

2013-2014 ARCHIVE

School Plan

Print Version

HAPPY HOLLOW ELEMENTARY SCHOOL

Arkansas Comprehensive School Improvement Plan

2013-2014

Create a learning environment that encourages all children to reach their potential.

Grade Span: K-5

Title I: Title I Schoolwide

School Improvement: MS

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Priority 1: Literacy

Goal: All students will improve in reading skills, specifically in their non fiction comprehension skills, and will meet their expected growth for MAPS literacy for 2013-2014.

Priority 2: Mathematics

Goal: All students will improve in mathematic skills, specifically in the area of geometry and measurement. All students will meet their expected growth for MAPS in math for 2012-2013.

Priority 3: Wellness

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

Goal: Provide support for families looking for information on health and safety issues, parenting skills and programs available in our community.

Priority 4: ELL/Title 3

Goal: ELL students will improve in reading comprehension, fluency, written expression and mathematical skills. Improvement will be shown through increased scores in DIBELS, MAPS, ELDA, Benchmark and MAT-8.

Priority 5: Prevent Disproportionate Representation (Over-identification) of African American Students

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

Priority 6: Parent Involvement

Goal: Increase the opportunities for parents to partner with staff in their child's education.

Goal: Provide support for families looking for information on health and safety issues, parenting skills and programs available in our community.

Priority 1: We expect all students to become proficient in literacy achievement and meet their expected growth.

1. In 2013, for the category "All Students" 91.04% (183 out of 201) students achieved on the Literacy Benchmark. 83.87% of students met their growth performance. For the category "TAGG" 87.50% (98 of 112) students achieved on the Literacy Benchmark. 81.16% (56 of 69 students) met growth performance.
2. 2013 Literacy Benchmark ESEA Subgroups: Of the 15 African American students tested, 80.00% achieved standard. Of the 28 Hispanic students who attempted the Literacy benchmark, 92.86% met standard. Of the 149 White students who attempted the Literacy benchmark, 91.28% met standard. Of the 98 Economically Disadvantaged students who attempted the Literacy Benchmark, 88.78% met standard. Of the 20 English Learners who attempted the Literacy Benchmark, 85.00% met standard. Of the 23 students with disabilities, 56.52% met standard.

Supporting
Data:

3. Attendance/Graduation Rate: In 2012-2013, our attendance rate was 95.52%
4. According to the NWEA MAPS 2012 Data, overall Happy Hollow had 70% of students experienced reading growth. As indicated on the Spring 2012 NWEA MAPS Reading Data, 62.5% of 5th graders, 67.2% 4th graders, 56.7% of 3rd graders, 79.4% of 2nd graders, and 78.9% 1st graders, and 73.4% of kinder met growth targets.
5. COMPREHENSIVE NEEDS ASSESSMENT: We analyzed test scores from the 2013 Augmented Benchmark, MAPS, ITBS, along with classroom data sources such as DIBLES, DRA, DSA, and district quarterly assessments to determine our areas of strengths and weaknesses. Through the course of the school year, staff met weekly to analyze these sources of data at team planning meetings. The data was displayed on a color-coded data wall in our "War Room." These points of data were used to determine necessary interventions for students who were struggling to meet grade level expectations. During the 2012-2013 school year, our campus started utilizing additional intervention resources (Fountas & Pinell and Compass Odyssey). At the end of the school year, our staff reviewed data on the individual student growth of students serviced by this intervention, along with other district interventions. Due to the number of students who met growth according to MAPS, as well as benchmark proficiency, our staff plans to continue with our current practice of data analysis.

Goal All students will improve in reading skills, specifically in their non fiction comprehension skills, and will meet their expected growth for MAPS literacy for 2013-2014.

During the 2013-2014 school year, Happy Hollow will meet or exceed the Annual Measurable Outcomes (AMO) for Performance and for Growth for All Students and for TAGG. For the 2012-13 school year, Happy Hollow did meet the AMO's for both Performance and Growth in the All Students

Benchmark Population as well as the Targeted Achievement Gap Group. All Students AMO: 86.03% and Happy Hollow had 91.04% achieving. TAGG AMO 78.12% and 87.50% achieving. Growth for All Students AMO was 80.66%, and 83.87% met growth. For TAGG, Growth AMO was 77.15% and 81.16% met growth.

Intervention: To provide teachers with quality professional development that will promote and enhance learning opportunities for students; and for other purposes.				
Scientific Based Research: Assessing Impact: Evaluating Staff Development" Joellen Killion ,2002, www.nsd.org; "Assessing Impact of Professional Development on Teaching and Students", Seth Aldrich, Ph.D, 2004, www.programevaluation.org				
Actions	Person Responsible	Timeline	Resources	Source of Funds
PROFESSIONAL DEVELOPMENT: ADE professional development requirements are a minimum of 60 hours with 6 hours of technology as outlined by state requirements. Campus will provide opportunities for teachers to complete required PD through regular math and literacy training, district inservice, and regular technology PD sessions offered on campus. Action Type: Professional Development Action Type: Title I Schoolwide	Sharon Pepple, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Teachers are provided with weekly instructional meeting time in order to plan for the implementation of rigorous and relevant instruction to help improve student achievement at each student's readiness level. This planning time will be provided during the course of the day. One faculty meeting date a month will be reserved for vertical and horizontal team meetings. One faculty meeting a month will be used to discuss literacy methods and interventions. Teachers will be provided with PD to support their need to read and analyze MAPS data to help students meet their expected growth. We will collaborate with the district to aide in the analysis of the MAPS data. Action Type: Collaboration Action Type: Professional Development	Sharon Pepple, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
HIGHLY QUALIFIED: The school will continue to hire and maintain "highly qualified"	Sharon Pepple,	Start: 07/01/2013	<ul style="list-style-type: none"> Central 	

<p>teachers, support staff and substitutes. All instruction will be given by "highly qualified" staff. Teachers will work closely with Title I staff to implement school wide reform strategies with emphasis on targeted areas in reading/math. Data will be used to continue to monitor progress and point-in-time remediation. Title I funds will be used to supplement professional development training in the area of literacy by hiring qualified substitutes. In 2013-2014, our target student populations for literacy will be English Learners and students with disabilities. We will utilize our highly qualified instructional facilitator, qualified aides and certified teachers to implement interventions for these targeted groups.</p> <p>Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	Principal	End: 06/30/2014	<ul style="list-style-type: none"> Office Outside Consultants Teachers Title Teachers 	ACTION BUDGET: \$
<p>PROGRAM EVALUATION: "At the conclusion of the 2012-2013 school year we evaluated this Intervention/Program through: ITBS, DIBELS, MAPS, and Benchmark scores to determine training effectiveness and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. We believe the evidence (increase in growth on MAPS and increase in number of students achieving on benchmark) shows that it is valuable in terms of supporting our efforts to increase student achievement. During the 2013-2014 school year we plan to use the following protocol in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program: Throughout the school year, professional development will be provided for teachers and staff: Technology training, Parent Involvement training, weekly instructional meetings to implement Best Practices, monthly faculty meetings for vertical/horizontal teaming, implementing literacy best practices, curriculum alignment development training as needed using ITBS, DIBELS, MAPS, and Benchmark scores to determine training effectiveness. We will use this data/information to determine whether the objective (s) of this Intervention/Program was (were) achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results in our 2014-2015 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program."</p> <p>Action Type: Parental Engagement Action Type: Program Evaluation</p>	Sharon Pepple, principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
<p>COLLABORATION among teachers will occur by holding frequent meetings where we obtain feedback and ask for guidance in policy making. Our teachers meet once monthly for the purpose of engaging in data analysis. We continually seek to support an educational climate whereby all our staff</p>	Sharon Pepple, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

feels they have a voice in how we shape the instructional program. Action Type: Collaboration Action Type: Title I Schoolwide				
All classroom teachers, Title 1, ESL, Special Education, Media Specialist, Encore teachers, and other support staff will participate in ongoing professional development in reading (Daily 5, Accelerated Reader, Reading First Program, Compass Odyssey, STEM, as well as travel to other school sites, vertical grade level collaboration, opportunities to visit peer teacher classrooms). Funds will be allocated to pay for substitutes (daily rate of \$95), conference fees, and travel/lodging as needed. Action Type: Professional Development Action Type: Title I Schoolwide	Sharon Pepple	Start: 07/01/2013 End: 06/30/2014		Title I - Purchased \$6050.00 Services: ACTION BUDGET: \$6050
Total Budget:				\$6050
Intervention: Reading and Writing Across the Curriculum				
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.(2002), The Power of Reading; McLaughlin, M. and Vogt, M.E. (eds.)(1993), Harvey, Stephanie and Goudvis, Anne, Strategies that Work (1999)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Under guidance of highly qualified teachers, assistance from one highly-qualified Instructional Aide Angela Evans (Salary \$17,167.00 Benefits \$4,464.00), provide opportunities for independent and group research projects that are integrated with classroom instruction and that result in demonstrations that show reading comprehension skills as well as content knowledge. Action Type: Technology Inclusion	Angela Evans, Technology Integration Specialist	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Central Office Computers District Staff Performance Assessments Public Library School Library Teachers 	Title I - Employee \$17167.00 Salaries: Title I - Employee \$4464.00 Benefits: ACTION BUDGET: \$21631
Learning teams/Grade level teams and technology staff will meet to review student work, share effective teaching and assessment strategies, and align instructional objectives to assist all students to achieve proficiency in reading in the content areas using grade level checklists. Purchase technology to allow students to record themselves teaching for reflective practice. Action Type: Professional Development	Waneta Davidson, Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Central Office District Staff Performance Assessments Teachers 	Title I - Materials & \$150.00 Supplies: ACTION BUDGET: \$150
Teachers will use formative performance assessments (MAPS, Compass Odyssey) and open-ended (constructed) responses with rubrics to enable students to demonstrate proficiency in responding to practical and content passages by finding the main idea, interpreting, analyzing, drawing conclusions, and providing examples and use of correct mechanics and usage. Action Type: Alignment	Sharon Pepple, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Performance Assessments School Library Teachers 	ACTION BUDGET: \$

Utilize Literacy Lab strategies to integrate instruction in reading comprehension strategies into science and social studies context through the use of supplemental texts. Action Type: Alignment	Randy VanVranken, classroom teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Performance Assessments • School Library • Teachers 	ACTION BUDGET: \$
Classroom teachers, special education teachers, and other support staff will collaborate to implement differentiated strategies for students with Academic Improvement Plans and/or special needs to improve reading skills. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Mary Margaret Fox, Speech Pathologist	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Computers • Performance Assessments • School Library • Teachers • Teaching Aids 	ACTION BUDGET: \$
Incorporate reading comprehension skills and strategies from Common Core into the curriculum and align vertically from kindergarten through fifth grade using District Curriculum. Action Type: Alignment	Waneta Davidson, Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Computers • District Staff • Performance Assessments • Teachers 	ACTION BUDGET: \$
Use technology (Mimio boards, Elmos, projectors, i-pads, iTouches, and computer lab) to access information for content learning, develop reading skills, and publish student work. Action Type: Technology Inclusion	Angela Evans, Technology Curriculum Specialist	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Computers • District Staff • Public Library • School Library • Teaching Aids 	ACTION BUDGET: \$
Provide access to a rich collection of diverse resources on curriculum topics for reading integration through the school librarian and the literacy leveled library. Purchase books and materials as needed to keep library up-to-date. Technology infrastructure will be purchased in order to update computer lab within the library. This will allow more classrooms to utilize programs such as Compass Odyssey and Each Tech on a more regular basis. Purchase teacher and student materials to support writing, non-fiction comprehension skills, and assessment tools related to ELA. Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide	Dana Troutt, Library Media Specialist	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Central Office • School Library • Teachers • Title Teachers 	Title I - Materials & Supplies: \$12683.00 ACTION BUDGET: \$12683
Utilize formative programs like Accelerated Reader and new books to supplement the Accelerated Reader program, which support reading comprehension and writing in all content areas. Action Type: Technology Inclusion	Dana Troutt, Library Media Specialist	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Computers • School Library • Teachers 	ACTION BUDGET: \$
K-5 teachers will hold yearly Parent/Teacher meetings to introduce the parents of students to reading and writing curriculum. Action Type: Parental Engagement	Ben Crozier, classroom teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	ACTION BUDGET: \$
Collaborate with the Fayetteville Public Library to provide tutoring services throughout the year, such as Sit, Stay, and Read, and the	Dana Troutt, Library Media Specialist	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Community Leaders • Public Library 	ACTION BUDGET: \$

Summer Reading Program to motivate students to read throughout the summer. Provide information to parents. Action Type: Parental Engagement			<ul style="list-style-type: none"> School Library Teachers 	
Conduct Parent/Teacher special education conferences for Head Start students before enrollment in kindergarten. Action Type: Special Education	Nicole Geopfert, Special Education Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Summative: Students are identified as at-risk based on ITBS, DIBELS and MAPS, Compass Odyssey; and 3rd, 4th, and 5th grade Benchmark exam. At-risk students' progress discussed at RTI (Response to Intervention) meetings. Interventions will be documented with strategies and support. (ie. Hawks' Retreat, Early Bird, Title I, ESL, Tutoring), DRA, DSA or MAPS assessments used to monitor yearly gains. Action Type: AIP/IRI	Stacey Marx, Assistant Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers Title Teachers 	ACTION BUDGET: \$
Utilize an Instructional Facilitator trained using the AR Reading First Literacy Coach model and Smart Start Literacy Lab model. Literacy protocols will be used to evaluate the effectiveness of our comprehensive literacy plan using classroom visits, modeling of instructional practices, and providing focused professional development for teachers in areas of identified need. Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Waneta Davidson, Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
We are currently collaborating with parents to develop student AIP's. Any student that scores below proficient on state mandated criterion referenced exams and any other student identified by classroom teachers will have an AIP. Action Type: AIP/IRI	Tammy Scribner, classroom teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
Formative Assessments: Kindergarten students, who score delayed in both written and oral communication, on the Qualls Early Learning Inventory (QELI), and first and second grade students who score "below basic", in reading, on the SAT-10 will be considered to have a substantial reading deficiency. These children will be provided Intensive Reading Instruction utilizing the Arkansas Comprehensive Literacy Model, a scientifically based reading program. Summative Assessment: The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) will be administered to all K-2 students who are shown to have a	Evelyn Kane, classroom teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$

substantial reading deficiency. The DIBELS will be used as: A. The evaluation instrument to determine which areas of reading the child is deficient. B. The progress-monitoring instrument to document progress toward grade level proficiency, and C. The assessment instrument used for discontinuing services. The DIBELS evaluation will be administered within thirty days after the beginning of the school year, for applicable first and second grade students, and within 30 days after receiving the QELI report, for applicable kindergarten students. Intensive reading interventions will be comprehensive in nature and will be targeted to remediate the area of deficiency. For those affected students, school personnel will develop an Intensive Reading Improvement Plan (IRI) that will describe our intervention program. Intervention will be provided in the form of small group and one on one tutoring using scientifically based reading interventions. These intervention strategies and methods will continue until each student has reached grade level proficiency in all essential areas of reading. Student achievement in each of the essential elements shall be monitored bi-monthly until proficiency occurs. Students who are not meeting current expectations shall be provided additional interventions. Each parent, or guardian, will be notified in writing when their child has been identified with a substantial reading deficiency.

Action Type: Equity

PROGRAM EVALUATION: "At the conclusion of the 2012-2013 school year we evaluated this Intervention/Program through: collection of written or oral responses, using a rubric, Diagnostic Reading Assessment, and DIBELS 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 2013-2014 school year we plan to use the following protocol in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program: Daily, teachers collect written or oral response to Reaing Across the Curriculum using a rubric,

Sharon Pepple,
principal

Start:
07/01/2013
End:
06/30/2014

ACTION BUDGET: \$

Diagnostic Reading Assessment, DIBELS, Daily 5, Compass Odyssey and MAPS. We will use tabulation of rubrics and DRA scores at the beginning, middle, and end of the year to assess grade level progress. We will use this data/information to determine whether the objective (s) of this Intervention/Program was (were) achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results, in our 2014-2015 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program." Action Type: Program Evaluation				
Under guidance of highly-qualified teachers, assistance from one highly-qualified behavior interventionist (Krista Parks) will help teachers by providing behavioral strategies for tier two and tier three students. These students will be identified through the RTI team and certified teachers. Action Type: Collaboration	Krista Cass, Paraprofessional	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Performance Assessments • Teachers • Teaching Aids 	ACTION BUDGET: \$
The principal and assistant principal will conduct weekly classroom walk throughs to monitor instruction.	Sharon Pepple, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Utilize Write Steps curriculum in the classroom.	Deb Fox, 5th grade teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Teaching Aids 	ACTION BUDGET: \$
Teachers will utilize RTI Committee to address concerns with students in need of more intensive reading support. RTI committee (grade level teachers, assistant principal, IF, counselor, Sped teacher, Speech when needed, Math coach) will meet every other week to progress monitor students in intervention. 1st Friday of the month is 3rd-5th grade, 3rd Friday of the month is K-2. Data collected will be from a variety of sources: MAPS, Benchmark, District Quarterly Assessments, Teacher created assessments, Dibles, DRA, DSA, Go Math assessments. Data is tracked on the assessment wall in the War Room. Tier intervention groups are tracked on a board in the War Room, color coded by grade level. There is also a place for "graduates" of Tiered intervention. Action Type: Title I Schoolwide	Stacey Marx, Assistant Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Teachers • Title Teachers 	ACTION BUDGET: \$
Total Budget:				\$34464
Intervention: Trained Instructional Facilitator to assist staff.				

Scientific Based Research: Report of the National Reading Panel: Teaching Children to Read, Put Reading First (2000); 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,(1994) Marilyn J. Adams.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>SCHOOLWIDE REFORM STRATEGIES: Compare and analyze the summative and formative scores on the literacy portion of the benchmark, ITBS, DRA, MAPS, Compass Odyssey and DIBELS exams to the aligned curriculum to identify areas of weakness and gaps in the curriculum during weekly grade-level block schedule. Action Type: Alignment Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	Sharon Pepple, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
<p>Use formative performance assessments and open-ended (constructed) responses with rubrics to enable students to demonstrate proficiency in responding to practical, content, and literary passages by finding the main idea, interpreting, analyzing, drawing conclusions, and providing examples and evidence. Action Type: Program Evaluation</p>	Sara Alderson, Classroom Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
<p>All staff will differentiate strategies for students using the MAPS data. Action Type: Collaboration</p>	Waneta Davidson, Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Outside Consultants Performance Assessments 	ACTION BUDGET: \$
<p>Utilize a highly qualified aide to assist students with independent and group library research projects that are integrated with classroom instruction and that result in demonstrations that show reading comprehension skills as well as content knowledge. Action Type: Alignment</p>	Dana Troutt, Library Media Specialist	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Performance Assessments 	ACTION BUDGET: \$
<p>Use technology to access information, develop reading skills, and publish student work. Action Type: Technology Inclusion</p>	Dana Troutt, Library Media Specialist	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers District Staff 	ACTION BUDGET: \$
<p>Use technology to motivate students to read through Accelerated Reader, Playaways, and other district-approved software. This will enrich the comprehensive literacy instruction in the classrooms and provide a variety of opportunities for students to improve their skills. Action Type: Technology Inclusion</p>	Pam Skelton, Classroom Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers 	ACTION BUDGET: \$
<p>Teachers utilize district curriculum maps in their instruction in reading and collaborate to evaluate alignment with district curriculum, state frameworks, and Common Core on in-service days. Action Type: Professional Development</p>	Waneta Davidson, Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Performance Assessments Teachers 	ACTION BUDGET: \$
<p>Provide access to a rich collection of diverse resources and leveled books through the school library and Literacy Lab.</p>	Dana Troutt, Library Media	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> School Library Teachers 	ACTION BUDGET: \$

Action Type: Equity	Specialist			
K-5 teachers will hold parent meetings to introduce parents to the reading curriculum, and to provide handouts and take home materials. Action Type: Parental Engagement	Ben Crozier, Classroom Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Teachers and support staff will participate in ongoing professional development including training in programs such as the Arkansas Reading First, Early Success, Compass Odyssey, Smart Start, Literacy Lab, CEC and Special Education Conferences, Library Inservices and Conferences, Literacy Coach, Year Round Education Conference, Reading Conference, ELLA, ELL, Effective Literacy, Accelerated Reader, and Reading First workshops/training, Reading First Annual Conference, National Pre-K Conference and other Pre-K Conferences, and other support staff workshops for teachers of at-risk students, Workshop registration and substitute teachers will be paid in order for staff to attend. Action Type: Professional Development	Sharon Pepple, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants Performance Assessments Teachers Title Teachers 	ACTION BUDGET: \$
Conduct Parent/Teacher special education conferences for Head Start students before enrollment in kindergarten. Action Type: Special Education	Nicole Geopfert, Special Education Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
PROGRAM EVALUATION: "At the conclusion of the 2012-2013 school year we evaluated this Intervention/Program through: the Professional Development Assistant from the state monitors and observation protocols 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. We plan to use DIBELS, benchmark, ITBS, DRA, MAPS, Compass Odyssey to determine whether the objective (s) of this Intervention/Program was (were) achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results, in our 2014-2015 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program." Action Type: Program Evaluation	Sharon Pepple, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Under the guidance of our highly qualified instructional facilitator, one instructional aide Dorothea Justice (Salary \$2980.00 Benefits \$775.00) will help implement intervention programs for students struggling with literacy mastery, as identified by RTI committee. Action Type: Equity Action Type: Title I Schoolwide	Waneta Davidson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teaching Aids Title Teachers 	Title I - Employee \$2980.00 Salaries: Title I - Employee \$775.00 Benefits: ACTION BUDGET: \$3755
Total Budget:				\$3755
Intervention: Early Literacy Learning in Arkansas (ELLA) and Effective Literacy				

Scientific Based Research: Atwell, N., In the Middle, (1998); Fountas, I. and Pinnell, G.S., Guiding Readers and Writers for Grades 3-6,(2001)

Actions	Person Responsible	Timeline	Resources	Source of Funds
Formative Assessment: Monitor use of CAPS Skills , Developmental Reading Assessment, DIBELS, standardized tests, and classroom assessments to evaluate student progress, pre, mid, and post grades. Action Type: Program Evaluation	Sharon Pepple, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
During grade level meetings classroom, Resource, ESL, Literacy Coach, Music, Art and Library teachers will work together with principal and Title I instructional assistants to support ELLA and EL strategies. Action Type: Collaboration	Sharon Pepple, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Central Office District Staff School Library Teachers 	ACTION BUDGET: \$
Implement Literacy Lab, Arkansas Comprehensive Literacy Model, ELLA, EL balanced-literacy skills and strategies in K-5 (when appropriate). We will utilize leveled reading materials to support these programs. Action Type: Professional Development	Waneta Davidson, Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Central Office District Staff Teachers Teaching Aids Title Teachers 	ACTION BUDGET: \$
Provide materials to inform parents of the Arkansas Comprehensive Literacy Model, ELLA and EL strategies and programs used for reading and writing at parent/teacher meetings. Action Type: Parental Engagement	Tammy Scribner, classroom teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers Title Teachers 	ACTION BUDGET: \$
Utilize guided reading books, leveled Accelerated Reader books, and writing supplies for implementation. Action Type: Alignment	Waneta Davidson, Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
Identify highly-qualified K-5 teachers and Title I instructional assistants to be trained in Literacy Lab, ELLA, and EL, the Arkansas Comprehensive Literacy Model, Barton, Fountis and Pinnell, Rite Flight, Compass Odyssey, Read 180, System 44 and Let's Talk About It. (oral language) Action Type: Professional Development	Waneta Davidson, Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers Title Teachers 	ACTION BUDGET: \$
Use well-reviewed trade books for the library and professional library to support implementation of ELLA, EL, and the Arkansas Comprehensive Literacy Model strategies. Action Type: Professional Development	Dana Troutt, Library Media Specialist	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Central Office District Staff School Library Teachers 	ACTION BUDGET: \$
Utilize highly qualified instructional aide Dessie Reed (Salary \$11,157.00 Benefits \$2,901.00) to provide supplemental instruction to "at risk" students . Aide will support both literacy and math instruction. Instructional aide will be under the direction of literacy coach. Action Type: Equity	Waneta Davidson, Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers Teaching Aids Title Teachers 	Title I - Employee \$11157.00 Salaries: Title I - Employee \$2901.00 Benefits: ACTION BUDGET: \$14058
Learning teams/ Grade level teams will meet to review student work, share effective teaching and assessment strategies, and align instructional objectives to assist all students to	Tonya Lopez, classroom teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Central Office Performance Assessments Teachers 	ACTION BUDGET: \$

achieve proficiency in literacy skills. Action Type: Professional Development			<ul style="list-style-type: none"> • Teaching Aids • Title Teachers 	
Classroom teachers, special education teachers, and other support staff will collaborate to implement differentiated strategies for students with Academic Improvement Plans and/or special needs to improve literacy skills. Under the supervision of a highly qualified teacher, an instructional aide Jennifer Wewers (Salary \$4,747.00 Benefits \$1,235.00) will implement intervention strategies to help students identified as struggling with literacy mastery. Action Type: Special Education	Mary Margaret Fox, Speech Pathologist	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Computers • District Staff • School Library • Teachers • Teaching Aids • Title Teachers 	Title I - Employee \$4747.00 Salaries: Title I - Employee \$1235.00 Benefits: ACTION BUDGET: \$5982
Use summative standardized tests and classroom formative assessments to evaluate student progress. Use SAT 10, the Primary Benchmark Exam (grade 4), MAPR, and the K-5 DIBELS Assessment to evaluate student progress in literacy. Document pre, mid and post grade level. Action Type: Program Evaluation	Sharon Pepple, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Central Office • Performance Assessments 	ACTION BUDGET: \$
TRANSITION: (Pre-K) Kindergarten teachers will collaborate to incorporate research/best practices related to early childhood development so that there will be a seamless transition for students between preschool and kindergarten environments. The kindergarten curriculum includes instructional strategies, teaching methodologies, and formative assessment techniques based upon the theories of early childhood growth and development. Each kindergarten classroom will have a ½ or full-time instructional assistant to support this process. Parent meetings will be held with all parents and students at the beginning of the school year and teachers will maintain contact with the parents on a regular basis and arrange for additional conferences with parents as needed. Action Type: Collaboration Action Type: Title I Schoolwide	Evelyn Kane, classroom teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • School Library • Teachers • Teaching Aids 	ACTION BUDGET: \$
MEASURES TO INCLUDE TEACHERS IN DECISIONS: Teachers are provided with weekly instructional meeting time in order to plan for the implementation of best practices that are chosen to help improve student achievement. This planning time is provided during the course of the day. One faculty meeting date a month will be reserved for vertical and horizontal team meetings. The actions described in our school's ACSIP plan are monitored to determine how closely aligned they are with the mission of our school. Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide	Sharon Pepple, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Title Teachers 	ACTION BUDGET: \$
HIGHLY QUALIFIED: Strategies will be developed in conjunction with the	Sharon Pepple,	Start: 07/01/2013	<ul style="list-style-type: none"> • Administrative 	

central office staff for attracting highly qualified teachers to the Fayetteville school district. Action Type: Collaboration Action Type: Title I Schoolwide	Principal	End: 06/30/2014	Staff • District Staff • Teachers	ACTION BUDGET: \$
PROGRAM EVALUATION: At the conclusion of the 2011-2012 school year we evaluated this Intervention/Program through: progress monitoring performance of at risk learners 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 2012-2013 school year we plan to use the following protocol in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program: Every two weeks teachers/instructional aides progress monitor student performance of at risk learners in reading, using DIBELS, and compare growth in reading comprehension and fluency rates. We will use this data/information to determine whether the objective (s) of this Intervention/Program was (were) achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report 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	Sharon Pepple, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Certified staff will progress monitor (by using Dibles, DRA, MAPS, Benchmark, District Quarterly Assessment) at-risk students and provide intervention statagies.	Waneta Davidson, Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Utilize The Fountas & Pinnell Leveled Literacy Intervention System (LLI) a small-group, supplementary intervention program designed to help teachers provide powerful, daily, small-group instruction for the lowest achieving children in the early grades. Action Type: Title I Schoolwide	Waneta Davidson, Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014	• Title Teachers	ACTION BUDGET: \$
Total Budget:				\$20040
Intervention: Comprehensive Literacy Model				
Scientific Based Research: National Diffusion Network (2000), Fountas, Pinnell, Guiding Readers and Writers (1995)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Use formative performance assessments and open-ended (constructed)responses with rubrics to enable students to demonstrate proficiency in responding in writing to literary, practical and content passages by finding the main idea, interpreting, analyzing, drawing conclusions, and providing examples of	Tammy Scribner, classroom teacher	Start: 07/01/2013 End: 06/30/2014	• Central Office • Teachers	ACTION BUDGET: \$

evidence using Arkansas rubrics to analyze progress and Arkansas Scoring Guide. Action Type: Program Evaluation				
Classroom teachers, special education teachers, and other support staff will collaborate to implement differentiated strategies for students with Academic Improvement Plans and/or special needs to improve writing skills. Action Type: Special Education	Nicole Geopfert, Special Education Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers Performance Assessments School Library Teachers Teaching Aids 	ACTION BUDGET: \$
Integrate instruction in writing strategies into every content area using response journals, learning logs, story tablets, and to instruct students on quick writes, district writing prompts, math constructed (open) response questions, etc. Action Type: Alignment	Randy VanVranken, classroom teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
Teachers map their writing instruction as a separate component of their content instruction maps and check their maps for alignment with the K-12 curriculum. Action Type: Program Evaluation	Pam Skelton, classroom teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Performance Assessments 	ACTION BUDGET: \$
Participate in ongoing professional development in writing, including training in programs such as Arkansas Comprehensive Literacy Model, Literacy Lab, and Write Steps Writing. Action Type: Professional Development	Tonya Lopez, classroom teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Central Office District Staff Outside Consultants Performance Assessments Teachers Title Teachers 	ACTION BUDGET: \$
PROGRAM EVALUATION: At the conclusion of the 2012-2013 school year we evaluated this Intervention/Program through: DIBELS, writing prompts, DSA and DRA whole group classroom screeners and summative Benchmark scores 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 2013-2014 school year we plan to use the following protocol in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program: Three times a year or as needed, the Literacy Coach/classroom teachers will use DIBELS, writing prompts, DSA and DRA whole group classroom screeners to determine data for grouping students according to their literacy needs. We will use this data/information to determine whether the objective (s) of this Intervention/Program was (were) achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will	Tammy Scribner, classroom teacher	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

report the results, in our 2014-2015 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program. Action Type: Program Evaluation				
In 2012-2013, our target area will be the sub-population of English Learners and students with disabilities, with continued support for FRLP. We will utilize our highly qualified instructional facilitator, qualified aides and certified teachers to implement interventions for these targeted group.	Sharon Pepple, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Utilizing certified staff, implement one week Intersession remediation classes three times per year to assist all students to achieve proficiency in reading and writing in the content areas. These services are supplemental instructional services for students, and they are offered at four times during the school year during school breaks. Students are invited to participate in these special classes based upon targeted needs and certified staff will be hired to provide the remediation.	Stacey Marx, Asst. Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Central Office District Staff Performance Assessments Teachers 	Title I - Employee \$2370.00 Salaries: Title I - Employee \$617.00 Benefits: ACTION BUDGET: \$2987
Total Budget:				\$2987
Intervention: Curriculum Mapping and Alignment				
Scientific Based Research: Heidi Hayes Jacobs, Mapping the Curriculum. Big Picture (1997), and Active Literacy Across the Curriculum (2006)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Utilize the district curriculum maps that include Arkansas Content Frameworks and Common Core standards during weekly grade level meetings. Action Type: Collaboration	Sharon Pepple, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Central Office Performance Assessments Teachers 	ACTION BUDGET: \$
Communicate expectations and student progress to parents through classroom assignment sheets, parent-teacher conferences, graded work, newsletters, and Web access to the curriculum. Action Type: Parental Engagement Action Type: Technology Inclusion	Ben Crozier, classroom teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Central Office Performance Assessments Teachers 	ACTION BUDGET: \$
All students' needs will be addressed through the application of the school's curriculum. Action Type: Equity	Sharon Pepple, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
POINT IN TIME REMEDIATION: There will be an annual review of data from SAT 10, Benchmark scores, and MAPS data to analyze areas of weakness and address sub skills, content clusters, subtest and subgroups that may need to be addressed in the curriculum mapping process. Other indicators will also be analyzed. An annual review and adjustment to the curriculum maps will be made according to gaps and/or duplications noted from the data analysis. Progress will be monitored using formative classroom running records, quarterly assessment and the Dynamic Indicators of Basic Early Literacy Skills to provide sufficient information on which to base effective assistance for children scoring below proficiency. Action Type: Alignment Action Type: Program Evaluation	Sharon Pepple, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$

Action Type: Title I Schoolwide				
<p>PROFESSIONAL DEVELOPMENT: All teachers will have the opportunity to participate in the school and district professional development plan. Teachers will use an instrument developed by the district professional development committee to evaluate the effectiveness of the professional development plan, the course offerings and the effectiveness of the knowledge gained. Annually, upon review of the test data, the professional development committee, working under the guidelines of the district professional development plan, will develop a professional development plan for the school and individual teachers based on information obtained through data analysis. All new teachers (first 3 years) and teachers in need of assistance will be assigned a mentor to assist them in reaching their professional development goals and needs. All teachers will have the opportunity to have input on the district and building level professional development plan. The district will provide all teachers and administrators will no less than 60 hours of professional development including 6 hours of technology and 2 hours of parental involvement development (3 hours of Parental Involvement for Administrators) and for those who teach Arkansas History, 2 hours of training in that subject. Teachers will have the opportunity to evaluate the benefit of the professional development activities and provide feedback on needed changes.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	Sharon Pepple, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
<p>PROGRAM EVALUATION: At the conclusion of the 2012-2013 school year we evaluated this Intervention/Program through: annual review of data from running records, DIBELS, ITBS, Benchmark scores, and MAPS 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 2013-2014 school year we plan to use the following protocol in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program: During weekly grade level meeting, teachers will align the district Literacy curriculum with the Arkansas Content Frameworks through vertical and horizontal mapping. Annual review of data from running records, DIBELS, ITBS, MAPS, and Benchmark scores will be used to analyze areas of weakness. We will use this data/information to determine whether the objective (s) of this Intervention/Program was (were) achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results, in our 2014-2015 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program.</p> <p>Action Type: Program Evaluation</p>	Sharon Pepple, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
ACADEMIC IMPROVEMENT PLANS (AIP): Appropriate teachers and/or other school personnel knowledgeable about the student's	Sharon Pepple, Principal	Start: 07/01/2013 End:		ACTION

<p>academic performance shall evaluate students identified as scoring below proficient on the State Criterion Reference (CRT) exams. The student's parents will be contacted for the purpose of working jointly with school personnel in developing an Academic Improvement Plan. (AIP) Formative and Summative Assessment Data will be used to create a plan that includes standards-based, supplemental, remedial strategies designed to assist the student in scoring proficient on the next administration of the CRT Exam. Regular classroom teachers will be the first to implement the components of these plans. A variety of additional resources will also be used to support the student. Highly qualified staff will provide instruction. The AIP will be monitored and adjusted as the student makes progress. DESCRIPTION OF PROGRAM/PROCESS USED TO REMEDIATE STUDENTS: Early Bird, computer lab, reading specialists, Title I instructional aides, ESL, Speech, Special Education Action Type: AIP/IRI</p>		06/30/2014		BUDGET: \$
<p>Using the data from MAPS, Compass Learning Odyssey will generate learning paths for each individual student. Progress will be monitored and evaluated by classroom teachers.</p>	Sharon Pepple, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers 	ACTION BUDGET: \$
<p>Staff will specifically monitor high-achieving students, and provide enrichment, to ensure they are meeting growth goals. IF along with teachers will create a "watch list" of students who are high achieving, but not meeting growth goals. Staff will encourage these students when they see them. GT teacher will coordinate with staff to help develop enrichment activities/projects for students.</p>	Waneta Davidson, Instructional Facilitator	Start: 07/01/2013 End: 06/30/2013	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Total Budget:				\$0.

Priority 2: Improving mathematics achievement.

Supporting Data:	<ol style="list-style-type: none"> 1. According to the 2012 Arkansas School ESEA Accountability Report, Happy Hollow is considered an achieving in math. Of the 201 "All Students" group who attempted the math, 86.57% met expectation. Of the 111 students in the "Targeted Achievement Gap Group" group, 80.18% met expectation 2. Of the 15 African American students tested, 86.67% met expectation. Of the 28 Hispanic students who attempted the math benchmark, 78.57% met expectation. of the 149 White students who attempted the math benchmark, 87.92% met expectation. Of the 98 Economically disadvantaged students who attempted the math benchmark, 80.61% students met expectation. Of the 23 Students with Disabilities who attempted the math benchmark, 65.22% met expectation. 3. Attendance/Graduation Rate: In 2012, the attendance rate was 95.52% (3rd quarter average). 4. According to NWEA MAPS Data in 2013, 70% of students experienced math growth: 73.4% in kinder, 78.9% in 1st, 79.4% in 2nd, 56.7% in 3rd, 67.2% in 4th, and 62.5% in 5th. 5. NEEDS ASSESSMENT: Summative NRT, CRT, MAPS, local achievement assessments and other relevant indicators will be analyzed by the faculty at each grade level with consideration to the combined population as well as each subpopulation in order to determine student learning needs and achievement gaps within subpopulations. NRT & CRT data will be analyzed annually. Local assessments will be analyzed quarterly. MAPS data will be analyzed at beginning, middle, and end of the year.
Goal	<p>All students will improve in mathematic skills, specifically in the area of geometry and measurement. All students will meet their expected growth for MAPS in math for 2012-2013.</p>
Benchmark	<p>During the 2013-2014 school year, Happy Hollow will meet or exceed the Annual Measurable Outcomes (AMO) for Performance All Students and Targeted Achievement Gap Group, as well as Growth for both groups. For the 2012-13 school year, Happy Hollow's Achieving AMO for all students was 83.63%, and 86.57% did achieve. Achieving AMO for TAGG was 77.28% and 80.18% did achieve. Growth AMO for all students was 65.78 and 54.03% met growth. Growth AMO for TAGG was 61.03% and 43.00% met growth.</p>

Intervention: Utilize the resource: Go Math! (Houghton Mifflin Harcourt)

Scientific Based Research: How People Learn: Brain, Mind, Experiences, and School, expanded edition (2000) Bransford, J.D Understanding teaching and classroom practice in mathematics (2007) Franke, M. L. How Curriculum Influences Student Learning (2007) Stein, M.K.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Implement district math curriculum maps, with Go Math as a resource, and grade-level formative assessments in kindergarten through fifth grade classrooms. Action Type: Alignment	Lorie Huff, Math Interventionist	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Learning teams/Grade level groups will meet weekly to review student work, share effective teaching and assessment strategies, and research-based materials, and align instructional objectives to assist all students to achieve proficiency in mathematics. Action Type: Professional Development	Sharon Pepple, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Central Office Performance Assessments Teachers 	ACTION BUDGET: \$
Classroom teachers, special education teachers, and other support staff will collaborate to implement differentiated strategies for students with Academic Improvement Plans and /or special needs to improve mathematics skills through mathematics tutorial software. Action Type: Professional Development Action Type: Technology Inclusion	Angela Evans, Technology Curriculum Specialist	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers District Staff Performance Assessments 	ACTION BUDGET: \$
Summative- Use of norm-referenced tests and the "release items" from the Benchmark Exam (Grades 3,4,5) to evaluate student achievement. Action Type: Program Evaluation	Krishna Crawford, classroom teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers 	ACTION BUDGET: \$
Teachers will be provided math professional development training to better assist low performing students within intervention groups. Programs including Compass Odyssey, and test-taking strategies. School-wide license of Compass Odyssey will be purchased Action Type: Equity Action Type: Technology Inclusion Action Type: Title I Schoolwide	Lorie Huff, Math Interventionist	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	Title I - Materials & Supplies: \$18000.00 ACTION BUDGET: \$18000
Collaborate with parents and other community leaders to provide enrichment classes and point in time remediation in order to extend learning using MAPS data as well as GO Math Reteach and Enrichment resources. Action Type: Parental Engagement	Sharon Pepple, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Community Leaders Public Library 	ACTION BUDGET: \$
Conduct Parent/Teacher special education conference for Head Start students before enrollment in kindergarten. Action Type: Collaboration Action Type: Special Education	Nicole Geopfert, Special Education Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Evaluate implementation of district math curriculum maps in classroom instruction using various assessment tools including quarterly formative assessments. Analysis of data will be presented and discussed reguarly. Action Type: Program Evaluation	Sara Alderson, classroom teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Performance Assessments 	ACTION BUDGET: \$
Each teacher will follow a district	Angela Evans,	Start:		

curriculum map for their classroom mathematics instruction. Teachers will use MAPS assessments to monitor alignment. Action Type: Alignment	Technology Curriculum Specialist	07/01/2013 End: 06/30/2014	• Teachers	ACTION BUDGET: \$
PROGRAM EVALUATION: During the 2012-2013 School Year we used Benchmark scores and MAPS data as the evaluation tool to determine whether this Intervention/Program was effective in improving student achievement. We plan to use the same protocol for assessing the Intervention/Program and making decisions that impact the various activities, as described in the action descriptions, during the 2013-2014 School Year. In order to measure student growth and determine the EFFECTIVENESS OF THE INTERVENTION/PROGRAM We will administer MAPS Assessments. We will report the results in our 2013-2015 Plan and use the results to determine whether the objective (s) of this Intervention/Program was (were) reached and to set a standard for future expectations. The evaluation results will be used to impact the decisions we make that affect our future instructional program. Action Type: Program Evaluation	Sara Alderson, classroom teacher	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
In 2013-2014 our target will be for all students, regardless of ESEA Subpopulation to achieve growth potential. We will utilize our highly qualified instructional facilitator, qualified aides and certified teachers to implement interventions for these targeted groups.	Sharon Pepple, Principal	Start: 07/01/2013 End: 06/30/2014	• Teachers	ACTION BUDGET: \$
Certified staff will progress monitor at-risk students and provide intervention strategies. A highly-qualified instructional aide will provide literacy and mathmatic interventions under the direction of the Instructional Facilitator.	Dessie Reed, Title One Instructional Aide	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$18000
Intervention: Mathematics Open-Ended Problem-Solving Strategies				
Scientific Based Research: Smart Step, National Council of Teachers of Mathematics, Principles and Standards for School Mathematics, and Assessment Standards for School Mathematics (2004)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will implement mathematics problem-solving strategies and in the classroom to measure student growth and development of problem solving skills, and post formative -assessment each quarter to monitor growth using MAPS data and Compass Odyssey reports. Action Type: Alignment	Sara Alderson, classroom teacher	Start: 07/01/2013 End: 06/30/2014	• Performance Assessments • Teachers	ACTION BUDGET: \$
COORDINATION AND INTEGRATION OF PROGRAMS: K-5 students identified as at-risk based on spring summative assessments, and or 4th grade	Sharon Pepple, Principal	Start: 07/01/2013 End: 06/30/2014	• Teaching Aids	Title I - Materials & Supplies: \$4612.00

Benchmark Exam. At-risk student interventions and progress discussed at weekly grade-level meetings. (i.e. ixl.com, Compass intervention, Intersession, Title I, Math Resource Library, tutor, ESL, Early Bird) Supplemented math materials, manipulatives, and copy cost will be purchased to support intervention programs. Learning.com Easy Tech for grades K-2 will be purchased. Action Type: Equity Action Type: Title I Schoolwide				ACTION BUDGET: \$4612
Teachers will attend math workshops or conferences that address Common Core. Teachers will attend CGI math training Action Type: Alignment Action Type: Professional Development	Lorie Hugg, Math Interventionist	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers Teachers 	ACTION BUDGET: \$
Evaluate effectiveness of problem-solving strategies using formative performance assessments, open-ended math prompts, etc., on a quarterly basis. Share results with parents through grade reports, progress reports, parent/teacher conference, Thursday folders including special education students. Action Type: Program Evaluation Action Type: Special Education	Nicole Geopfert, Special Education Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
PROGRAM EVALUATION: At the conclusion of the 2012-2013 school year we evaluated this Intervention/Program through: using the Benchmark Prep grades 3-5, MAPS 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 2013-2014 school year we plan to use the following protocol in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program: Weekly planning, teachers and students work together using the Benchmark Prep and MAPS results grades 3-5, to develop strategies to work open ended Problem-solving math questions and determine effectiveness using whole group observations, scoring and progress on Benchmark exams. We will use this data/information to determine whether the objective (s) of this Intervention/Program was (were) achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results, in our 2014-2015 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program." Action Type: Program Evaluation Action Type: Special Education	Nicole Geopfert, Special Education Teacher	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Staff will specifically monitor high-achieving students, and provide	Lori Huff, Math Coach	Start: 07/01/2013	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$

enrichment, to ensure they are meeting growth goals.		End: 06/30/2013	BUDGET:	
Total Budget:			\$4612	
Intervention: Computation/Procedures: Utilizing Math Games, focus activities and small group instruction.				
Scientific Based Research: How People Learn: Brain, Mind, Experiences, and School, expanded edition (2000) Bransford, J.D Understanding teaching and classroom practice in mathematics (2007) Franke, M. L. How Curriculum Influences Student Learning (2007) Stein, M.K.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Utilize technology staff to review available research on instructional strategies and instructional materials proven to be effective in improving math computation through district-approved software. Action Type: Technology Inclusion	Sara Alderson, classroom teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none">Central OfficeComputersOutside ConsultantsPublic LibraryTeachers	ACTION BUDGET: \$
Integrate supplemental computational strategies and materials into the daily math program through Go Math activities, ixl.com, and Math Worksheet Factory, Compass Odyssey and Learning.com Action Type: Alignment	Krishna Crawford, classroom teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none">ComputersTeachers	ACTION BUDGET: \$
Evaluate student progress in grade level appropriate computation on a regular basis supplemented with Early Bird lab. Communicate progress and continuing areas of development to parents using a quarterly checklist, interim reports, and weekly take home folders and parent conferences. Action Type: Program Evaluation	Sharon Pepple, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none">Teachers	ACTION BUDGET: \$
Block schedule weekly grade level meetings to evaluate effectiveness of supplemental computation strategies in improving overall math achievement. Action Type: Collaboration	Cheryl Sewell, classroom teacher; Sharon Pepple, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none">TeachersTeaching Aids	ACTION BUDGET: \$
Certified staff will progress monitor at risk students and provide intervention strategies. A highly qualified 1.0 FTE instructional aide, under guidance from math coach and classroom teachers, will provide math and literacy interventions Mark Hitt(Salary \$25,406.00 Benefits \$6,606.00). Action Type: Program Evaluation	Lori Huff, Math Coach	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none">Performance AssessmentsTeachersTitle Teachers	Title I - Employee \$25406.00 Salaries: Title I - Employee \$6606.00 Benefits: ACTION BUDGET: \$32012
PROGRAM EVALUATION: At the conclusion of the 2011-2012 school year we evaluated this Intervention/Program through:collection of individual student data using Benchmark test scores and MAPS 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 2012-2013 school year we plan to use the following protocol in evaluating, and adjusting, the	Sharon Pepple, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

<p>programs, processes, and activities that make up the action descriptions within this intervention/program: MAPS computer print-outs showing student progress of individually programmed math interventions, and Compass Odyssey reports. Teachers will collect individual student data three times a year using MAPS. We will use this data/information to determine whether the objective (s) of this Intervention/Program was (were) achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results, in our 2013-2014 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program.</p> <p>Action Type: Program Evaluation</p>				
Total Budget:				\$32012
Intervention: Curriculum Mapping and Alignment				
Scientific Based Research: Mapping the Big Picture: Integrating Curriculum and Assessment, K12. Heidi Hayes Jacobs. ASCD, 1997.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>There will be an annual review of data from summative Benchmark scores and MAPS to analyze areas of weakness.</p> <p>Action Type: Alignment</p> <p>Action Type: Program Evaluation</p>	Sharon Pepple, Principal	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</p>	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
<p>District curriculum maps will be used by all teachers in 2012-2013 to meet state and Common Core standards.</p> <p>Action Type: Alignment</p> <p>Action Type: Collaboration</p>	Sharon Pepple, Principal	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</p>	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
<p>Teachers will identify and apply Common Core standards grade level correlations to all academic areas.</p> <p>Action Type: Alignment</p> <p>Action Type: Collaboration</p>	Sharon Pepple, Principal	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</p>	<ul style="list-style-type: none"> District Staff Performance Assessments Teachers 	ACTION BUDGET: \$
<p>Teachers will utilize district instructional objectives for specific instructional units at grade level meetings.</p> <p>Action Type: Alignment</p> <p>Action Type: Collaboration</p>	Sharon Pepple, Principal	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</p>	<ul style="list-style-type: none"> District Staff Performance Assessments Teachers 	ACTION BUDGET: \$
<p>All students' needs based on MAPS test scores will be addressed through the application of the district's curriculum.</p>	Nicole Geopfert, Special Education Teacher	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</p>	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
<p>PROGRAM EVALUATION: At the conclusion of the 2012-2013 school year we evaluated this Intervention/Program through: annual review of data from ITBS, MAPS and Benchmark scores and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. 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 use the MAPS assessments and Compass Odyssey reports in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions</p>	Sharon Pepple, Principal	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</p>		ACTION BUDGET: \$

<p>within this intervention/program: Annual review of data from MAPS, ITBS, and Benchmark scores will be used to analyze areas of weakness. We will use this data/information to determine whether the objective (s) of this Intervention/Program was (were) achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results, in our 2014-2015 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation</p>				
<p>ACADEMIC IMPROVEMENT PLANS (AIP): Appropriate teachers and/or other school personnel knowledgeable about the student's academic performance shall evaluate students identified as scoring below proficient on the State Criterion Reference (CRT) exams. The student's parents will be contacted for the purpose of working jointly with school personnel in developing an Academic Improvement Plan. (AIP) Formative and Summative Assessment Data will be used to create a plan that includes standards-based, supplemental, remedial strategies designed to assist the student in scoring proficient on the next administration of the CRT Exam. Regular classroom teachers will be the first to implement the components of these plans. A variety of additional resources will also be used to support the student. Highly qualified staff will provide instruction. The AIP will be monitored and adjusted as the student makes progress.</p> <p>DESCRIPTION OF PROGRAM/PROCESS USED TO REMEDIATE STUDENTS: Early Bird, Compass Odyssey</p> <p>Action Type: AIP/IRI</p>	Sharon Pepple, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
The principal and assistant principal will conduct weekly classroom walk throughs to monitor instruction.	Sharon Pepple, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Teachers will utilize RTI Committee to address concerns with students in need of more intensive reading support. RTI committee (grade level teachers, assistant principal, IF, counselor, Sped teacher, Speech when needed, Math coach) will meet every other week to progress monitor students in intervention. 1st Friday of the month is 3rd-5th grade, 3rd Friday of the month is K-2. Data collected will be from a variety of sources: MAPS, Benchmark, District Quarterly Assessments, Teacher created assessments, Dibles, DRA, DSA, Go Math assessments. Data is tracked on the assessment wall in the War Room. Tier intervention groups are tracked on a board in the War Room, color coded by grade level. There is also a place for "graduates" of Tiered intervention.	Stacey Marx, Assistant Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers Title Teachers 	ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Conduct Math Family Involvement Activities				
Scientific Based Research: National Standards for Parent/Teacher Involvement Programs (1997) The Research Foundations of the UCSMP Everyday Mathematics Curriculum, Andrew Isaacs, William Carroll and Max Bell (2005)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
K-5 teachers will provide Go Math parent	Sara	Start:		

information, handouts, Study Links, Home Links, Family Letter, math journals, student reference books, or supplies to help parents engage in math curriculum with their children. Students will be able to utilize Compass Odyssey at home. Action Type: Parental Engagement	Alderson, classroom teacher	07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
Parents will be aware of and have access to the Everyday Math School curriculum map through the district web page. Teachers will be trained in utilizing School Center to develop classroom webpages in order to communicate with parents. Materials and supplies will be purchased in order to provide teacher trainings and to provide additional print materials for families without access to computers and the internet. Action Type: Parental Engagement Action Type: Technology Inclusion	Sara Alderson, classroom teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers District Staff 	ACTION BUDGET: \$
PROGRAM EVALUATION: At the conclusion of the 2012-2013 school year we evaluated this Intervention/Program through: math Homelinks for grades K-2 and math Studylinks for grades 3-5 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 2012-2013 school year we plan to use the following protocol in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program. Teachers will send home with students math Homelinks for grades K-2 and math Studylinks for grades 3-5 to be completed by students and parents and monitor family involvement with a return ratio of 80%. We will use this data/information to determine whether the objective (s) of this Intervention/Program was (were) achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results, in our 2014-2015 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program. Action Type: Parental Engagement Action Type: Program Evaluation	Sara Alderson, classroom teacher	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0.

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

1. In 2012-2013, the following BMI scores are recorded: BMI Scores- (HFZ- Healthy Fitness Zone) K-Girls- 63% HFZ, K-Boys- 72% HFZ, 1st-Girls- 64%- HFZ, 1st-Boys- 56% HFZ, 2nd Girls- 48% HFZ, 2nd Boys- 82% HFZ, 3rd Girls- 49% HFZ, Boys- 58% HFZ, 4th Girls- 68% HFZ, 4th Boys- 47% HFZ, 5th Girls- 50% HFZ, 5th Boys- 61% HFZ
2. School Health Index Data 2012-2013 showed weakness in Family and Community Involvement.
3. All students K-5 were tested using the fitnessgram 9: April 2013 Fitnessgram 9 Results- Aerobic Capacity- K- Girls- 100% HFZ, K- Boys- 100% HFZ, 1st- Girls- 100% HFZ, 1st- Boys- 100% HFZ, 2nd- Girls- 100% HFZ, 2nd- Boys- 100% HFZ, 3rd- Girls- 100% HFZ, 3rd- Boys- 100% HFZ, 4th- Girls- 76% HFZ, 4th- Boys- 88% HFZ, 5th- Girls- 58% HFZ, 5th- Boys- 83% HFZ Abdominal Strength- K- Girls- 91% HFZ, K- Boys- 89% HFZ, 1st-Girls- 97% HFZ, 1st-Boys- 94% HFZ, 2nd- Girls- 93% HFZ, Boys- 100% HFZ, 3rd- Girls- 94% HFZ, 3rd- Boys- 94% HFZ, 4th- Girls- 100% HFZ, 4th- Boys- 97% HFZ, 5th- Girls- 100% HFZ, 5th- Boys- 100% HFZ Flexibility- K- Girls- 93% HFZ, K- Boys- 92% HFZ, 1st- Girls- 94% HFZ, 1st-Boys- 92% HFZ, 2nd- Girls- 90% HFZ, 2nd- Boys- 87% HFZ, 3rd- Girls- 97% HFZ, 3rd- Boys- 78% HFZ, 4th- Girls- 74% HFZ, 4th- Boys- 74% HFZ, 5th- Girls- 83% HFZ, 5th- Boys- 78% HFZ Trunk Extension- K- Girls- 39% HFZ, K- Boys- 42% HFZ, 1st- Girls- 67% HFZ, 1st- Boys- 44% HFZ, 2nd- Girls- 86% HFZ, 2nd- Boys- 86% HFZ, 3rd- Girls- 94% HFZ, 3rd- Boys- 97% HFZ, 4th- Girls- 76% HFZ, 4th- Boys- 71% HFZ, 5th- Girls- 78% HFZ, 5th- Boys- 70% HFZ Upper Body-

Supporting Data:

K- Girls- 9% HFZ, K- Boys- 19% HFZ, 1st- Girls- 6% HFZ, Boys- 22% HFZ, 2nd- Girls- 17% HFZ, 2nd- Boys- 45% HFZ, 3rd- Girls- 49% HFZ, 3rd- Boys- 53% HFZ, 4th- Girls- 41% HFZ, 4th- Boys- 71% HFZ, 5th- Girls- 55% HFZ, 5th- Boys- 70% HFZ

4. In 2013 the percentage of free and reduced lunch was 48.99% In 2012 the percentage of free and reduced lunch was 49.32%. In 2011 the percentage of free and reduced lunch was 49.03%.
5. **COMPREHENSIVE NEEDS ASSESSMENT:** We conducted data analysis to determine our main areas of weakness. In addition, we studied the three most recent years of BMI and Prudential Fitness Tests across grade levels within our building. We looked at our trend data in order to better identify the specific areas of need and help align classroom instruction with our curriculum, assessment and professional development. Based on our Data Analysis we came to the conclusion that the following area reflects our greatest need within the Wellness Priority: upper body strength. We will select Interventions and address this area.

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

Benchmark We will be collecting new data during the 2013-2014 school year as we being the Fitnessgram 9 program.

Intervention: Increase awareness and knowledge of the benefits of physical activity for lifelong health and wellness.				
Scientific Based Research: Brainpop (2009) A Study of Effectiveness; healthteacher.com, Arkansas Childrens Hospital and Mercy				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Students will participate in physical education classes, nationally-sponsored fitness programs, and school-sponsored physical activities. Activities will include Jump Rope for Heart, Bicycle Education Program, Fitnessgram 9, Track Meets, Punt, Pass and Kick, Field Day, Elks Hoop Shoot, First Tee, Girls on the Run, and Spark Curriculum. Action Type: Wellness	Connie West, PE/Health teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Students' BMI assessments will be analyzed annually to determine the percentage of students decreasing in the categories of at risk or overweight. Interventions will be evaluated for their effectiveness based on this data. Action Type: Program Evaluation Action Type: Wellness	Connie West, PE/Health teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Central Office Teachers 	ACTION BUDGET: \$
Implement and encourage participation in physical education program taught by highly qualified teachers that support physical activity. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness	Sharon Pepple, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Encourage participation in family-oriented, community-based physical activity program. We will send home information from the Fayetteville Youth Center, Fayetteville Public Schools, Jump Rope for Heart, Bicycle Education Program, Arkansas Athletes Outreach, Juvenile Diabetes Foundation, Girls on the Run, UA Sweat Hawg program, Fayetteville Parks and Recreation, and other community events relevant to our students. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness	Connie West, PE/Health teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
To assess Happy Hollow Elementary School's physical education program, parents, students, and faculty members will be invited to participate in the School Health Index survey. Action Type: Collaboration Action Type: Parental Engagement	Connie West, PE/Health teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$

Action Type: Program Evaluation Action Type: Wellness				
PROGRAM EVALUATION: At the conclusion of the 2012-2013 school year we evaluated this Intervention/Program through the collection of data from fitness testing, BMI, School Health Index Survey and Kids For Health, Brain Pop, 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 2013-2014 ,school year we plan to use the following protocol in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program: Throughout the school year, the PE teacher and school nurse will increase awareness and knowledge of the benefits of physical activity and will collect health and wellness information from fitness testing, BMI, School Health Index Survey, Brainpop, healthteacher.com, Spark PE, and attendance in PE class. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness	Sharon Pepple, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Increase awareness and knowledge of the benefits of sound nutritional practices for lifelong health and wellness.				
Scientific Based Research: Kids for Health (1994) (2005)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Brainpop will be used to teach health and nutrition at every grade level. This program covers both health and nutrition. Health tips will be posted on a regular basis on the Happy Hollow website. Our weekly Rise and Shine celebration will be used to reinforce these tips and recognize students who exhibit healthy behavior. Action Type: Wellness	Connie West, PE/Health teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Student BMI assessment will be analyzed annually to determine the percentage of students decreasing in the categories of at risk or overweight. Interventions will be evaluated for their effectiveness based on this data. Action Type: Program Evaluation Action Type: Wellness	Jacki Tighe, school nurse	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Central Office Teachers 	ACTION BUDGET: \$
PROGRAM EVALUATION: At the conclusion of the 2012-2013 school year we evaluated this Intervention/Program through: comparing the BMI results, grade level assessments, observations and discussions 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 2013-2014 school year we plan to use the following protocol in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program: throughout the school year, the PE teacher, classroom teachers and school nurse will increase awareness and knowledge of the benefits of sound nutritional practices for lifelong health and wellness by teaching student learning expectations for health and wellness, then comparing the BMI results, grade level assessments,	Connie West, PE/Health teacher	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

observations and discussions. Using the data/information collected for the program during the 2012-2013 school year, we determined that our program was successful. We will use Brain Pop, healthteacher.com, computer lab and presentations (National Dairy Council) to enhance health lessons. Action Type: Program Evaluation Action Type: Wellness				
Total Budget:				\$0

Goal Provide support for families looking for information on health and safety issues, parenting skills and programs available in our community.

Benchmark Data will be collected on the number of parents using the Parent Center by monitoring checkout and the amount of free materials taken from the Center.

Intervention: To increase parent awareness and knowledge on a variety of topics, including parenting skills, health and safety issues and the services provided by our community.				
Scientific Based Research: Parent Involvement Plan ACT 307- National PTA Standards 1998				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Improve Parent Center by providing information about services provided by the community. This will include contacting community resources, picking up free or donated materials, researching helpful websites for parents and making a printed list of those websites. Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness	Connie West, PE/Health teacher	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
PROGRAM EVALUATION: At the conclusion of the 2012-2013 school year we evaluated this Intervention/Program through: book checkouts and brochures 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 2013-2014 school year we plan to use the following protocol in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program: to increase parent awareness and knowledge of a variety of topics, including parenting skills, health and safety issues and the services provided by our community throughout the year. Our Health and Wellness Committee will monitor our Parent Center of parent utilization of literature through book checkouts and brochure and pamphlet replacement. Action Type: Program Evaluation Action Type: Wellness	Connie West, PE/Health teacher	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

Priority 4: Improving mathematics and literacy achievement, specifically in the area of Open Response.

1. On the 2013 Literacy Benchmark, of the 20 English Language Learners who tested, 85% met status performance targets which exceeds the 2013 AMO of 55.88%. Of the same group, 83.33% met literacy growth performance targets, exceeding the 2013 AMO of 66.67%. Our English Language Learners' literacy status performance achievement of 85% in 2013 also exceeds their literacy status performance achievement of 57.89% in 2012. Similarly, our English Language Learners' literacy growth performance increased from 64.29% in 2012 up to 83.33% in 2013. Of the 20 English Language Learners who attempted the 2013 Math Benchmark, 70% met status performance targets, which exceeds the 2013 AMO of 60.78%. 50% of these students met math growth performance targets, exceeding the 2013 AMO of 33.33%. Our English Language Learners' math status performance achievement of 70% in 2013 also exceeds their math status performance achievement of 63.16% in 2012. Similarly, our English Language Learners' math growth performance increased from 42.86% in 2012 up to 50% in 2013.
2. **COMPREHENSIVE NEEDS ASSESSMENT:** We formed ACSIP Leadership Teams and analyzed the test scores from the 2013 administration of the K-5 grade Augmented Benchmark and ITBS. We examined the results from both the combined population and EACH subpopulation.

Supporting
Data:

We conducted data analysis to determine our main areas of weakness. In addition, we studied the three most recent years of Attendance, Formative and Summative Achievement Data across grade levels within our building. We aggregated and disaggregated all the data for the purpose of establishing student learning goals. We looked at our trend data in order to better identify the specific areas of need and help align classroom instruction with our curriculum, assessment and professional development. We examined our routines, customs, and norms in order to dig deeper for the root cause why more of our students are not achieving to their full potential. Our 2013 Supporting Data Statements show the discrepancies in achievement, among our various populations. We are modifying our Curriculum, Instruction, Assessment and Professional Development practices to better meet the needs of all our populations. Based on our Data Analysis we came to the conclusion that the following areas reflect our greatest need within the Literacy, Math, Title III, and Wellness. We will select Interventions and coordinate our various state and federal funding sources to address these areas. In addition, we meet in grade level teams, weekly and as an entire faculty monthly so that we can review formative, "real time" classroom performance data for the purpose of making decisions regarding the direction, and focus, of our Classroom Instruction. We chart progress on our "Assessment/Intervention" wall.

3.

Goal ELL students will improve in reading comprehension, fluency, written expression and mathematical skills. Improvement will be shown through increased scores in DIBELS, MAPS, ELDA, Benchmark and MAT-8.

Benchmark According to the 2013 Arkansas School ESEA Accountability Report, 85% of English Learners showed achievement in Literacy and 83% met expected growth in Literacy. 70% of English learners showed achievement in Math and 50% met expected growth in Math. It is expected that our ELL population will continue to meet, or exceed, Arkansas School ESEA Accountability targets as well as close the gap between ELL and non-ELL student performance in both Literacy and Math.

Intervention: Reading and Writing Across the Curriculum				
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.(2002), The Power of Reading; McLaughlin, M. and Vogt, M.E. (eds.)(1993), Harvey, Stephanie and Goudvis, Anne, Strategies that Work (1999)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide ESL parents information to inform them of curriculum expectations and procedures, and to facilitate parent/student partnership for academic success. Provide for printing costs for handouts and brochures. Parent meetings to be held when needed. Action Type: Parental Engagement	Alicia Whitaker, ESL teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
We will employ a highly qualified ELL teacher (1.0 FTE) to provide instruction and intervention for those students identified as English Language Learners.	Alicia Whitaker	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

Priority 5: Reduce the relative proportion of African American students to students of other ethnicity identified as Mentally Retarded.

Supporting
Data:

1. An analysis of the 2009-2010 data for Fayetteville suggests that there is a possible disproportionate representation of Black students (overrepresented) and White students (underrepresented) within the category of mental retardation. A district identified for disproportionality must under Federal regulations ensure that its current policies, procedures and practices used to identify students for SPED are sound and free of bias with regard to a student's race, ethnicity or linguistic diversity.
2. The comparison between risk rates of African American SPED students to Caucasian students who are labeled Mentally Retarded: ☐
 - ☐ African American:
 - ☐ 2007-2008 5.21% ☐ 2008-2009 5.33% ☐ 2009-2010 5.21%
 - ☐ Caucasian:
 - ☐ 2007-2008 .34% ☐ 2008-2009 .27% ☐ 2009-2010 .21%
3. African American Students Labeled MR: 20/50 or 40%. All other ethnicity: 30/50 or 60%.
4. Referrals 2009-2010: 15% of students referred are African American. 66% of students referred are Caucasian. Placements 2009-2010: 16% of placed students are African American. 66% of placed students are Caucasian.

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

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

Intervention: Fayetteville Public Schools will monitor and maintain the number of African American students referred for special education services and identified as intellectually disabled by using EARLY INTERVENTION STRATEGIES, SCHOOL-BASED INTERVENTION TEAMS and EARLY LITERACY STRATEGIES. These strategies include early intervention literacy strategy training for core teachers, Middle School/Early Intervention Literacy Coaches, intervention materials (Read 180/System44), ICLE Lin Kuzmich training for core teachers and lunchtime tutoring at FHS.

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

Actions	Person Responsible	Timeline	Resources	Source of Funds
The AYP targets for the 2012-2013 year in Literacy in Mathematics will be met by all Special Education Student Sub Populations in the Fayetteville Schools. The AMO targets are as follows: K-5: Literacy: 85.60% Math: 85.00% 6-8: Literacy: 83.80% Math: 82.28% 9-12: Literacy: 83.88% Math: 82.30% Action Type: Program Evaluation Action Type: Special Education	Debra Wilson	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
The district will implement MAP assessments in order to provide more targeted and explicit instruction in Literacy and all content areas. (Software and Hardware). Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education	Debra Wilson	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Elementary, Middle School and Secondary teachers will receive training in core instruction to improve early-intervening Literacy strategies across the district. Elementary Literacy coaches will be involved with the training and coaching and this will be coordinated with SPED cultural diversity and learning environment awareness. Interventionists and Aides will also be involved. Kelly Brown, our specialist involved with coordinated early intervening services, will enhance and expand the problem solving teams work. Action Type: Collaboration Action Type: Professional Development 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. Action Type: Collaboration Action Type: Special Education	Deborah Wilson	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Fayetteville Schools will purchase early intervention materials that will be proactive in meeting the needs of all learners in	Deborah Wilson	Start: 07/01/2013		

hopes of preventing inappropriate SPED referrals. Action Type: Collaboration Action Type: Professional Development Action Type: Special Education		End: 06/30/2014		ACTION BUDGET: \$
Funding from Title VI-B, Coordinated Early Intervening Services will be used to fund the following initiatives \$6,968. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education	Debra Wilson	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
PROGRAM EVALUATION: The program evaluation for CEIS, Coordinated Early Intervening Services will be done using data from MAP testing, Benchmark testing, and Special Education referral data and placement data. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education	Debra Wilson	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Program Evaluation - ALL levels Data will be collected on Early Intervening Services provided to all targeted students K-7....Individual Progress Monitoring by RTI teams and Instructional Facilitators and analyzed. Instruction and Interventions will be assessed and modified based on analysis of data. Data on Referrals, Evaluations, Disability Categories, and Placements including the race will be collected and analyzed. Curriculum department/Curriculum leaders will review district data routinely regarding progress in core curriculum and Interventions to assess progress. Instructional Facilitators will review data routinely to assess progress. Modifications to Professional Development plans, Intervention Plans and Intervention Team process will be identified in relation to progress on data and Referral data. Action Type: Program Evaluation Action Type: Special Education	Debra Wilson	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

Priority 6: We recognize the value and importance of involving families in the education of their children. Families have many opportunities to volunteer at Happy Hollow.

Supporting Data:

Goal Increase the opportunities for parents to partner with staff in their child's education.

Benchmark During the 2012-2013 year we will be collecting data related to parent involvement, such as percentage of PTO members, and number of attendees at parent involvement activities.

Intervention: Parent Involvement Plan ACT 307 National PTA Standards 1998. Family Literacy Involvement Act.				
Scientific Based Research: Parent Involvement Plan ACT 307 National PTA Standards 1998				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Campus Parental Involvement committee will coordinate to build community and parent support by organizing family involvement activities. September 18th: Donuts with Dads to increase participation with Watchdog Dads; October 29th: Family BINGO night, November 14th Grandparents Lunch, February 25th: SMART night, March 18th Data Night. Funds will be used to purchase items needed for these events, such as copy costs or food costs. Action Type: Parental Engagement	Stacey Marx, Assistant Principal & Parent Facilitator	Start: 07/01/2013 End: 06/30/2014		Title I - Materials & Supplies: \$1250.00 ACTION BUDGET: \$1250
The school will have a designated area to be used as the Parent Center. Parenting books, magazines and other informative material regarding responsible parenting will be available for parents to borrow for review. Parent Center materials, which may include, but not limited to brochures, pamphlets, or computers for use on site, will be designated by each building. Action Type: Parental Engagement	Stacey Marx, Assistant Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

Teachers and instructional aides will receive training to enhance understanding of effective parental involvement strategies. Action Type: Parental Engagement Action Type: Professional Development	Stacey Marx, Assistant Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
As required by Act 307, all parents will receive informational packets that include: *Parental Involvement Plan *School Calendar *A system encouraging the home and school connection. Informational flyers will be copied and sent home to families as the school receives them in order to share information regarding community services and events. This is done weekly on Thursdays. Action Type: Parental Engagement	Stacey Marx, Assistant Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
All parents will be invited to an Open House Night to welcome parents and students to our school and to share expectations for the school year. The school's process for resolving parental concerns will be discussed at this meeting. Each grade level has a night planned: K: Aug 6th, 1st Aug 13th, 2nd Aug 14th, 3rd Aug 15th, 4th Aug 19th and 5th Aug 22nd. Action Type: Collaboration Action Type: Parental Engagement	Ben Crozier, Classroom Teacher	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
The PTO will hold monthly Parent/Teacher meetings to discuss how parents can assist to make difference in his or her child's education Action Type: Collaboration Action Type: Parental Engagement	Sharon Pepple, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Administrators, teachers, and parents will develop a parental involvement plan addressing the diverse needs of the parents and their children. The plan will be reviewed and updated annually. Action Type: Collaboration Action Type: Parental Engagement	Stacey Marx, Assistant Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
The district will designate two Parent/Teacher Conferences each school year: October 24th and 25th; April 3rd and 4th. At the end of the school year, the school will publish a notice in grade level newsletters thanking the parents as a group for attending the conferences. Action Type: Collaboration Action Type: Parental Engagement	Mary Margaret Fox, Speech Pathologist	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
The building principal will designate one certified staff member to serve as a parent facilitator to organize meaningful training for staff and parents and to undertake efforts to ensure that parental participation is recognized as an asset to the school. Effectiveness will be documented by results of parental involvement survey. Action Type: Parental Engagement Action Type: Program Evaluation	Sharon Pepple, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Parent explanation: An annual meeting will be held to inform parents of the right of parents to be involved in planning, review, and improvement of parent programs and a description and explanation will be given of the curriculum used in the school, types of assessment and proficiency levels. In addition, parents will be involved in the annual planning of school improvement programs. Annual surveys will evaluate the parent involvement activities. Action Type: Parental Engagement	Sharon Pepple, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
To help our parents in assisting their children our school shall: Schedule regular parental involvement meetings at which parents are given a report on the state of the school and an overview of: A. What	Sharon Pepple, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

<p>students will be learning. B. How students are assessed. C. What parents should expect for their child's education and D. How a parent can assist and make a difference in their child's education. Action Type: Parental Engagement</p>				
<p>PROGRAM EVALUATION: "At the conclusion of the 2012-2013 school year we evaluated this Intervention/Program through: parent surveys, memos, open house, emails, school newsletters, P/T conferences, parent resource center, school calendars, school website, student Thursday folders, and family night feedback 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 2013-2014 school year we plan to use the following protocol in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program: Parent involvement data will be collected by the parent facilitator through parent survey, memos, open house, emails, school newsletters, P/T conferences, parent resource centers, school calendar, school website, student Thursday folders, and family night feedback through out the school year through documentation of attendance increase at PTO meetings, PTO membership, P/T conferences and website visitors. We will use this data/information to determine whether the objective (s) of this Intervention/Program was (were) achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results, in our 2014-2015 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program." Action Type: Parental Engagement Action Type: Program Evaluation</p>	<p>Sharon Pepple, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$1250</p>
<p>Intervention: Conduct Math Family Involvement Activities</p>				
<p>Scientific Based Research: National Standards for Parent/Teacher Involvement Programs (1997) The Research Foundations of the UCSMP Everyday Mathematics Curriculum, Andrew Isaacs, William Carroll and Max Bell (2005)</p>				
<p>Actions</p>	<p>Person Responsible</p>	<p>Timeline</p>	<p>Resources</p>	<p>Source of Funds</p>
<p>PROGRAM EVALUATION: At the conclusion of the 2011-2012 school year we evaluated this Intervention/Program through: math Homelinks for grades K-2 and math Studylinks for grades 3-5 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 2012-2013 school year we plan to use the following protocol in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program. Teachers will send home textbooks from those who need remediation. In the spring of 2013 we plan to survey our parents in regards to the effectiveness of the new Math in Focus home-to-school connection resources. We will use this data/information to determine whether the objective (s) of this Intervention/Program was (were) achieved and whether it has been successful in attaining the anticipated participant outcome</p>	<p>Sara Alderson, Classroom Teacher</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>

objectives. We will report the results, in our 2012-2013 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program. Action Type: Parental Engagement Action Type: Program Evaluation				
K-5 teachers will provide Go Math parent information, handouts, refrigerator math, Home to School Connections, Compass Odyssey for home, math journals, text books, or supplies to help parents engage in math curriculum with their children. Families will be able to log into Compass Odyssey from home at any time, as we have unlimited licenses this year. Action Type: Parental Engagement Action Type: Technology Inclusion	Chris Drake, classroom teacher	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Parents will be aware of and have access to the "Refrigerator Math" curriculum map through the district web page. Teachers will be trained in utilizing School Center to develop classroom webpages in order to communicate with parents. Materials and supplies will be purchased in order to provide teacher trainings and to provide additional print materials for families without access to computers and the internet.	Laura Combs, Classroom teacher	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
The Parental Involvement committee will organize a SMART night (Science and Math are Real Things) scheduled for February 25, 2014. Families will have the opportunity to learn about ways to enrich their child's science and math knowledge at home. Local community partners, such as the University of Arkansas, will help provide hands-on learning booths on topics related to the real world application of math and science.	Stacey Marx, Assistant Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Community Leaders • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Goal Provide support for families looking for information on health and safety issues, parenting skills and programs available in our community.

Benchmark Data will be collected on the number of parents using the Parent Center by monitoring checkout and the amount of free materials taken from the Center.

Intervention: To increase parent awareness and knowledge on a variety of topics, including parenting skills, health and safety issues and the services provided by our community.				
Scientific Based Research: Parent Involvement Plan ACT 307-National PTA Standards 1998				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Improve Parent Center by providing information about services provided by the community. This will include contacting community resources, picking up free or donated materials, researching helpful websites for parents and making a printed list of those websites. Action Type: Parental Engagement Action Type: Wellness	Connie West, PE/Health Teacher	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
PROGRAM EVALUATION: At the conclusion of the 2010-2011 school year we evaluated this Intervention/Program through: book checkouts and brochures 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 2011-2012 school year we plan to use the following protocol in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program: to increase parent awareness and knowledge of a variety of topics, including parenting skills, health and safety issues and the services provided by our community throughout the year. Our Health and Wellness	Connie West, PE/Health Teacher	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

Committee will monitor our Parent Center of parent utilization of literature through book checkouts and brochure and pamphlet replacement. Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness				
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Amy Arnold		Math
Classroom Teacher	Ben Crozier		ELL/Title 3
Classroom Teacher	Beth Wiles		Math
Classroom Teacher	Cheryl Sewell		Math
Classroom Teacher	Cheryl Ward	5th grade teacher	Literacy
Classroom Teacher	Chris Drake		ELL/Title 3
Classroom Teacher	Connie West	Chairman	Health and Wellness/ACSIP Leadership
Classroom Teacher	Dana Troutt	Chairman	Literacy/ACSIP Leadership
Classroom Teacher	Debra Fox		Math
Classroom Teacher	Denise Romero		Health and Wellness/Parental Involvement
Classroom Teacher	Dixie Smith		ELL/Title 3
Classroom Teacher	Erin Rains		Health and Wellness
Classroom Teacher	Evelyn Kane		Math
Classroom Teacher	Jeanne King		Health and Wellness
Classroom Teacher	Krishna Crawford		Math
Classroom Teacher	Krissy Faulk		Math
Classroom Teacher	Laura Combs		Math
Classroom Teacher	Michelle O'Mara		Literacy
Classroom Teacher	Nancy Christy		Health and Wellness
Classroom Teacher	Pam Skelton		Literacy
Classroom Teacher	Randy VanVranken		Literacy
Classroom Teacher	Ruth Britt		Math
Classroom Teacher	Sara Alderson	Chair	Math, ACSIP Leadership
Classroom Teacher	Sarah Wyatt		Literacy
Classroom Teacher	Tammy Scribner		Literacy
Classroom Teacher	Tonya Lopez		Literacy
District-Level Professional	Christie Jay		District Leadership
District-Level Professional	Waneta Davidson	Instructional Facilitator	Literacy
Non-Classroom Professional Staff	Alicia Whitaker	Chairman	ELL/Title 3
Non-Classroom Professional Staff	Angela Evans		Health and Wellness
Non-Classroom Professional Staff	Cyndy Ash	Title One Instructional Aide	Literacy
Non-Classroom Professional Staff	Daniel Estes		Literacy
Non-Classroom Professional Staff	Debbie Darrough		Literacy
Non-Classroom Professional Staff	Dorothea Justice		Literacy
Non-Classroom Professional Staff	Emily Reagan		Literacy
Non-Classroom Professional Staff	Jacki Tighe		Health and Wellness
Non-Classroom Professional	Jennifer Jackson		

Staff

Non-Classroom Professional Staff	Mark Hitt		Math
Non-Classroom Professional Staff	Marla Hatch	Counselor	Health and Wellness/Parental Involvement
Non-Classroom Professional Staff	Mary Margaret Fox		ELL/Title 3
Non-Classroom Professional Staff	Naida Mendez		ELL
Non-Classroom Professional Staff	Nicole Geopfert		ELL/Title 3
Non-Classroom Professional Staff	Sara Widmer	Nurse	Health/Wellness
Non-Classroom Professional Staff	Stacey Marx	Assistant Principal	Parental Involvement/ACSIP Leadership/Literacy/Math
Parent	Donna Little	Parent Representation	Parent Involvement
Parent	Leslie Harvey	Parent Representation	Parent Involvement
Principal	Sharon Pepple	Chairman	ACSIP Leadership/Literacy/Math/Parental Involvement