

## 2013-2014 ARCHIVE

### School Plan

*Print Version*

#### VANDERGRIFF ELEMENTARY SCHOOL

#### Arkansas Comprehensive School Improvement Plan

**2013-2014**

The mission of Vandergriff Elementary School is to help all students reach high levels of learning and become responsible citizens in a changing world.

Grade Span: K-5

Title I: Not Applicable

School Improvement: MS

#### Table of Contents

##### **Priority 1:** Literacy

**Goal:** All students will improve reading comprehension, fluency, and vocabulary skills. 80% of students below the 50th percentile will meet or exceed their growth increment with regard to MAP testing in Literacy.

**Goal:** All students will improve writing skills especially with respect to content and style.

##### **Priority 2:** Mathematics

**Goal:** All students will improve in mathematic skills, fluency and problem-solving abilities.

##### **Priority 3:** Wellness Priority

**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 among all segments of the school community in support of positive lifestyle choices.

##### **Priority 4:** Title III/ELL

**Goal:** All students will improve in reading familiar text and learn strategies to comprehend and build their vocabulary bank.

##### **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:** Maintain and increase parent involvement both in the home and school to improve student achievement.

#### Priority 1: Improving Literacy

1. Vandergriff's AMO Status for the 2013 school year was Achieving; AMO Status for the 2012 year was Achieving; Vandergriff's AYP Status for the 2011 year was Achieving.
2. The MAP data in 2012-2013 identified 73% of our K-5th grade students meeting or exceeding growth from fall to spring.
3. Augmented Benchmark Exam 2013: 105 third grade students were tested and 97% made proficient and advanced. 95 fourth graders were tested and 99% made proficient and advanced. 115 fifth graders were tested and made 95% proficient and advanced.
4. Attendance Rate: In 2013, the attendance rate for the building was 96%. In 2012, the attendance rate for the building was 96%. In 2011, the attendance rate for the building was 96%.
5. COMPREHENSIVE NEEDS ASSESSMENT: ACSIP leadership teams met and analyzed the test scores from the 2013 administration of the ITBS and Augmented Benchmark exam. We examined the results from both the combined population and each subpopulation. We conducted data analysis to determine our main focus to be writing in content and style and

Supporting  
Data:

practical reading both in multiple choice and open response. In first and second grades our weakness was in vocabulary. Throughout the year, instructional teams will meet to analyze formative and summative assessments. Teams will meet specifically to disaggregate data to best plan for student learning. Analysis of formative assessments developed by our own teachers will allow us to better identify specific needs of students. Grade level teams, along with specialty staff, meet weekly to review data from formative and summative assessments. Data is also analyzed in faculty meetings and used to make decisions regarding instructional priorities and professional development.

- 6.
- 7.
8. 9)

**Goal** All students will improve reading comprehension, fluency, and vocabulary skills. 80% of students below the 50th percentile will meet or exceed their growth increment with regard to MAP testing in Literacy.

**Benchmark** The Combined Population met the 2013 AMO target of 97.44% and the TAGG population met with 87.27%. The status of the school for 2013 is achieving. It is expected that each of these populations will meet, or exceed the 2014 AMO.

Intervention: Faculty and staff will participate in professional development that incorporates sharing of best practices, collaborative reading and discussion, and resource development to impact literacy achievement for all students.				
Scientific Based Research: Enhancing Professional Practice, A Framework for Teaching, Charlotte Danielson, 2007.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
All teachers will have the opportunity to participate in the school and district professional development plan. All staff members will have completed 21 hours of TESS training in order to follow the new evaluation program. All certified staff members will use the Arkansas Professional Growth Plan (PGP) to set goals to improve best practices during the school year. The district will provide all teachers and administrators with no less than sixty hours of professional development, including six hours of technology. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	Bert Stark, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
A representative group of faculty will steer alignment of literacy curriculum and resources in collaboration with district literacy specialists. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	Sherri Wheeler	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
PROGRAM EVALUATION: An analysis of data from the Benchmark exam 2013 shows that while we are high-achieving, an identified TAGG group of students who are not demonstrating sufficient growth. As we seek to reach our goal of success in literacy for all of our students, we will evaluate during the year with teacher-made formative assessments, MAP data and Benchmark 2013 data. We will modify instruction and seek to implement various strategies to achieve success for all students. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation	Lora Horne	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The Vandergriff Staff will continue professional development focusing on student engagement, brain research and technology integration. We will also seek to learn more about encouraging	Bert Stark, principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> </ul>	ACTION BUDGET: \$

<p>leadership skills for faculty and students.  Action Type: Collaboration  Action Type: Professional Development  Action Type: Program Evaluation</p>			<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	
<p>Vandergriff staff will grow professionally by reading current research and professional articles in the area of literacy achievement and Common Core State Standard implementation.  Action Type: Professional Development</p>	Audra Corbitt	<p>Start: 07/01/2013  End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
Total Budget:				\$0
<p>Intervention: Teachers will continue to improve implementation of a comprehensive, balanced, literacy program that meets all learners' needs by working collaboratively with our full-time instructional facilitator.</p> <p>Scientific Based Research: Fewer, Clearer, Higher Common Core State Standards Implications for Students Receiving Special Education Services by Raymond J. McNulty and Lawrence C. Gloeckler, International Center for Leadership in Education, 2011; Achieving Reading Proficiency for All by Willard R. Daggett, Ed.D., International Center for Leadership in Education, 2003.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Teachers will implement and further understand the expanded DIBELS assessments and use the data to implement instructional plans that are more relevant and rigorous.</p>	Sherri Wheeler	<p>Start: 07/01/2013  End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>District literacy specialists will provide support and training for teachers to improve fidelity to a comprehensive, balanced literacy approach as they implement Common Core standards.  Action Type: Collaboration  Action Type: Professional Development  Action Type: Program Evaluation</p>	Amy Adams	<p>Start: 07/01/2013  End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Demonstrate fidelity to district adopted comprehensive literacy programs and suggested schedules for instruction.  Action Type: Alignment  Action Type: Equity</p>	Darla Livermore	<p>Start: 07/01/2013  End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Teachers will seek to best serve learners' diverse needs by improving small group instruction and exploring "Quadrant D" learning opportunities.  Action Type: Equity</p>	Kelli Stull	<p>Start: 07/01/2013  End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Purchase guided reading books and other supplies for implementation within classrooms.  Action Type: Alignment  Action Type: Collaboration</p>	Robin Yoakum	<p>Start: 07/01/2013  End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Grade level teachers will meet to review student data, share effective teaching and assessment strategies, and align instructional objectives to assist all students to achieve proficiency in literacy skills.  Action Type: Collaboration  Action Type: Equity  Action Type: Professional Development</p>	Teresa Cornett	<p>Start: 07/01/2013  End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Teachers will better use MAP data, formative classroom assessments, Dibels, as well as NRT/CRT data to evaluate student progress in literacy.  Action Type: Program Evaluation</p>	Blakely Stokenbury	<p>Start: 07/01/2013  End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• Performance Assessments</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Classroom teachers, special education teachers, and other support staff will collaborate to implement differentiated strategies for all students with Academic Improvement Plans and/or special needs to improve literacy skills. A specifically</p>	Amy Wood	<p>Start: 07/01/2013  End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• School Library</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>

targeted group of at-risk students will be placed in a variety of interventions including Barton with an interventionist. Action Type: AIP/IRI Action Type: Collaboration Action Type: Technology Inclusion			<ul style="list-style-type: none"> <li>Teaching Aids</li> </ul>	
Grade level teams will meet with our instructional facilitator during plan time and/or after school during collaborative hours to provide professional development and resources to better learn to implement research-based assessments that drive instruction in literacy that meets diverse learners' needs. Action Type: Professional Development Action Type: Program Evaluation	April Miller	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Central Office</li> <li>District Staff</li> </ul>	ACTION BUDGET: \$
Teachers will participate in Comprehensive Literacy training: ELLA and ELF. All teachers are expected to complete two years of specialized training for grade levels with which they work. Action Type: Professional Development	Katie Tennant	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
PROGRAM EVALUATION: At the conclusion of the 2012-2013 school year we evaluated this Intervention through pre/post testing, CRT, NRT summative assessments, local formative assessments and determined that it was effective in support of our Curriculum, Instruction, Assessment, and Professional Development. Benchmark data from 2013 shows a need to focus more tightly on practical reading skills, so a continued focus on implementation of a balanced, comprehensive literacy program is imperative. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation	Sherry Wallis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Incorporate small-group and whole-group instruction that best influences reading performance and literacy.

Scientific Based Research: Living in Quadrant D, Willard R. Daggett, Ed.D, CEO and Raymond J. McNulty, President International Center for Leadership in Education

Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide access to a rich collection of diverse resources through the school library. Action Type: Equity	Marci Tate, media specialist	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Central Office</li> <li>District Staff</li> <li>School Library</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Faculty will collaborate to specifically address holes in the curriculum and our instruction that affect practical reading. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education	Andrea Sego, assistant principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Classroom teachers, special education teachers, and other support staff will collaborate to implement differentiated strategies for all students focusing specifically on TAGG students using Reading 180, Read Well, System 44 and Lexia in the computer lab and on classroom computers. Action Type: AIP/IRI	Bert Stark, principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>Performance Assessments</li> <li>School Library</li> </ul>	ACTION BUDGET: \$

Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion			<ul style="list-style-type: none"> <li>Teaching Aids</li> </ul>	
Implement use of formative assessments of written responses to reading passages to drive literacy instruction. Action Type: Collaboration Action Type: Program Evaluation	Audra Corbitt	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Central Office</li> <li>District Staff</li> <li>Performance Assessments</li> <li>School Library</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Set into routine the sharing of professional practices and current research in balanced literacy instruction in faculty meetings and during in-service days with our Faculty Expo. Action Type: Collaboration Action Type: Professional Development	Bert Stark, principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Explore more efficient ways to integrate literacy in the curriculum of every content area and align vertically from kindergarten through fifth grade. Action Type: Alignment Action Type: Collaboration Action Type: Technology Inclusion	Olivia Murphy, ESL teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Highly qualified teachers will partner with families to develop student AIPs/IRIs. Students who scored below proficient on state mandated criterion and norm referenced exams and any other students identified by classroom teachers through screening assessments will have an AIP/IRI. Action Type: AIP/IRI Action Type: Collaboration	Bert Stark, principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Integrate available technology to increase rigor and relevance of reading curriculum for our students. Teachers will meet in collaborative teams to assess data and place students in intervention/enrichment programs such as Lexia, Rite Flight and Barton to meet their needs. Action Type: Technology Inclusion	Darla Livermore	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Central Office</li> <li>School Library</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
We will further collaborate with consultants and district resource staff to align reading instruction with Common Core standards. Action Type: Alignment Action Type: Professional Development	April Miller	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Central Office</li> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The Qualls will be administered to all kindergarten students and first graders who are new to public school in the fall. The ITBS will be administered to all kindergarten and first graders in the spring to identify those students who are on track for reading success as well as those who may be at risk for reading difficulties. Additional formative diagnostic assessments will be administered to those students shown to be at risk of reading failure. Progress will be monitored using classroom running records and the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). DIBELS will be administered to all K-5 students in order to monitor those who have a substantial reading deficiency. The formative and summative	Leanne Deweese	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$

DIBELS assessment will be used as: A. An evaluation instrument to determine which areas of reading the child is deficient. B. A progress-monitoring instrument to document progress toward grade level proficiency, and C. A possible assessment instrument used for discontinuing services. Action Type: AIP/IRI Action Type: Alignment Action Type: Program Evaluation				
Provide specialized interventions for those students who are not meeting proficiency in literacy using DIBELS, Benchmark, ITBS, MAP and common formative assessment data. Action Type: AIP/IRI	Andrea Sego, assistant principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
PROGRAM EVALUATION: We plan to meet this year to evaluate our interventions and incorporation of a balanced, comprehensive literacy program that best impacts reading comprehension. We will use formative assessments and MAP data to evaluate small-group literacy instruction. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation	Mignonne Scarbrough	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Instructional teams will use research-based strategies in intervention groups with ELL students to maximize and increase proficiency in literacy. Action Type: AIP/IRI Action Type: Collaboration	Olivia Murphy, ESL teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
COMPREHENSIVE NEEDS ASSESSMENT: ACSIP leadership teams plan to meet and analyze data trends from the 2013 administration of the Augmented Benchmark exam as well as MAP data. We will continue to fine-tune our use of formative assessments based on changing Common Core standards to guide small-group interventions and enrichment. Action Type: Collaboration Action Type: Program Evaluation	Amy Adams	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Teachers will further their work in collaborative learning communities to plan instructional activities that incorporate "Quadrant D" skills that improve comprehension, rigor, and relevance for students. Action Type: Professional Development	Teresa Cornett	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Teachers and students in grades K-5 will learn and implement a new online digital interactive technology literacy curriculum (EasyTech) in the fall of 2013. Students will learn digital literacy skills (e.g. file sharing/saving, word processing, on-line research) as well as keyboarding skills. Action Type: Professional Development Action Type: Technology Inclusion	Bert Stark, principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Teachers will use interventions and strategies that best improve vocabulary acquisition and performance.				
Scientific Based Research: National Reading Panel Report (2000), The Fluent Reader (2003), Strategies That Work (2000).				
Actions	Person Responsible:	Timeline	Resources	Source of Funds
Teachers will improve balanced literacy instruction to include many opportunities for fluency practice, such as choral reading, reader's theater, and	Leslie Hall	Start: 07/01/2013 End:	<ul style="list-style-type: none"> <li>District Staff</li> <li>Outside</li> </ul>	ACTION

close reading. Action Type: Professional Development		06/30/2014	Consultants	BUDGET: \$
Teachers will maintain fidelity in implementing the comprehensive literacy protocol to ensure attention to comprehension, fluency, and vocabulary skill acquisition. Action Type: Collaboration Action Type: Program Evaluation	Jane Keen	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Formative reading assessments will be administered to identify students who are on track for reading success as well as those who may be at risk for reading difficulties. Additional diagnostic assessments will be administered to those students shown to be at risk of reading failure. Action Type: AIP/IRI Action Type: Collaboration Action Type: Program Evaluation	Amy Wood	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
PROGRAM EVALUATION: At the conclusion of the 2012-2013 school year we evaluated this Intervention through pre/post testing, CRT, NRT summative assessments, local formative assessments and determined that it was effective in support of our Curriculum, Instruction, Assessment, and Professional Development. The following EVALUATION RESULTS demonstrate that this Intervention is valid in support of the teaching and learning that are part of this program: An average of 97% of the 3rd-5th grade students scored proficient or advanced on the Benchmark. During the 2013-2014 year, we plan to follow the same protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention. We will continue to use formative and summative assessments to gain information regarding specific student needs. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation	Bert Stark, principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Teachers will develop and share mini-lessons for read aloud books that enhance literacy connections and vocabulary acquisition. Action Type: Collaboration Action Type: Professional Development	Lora Horne	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Goal All students will improve writing skills especially with respect to content and style.

Benchmark

Intervention: Students will be given multiple opportunities to write for a variety of purposes and audiences as writing is integrated with other subject matter for rigor and relevance.				
Scientific Based Research: Auman, M., Step Up to Writing 1999, Sopris West.; Calkins, L., The Art of Teaching Writing 1986, Heinemann.; McTighe, J., and Wiggins, G., Understanding by Design 1999, ASCD.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide access to a rich collection of diverse, current resources on curriculum topics through the school library that encourage writing responses. Action Type: Alignment Action Type: Equity	Marci Tate, media specialist	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Performance Assessments</li> </ul>	ACTION BUDGET: \$

			<ul style="list-style-type: none"> <li>Teachers</li> </ul>	
<p>Review student work, share effective teaching and assessment strategies to assist all students to achieve proficiency in writing.</p> <p>Action Type: Alignment</p> <p>Action Type: Collaboration</p> <p>Action Type: Equity</p> <p>Action Type: Program Evaluation</p>	Audra Corbitt	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>District Staff</li> <li>Performance Assessments</li> </ul>	ACTION BUDGET: \$
<p>Integrate literacy strategies with content areas to enable students to find, access, evaluate, use and write about information in any subject area.</p> <p>Action Type: Technology Inclusion</p>	Marci Tate, media specialist	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>Computers</li> <li>School Library</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
<p>Share information regarding writing instruction from workshops and conventions during faculty meetings and on in-service days through our Faculty Expos.</p> <p>Action Type: Collaboration</p> <p>Action Type: Professional Development</p>	Blakely Stokenbury	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
<p>Teachers will implement curriculum maps and help improve writing lessons by addressing holes within the district curriculum.</p> <p>Action Type: Equity</p>	Leanne Deweeese	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
<p>Classroom teachers, special education teachers and other support staff will collaborate to implement differentiated strategies for all students, as well as those with Academic Improvement Plans and/or special needs to improve writing skills through differentiated instruction.</p> <p>Action Type: AIP/IRI</p> <p>Action Type: Equity</p>	Teresa Cornett	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Performance Assessments</li> </ul>	ACTION BUDGET: \$
<p>Integrate and better align writing curriculum with all content areas.</p> <p>Action Type: Alignment</p> <p>Action Type: Collaboration</p>	Sherri Wheeler	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
<p>Teachers will incorporate routine conferencing with individual students in writing workshop time to improve content and style in writing.</p> <p>Action Type: Equity</p> <p>Action Type: Program Evaluation</p>	Amy Wood	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
<p>PROGRAM EVALUATION: At the conclusion of the 2012-2013 school year we evaluated this Intervention through pre/post testing, CRT, NRT summative assessments, local formative assessments and determined that it was effective in support of our Curriculum, Instruction, Assessment, and Professional Development. The following EVALUATION RESULTS demonstrate that this Intervention is valid in support of the teaching and learning that are part of this program: An average of 97% of our 3rd-5th grade students scored proficient or advanced on the Benchmark. During the 2013-2014 school year, we plan to follow the same protocol in evaluating and</p>	Bert Stark, principal	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$



adjusting the programs, processes, and activities that make up the action descriptions within this intervention. We will continue to use formative and summative assessments to gain information regarding specific student needs. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation				
Teachers will continue to integrate writing with subject areas with science notebooking and integrated technology opportunities. Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion	Jane Keen	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Continue to implement and refine practices of collaborative teaming to impact student success.				
Scientific Based Research:				
Actions	Person Responsible:	Timeline	Resources	Source of Funds
Classroom teachers, special education teachers, paraprofessionals and administrators will share information regarding autism spectrum disorders that impact students' ability to brainstorm and write in length about a given subject. Action Type: Collaboration Action Type: Special Education	Bert Stark	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The SST (RTI) committee will meet regularly to discuss the needs of our students. Action Type: AIP/IRI Action Type: Collaboration	Andrea Sego	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Team meetings will address analysis of student data from formative and summative assessments. Team members will share strategies that impact success as well as plan interventions and enrichment. Action Type: Collaboration	Robin Yoakum	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
PROGRAM EVALUATION: At the conclusion of the 2012-2013 school year we evaluated this Intervention through continual dialogue within grade level and data meetings and determined that it was effective in support of our Curriculum, Instruction, Assessment, and Professional Development. The following EVALUATION RESULTS demonstrate that this Intervention is valid in support of the teaching and learning that are part of this program: An average of 97% of our 3rd-5th grade students scored proficient or advanced on the Benchmark. During the 2013-2014 school year, we plan to follow the same protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention. We will continue to use formative and summative assessments to gain information regarding specific student needs. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation	Bert Stark	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$

## Priority 2: Improving Mathematics

Supporting  
Data:

1. Vandergriff's AMO Status for the 2013 year is: Needs Improvement; In 2012 Vandergriff's AMO Status was Needs Improvement; Vandergriff's AYP Status for the 2011 year was: Achieving
2. The MAP data in 2012-2013 identified 78% of our K-5th grade students meeting or exceeding growth from fall to spring.
3. Augmented Benchmark Exam 2013: 105 third grade students were tested and 97% made proficient and advanced. 95 fourth graders were tested and 98% made proficient and advanced. 115 fifth graders were tested and made 95% proficient and advanced.
4. Attendance Rate: In 2013, the attendance rate for the building was 96%. In 2012, the attendance rate for the building was 96%. In 2011, the attendance rate for the building was 96%.
5. COMPREHENSIVE NEEDS ASSESSMENT: ACSIP leadership teams met and analyzed the test scores from the 2013 administration of the ITBS and Augmented Benchmark exam. We examined the results from the combined population and determined our area of weakness was geometry in multiple choice and numbers and operations and geometry in open response. Our ITBS showed problem solving as our weak area. Throughout the year, instructional teams will meet to analyze formative and summative assessments. Teams will meet specifically to disaggregate data to best plan for student learning. Analysis of formative assessments developed by our own teachers will allow us to better identify specific needs of students. Grade level teams, along with specialty staff, meet weekly to review data from formative and summative assessments. Data is also analyzed in faculty meetings and used to make decisions regarding instructional priorities and professional development.

## Goal

All students will improve in mathematic skills, fluency and problem-solving abilities.

## Benchmark

In the school year 2013-2014, Vandergriff Elementary School will meet or exceed the Annual Measurable Outcomes (AMO) for performance of 94+% for all students and 87.5% for Targeted Achievement Gap Group. For the 2012-2013 school year, the school did not meet the AMO (75.81%) for the TAGG population and is on Needs Improvement Status. The population for all students made a score of 94.39%

## Intervention: Implement Go Math curriculum

Scientific Based Research: "Establishing connections between relationships of mathematical concepts and terminology is essential" (Renne, 2004, p. 258). "The language of mathematics is an important component of our instruction...Students build understanding as they process ideas through language" (Thompson & Rubenstein, 2000, p. 568). As Usiskin's research indicates, "If a student does not know how to read the mathematics...it is difficult to register the mathematics" (Usiskin, 1996, p. 236)

Actions	Person Responsible	Timeline	Resources	Source of Funds
Evaluate implementation of Go Math program in classroom instruction using ITBS, MAP (Measures of Academic Progress), formative class assessments and/or performance assessments in kindergarten through fifth grade. Teachers will collaborate to incorporate research/best practices to support the implementation of this standards-based mathematics program. Action Type: Program Evaluation	Karen Wikholm	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Computers</li> <li>District Staff</li> <li>Performance Assessments</li> </ul>	ACTION BUDGET: \$
Use data from ITBS, Primary Benchmark Exam, MAP testing, targeted assessments, and various formative classroom assessments to evaluate student progress in math achievement and record on academic improvement plans. Teachers will review data for individual students in order to align lessons which meet the needs of all learners. Action Type: AIP/IRI Action Type: Equity Action Type: Program Evaluation	Rebecca Wilbern	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Central Office</li> <li>Computers</li> </ul>	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. Individualized lessons will be assigned based on	Christye Hudson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Computers</li> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$

<p>student need and students will work at their own pace through the curriculum.</p> <p>Action Type: AIP/IRI</p> <p>Action Type: Equity</p>				
<p>All students will be evaluated on each standard using formative and summative assessments such as Mastering Math Facts (MMF), MAP testing, end-of-unit tests and targeted assessments to drive instruction.</p> <p>Action Type: AIP/IRI</p> <p>Action Type: Program Evaluation</p>	Bonita Walters	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Teachers</li> </ul>	<p>.....</p> <p>ACTION BUDGET: \$</p>
<p>Teachers will participate in ongoing professional development for implementation of Go Math and the Common Core State Standards.</p> <p>Action Type: Professional Development</p>	Thelma Thomason	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<p>.....</p> <p>ACTION BUDGET: \$</p>
<p>Interventions and enrichment activities from the Go Math curriculum will be provided for those students who are not meeting proficiency in math.</p> <p>Action Type: Collaboration</p> <p>Action Type: Equity</p> <p>Action Type: Program Evaluation</p>	Andrea Sego, assistant principal	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<p>.....</p> <p>ACTION BUDGET: \$</p>
<p>PROGRAM EVALUATION: At the conclusion of the 2012-2013 school year the district adopted Go Math as it is already aligned with the Common Core Standards. An average of 97% of our 3rd-5th grade students scored proficient or advanced on the Benchmark exam. We will continue to use formative and summative assessments to gain information regarding specific student needs. We will report the results in our 2014/2015 ACSIP and use those results to impact our future instructional program.</p> <p>Action Type: Alignment</p> <p>Action Type: Collaboration</p> <p>Action Type: Equity</p> <p>Action Type: Professional Development</p> <p>Action Type: Program Evaluation</p>	Bert Stark, principal	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<p>.....</p> <p>ACTION BUDGET: \$</p>
<p>Teachers will use supplemental apps on IPADS and IPODS for differentiated instruction.</p> <p>Action Type: Technology Inclusion</p>	Rachel Morrow	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<p>.....</p> <p>ACTION BUDGET: \$</p>
<p>COMPREHENSIVE NEEDS ASSESSMENT: ACSIP leadership teams met and analyzed the test scores from the 2013 administration of the Augmented Benchmark exam and ITBS. We examined the results from both the combined population and each subpopulation. We conducted data analysis to determine our main areas of weakness for each student in the TAGG group who did not meet proficiency standards. We've studied data from the last three years to determine the math needs in our building. Throughout the year, instructional teams will meet to analyze formative and summative assessments. Teams will meet specifically to disaggregate data to best plan for student learning. Analysis of formative assessments developed by our own teachers will allow us to better identify specific needs of students. Grade level teams, along with specialty staff, meet weekly to review data from formative and summative assessments. Data is also analyzed in grade-level meetings and used to</p>	Bert Stark, principal	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<p>.....</p> <p>ACTION BUDGET: \$</p>

make decisions regarding instructional priorities and professional development. We will select interventions and coordinate our various state and federal funding sources to address these areas. Action Type: Collaboration Action Type: Program Evaluation				
Total Budget:				\$0
Intervention: Implement Common Core State Standards and math practices in problem solving.				
Scientific Based Research: Ojose, B. (2008). Applying Piaget's theory of cognitive development to mathematics instruction. The Mathematics Educator, 18(1), 26-30. Romberg, T. A. (1992). Assessing mathematics competence and achievement. In H. Berlak (Ed.), Toward a new science of educational testing and assessment (pp. 23-52). Albany, NY: State University of New York Press.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Implement and evaluate the effectiveness of problem-solving strategies using formative assessments. Teachers will supplement the curriculum with appropriate problem solving opportunities. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation	Karyn Francis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Using our standards-based math curriculum, teachers will teach problem solving strategies and practices, giving many opportunities for collaboration and requiring verbal and written explanation of various ways to solve problems. Action Type: Alignment Action Type: Program Evaluation	Susan Wizer	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
PROGRAM EVALUATION: At the conclusion of the 2012-2013 school year we noted the need to implement Common Core State Standards and made decisions regarding our resources. We have maintained achievement over the years in math proficiency but still need to fine-tune our problem solving performance, especially in the areas of geometry and measurement. We will monitor growth using formative and summative assessments during the school year and use end-of-year assessment information to report success in ACSIP 2014-2015. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation	Sandy Jordan	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Use the Rigor/Relevance Framework as a tool along with the eight mathematical practices to develop instructional strategies for teaching problem-solving skills that will prepare students to solve complex real-world problems. Action Type: Alignment Action Type: Collaboration Action Type: Technology Inclusion	Brandy Vann	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Use of computation and procedural fluency strategies				
Scientific Based Research: Standards in Classroom Practice Research Synthesis 2001, McREL.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Evaluate effectiveness of Mastering Math Facts program in improving overall mathematics achievement by using MAP data, ITBS, formative class assessments, and/or performance	Lori Sherman	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> </ul>	ACTION BUDGET: \$

assessments. Action Type: AIP/IRI Action Type: Program Evaluation Action Type: Special Education			• Teachers	
Use grade level meetings to integrate and align supplemental computational strategies and materials into the daily math program. Action Type: Alignment Action Type: Special Education	MeMe Hagers	Start: 07/01/2013 End: 06/30/2014	• Computers	ACTION BUDGET: \$
Evaluate student progress in grade level appropriate computation and use informal formative assessments to monitor progress throughout the year. Action Type: AIP/IRI Action Type: Alignment Action Type: Program Evaluation	Barbara Kristoffersen	Start: 07/01/2013 End: 06/30/2014	• Teachers	ACTION BUDGET: \$
PROGRAM EVALUATION: At the conclusion of the 2012-2013 school year we evaluated this Intervention through pre/post MAP testing, CRT, NRT summative assessments, and local formative assessments and determined that it was effective in support of our Curriculum, Instruction, Assessment, and Professional Development. The following EVALUATION RESULTS demonstrate that this Intervention is valid in support of the teaching and learning that are part of this program: An average of 97% of our 3rd-5th grade students scored proficient or advanced on the Benchmark. During the 2013-2014 school year, we plan to follow the same protocol when evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention. We will continue to use formative and summative assessments to gain information regarding specific student needs. We will report the results in our 2014-2015 ACSIP and use those results to impact our future instructional program. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation	Rachel Morrow	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Performance Assessments • Teachers	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Teachers will seek professional development in implementation of Common Core State Standards and math practices. They will become very adept with new resources and curriculum maps and pacing guides.

Scientific Based Research: Loucks-Horsley, S., Designing Professional Development for Teachers of Science and Mathematics 2001, National Institute for Science Education.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Coordinate building-level professional development with district professional development steering committee. Action Type: Collaboration Action Type: Professional Development	Bonita Walters	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Central Office • District Staff • Teachers	ACTION BUDGET: \$
Use Faculty Expo to share technological applications for improving instruction. Action Type: Professional Development Action Type: Technology Inclusion	Brandy Vann	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Central Office • District Staff	ACTION BUDGET: \$
Use student Academic Improvement Plans and identified special needs of students using formative and summative assessments to assess	Thelma Thomason	Start: 07/01/2013 End:	• Administrative Staff	ACTION

professional development needs of teachers. Action Type: AIP/IRI Action Type: Professional Development Action Type: Special Education		06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	BUDGET: \$
Several staff members attended Cognitively Guided Instruction (CGI) and ECM training. These programs encourage problem-solving and explanation of thinking in students. We will encourage sharing of expertise and send more teachers for training each year. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Karyn Francis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The ACSIP Leadership committee will continue to meet to focus on core principles to help improve teaching and learning specifically to impact the TAGG group. The use of data, curriculum instruction, and professional development will help better meet the needs of all students. Action Type: Collaboration Action Type: Program Evaluation	Karyn Francis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
PROGRAM EVALUATION: At the conclusion of the 2012-2013 school year we evaluated our professional development needs and determined that it was effective. The following results demonstrate that this intervention is valid in support of the teaching and learning that are part of this program: An average of 97% of our 3rd-5th grade students scored proficient or advanced on the Benchmark. During the 2013-2014 school year, we plan to use our district-provided part-time math coach and weekly monitoring during grade level meetings to evaluate and adjust programs, processes, and activities needed to achieve the action descriptions within this intervention. We will continue to use formative and summative assessments to gain information regarding specific student needs. We will report the results in our 2013-2014 ACSIP and use those results to impact our future instructional program. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation	Rachel Morrow	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The Vandergriff Staff will continue seeking professional development that focuses on student engagement, technology integration, teacher and student leadership, brain research and higher-level thinking. Action Type: AIP/IRI Action Type: Collaboration Action Type: Professional Development	Dr. Bert Stark	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The addition of help from a math coach will improve our ongoing professional development as faculty members meet with her frequently put to practice research-based programs, assessments and interventions. Action Type: Collaboration Action Type: Professional Development	Nicky Anderson, math coach	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

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

1. Body Mass Index Data 12-13: of the 285 student population assessed (K,2nd,4th) (139 males,

- 146 females), the following represents the percent of students overweight and at risk of being overweight: Grade K: Not available due to small number of students tested in males; 13.3% females Grade 2: Males 14.3%, 14% Females Grade 4: Males 31.7%, 13.6% Females
2. Body Mass Index Data 11-12: of the 275 student population assessed (K,2nd,4th) (143 males, 132 females), the following represents the percent of students overweight and at risk of being overweight: Grade K: Not available due to small number of students tested Grade 2: Males 27.3%, 23.3% Females Grade 4: Males 26.8%, 16.4% Females
3. Body Mass Index Data 10-11: of the 283 student population assessed (K,2nd,4th) (146 males, 137 females), the following represents the percent of students overweight and at risk of being overweight: Grade K: Males N/A, 15.7% Females Grade 2: Males 21.7%, N/A Females Grade 4: Males 26.9%, 23.4% Females
4. The 2007-2008 School Health Index (SHI) results stated Vandergriff scoring medium-high in Module 6 (Counseling, Psychological, and Social Services) and Module 8 (Family and Community Involvement). The 2006-2007 School Health Index (SHI) results stated Vandergriff scoring low in Module 7 (Health promotion for staff) and medium-high in Module 8 (Family and Community Involvement) and Module 4 (Nutrition Services).
5. COMPREHENSIVE NEEDS ASSESSMENT: ACSIP leadership teams met and analyzed the data from BMI testing and various physical fitness tests given in our P.E. program. Third through fifth grade students will be given pre/post fitness tests using the FitnessGram and the Presidential Challenge. With the SPARK Physical Education, all students will be more active, developing social skills, and focusing on health-related fitness and skill development.

Supporting  
Data:

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 among all segments of the school community in support of positive lifestyle choices.

Benchmark The number of students being considered overweight or at risk of overweight, according to their BMI, will decrease by .5% during the 2011-2012 school year. It is expected that this population will meet, or exceed the 2012 target.

Intervention: Increase awareness and knowledge of the benefits of physical activity for lifelong health and wellness.				
Scientific Based Research: Kids for Health, 1995				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Students receive 280 minutes per week engaged in physical activity through our physical education program as well as recess. Action Type: Wellness	Jason Edwards, Physical Education Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Formative BMI assessments will be analyzed annually to determine the percentage of students decreasing in the categories of overweight or at risk of being overweight. Interventions will be evaluated for their effectiveness based on this data. Action Type: Program Evaluation Action Type: Wellness	Bert Stark, principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Provide CPR and conflict resolution training for special education teachers, as well as, school nutrition/physical activity and crisis committees. Action Type: Professional Development Action Type: Wellness	Bert Stark, principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Create and promote participation in a variety of activities that develop a full range of life skills for all grade levels. Action Type: Collaboration Action Type: Wellness	Kim Renner, counselor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
PROGRAM EVALUATION: At the conclusion of the 2012-2013 school year we evaluated this Intervention through BMI, and physical fitness testing and determined that it was effective in support of our Curriculum, Instruction, Assessment, and Professional Development. The following EVALUATION RESULTS demonstrate that this Intervention is valid in support of the teaching and learning that are part of this program: Out of the 283 students assessed (K, 2nd, 4th)there were:	Jason Edwards, Physical Education Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$

<p>more males overweight and at risk of being overweight. However, some of our data for kindergarten males and second grade females were not available. During the 2013-2014 school year, we plan to follow the same protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention. We will use this data/information to determine whether the objectives of this Intervention were achieved and whether it has been successful in attaining the anticipated participant outcome objectives and in making decisions that impact our future instructional program.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation</p>				
<p>COMPREHENSIVE NEEDS ASSESSMENT: The Health and Wellness Committee meets annually to discuss the BMI results and the health plan for the school. We examined the results by grade level and gender. We've studied the last three years to determine the health needs in our building. Teams will meet specifically to disaggregate data to best plan for student learning. Analysis of formative assessments developed by our own teachers will allow us to better identify specific needs of students. BASED ON OUR SUMMATIVE DATA, THE GREATEST NEEDS ARE IN OVERWEIGHT MALES IN 2ND AND 4TH GRADES. We will select interventions and coordinated our various state and federal funding sources to address these areas.</p> <p>Action Type: Collaboration Action Type: Program Evaluation</p>	Bert Stark, principal	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<p>.....</p> <p>ACTION BUDGET: \$</p>
<p>SPARK is a research-based, public health organization dedicated to creating, implementing, and evaluating programs that promote lifelong wellness. SPARK believes in fostering a positive working environment that values professional growth, upward mobility, and opportunities for people to work together toward common goals." Through the SPARK program it is also our goal to teach our students much more than PE and health. We strive to teach character traits such as sportsmanship, teamwork, cooperation, kindness, responsibility, self-control, self-esteem, respect, and much more. Our classes provide an opportunity for every student to excel, find increased self-confidence, and enjoy a sense of respect from their classmates.</p> <p>Action Type: Wellness</p>	Jason Edwards, PE teacher	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<p>.....</p> <p>ACTION BUDGET: \$</p>
<p>Students will be able to participate in two new outdoor programs this year: National Archery in the Schools Program (NASP) and the Educational Disc Golf Experience (EDGE), a 9-hole course around the building. Both of these new activities will encourage and inspire students to enjoy outdoor recreation in a fun exciting way to improve overall fitness.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness</p>	Jason Edwards, PE teacher	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>.....</p> <p>ACTION BUDGET: \$</p>
<p>Students will engage in activities on the outdoor track.</p> <p>Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Parental Engagement</p>	Jason Edwards, PE Teacher	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> </ul>	<p>.....</p> <p>ACTION BUDGET: \$</p>



			<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	
--	--	--	---	--

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, 1995

Actions	Person Responsible	Timeline	Resources	Source of Funds
Kids for Health, a comprehensive health education program, provides the education and motivation for students to make a lifetime of healthy choices. Formative and summative assessments will be given to students. Students kindergarten through fifth grade learn about nutrition, personal hygiene, safety, and smoking, just to name a few. Action Type: Wellness	Sara Hart, fifth grade teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Formative BMI assessments will be analyzed annually to determine the percentage of students decreasing in the categories of overweight and those at risk of being overweight. Interventions will be evaluated for their effectiveness based on this data. Action Type: Program Evaluation Action Type: Wellness	Bert Stark, principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
PROGRAM EVALUATION: At the conclusion of the 2010-2011 school year we evaluated this Intervention through BMI, and physical fitness testing and determined that it was effective in support of our Curriculum, Instruction, Assessment, and Professional Development. The following EVALUATION RESULTS demonstrate that this Intervention is valid in support of the teaching and learning that are part of this program: Out of the 283 students assessed (K, 2nd, 4th) there were more males overweight and at risk of being overweight. However, some of our data for kindergarten males and second grade females were not available. During the 2011-2012 school year, we plan to follow the same protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention. We will use this data/information to determine whether the objectives of this Intervention were achieved and whether it has been successful in attaining the anticipated participant outcome objectives and in making decisions that impact our future instructional program. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	Staci Vest, Physical Education Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$

Total Budget:	\$0
---------------	-----

**Intervention:** Establish and maintain a school-wide Positive Behavior Support Plan.

**Scientific Based Research:** <http://www.pbis.org> The TA Center on Positive Behavioral Interventions and Supports has been established by the Office of Special Education Programs, US Department of Education to give schools capacity-building information and technical assistance for identifying, adapting, and sustaining effective school-wide disciplinary practices.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Continue and maintain a school-wide Positive Behavior Support Plan. Expectations in all areas of	Andrea Sego,	Start: 07/01/2013	<ul style="list-style-type: none"> <li>• Administrative</li> </ul>	

the building will be set at the beginning of the year with emphasis on hallway behavior and dismissal. Action Type: Collaboration	Assistant Principal	End: 06/30/2014	• Staff Teachers	ACTION BUDGET: \$
PROGRAM EVALUATION: At the end of the 2013-2014 school year the leadership committee will evaluate the school-wide Positive Behavior Support Plan and make changes for the 2014-2015 school year. We will modify and seek new strategies to achieve success for all students. Action Type: Collaboration	Andrea Sego, Assistant Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Teachers	ACTION BUDGET: \$
Total Budget:				\$0

#### Priority 4: Improving ELL students

- Supporting Data:
1. In 2012, there were fewer than 10 Limited English Proficient (LEP) students tested in each grade level in our school. In 2011, there were fewer than 10 Limited English Proficient (LEP) students tested in each grade level in our school. In 2010, there were fewer than 10 Limited English Proficient (LEP) students tested in each grade level in our school.
  2. Vandergriff's AMO Status for the 2012 year was: Achieving; Vandergriff's AYP Status for the 2011 year was: Achieving; Vandergriff's AYP Status for the 2010 year was: Achieving
  3. The MAP data in 2011-2012 identified 64% of our K-5th grade students meeting or exceeding growth from fall to spring in reading and 76% in math.
  4. Attendance Rate: In 2012, the attendance rate for the building was 96%. In 2011, the attendance rate for the building was 96%. In 2010, the attendance rate for the building was 96%.
  5. COMPREHENSIVE NEEDS ASSESSMENT: ACSIP leadership teams met and analyzed the test scores from the 2012 administration of the ITBS and Augmented Benchmark exam. We examined the results from both the combined population and each subpopulation. We conducted data analysis to determine our main focus to be writing in multiple choice questions and content and style in the open response questions. In first and second grades our weakness was in vocabulary. Throughout the year, instructional teams will meet to analyze formative and summative assessments. Teams will meet specifically to disaggregate data to best plan for student learning. Analysis of formative assessments developed by our own teachers will allow us to better identify specific needs of students. Grade level teams, along with specialty staff, meet weekly to review data from formative and summative assessments. Data is also analyzed in faculty meetings and used to make decisions regarding instructional priorities and professional development.

Goal All students will improve in reading familiar text and learn strategies to comprehend and build their vocabulary bank.

Benchmark The 2010-2011 AYP status did not apply to our Limited English Population due to having fewer than 10 in the subpop. It is expected that each of these populations will meet, or exceed, the 2012 AYP target.

Intervention: Provide ELL students with core essential skills necessary for reading fluency, comprehension and language acquisition.				
Scientific Based Research: "Assessing Impact: Evaluating Staff Development", Joellen Killion, 2002, www.nsdc.org; "Revisiting Professional Learning Communities at Work- New Insights for Improving Schools", Richard DuFour, Rebecca DuFour, Robert Eaker, 2008.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teacher-designed formative assessments will be used to identify students who have not gained mastery of skills. A variety of interventions will be used that will appeal to a variety of learning styles and impact language acquisition, including total physical response, computer-based instruction, integration of music, and use of graphic organizers. Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion	Teresa Cornett	Start: 07/01/2013 End: 06/30/2014	• Computers • Teachers	ACTION BUDGET: \$
COMPREHENSIVE NEEDS ASSESSMENT: Our analysis of formative data from quarterly target tests, teacher-designed core essential skills tests, DRA and DIBELS fluency testing have shown us the deficits of our ELL learners. It is our goal for	Olivia Murphy, ELL teacher	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

all students at Vandergriff to achieve at high levels, so it is imperative that our instructional teams meet weekly to analyze and prepare for targeted, specific instruction that will best impact these learners. Our greatest need observed in these learners is reading fluency and responding in writing on open response questions.				
The LPAC committee (classroom teacher, ELL teacher, parent, counselor, and administrator) will meet periodically throughout the school year to discuss language assessment scores and determine how to meet their individual educational needs. Action Type: Collaboration Action Type: Parental Engagement	Olivia Murphy, ESL teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Professional Development will be provided to help increase the necessary knowledge, skills, and teaching strategies to meet the needs of ELL students. Action Type: Collaboration Action Type: Professional Development	Julie Ramsey, ESL teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Program Evaluation: During the 2013-2014 school year, we will evaluate this intervention through the analysis of language proficiency test scores, MAP and Benchmark scores. We will expect to see the students that are served from the ELL program to achieve a 5% growth on the state exams. Action Type: Alignment Action Type: Program Evaluation	Olivia Murphy, ESL teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

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

Supporting Data:	<ol style="list-style-type: none"> <li>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.</li> <li>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%</li> <li>African American Students Labeled MR: 20/50 or 40%. All other ethnicity: 30/50 or 60%.</li> <li>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.</li> </ol>
------------------	--

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

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

Intervention: Fayetteville Public Schools will monitor and maintain the number of African American students referred for special education services and identified as intellectually disabled by using early intervention strategies, school-based intervention teams and early Literacy strategies.
Scientific Based Research: RESEARCH For MAPS testing: Kingsbury Center at NWEA, State Standards and Student Growth: Why State Standards Don't Matter as Much as We Thought, Cronin, 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: SIF 1003(a) 10-11 Action Type: SIF 1003(a) ARRA Action Type: Special Education	Debra Wilson	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
The 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: SIF 1003(a) 10-11 Action Type: SIF 1003(a) ARRA Action Type: Special Education	Debra Wilson	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
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: SIF 1003(a) 10-11 Action Type: SIF 1003(a) ARRA Action Type: Special Education	Debra Wilson	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
The percent of children with parental consent to evaluate who are evaluated for Special Education within the state established time line of 60 days (CHILD FIND) will be 100% for the overall district, the early childhood ages 3-5 and school age 5-21. Action Type: SIF 1003(a) 10-11 Action Type: SIF 1003(a) ARRA Action Type: Special Education	Debra Wilson	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Fayetteville Schools will purchase early intervention materials that will be proactive in meeting the needs of all learners in hopes of preventing inappropriate SPED referrals. Action Type: SIF 1003(a) 10-11 Action Type: SIF 1003(a) ARRA Action Type: Special Education	Debra Wilson	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Personnel will receive training on literacy strategies across the curriculum/content areas and differentiation for general education teachers and leadership team with Lin Kuzmich. This will improve core instruction for all students. Action Type: SIF 1003(a) 10-11 Action Type: SIF 1003(a) ARRA Action Type: Special Education	Debra Wilson	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Fayetteville Schools will expand health and mental health resources for targeted populations at Owl Creek School (Owl Creek Project). These services will eventually be available to students across the district. Action Type: SIF 1003(a) 10-11 Action Type: SIF 1003(a) ARRA Action Type: Special Education	Debra Wilson	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

Program Evaluation – ALL levels Data will be collected on Early Intervening Services provided to all targeted students K-7 .... 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: \$
Funding allocated to Vandergriff Elementary will include the following expenditures: The total for Vandergriff CEIS: \$6,968 Action Type: SIF 1003(a) 10-11 Action Type: SIF 1003(a) ARRA Action Type: Special Education	Debra Wilson	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

Priority 6: Continue to involve and enhance parent involvement in our school.

- Supporting Data:
1. Attendance Rate: In 2012, the attendance rate for the building was 96%. In 2011, the attendance rate for the building was 96%. In 2010, the attendance rate for the building was 96%.
  2. Our school has a PTA membership of 100% participation in 2012, 2011, and 2010.
  3. Parent/Teacher Conferences in the fall and spring will have an expectation of 100% participation for the 2012-2013 school year. There was 100% parent participation in 2011-2012 and 2010-2011 school years.
  4. COMPREHENSIVE NEEDS ASSESSMENT: The parent survey was analyzed to determine areas of weakness. One main focus is to maintain our Positive Behavior Support Plan. This will help with discipline issues that occur during transition time and the safety of all our students. Also, we will be working on making sure we provide activities for all parents, including working parents.

Goal Maintain and increase parent involvement both in the home and school to improve student achievement.

Benchmark 100% of our parents are members of our PTA and it is expected to have 100% participation at parent/teacher conferences in the fall and spring of 2013-2014 school year.

Intervention: Continue to enhance parent involvement in our school.				
Scientific Based Research: National Center for Family & Community Connections with Schools, Southwest Educational Development Laboratory, "A New Wave of Evidence. The Impact of School, Family, and Community Connections on Student Achievement", Henderson, A., & Mapp, K. 2002				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The school library will have a designated area to be used as the Parent Library. Parenting books, magazines and other current informative material regarding responsible parenting will be available for parents to borrow for review. PTA/Community bulletin board in the front hallway will be in view for all parents. Action Type: Parental Engagement	Marci Tate, librarian	Start: 07/01/2013 End: 06/30/2014	• Teachers	ACTION BUDGET: \$
Parent Involvement Meetings (Parent Curriculum Nights) will be held at the beginning of the year to welcome parents and students to our school, go over grade level curriculum, share student expectations, and provide ways parents can assist in their child's education. The school's process for resolving parental concerns will be discussed at this meeting. Action Type: Collaboration Action Type: Parental Engagement	Andrea Sego, parent involvement coordinator	Start: 07/01/2013 End: 06/30/2014	• Teachers	ACTION BUDGET: \$

Through our annual parent survey, parents will be given opportunities to provide input in a two-way fashion regarding school climate, involvement, and safety. Action Type: Collaboration Action Type: Parental Engagement	Andrea Sego, Parent Involvement Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	ACTION BUDGET: \$
The school will provide parent resources on our school website with links on information about the parent center and library, as well as important meetings and opportunities for fathers/grandfathers to sign up for Watchdog Dad. Action Type: Parental Engagement	Andrea Sego, Parent Involvement Coordinator	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Provide volunteer training for all parent volunteers to learn confidentiality matters, as well as best practices and strategies. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development	Bert Stark, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>School Library</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Administrators will attend PTA board meetings monthly. Action Type: Collaboration Action Type: Parental Engagement	Bert Stark, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	ACTION BUDGET: \$
All parents will receive a reading connection publication that gives easy, appropriate, hands-on ideas for parents to support student literacy. Action Type: Parental Engagement	Andrea Sego, Parent Involvement Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Our administrators, teachers, and parents will work to maintain a very active, award-winning Parent Teacher Association that fosters parental and community involvement in over 40 committees. Action Type: Collaboration Action Type: Parental Engagement	Bert Stark, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Provide instruction to parents on how to incorporate developmentally appropriate learning activities at home through curriculum nights (August 27 & 29, 2013), 2 state mandated parent/teacher conferences (Oct. 24/25 & April 3/4) and regular weekly classroom newsletters. Action Type: Collaboration Action Type: Parental Engagement	Andrea Sego, Parent Involvement Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Parents will receive a monthly school newsletter called the Grizzly Gazette. They will also have access to utilize teachers' and staff email addresses for two-way communication. Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion	Andrea Sego, Parent Involvement Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Communicate clearly with parents about the new Common Core State Standards and implementation in Kindergarten through fifth grade. Share the expectations and ways to help at home at curriculum nights, conferences, newsletters, and class websites. Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion	Bert Stark, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Volunteers will tutor students through the Helping Hands Program. Action Type: Parental Engagement	Andrea Sego, Parent Involvement	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Parents will receive an Academic Improvement Plan or an Intensive Reading Improvement Plan	Andrea Sego,	Start: 07/01/2013	<ul style="list-style-type: none"> <li>Administrative</li> </ul>	

when their child has been identified with a substantial reading deficiency. Progress will be monitored until expectation is met and maintained. Action Type: AIP/IRI Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion	Assistant Principal	End: 06/30/2014	Staff <ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
PROGRAM EVALUATION: At the conclusion of the 2013-2014 school year we evaluated this intervention through parent interest surveys, parent curriculum nights, PTA board members, parent/teacher conferences and teacher input and determined it to be valuable in terms of supporting our efforts to increase student achievement. The following EVALUATION RESULTS demonstrate that the intervention is valid. 100% of our parents attended parent/teacher conferences in support of their child's education. During the 2013-2014 school year, we plan to follow the same protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention. We will report the results in our 2014/2015 ACSIP plan and use those results to impact our future program. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation	Bert Stark, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Promote reduction of time children spend engaged in sedentary activities such as watching television and playing video games by sending home information and tips for parents/caregivers. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness	Andrea Sego, Parent Involvement Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Provide Nutrition Nuggets newsletter that encourages healthy living. Action Type: Parental Engagement Action Type: Wellness	Andrea Sego, Parent Involvement Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	ACTION BUDGET: \$
The school will provide health/vision screenings for students. Action Type: Parental Engagement Action Type: Wellness	Rebecca Schneringer, nurse	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Encourage participation in family oriented, community-based physical activity programs such as Sweat Haws, Book Hogs, and Jump Rope for Heart. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness	Staci Vest-Selmon, Physical Education Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Community Leaders</li> </ul>	ACTION BUDGET: \$
Provide and maintain a current Parent Center. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Marci Tate, librarian	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Communicate the school-wide Postive Behavior Support Plan to parents regularly starting with curriculum nights in August and through the Grizzly Gazette.	Andrea Sego, Assistant Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$

Action Type: Collaboration				
Action Type: Parental Engagement				
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Amy Adams	Kindergarten	Literacy
Classroom Teacher	Amy Wood	Special Education	Literacy
Classroom Teacher	April Miller	Kindergarten	Literacy
Classroom Teacher	Blakely Stokenbury	Fifth Grade	Literacy
Classroom Teacher	Bonita Walters	Kindergarten	Math
Classroom Teacher	Brandy Vann	Second Grade	Math
Classroom Teacher	Christye Hudson	Third Grade	Math
Classroom Teacher	Darla Livermore	Second Grade	Literacy
Classroom Teacher	Jessica Thornton	Third Grade	Wellness
Classroom Teacher	Karen Wikholm	Third Grade	Math
Classroom Teacher	Karyn Francis	First Grade	Math Chair
Classroom Teacher	Karyn Francis	First Grade	Math
Classroom Teacher	Katie Tennant	Third Grade Teacher	Literacy
Classroom Teacher	Kelli Stull	Fifth Grade	Literacy
Classroom Teacher	Leanne Deweese	Kindergarten	Literacy Co-Chair
Classroom Teacher	Leanne Deweese	Kindergarten	Literacy
Classroom Teacher	Lora Home	First Grade	Math
Classroom Teacher	Lori Sherman	Second Grade	Math
Classroom Teacher	Michelle Wolchok	Fourth Grade	Wellness
Classroom Teacher	Missy Brewer	First Grade Teacher	Literacy
Classroom Teacher	Rachel Morrow	Third Grade	Math
Classroom Teacher	Rebecca Wilbern	Fourth Grade	Math
Classroom Teacher	Robin Yoakum	Third Grade	Literacy
Classroom Teacher	Robin Yoakum	Third Grade	ACSIP Co Chair
Classroom Teacher	Sandy Jordan	Fifth Grade	Math
Classroom Teacher	Sara Hart	Fifth Grade	Wellness
Classroom Teacher	Sherri Wheeler	Second Grade	Literacy Co-Chair
Classroom Teacher	Sherri Wheeler	Second Grade	Literacy
Classroom Teacher	Susan Wizer	Fourth Grade	Math
Classroom Teacher	Teresa Cornett	Fourth Grade	Literacy
Classroom Teacher	Teresa Cornett	Fourth Grade	ACSIP Co-chair
Classroom Teacher	Teri Eklund	First Grade	Wellness
Classroom Teacher	Thelma Thomason	Kindergarten	Math
District-Level Professional	Andrea Sego	Parent Engagement Coordinator	Parent Engagement
District-Level Professional	Christie Jay	Federal Programs Coordinator	ACSIP Leadership
District-Level Professional	Nicky Anderson	Math Coach	Math
Non-Classroom Professional Staff	Anne Hornberger	Nurse	Wellness
Non-Classroom Professional Staff	Audra Corbitt	Instructional Facilitator	Literacy
Non-Classroom Professional Staff	Barbara Kristofferson	Art	Math
Non-Classroom Professional Staff	Brett Mabry	Physical Education Teacher	Wellness
Non-Classroom Professional Staff	Deonna Tucker	CBI	Wellness
Non-Classroom Professional Staff	Jane Keen	GT	Literacy
Non-Classroom Professional Staff	Jason Edwards	Physical Education Teacher	Wellness Chair
Non-Classroom Professional Staff	Kim Renner	Counselor	ELL
Non-Classroom Professional Staff	Kim Renner	Counselor	Parent Engagement
Non-Classroom Professional Staff	Kim Renner	Counselor	Wellness
Non-Classroom Professional Staff	Lauren Ross	Counselor	Wellness



Non-Classroom Professional Staff	Leslie Hall	Speech Pathologist	Literacy
Non-Classroom Professional Staff	Marci Tate	Media Specialist	Literacy
Non-Classroom Professional Staff	MeMe Hagers	Music Teacher	Math
Non-Classroom Professional Staff	Mignonne Scarbrough	Gifted and Talented Teacher	Literacy
Non-Classroom Professional Staff	Olivia Murphy	ESL Teacher	Literacy
Non-Classroom Professional Staff	Olivia Murphy	ESL teacher	ELL Chair
Non-Classroom Professional Staff	Sherry Wallis	Technology Specialist	Literacy
Non-Classroom Professional Staff	Staci Selmon	Physical Education Teacher	Wellness
Non-Classroom Professional Staff	Stefanie Hood	Resource Teacher	Math
Parent	Courtney Smith	Parent	Parent Involvement
Parent	Heather Wagstaff	Parent	Parent Involvement
Parent	Kathryn Renfro	Parent	Math
Parent	Wendy Moss	Parent	Literacy
Principal	Andrea Sego	Assistant Principal	Steering Committee
Principal	Andrea Sego	Assistant Principal	ELL
Principal	Bert Stark	Principal	Steering Committee