds. Action Type: AIP/IRI Action Type: Alignment Action Type: Professional Development</p>				<p>ALE (State-275) - \$327043.65 Employee Salaries:</p> <hr/> <p>ACTION BUDGET: \$412075</p>
<p>At least once annually, a district needs assessment meeting will be held to discuss the effective needs of the ALLPS program funded through ALE funds. School improvement planning team members will be invited. In put and suggestions will be solicited from parents and others. Action Type: Technology Inclusion</p>	<p>Ginny Wiseman</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>PROGRAM EVALUATION: At the</p>	<p>Ginny</p>	<p>Start:</p>		<hr/>

<p>conclusion of the FY 13 school year, we evaluated this Intervention/Program through formative pre/post testing, CRT/NRT assessments, and local summative assessments and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development.</p> <p>EVALUATION RESULTS: We believe the evidence shows that it is valuable in terms of supporting our efforts to increase student achievement. During the 2012-2013 school year, we plan to evaluate the program based upon data from dropout rates, retention rates and CRT/NRT data for ALE students.</p> <p>We will use this data/information to determine whether the objectives of this Intervention/Program were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report these results in our 2014 ACSIP plan, and will use those evaluation results in making decisions that impact our future instructional program.</p> <p>Action Type: Program Evaluation</p>	Wiseman	07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office Teachers 	ACTION BUDGET: \$
<p>COMPREHENSIVE NEEDS ASSESSMENT: In reviewing the data from attendance rate, graduation rate and dropout rate, we have concluded a continuing need for the alternative learning environment at FHS ALLPS. In the past 3 years the graduation rate has risen from 80% to 84.85% to 86.75% for the ALL STUDENTS GROUP and to 74.36% for the TAGG GROUP. In response, the funding for teacher quality and professional development for FHS will be increased through Title II, and will be school level discretionary funds to address these issues. The information given to students will include drug-free, anti-violence and dropout prevention information, as well as additional help in core content classes.</p>	Steve Jacoby	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$412075
Intervention: District ELL Funding and Support				
Scientific Based Research: J. Echevarria, M.Vogt & D. Short, The SIOP Model: Making Content Comprehensible for English Learners (2nd Ed.)2004.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Interventions implemented with ELL funding will be evaluated on an annual basis and at various times throughout the year. Data will be collected and analyzed on both the building and district level in order to measure student achievement. Yearly review of district policies and procedures will ensure that ELL students are afforded	Christie Jay	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office Teachers 	ACTION BUDGET: \$

<p>equal access to all aspects of the curriculum, including specialty programs.</p> <p>Action Type: Alignment</p> <p>Action Type: Equity</p> <p>Action Type: Program Evaluation</p>				
<p>10 FTEs-In the Fayetteville School District, a combination of models of instruction is used, content-based instruction, sheltered instruction, inclusion, and collaborative instruction. In content-based ESL instruction, the ESL teacher pulls the student out to teach them English. The English instruction is not done in isolation instead it connects to the academic course content material being taught in the regular classroom. Sheltered instruction is a model in which an ESL endorsed teacher is teaching a core content class (social studies, science, math) in conjunction with English instruction. In an inclusion model the ESL teacher or the Instructional Assistant works with the ELL students in the mainstream classroom. The final model of instruction used, a collaborative classroom, is one in which the ESL teacher and the classroom teacher work closely together in the mainstream classroom to teach both course content and the English language. The Fayetteville School District has ESL instructors in EACH SCHOOL and in the more heavily populated schools there is an instructional assistant as well.</p> <p>Karla Bradley: 1.0 Owl Creek Teacher 1930</p> <p>Angelita Branch: 1.0 Asbell Aide 1930</p> <p>Nadia Mendez: 1.0 Happy Hollow Aide 1930</p> <p>Charla Myers: 1.0 Holcomb Teacher 1930</p> <p>Cheryl Story: 1.0 Leverett Aide 1930</p> <p>Carolyn West: 1.0 Holcomb Aide 1930</p> <p>Yesenia Dodds: 1.0 FHS Teacher 1930</p> <p>Alicia Whitaker: .50 Happy Hollow Teacher 1930</p> <p>Nicole Avitts: Owl 1.0 Creek Aide</p> <p>ALL FUNCTION CODES ARE 1930</p> <p>Action Type: Alignment</p> <p>Action Type: Equity</p>	Christie Jay	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</p>	<ul style="list-style-type: none"> Administrative Staff Central Office Teachers 	<p>ELL (State-276) - \$86666.22</p> <p>Employee Benefits:</p> <p>ELL (State-276) - \$333330.62</p> <p>Employee Salaries:</p> <hr/> <p>ACTION BUDGET: \$419996.84</p>
<p>One full-time 1.0 FTE bilingual community liaison will be hired to provide translation services for non-English speaking families and to educate all staff members regarding awareness of cultural differences in order to increase the involvement of ESL families in the educational process. Diana Bonilla will be paid .5 Title I 2170 (parental involvement and .5 Title III 2170 parental involvement. A part-time consultant will be employed to assist with the ESOL program and increasing achievement for ESL students. Diana Bonilla-Parent Liaison 2170 Judy Hobson-Consultant 1930</p>	Christie Jay	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</p>	<ul style="list-style-type: none"> District Staff Teachers 	<p>Title III - Purchased Services: \$8000.00</p> <p>Title III - Employee Salaries: \$20324.00</p> <p>Title III - Employee Benefits: \$5285.00</p> <p>Title I - Employee Salaries: \$20324.00</p> <p>Title I - Employee Benefits: \$5285.00</p>

Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development				ELL (State-276) - Purchased Services: \$8000.00 ACTION BUDGET: \$67218
PROGRAM EVALUATION: At the conclusion of the FY 13 school year, we evaluated this Intervention/Program through formative pre/post testing, ELDA and CRT/NRT assessments, and local summative assessments and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. EVALUATION RESULTS FOR ELLs: 2013 LITERACY: 69.23% of ELL students were proficient or advanced, which is above the AMO of 61.96%. 74% of ELL students met their growth target, which is above the AMO of 72.35%. GRADUATION RATE: 78.79% (DID NOT MEET AMO) 2013 MATH: ELL STUDENTS 70.31% (MET AMO) We believe the evidence shows that it is valuable in terms of supporting our efforts to increase student achievement. During the FY 14 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. I We will use this data/information to determine whether the objectives of this Intervention/Program were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report these results in our 2014 ACSIP plan, and will use those evaluation results in making decisions that impact our future instructional program. Action Type: Program Evaluation	Christie Jay	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Teachers 	ACTION BUDGET: \$
COMPREHENSIVE NEEDS ASSESSMENT: After reviewing data from the past 3 years, it has been determined that district ESL efforts have been effective in increasing the student achievement of ESL students. In response to the increasing ESL enrollment in K-2, the district will facilitate increased early literacy interventions district-wide with DIEBLS monitoring.	Christie Jay	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$487214.84
Intervention: Federal Funding support of St. Joseph's Private School.				
Scientific Based Research: Barton, M.L. and Heidema, C., Teaching Reading in Mathematics (2002); Beers, K.				

and Samuels, B.G. (eds.), Teaching Reading in the Content Areas; Krashen, S., The Power of Reading (2004); McLaughlin, M. and Vogt, M.E. (eds.); Report of the National Reading Panel: Teaching Children to Read, Put Reading First; National Institute for Literacy, National Institute of Child Health and Human Development; The US Department of Education, Preventing Reading Difficulties in Young Children (1998); National Research Council, Beginning to Read, Marilyn J. Adams (1990).

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>The Director of Federal Programs will work closely with the principal and staff at St. Joseph's Catholic School in the planning, coordination, and supervision of the Title I program. St. Joseph's will employ a 1/2 time Title I aide to work with students to provide services comparable to those provided to children in Title I funded public schools. The focus will be on improving students achievement in literacy and mathematics. A variety of materials will be purchased, including reading and mathematics software, low vocabulary high interest trade books, and supplemental texts and learning materials. Professional development opportunities will be made available to private school personnel on an equitable basis. A full-time highly qualified instructional assistant will work with at-risk students to improve reading skills.</p> <p>Surrounding schools will partner under contract with Fayetteville Schools to provide the Title I services for St. Joseph's. Those schools include: Prairie Grove, Huntsville, Springdale, and Farmington, and Greenland. The contracted amounts from these 5 districts will be deposited into a district account and services will be charged to that account and the Title I account. The total amount from all districts will be approximately \$18,113.77.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Professional Development</p>	Christie Jay	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Administrative Staff Central Office Teachers 	<p>Title I - Employee \$7175.00 Salaries: Title I - Employee \$1865.00 Benefits:</p> <hr/> <p>ACTION BUDGET: \$9040</p>
<p>Saint Joseph's Catholic Schools will utilize professional development offerings of FPS. Professional development will include but not be limited to ELLA, Effective Literacy, Differentiated Instruction, and Literacy Interventions.</p> <p>Action Type: Professional Development</p>	Christie Jay	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Administrative Staff Central Office Teachers 	<p>ACTION BUDGET: \$</p>
<p>St. Joseph's Catholic School uses SAT 10 as the norm referenced test to evaluate strengths and weakness occurring in curriculum. The percentage of 2nd grade students scoring at or above the 50th percentile on the composite score in math and literacy is 80%. The percentage of 5th grade students scoring at or above the 50th percentile on the composite score in math and literacy is 94%.</p> <p>Action Type: Alignment</p>	Ann Finch Principal St. Joseph's Catholic School	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Administrative Staff Teachers 	<p>ACTION BUDGET: \$</p>
<p>St. Joseph's School will engage parents in the education of their children in a meaningful way. Math and Science Family Nights will be planned for parents to make hands-on learning materials to use at home. In addition, parents will be</p>	Ann Finch	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Teachers 	<p>ACTION BUDGET: \$</p>

invited to attend open house and to conference with the teachers. Action Type: Parental Engagement				
St. Joseph's will set aside the required amount for professional development activities. Trainings will include curriculum mapping for science, math, and literacy, Arkansas Reading Association annual conference, counselors' trainings, assessment of learning strategies, and classroom walk through training for the administrators. Action Type: Professional Development	Ann Finch	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
PROGRAM EVALUATION: At the conclusion of the 2013 school year, we evaluated this Intervention/Program through NRT and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development, however, an increased need in staff development is warranted. In collaboration with Mrs. Marcia Diamond, Principal, we will facilitate a staff development plan in conjunction with St. Joseph's faculty and staff. We believe the evidence shows that it is valuable in terms of supporting our efforts to increase student achievement. During the 2013-2014 school year, we plan to follow the same protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program. We will use this data/information to determine whether the objectives of this Intervention/Program were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report these results in our 2014 ACSIP plan, and will use those evaluation results in making decisions that impact our future instructional program. EVALUATION RESULTS: From the 2011-2012 NRT testing data, increases in achievement occurred in Reading Word Study, Mathematics Total and Mathematics Processing, and Language Use. Additional need areas include Reading Comprehension, Problem Solving, Spelling and Environmental Sciences. From the 2013 school year, all students participating in the St. Joseph's program showed growth on their DRA scores. The increased staff development initiatives will be primarily focused around these need areas. Action Type: Program Evaluation	Christie Jay	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Teachers 	ACTION BUDGET: \$
COMPREHENSIVE NEEDS ASSESSMENT: In reviewing available information for St. Joseph's private school, we determined an increased need for professional development and improvement of teacher quality. In response to this need, St. Joseph's teachers will have access to Fayetteville Schools Professional Development opportunities to the extent possible, and not above the financial	Marcia Diamond, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

obligation to St. Joseph's School.				
Total Budget:				\$9040

Priority 3: Provide district level budgeting and support of Title III federal funding.

- Supporting Data:
- 2012 ESEA Accountability Data:
2012 GRADUATION RATE:
ALL STUDENTS 84.85% (MET AMO)
TAGG STUDENTS 72.27% (MET AMO)

2012 LITERACY:
ALL STUDENTS 87.12% (MET AMO)
TAGG STUDENTS 74.69% (MET AMO)

2012 MATH:
ALL STUDENTS 86.07% (MET AMO)
TAGG STUDENTS 74.25% (DID NOT MEET AMO)
 - English Language Learners (ELLs) met their 2012 performance AMO.
64.55% of all ELL students across the district were proficient or advanced.
 - 2013 ESEA Accountability Data:
Fayetteville Schools is an Achieving District for Literacy.
English Language Learners sub population had 69.23% of students proficient or advanced.
Fayetteville Schools is a Needs Improvement District for Math.
English Language Learners sub population had 70.31% of students proficient or advanced.
This was the only sub population meeting AMO standards for Mathematics.
Graduation Rate: Fayetteville Schools is an Achieving District for Graduation Rates, however, only 70.31% of ELL students graduated in 2013. This is a growth area for Fayetteville Schools.
 -

Goal All ELL students will improve in listening, speaking, reading, writing, and math.
ALL STUDENTS 84.85% (MET AMO)
TAGG STUDENTS 72.27% (MET AMO)

Benchmark 2012 LITERACY:
ALL STUDENTS 87.12% (MET AMO)
TAGG STUDENTS 74.69% (MET AMO)

2012 MATH:
ALL STUDENTS 86.07% (MET AMO)
TAGG STUDENTS 74.25% (DID NOT MEET AMO)

Intervention: Improving English Language Learners literacy and math skills through Title III federal funding support.				
Scientific Based Research: J. Echevarria, M.Vogt & D. Short, The SIOP Model: Making Content Comprehensible for English Learners (2nd Ed.)2004. Teacher Quality: Before It's Too Late, A Report to the Nation from The National Commission on Mathematics and Science Teaching for the 21st Century. Glenn Commission. 2000.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
An annual financial report summarizing Title III expenditures will be created. These expenditures will directly tie to the district and individual school ACSIP plans and the needs of the ELL students. Action Type: Collaboration Action Type: Equity	Christie Jay	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Central Office 	ACTION BUDGET: \$
Interventions implemented with Title III/ELL funds will be evaluated. Data will be collected and analyzed on both the building and district levels in order to measure growth in student achievement. Evaluation data will include achievement data, observational data, a variety of surveys, etc. Data for the ESL and racial subpopulations will be analyzed	Christie Jay	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Central Office District Staff Performance Assessments 	ACTION BUDGET: \$

<p>and compared to general data. Instructional interventions will be focused around English Language Development in the four domains of listening, speaking, reading and writing along with and academic content vocabulary specific to the core subjects of math, language arts, science and history. Action Type: Equity Action Type: Program Evaluation Action Type: Special Education</p>				
<p>Classroom teachers, administrators, ESL teachers, Title III teachers, instructional assistants, parents and the Director of Federal Programs will attend professional meetings and conferences on the local, state, and national level. These conferences will be on interventions that are research based. The Homeless Coordinator, Special Ed personnel, and others will be included when appropriate. Outside resources/presenters will be brought into the district. Funds will be used to assist teachers and paraprofessionals in becoming "High Qualified." This will include using funds to pay for the ARKTESOL Conference, GLAD training, and the ESL Academy tuition and fees. This year the focus for professional development will be curriculum alignment and improvement of literacy instruction. Private school personnel will be included in district staff development initiatives. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Special Education</p>	Christie Jay	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Outside Consultants • Teachers • Title Teachers 	<p>..... ACTION BUDGET: \$</p>
<p>The Director of Federal Programs will work closely with entities such as the Multicultural Center, the Adult Education Center, Head Start, District Homeless Coordinator, Special Education Director, GT Coordinator, Ozark Literacy Council, private schools, and other agencies in order to facilitate collaboration and coordination of services. Services through Title I, Title III, Title V, Title VII, Migrant Ed, Special Ed, and Homeless will be coordinated with local bilingual and ESL programs for maximum effectiveness. Action Type: Alignment Action Type: Collaboration Action Type: Special Education</p>	Christie Jay	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • Title Teachers 	<p>..... ACTION BUDGET: \$</p>
<p>1 FTE Translator will be employed. Written translations will include but not be limited to handbooks, activity calendars, school newsletters, conference memos, etc. Translators/interpreters will play a key role in communication and collaboration with non-English speaking parents and community members. The use of translators enables the district to ensure, to the extent possible, that information is made available to non-</p>	Christie Jay	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	<p>Title III - Purchased \$15058.47 Services: Title III - Employee \$25536.00 Salaries: Title III - Employee \$6640.00 Benefits:</p>

<p>English speaking individuals in a language they can understand, thus providing full opportunities for their participation. In addition two part time interpreters, a full time bilingual English/Spanish person will be hired to serve as a translator, interpreter, and parent liaison for the district's Spanish speaking families. This person will translate and/or proof all written policies and documents pertinent to ESL families. They will attend numerous PTA meetings, open houses, and conferences and special education conferences across the district. Office supplies, necessary books, and miscellaneous supplies directly linked to ESL instruction in the district will be purchased. If time permits, this person will assist in record keeping and assessment of English language proficiency across the district. The salary for these personnel will be split between Title III and Title I. In addition to this full time person, part-time interpreters will be hired as purchased services for those times when multiple interpreters are needed, (e.g., parent-teacher conferences, family nights, etc.) One employee will be paid 100% from Title III funds. Melody Leach/Part-time interpreters 2170</p> <p>Action Type: Alignment Action Type: Equity Action Type: Parental Engagement</p>				<p>ACTION BUDGET: \$47234.47</p>
<p>District personnel will work closely with special education personnel, counselors, parents, administrators, private school personnel, and classroom teachers in order to educate English Language Learners so that they meet the same rigorous standards for academic performance expected of all students. This collaboration will ensure that the ESL program is not isolated from the overall school program and that the programs will emphasize comprehensive reform and build local capacity to serve all students. Appropriate classroom materials that align with state standards will be purchased. Teachers, including special education teachers, will be educated through professional development on cultural and linguistic diversity and poverty to ensure these are not reasons for placement in special education. The professional development will include, but not be limited to, building level PD and ESL academy.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Special Education</p>	Christie Jay	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • School Library • Teachers • Teaching Aids • Title Teachers 	<p>ACTION BUDGET: \$</p>
<p>At least once monthly, a district needs assessment meeting will be held to</p>	Rita Gillmeister	<p>Start: 07/01/2013</p>	<ul style="list-style-type: none"> • Administrative 	<p>ACTION BUDGET: \$</p>

<p>discuss the effectiveness of the interventions funded with Title III funds. School Improvement Planning Team members will be invited. Input and suggestions will be solicited from parents and others. Assessment data will include Iowa Test, Mac II, quarterly assessments, informal language acquisition measurements, and state benchmark test scores, and MAP testing as appropriate.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education</p>		<p>End: 06/30/2014</p>	<p>Staff</p> <ul style="list-style-type: none"> • Central Office • Teachers • Title Teachers 	
<p>PROGRAM EVALUATION: At the conclusion of the FY 131 school year, we evaluated this Intervention/Program through summative ELDA, CRT, NRT testing and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development.</p> <p>EVALUATION RESULTS: 2013 ELL student data shows that 69.23% of Literacy students were proficient or advanced on their Benchmark assessment. (MET AMO) We believe the evidence shows that it is valuable in terms of supporting our efforts to increase student achievement. During the FY 14 school year, we plan to follow the same protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program. In addition, we will implement MAP testing in grades K-9 in order to pinpoint individual student growth. We will use this data/information to determine whether the objectives of this Intervention/Program were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report these results in our 2014 ACSIP plan, and will use those evaluation results in making decisions that impact our future instructional program.</p> <p>Action Type: Program Evaluation</p>	Christie Jay	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Teachers 	<p>ACTION BUDGET: \$</p>
<p>COMPREHENSIVE NEEDS ASSESSMENT: After reviewing data from the past 3 years, it has been determined that district ESL efforts have been effective in increasing the student achievement of ESL students. In response to the increasing ESL enrollment in K-2, the district will facilitate increased early literacy interventions district-wide with DIEBLS monitoring. For the 2013 school year, we will continue to monitor the success of this program.</p>	Christie Jay	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>
<p>Supplemental ELL Teachers will be hired and assigned to buildings to work with ESL students and provide more direct instruction according to best practices and tenets of ESL strategies.</p>	Christie Jay/ESL Compliance Coordinator	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Teachers 	<p>ACTION BUDGET: \$</p>

Total Budget:	\$47234.47
---------------	------------

Priority 5: District personnel will work with high school personnel to analyze and address an increasing drop out rate among high school students.

Supporting Data: 1. The attendance rate for 2010 is 94.4% The drop out rate for 2010 is 1.92%
The 2012 Graduation rate for FHS All Students Group is 86.75%
The 2012 graduation rate for FHS TAGG Group is 74.36%
The 2012 graduation rate for FHS Students With Disabilities is 77.36%

Goal Decrease the gap between the ALL STUDENTS graduation rate and the TAGG STUDENTS graduation rate (SPED/ELL/FRLP).

Benchmark The TAGG students group will meet their AMO for graduation rate (66.13%) for 2014, and the All Students Group will meet their graduation goal of 81.69%.

Intervention: Prevention, Retention and Recovery of Drop Out students.				
Scientific Based Research: Scientific Based Research: Moving Beyond Dropout Towards School Completion: An Integrative Review of Data-Based Interventions. School Psychology Review 2010 - ongoing.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Data collection and follow up procedures regarding students who have left Fayetteville schools will be more clearly defined between administrative personnel, APSCN personnel, and building special education designees. Action Type: Collaboration	Debra Wilson Special Education Director	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers District Staff 	ACTION BUDGET: \$
Identify commonalities in students who have dropped out of school, specifically in the area of special education. Analysis of this information will be used to determine goals and types of professional development offered. Analysis: The current dropout rate for SPED is 4.59% district wide. The state target for SPED is 4.25%. Action Type: Equity Action Type: Professional Development Action Type: Special Education	Debra Wilson-Special Education Director	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Central Office Computers 	ACTION BUDGET: \$
Provide additional and more intensive professional development opportunities for teachers in the following areas: dealing with issues of lower socioeconomic background, universal design, co-teaching, multiple intelligences, learning styles and differentiated instruction. Action Type: Professional Development	Christie Jay	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office Computers Outside Consultants Teachers 	ACTION BUDGET: \$
Create a wider spectrum of course offerings in academic classrooms that would allow for and encourage additional co-teaching and multiple intelligence classrooms that would provide more curricular support for students with special needs thereby creating a culture of acceptance of everyone. Emphasize information regarding these classes during CAP conferences with parents and students so they may make an informed decision regarding selection of academic courses and a career focus based on the individual needs of the student. Action Type: Equity	Steve Jacoby-Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Continue Ozark Guidance Center school-based counseling services as well as Aggression Replacement Training (ART), a social skills program used with targeted ALE students and families to address emotional and social issues. Action Type: Wellness	Steve Jacoby-Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Outside Consultants 	ACTION BUDGET: \$

Analyze annual drop out rate of the high school student body in general and the special education subpopulation to determine if interventions are helping to prevent, retain and recover students at risk of dropping out of school. District SPED supervisors will work closely with evaluation personnel regarding policies and procedures and deploy staff to complete evaluations in a timely manner. Action Type: Program Evaluation Action Type: Special Education	Debra Wilson-Special Education Director	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Central Office 	ACTION BUDGET: \$
PROGRAM EVALUATION: At the conclusion of the FY 13 school year, we evaluated this Intervention/Program through quarterly and annual drop out rates and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. We believe the evidence shows that it is valuable in terms of supporting our efforts to increase student achievement. During the FY 14 school year, we plan to follow the same protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program. In addition, we will implement Target Assessments aligned with state standards and developed by the NWAESC. We will use this data/information to determine whether the objectives of this Intervention/Program were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report these results in our 2014 ACSIP plan, and will use those evaluation results in making decisions that impact our future instructional program. Action Type: Program Evaluation	Steve Jacoby-Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office Teachers 	ACTION BUDGET: \$
PROGRAM EVALUATION: The 2012 graduation rate for SPED students is 77.36%, which meets the AMO. EVALUATION RESULTS: Fayetteville Schools did meet the AMO for SPED students. In fact, every sub population met graduation rate goals except the English Language Learners sub population. Action Type: Program Evaluation Action Type: Special Education	Christie Jay	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff 	ACTION BUDGET: \$
Comprehensive Needs Assessment: In reviewing data comparing dropout rates of Special Education students and the general student population, we found need of continuing emphasis on programs addressing the dropout rates of both groups. The dropout rate of Special Education Students is 4.59%, which exceeds the state target of 4.25%. Special Education directors and personnel will collaborate and work directly with Fayetteville High School, Ramay Junior High, and Woodland Junior High personnel to address the issues of increased drop outs.	Debra Wilson	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

Priority 6: To increase student awareness and knowledge of the effects of good nutrition and physical activity.

1. 2013 BMI DATA:

Males:

2.8% Under-weight

66.8% Healthy

14.9% Over-weight

15.6% Obese

Females:

2.2% Under-weight

69.1% Healthy, 15.4% Over-weight

Supporting
Data:

13.3% Obese

2. 2013 FPS Wellness and Education Clinic:

Number of Patients Seen: 186 at 215 visits.

Goal The District will 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.

Benchmark By the 2014 school year, there will be an increase of at least 10% in the School Health Index score for each required module at each school within the district.

Intervention: Administrative Support for Wellness				
Scientific Based Research: Journal of the American Dietetic Association, 103(7): 887-93. 2003.NAL Call Number: 389.8 Am34 Position of the American Dietetic Association: Child and adolescent food and nutrition programs. J. Stang, C.T. Bayerl. Food and Nutrition Information Center's (FNIC) web site at http://www.nal.usda.gov/fnic/pubs_and_db.html . Clinical Pediatrics, 40(2): 63-70. 2001. NAL Call Number: RJ1-C55, Behavioral and cognitive status in school-aged children with a history of failure to thrive during early childhood. R.A. Dykman, et al.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The Fayetteville School District has developed District wellness policies in collaboration with the district Nutrition and Physical Activity Committee. Policies have been approved by the district school board. Policies include the five (5) federal requirements: Goals for nutrition education, physical activity and other school-based activities, Nutrition guidelines, Guidelines for reimbursable school meals, a Plan for measuring implementation of the local wellness policy, and Community involvement. The Policy Statement has been submitted to ADE, Child Nutrition Unit, per the required submission deadline of May 15, 2011. Action Type: Collaboration Action Type: Wellness	Ginny Wiseman-Associate Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office Community Leaders District Staff Outside Consultants 	ACTION BUDGET: \$
The Fayetteville School District will: (1) provide support to schools to ensure successful implementation of the Wellness Policies; (2) provide resources and professional development to District and School staff to improve the overall school nutrition environment; and (3) will promote the health and physical activity curriculum and student health. Action Type: Professional Development Action Type: Wellness	Ginny Wiseman - Associate Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office 	ACTION BUDGET: \$
The Fayetteville School District will ensure each school provides a pleasant environment and monitors schedules and other factors which may interfere with students' access to health information, resources, and a healthy environment. The School Health Index (SHI) Modules will be used to evaluate district and school effectiveness. Action Type: Equity Action Type: Program Evaluation Action Type: Wellness	Ginny Wiseman-Associate Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office Community Leaders District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
The Fayetteville School District will support schools in the alignment and implementation of the current Arkansas Nutrition and Physical Education and Physical Activity Standards and Arkansas Curriculum Frameworks. Resources, professional development opportunities and training will be provided to increase knowledge and advance skills for successful implementation. Action Type: Alignment	Ginny Wiseman-Associate Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office Community Leaders District Staff Outside Consultants Teachers 	ACTION BUDGET: \$

Action Type: Professional Development Action Type: Wellness				
The Nutrition and Physical Activity Committee as part of the ACSIP Committee will frequently monitor Goals and will evaluate the effectiveness of Interventions by reviewing data results, and other assessments related to Wellness (School Health Index Modules, Wellness Policy Checklist, etc.). ACSIP will be modified as needed. Action Type: Collaboration Action Type: Program Evaluation Action Type: Wellness	Ginny Wiseman-Associate Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office Community Leaders District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
PROGRAM EVALUATION: At the conclusion of the 2013 school year, we evaluated this Intervention/Program through BMI data and School Health Index surveys and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. We believe the evidence shows that it is valuable in terms of supporting our efforts to increase student achievement. During the FY 14 school year, we plan to follow the same protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program. We will use this data/information to determine whether the objectives of this Intervention/Program were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report 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	Ginny Wiseman	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Schools will implement practices to provide opportunities for students to practice healthy behaviors at school and encourage them to make healthy food and physical activity choices resulting in increased academic performance.

Scientific Based Research: Guidelines for School Health Programs to Promote Lifelong Healthy Eating (June 14, 1996/Vol. 45/No. RR-9); Guidelines for School Health Programs to Promote Lifelong Physical Activity (March 7, 1997/Vol. 46/No. RR-6).

Actions	Person Responsible	Timeline	Resources	Source of Funds
The Fayetteville District will support the schools in making physical activity and healthy foods widely available in all areas of the school campus and encourage students to make healthy behavior choices outside the school. Action Type: Wellness	Ginny Wiseman-Associate Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants 	ACTION BUDGET: \$
The Fayetteville district will support schools offering the students choices of: two (2) entrees offered daily at lunch; two (2) choices of fruit or 100% fruit juice offered daily at lunch; two (2) choices of vegetables offered daily at lunch; and five (5) foods containing whole grain offered weekly. Action Type: Wellness	Ginny Wiseman-Associate Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff 	ACTION BUDGET: \$
The Fayetteville district will support school staff exhibiting qualities of positive role models for healthy eating and physical activity. Action Type: Collaboration Action Type: Wellness	Ginny Wiseman-Associate Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Community Leaders 	ACTION BUDGET: \$

			<ul style="list-style-type: none"> • District Staff • Outside Consultants • Teachers 	
<p>The Fayetteville district will involve parents in physical activity and nutrition education through homework, national school lunch program menus, and parent-teacher organization meeting presentations and professional development activities. Professional development will focus on physical activity and nutrition education, and health risk indicators that compromise students ability to perform academically, etc.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Wellness</p>	Ginny Wiseman-Associate Superintendent	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Outside Consultants • Teachers • Teaching Aids 	ACTION BUDGET: \$
<p>The district will support schools in providing marketing education that encourages students to make healthy food and physical activity choices. Curriculum will be integrated and aligned with Arkansas Health and Physical Education Frameworks and Career Technical Education Frameworks (Workforce Education).</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Wellness</p>	Ginny Wiseman-Associate Superintendent	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
<p>The Fayetteville district will ensure that the Wellness Committee will evaluate the effectiveness of the Health Program by conducting pre and post assessment of School Health Index Module results and surveys given to students and teachers. Results of evaluation will be shared with staff and modifications will be addressed per survey results.</p> <p>Action Type: Program Evaluation Action Type: Wellness</p>	Ginny Wiseman-Associate Superintendent	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
<p>The Fayetteville district will ensure that the Wellness Committee will observe and assist in the evaluation of the various methods used to distribute and collect free and reduced price meal applications as well as the student collection procedures to support the Child Nutrition Director in making appropriate changes that improve access to the program by all students.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Wellness</p>	Ginny Wiseman-	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
<p>PROGRAM EVALUATION: At the conclusion of the 2013 school year, we evaluated this Intervention/Program through BMI data and School Health Index surveys and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. EVALUATION RESULTS: We believe the evidence shows that it is valuable in terms of supporting our efforts to increase student achievement. During the 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. We will use this data/information to determine whether the</p>	Ginny Wiseman	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Teachers 	ACTION BUDGET: \$

objectives of this Intervention/Program were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report these results in our 2014 ACSIP plan, and will use those evaluation results in making decisions that impact our future instructional program. Action Type: Program Evaluation				
COMPREHENSIVE NEEDS ASSESSMENT: After review of data concerning health and wellness, we determined a need of increased urgency to promote physical activity, nutrition and wellness across the curriculum. We will continue to utilize protocols from the district and select interventions and coordinate various state and local funding to address these needs. Action Type: Wellness	Christie Jay	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

Priority 7: Prevent Disproportionate Representation (Over-identification) of African American Students Identified as Special Education Students

Supporting Data:

1. An analysis of the 2010-2011 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:
2008-2009 5.33% 2009-2010 5.21%
Caucasian:
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 Mentally Retarded.

Benchmark Fayetteville Public Schools will reduce the risk ratio of African American students labeled as Mentally Retarded 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. These strategies include early intervention instructional facilitator training for core teachers, Instructional facilitators, intervention materials, ICLE Lin Kuzmich training for core teachers, literacy intervention/instruction across the curriculum.				
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				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The district will implement K-2 MAP assessments in order to provide more targeted and explicit instruction in	Debra Wilson	Start: 07/01/2013		ACTION

Literacy and all content areas. (Software and Hardware) The MAP testing data will be used as part of the program evaluation. Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion		End: 06/30/2014		BUDGET: \$
Elementary, Middle School and Secondary teachers will receive training in core instruction to improve early-intervening Literacy strategies across the district. Instructional Facilitators 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 Early Intervention specialist involved with coordinated early intervening services, will enhance and expand the problem solving teams work. Equipment, such as a laptop and accessories will be purchased to facilitate work concerning CEIS (\$2,938). Action Type: SIF 1003(a) 10-11 Action Type: SIF 1003(a) ARRA Action Type: Special Education	Debra Wilson	Start: 07/01/2013 End: 06/30/2014		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. In the 2010-2011 school year, state target is 100%. Action Type: SIF 1003(a) 10-11 Action Type: SIF 1003(a) ARRA Action Type: Special Education	Debra Wilson	Start: 07/01/2013 End: 06/30/2014	• District Staff	ACTION BUDGET: \$
The AYP targets for the 2010-2011 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: 85.6% Math: 85.0% 6-8: Literacy: 83.8% Math: 82.28% 9-12: Literacy: 83.88% Math: 82.3% Action Type: SIF 1003(a) 10-11 Action Type: SIF 1003(a) ARRA Action Type: Special Education	Debra Wilson	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Fayetteville Schools will focus promoting interventions that emphasize decoding, phonological awareness and comprehension. Fayetteville Schools will purchase early intervention materials, including Read 180 and System 44 kits, that will be proactive in meeting the needs of all learners in hopes of preventing inappropriate SPED referrals. Training and support to assist with using the materials will also be provided. Other materials for early intervening services will include: Phonemic Awareness Curriculum Blend Charts Good Habits/Great Readers Oral Language Reading/Writing RTI Guides Q Reads Barton Reading/Spelling 95% group materials iPads for Barton applications and writing matters Action Type: Special Education	Debra Wilson	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Personnel will receive training on literacy strategies across the curriculum/content areas and differentiation for general education teachers and leadership team with Lin Kuzmich/Model Schools. This will improve core instruction for all students. Action Type: Special Education	Debra Wilson	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Fayetteville Schools will expand health and mental health resources for targeted populations at Owl Creek School	Debra Wilson	Start: 07/01/2013		

(Owl Creek Project). Action Type: SIF 1003(a) 10-11 Action Type: SIF 1003(a) ARRA Action Type: Special Education		End: 06/30/2014		ACTION BUDGET: \$
Fayetteville Schools will conduct a research study exploring the issues related to cultural diversity and race in the educational realm. These efforts will keep all CIAA staff aware of issues related to diverse cultural and ethnic and linguistic backgrounds. Action Type: SIF 1003(a) 10-11 Action Type: SIF 1003(a) ARRA 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 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: \$
The district will employ an Early Intervening Instructional (Literacy Facilitator) to oversee and facilitate all Early Intervening Activities. This position will coordinate with all other Instructional Facilitators to promote the improvement of core literacy instruction and the continued development of Tier II and III interventions in the district and to monitor data collection for all students targeted for early intervening services.	Debra Wilson	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

Priority 8: To use the Scholastic Audit to guide effective and continuous building level school improvement practices.

1. The Arkansas Department of Education conducted a Scholastic Audit of Owl Creek School and Holt Middle School from 10/30/2011 to 11/04/2011.
Based on the Scholastic Audit performance levels, 4-Exemplary
3-Fully functional and operational
2-Limited development
1-Little or no development
the level of performance for each of the 9 standards for school improvement for Owl Creek School is as follows:
Standard 1-Curriculum: Level 1(14%) and Level 2(86%)
Standard 2-Classroom Evaluation/Assessment: Level 1(13%), Level 2(74%), Level 3(13%)
Standard 3-Instruction: Level 2(100%)
Standard 4-School Culture: Level 1(27%), Level 2(55%), Level 3(18%)
Standard 5-Student, Family and Community Support: Level 2(60%), Level 3(40%)
Standard 6-Professional Growth, Development and Evaluation: Level 2(100%)
Standard 7-Leadership: Level 1(9%), Level 2 (82%), Level 3(9%)
Standard 8- School Organization and Fiscal Resources: Level 2(100%)
Standard 9-Comprehensive and Effective Planning: Level 1(6%), Level 2(81%), Level 3(13%)
Owl Creek School will address the recommendations of the report over a period of 3 to 5 years; however, the focus for 2011-2012 will be the following:
Standard 1-CURRICULUM
Standard 3-INSTRUCTION
The level of performance for each of the 9 standards for school improvement for Holt Middle School is as follows:
Standard 1-Curriculum: Level 1(14%) and Level 2(86%)

Standard 2-Classroom Evaluation/Assessment: Level 1(25%), Level 2(62%), Level 3(13%)
 Standard 3-Instruction: Level 1(13%), Level 2(74%), Level 3(13%)
 Standard 4-School Culture: Level 1(18%), Level 2(64%), Level 3(18%)
 Standard 5-Student, Family and Community Support: Level 2(100%)
 Standard 6-Professional Growth, Development and Evaluation: Level 1(8%), Level 2(92%)
 Standard 7-Leadership: Level 2 (100%)
 Standard 8- School Organization and Fiscal Resources: Level 2(100%)
 Standard 9-Comprehensive and Effective Planning: Level 1(19%), Level 2(81%)
 Holt Middle School will address the recommendations of the report over a period of 3 to 5 years; however, the focus for 2011-2012 will be the following:

Standard 1-Curriculum

Standard 3-Instruction

2. Summary Findings for Standard 1-Curriculum

The district does not have a fully developed curriculum in all areas.

The district has made some effort to ensure that Arkansas Curriculum Frameworks and Common Core State Standards are articulated through the district.

Committees and policies exist to review, monitor and evaluate curriculum.

There are some connections to post-secondary education, life and career options.

The district has initiated a process to monitor, evaluate, review, and revise curriculum systematically. Students have access to a core curriculum, but a challenging and rigorous curriculum is not available to all. Little Special consideration is given to addressing curriculum issues at transition points where students move from one school to another. Summary Findings for Standard 1-Curriculum

There is evidence that the curriculum is aligned with the Arkansas Curriculum Frameworks, however district curriculum documents are limited.

The district has made some effort to ensure that Arkansas Curriculum Frameworks and Common Core State Standards are articulated through the district. The district Curriculum Coordinating Council has established procedures and structures addressing vertical and horizontal alignment.

The implemented curriculum provides some opportunity for real-world application.

The district has initiated a process to monitor, evaluate, review, and revise curriculum systematically.

Holt Middle School findings:

Students have access to a core curriculum, but a challenging and rigorous curriculum is not available to all.

Most course offerings provide opportunity for students to access curriculum aligned with the Arkansas Curriculum Frameworks and the Common Core State Standards.

3. Summary Findings for Standard 3-Instruction

Some teachers implement a number of research-based instructional strategies.

Most teachers use pacing guides aligned to Arkansas Curriculum Frameworks to develop standards-based lessons.

School Administrators regularly conduct classroom walkthroughs and observations to monitor instruction.

Four Teachers are National Board certified, and seven are in the process.

The district has an approved technology plan, however most teachers do not fully utilized available technology.

Instructional resources are adequate in most content areas.

There is a school-wide process for teachers to meet on a regular basis to analyze individual student work samples and other data.

Some teachers give homework for the purpose of additional practice, however there is no school-wide expectation for the amount assigned at each grade level.

Summary findings for HOLT MIDDLE SCHOOL:

Summary Findings for Standard 3-Instruction Most classrooms have sufficient instructional resources.

Most instructional materials are age and/or developmentally appropriate.

Teacher-centered whole-group instruction is provided in many classrooms.

Most instructional strategies are aligned with district curriculum.

School leadership monitors classrooms through learning walks.

Two Teachers are National Board certified.

The district has an approved technology plan, however most teachers do not fully utilized available technology. Instructional resources are adequate in most content areas.

The Holt Middle School student handbook gives homework allotment times for each grade level. However, homework practices are inconsistent.

Supporting
Data:

Goal All certified staff will participate in the development, alignment and improvement of the district curriculum.

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

Benchmark By August of 2014, 100% of the staff will have identified and shared core concepts of their curriculum.

Intervention: District leadership will fully develop a comprehensive curriculum in all content areas. The curriculum will be aligned with Arkansas Curriculum Frameworks and Common Core State Standards.

Scientific Based Research:

Actions	Person Responsible	Timeline	Resources	Source of Funds
All staff will work with ICLE consultants to identify, target, and use appropriate, successful research-based strategies. The International Center for Leadership in Education will help Fayetteville Schools transition to the Common Core State Standards. Action Type: ADE Scholastic Audit	Kay Jacoby, CIAA Director	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
All certified staff members will attend training/professional development on selected strategies to enhance the delivery of curriculum. This training will be ongoing, and job-embedded. Action Type: ADE Scholastic Audit	Marianne Hauser, Director of Professional Development	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
All staff members will be provided coaching, support and training by instructional facilitators. There will be 15 instructional facilitators employed in the district, supervised by Sandra Taylor, our ELA Director. Action Type: ADE Scholastic Audit	Sandra Taylor, ELA Director	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Classroom walkthroughs will be completed on a regular basis by district and building administration. The document used for this purpose will be aligned with curriculum focus areas and professional development areas. Action Type: ADE Scholastic Audit	Kay Jacoby, CIAA Director	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
The district will build a classroom walkthrough data collection system, making it convenient to complete, compile, and monitor the information from classroom walkthrough efforts. Action Type: ADE Scholastic Audit	Susan Norton, Chief Information Officer	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

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

Benchmark By August of 2014, 100% of staff will be more knowledgeable about research-based instructional strategies, and will be using them on a regular basis.

Intervention: School leadership will develop a plan for examining individual student work data in order to make better decisions about tailoring instruction. This work will be ongoing and job-embedded.

Scientific Based Research:

Actions	Person Responsible	Timeline	Resources	Source of Funds
School and District will provide further professional development opportunities to help school staff obtain instructional skills necessary for differentiation of instruction. Training opportunities will be ongoing and job-embedded. Action Type: ADE Scholastic Audit	Marianne Hauser, Director of Professional Development	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Administration at the building and district level will ensure that instruction is closely monitored through walkthroughs and give timely, constructive, and corrective feedback to staff. Action Type: ADE Scholastic Audit	Kay Jacoby, CIAA Director	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

• Planning Team

Classification	Name	Position	Committee
Community Representative	Cambre Home-Brooks	Parent Involvement	Parent Involvement
District-Level Professional	Christie Jay	Federal Programs	Title I
District-Level Professional	Christie Jay	Director of Federal Programs	Title III
District-Level Professional	Ellen Johnston	Math Director	Title IIA
District-Level Professional	Ginny Wiseman	Associate Superintendent for Secondary Education	Title I
District-Level Professional	Ginny Wiseman	Associate Superintendent for Secondary Instruction	Title III
District-Level Professional	John L Colbert	Associate Superintendent, Elementary Education	Title I
District-Level Professional	John L Colbert	Associate Superintendent, Elementary Education	Title III
District-Level Professional	Kay Jacoby	Chief Academic Officer	Title I/IIA/III/ELL/NSLA/ALE
District-Level Professional	Marianne Hauser	Professional Development Coordinator	Title IIA/Professional Development
District-Level Professional	Sandra Taylor	Director of English Language Arts	Literacy
Non-Classroom Professional Staff	Tara Lechtenberger	Counselor, Washington	Title III
Non-Classroom Professional Staff	Tara Lechtenberger	Counselor, Washington	Title I
Parent	Amy Bain	Parent Involvement	Parent Involvement
Parent	Amy Wales	Parent Involvement	Parent Involvement
Parent	Angie Coleman	Parent Involvement	Parent Involvement
Parent	Carly Lamb	Parent Involvement	Parent Involvement
Parent	Cecilia Smith	Parent Involvement	Parent Involvement
Parent	Corinne Power	Parent Involvement	Parent Involvement
Parent	Cristy Smith	Parent Involvement	Parent Involvement
Parent	Crystal Brasiola	Parent Involvement	Parent Involvement
Parent	Debbie Power	Parent Involvement	Parent Involvement
Parent	Donna Hardcastle	Parent Involvement	Parent Involvement
Parent	Donna Little	Parent Involvement	Parent Involvement
Parent	Eden Price Reif	Parent Involvement	Parent Involvement
Parent	Hanah Savage	Parent Involvement	Parent Involvement
Parent	Keeli Pfeiffer	Parent Involvement	Parent Involvement
Parent	Leslie Harvey	Parent Involvement	Parent Involvement
Parent	Lisa McClure	Parent Involvement	Parent Involvement
Parent	Lisa Stennett	Parent Involvement	Parent Involvement
Parent	Liz Rusher	Parent Involvement	Parent Involvement
Parent	Maridith Gebhardt	Parent Involvement	Parent Involvement
Parent	Sara Eichmann	Parent Involvement	Parent Involvement
Parent	Wendy Lewis	Parent Involvement	Parent Involvement
Principal	Ashley Garcia	Principal, Washington	Title III
Principal	Ashley Garcia	Principal	Title I
Principal	Cheryl Putnam	Principal, Leverett	Title I
Principal	Joey Folsom	Principal, Butterfield	Title I
Principal	Kristen Champion	Principal, Owl Creek	Title I
Principal	Matt Morningstar	Middle School Principal	Title I
Principal	Rhonda Moore	Principal, Root	Title II
Principal	Sharon Pepple	Principal, Happy Hollow	Title III
Principal	Sharon Pepple	Principal, Happy Hollow	Title I

Principal

Tracy Mulvenon

Elementary Principal

Title I