



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

2013-2014 ARCHIVE

School Plan

[Print Version](#)

WASHINGTON ELEMENTARY SCHOOL

Arkansas Comprehensive School Improvement Plan

2013-2014

Washington Elementary School, in cooperation with parents and the community, will provide a safe and nurturing environment where meaningful learning experiences supported by resources give all students the opportunity to become productive, lifelong learners with a vision for their future.

Grade Span: K-5

Title I: Title I Schoolwide

School Improvement: SI_1

Table of Contents

Priority 1: Literacy

Goal: Washington Elementary will strive to improve the literacy rates of all its students.

Priority 2: Math

Goal: All students will improve in basic mathematic skills and responding to open response questions with additional attention to the Measurement, Data Analysis and Probability, and Geometry strands.

Goal: By May 2014, Washington Elementary will meet our AMO's for TAGG and Non-TAGG kids and will be meet the criteria to continue to be an Achieving School.

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

Priority 4: ELL

Goal: Goal Utilize state ELL funding so that all ELL students will improve in literacy, mathematics, and the acquisition of the English language.

Priority 5: Parental Engagement

Goal: It is the goal of Washington Elementary School to provide meaningful Parental Engagement opportunities to families of students. We believe these opportunities should improve relationships between school, students, and families.

Priority 6: Professional Development

Goal: It is the goal of Washington Elementary to provide professional development to its certified teachers and staff that will help bring Rigor and Relevance to the classroom

Priority 7: : 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 8: Targeted Improvement Plan (TIP)

Goal: Washington Elementary will meet the requirement of the ESEA Flexibility Act and exit the Priority Status by 2013-2014 school year. Fayetteville Schools and Washington Elementary will affect a change in teacher and leader practice and district/school/team structures to support instructional practices and teacher effectiveness for students contributing to the achievement gap.

Goal: Washington Elementary will meet the requirement of the ESEA Flexibility Act and exit the Priority Status by 2013-2014 school year. Fayetteville Schools and Washington Elementary will affect a change in teacher and leader practice to support student progress and achievement.

Goal: Washington Elementary will meet the requirement of the ESEA Flexibility Act and exit the Priority Status by 2013-2014 school year. Fayetteville Schools and Washington Elementary will monitor the effectiveness on

student safety and discipline where appropriate to support closing the achievement gap.

Goal: Washington Elementary will meet the requirement of the ESEA Flexibility Act and exit the Priority Status by 2013-2014 school year. Fayetteville Schools and Washington Elementary will monitor the effectiveness of parent and community engagement.

Students at Washington Elementary will improve in literacy skills in order to meet the 2013-2014
Priority 1: AMO.

1. Attendance:

The overall attendance rate for the school has increased during the past three years.

During 2013, the attendance rate for the school was 95.0%

During 2012, the attendance rate for the school was 95.17%.

During 2011, the attendance rate for the school was 94.73%.

2. 2012-2013 MAPS DATA

68% of our Kindergarteners met their growth goal.

43% of our 1st graders met their growth goal.

79% of our 2nd graders met their growth goal.

56% of our 3rd graders met their growth goal.

70% of our 4th graders met their growth goal.

71% of our 5th graders met their growth goal.

2011-2012 MAPS DATA

MAPS testing at the end of the 2011-2012 school year showed the following:

61% of our Kindergarteners were at or above the 50th percentile.

60% of our 1st graders were at or above the 50th percentile. Additionally, 46% of our 1st graders met their growth goal.

52% of our 2nd graders were at or above the 50th percentile. Additionally, 76% of our 2nd graders met their growth goal.

51% of our 3rd graders were at or above the 50th percentile. Additionally, 49% of our 3rd graders met their growth goal.

54% of our 4th graders were at or above the 50th percentile. Additionally, 53% of our 4th graders met their growth goal.

63% of our 5th graders were at or above the 50th percentile. Additionally, 55% of our 5th graders met their growth goal.

3. ITBS Test Data

First Grade 2013

56 students were tested.

39 students, or 69%, were proficient or advanced.

17 students, or 31%, were basic or below basic.

Second Grade

64 students were tested.

49 students, or 77%, were proficient or advanced.

15 students, or 23%, were basic or below basic.

First Grade 2012

71 students were tested.

46 students, or 65%, were proficient or advanced.

25 students, or 35%, were basic or below basic.

Second Grade 2012

55 students were tested.

35 students, or 64%, were proficient or advanced.

20 students, or 36%, were basic or below basic.

Due to a change in testing requirements, there is no ITBS data for 2011.

4. 2013 Benchmark Performance Goals

147 students in grades 3-5 were tested

76.22% of all students scored proficient/advanced and surpassed the 2013 performance goal of 76.19 %.

92 students were designated as Targeted Achievement Gap Group (TAGG) students. Of these 90 students, 65.59% scored proficient/advanced and surpassed the 2013 TAGG performance goal of 65.36%.

Data: 2012 Benchmark Performance Goals
138 students in grades 3-5 were tested
81.16% of all students scored proficient/advanced and surpassed the 2012 performance goal of 73.81 %.
90 students were designated as Targeted Achievement Gap Group (TAGG) students. Of these 90 students, 74.44% scored proficient/advanced and surpassed the 2012 TAGG performance goal of 61.89%.

5. 2013 Benchmark Performance Goals for ESEA Subgroups
Of 18 African American students tested, 61% scored proficient/advanced.
Of 14 Hispanic students tested, 71% scored proficient/advanced.
Of 87 White students tested, 73% scored proficient/advanced.
Of 92 Economically Disadvantaged students, 63% scored proficient/advanced.
Of 19 Students with Disabilities, 32% scored proficient/advanced.
Less than 10 English Learners were tested.

2012 Benchmark Performance Goals for ESEA Subgroups
Of 21 African American students tested, 57.14% scored proficient/advanced.
Of 14 Hispanic students tested, 85.71% scored proficient/advanced.
Of 87 White students tested, 89.66% scored proficient/advanced.
Of 82 Economically Disadvantaged students, 73.17% scored proficient/advanced.
Of 15 Students with Disabilities, 60.0% scored proficient/advanced.
Less than 10 English Learners were tested.

6.
7.
8. Washington Elementary is no longer identified as a Needs Improvement Focus School.
With our outstanding scores for 2011-12 and 2012-2013, we have met both the Year 1 and Year 2 Exit Criteria.

Why were we identified as a Needs Improvement Focus School? This identification was based upon three year performance data. During the 2008-09, 2009-2010, and 2010-2011 school years, 425 students were tested. In this time period, 73.41% of the students scored proficient/advanced. This percentage was just 0.4% shy of the performance goal of 73.41%! During the same time period, 269 TAGG students were tested. 63.20% scored proficient/advanced, surpassing the performance goal of 61.89%.

9. Comprehensive Needs Assessment: Washington Elementary conducted a three year trend analysis of literacy achievements using results from regularly administered formative assessments, local common assessments, ITBS, and Elementary Benchmark administrations (summative assessments). Results for both the All Students population and the Targeted Achievement Gap Group (TAGG) were examined, along with NCLB subpopulations, in order to identify specific areas of weaknesses in learning strands.

Our data analysis identified the following focus areas for improvement: comprehension in practical literary passages for multiple choice and open response and writing for content and style.

We examined our instructional strategies, classroom structure, grouping, and classroom walk-through data and are modifying our curriculum, instruction, common assessments, and professional development practices to better meet the needs of all of our students.

In addition, all teachers meet weekly with an instructional facilitator to review formative, real time classroom performance data, and to focus on classroom instruction. All teachers receive an extra hour of professional development each week in literacy, math, technology, or science strategies.

We will use available funds to implement appropriate interventions and programs that will best address the needs of our students.

Goal Washington Elementary will strive to improve the literacy rates of all its students.
During the 2013-2014 school year, Washington Elementary will meet AMO performance and/or growth goals as follows:
AMO Performance goal for all students: 78.57%
AMO Performance goal for TAGG students: 68.82%

Washington Elementary is no longer identified as a Needs Improvement Focus School.

Benchmark During the 2011-2012 School year, Washington Elementary was placed on alert based on its Literacy Scores for 2010-2011. Teachers, para-professionals, and students worked hard during the 2012-2013 school year to surpass the Literacy AMO goals of 76.19% proficiency for all students and 65.36% proficiency for TAGG students. Benchmark scores indicate that 76.22% of all students surpassed the 76.19% performance goal and 65.59% of TAGG students surpassed the 65.36% performance goal. During the 2012-2013 school year, Washington was identified as a Needs Improvement Focus School due to its three year performance trend for all students. During the 2008-2009, 2009-2010, and 2010-2011 school years, 73.41% of the 425 students tested scored proficient/advanced, which is just shy of the 73.81% performance goal. However, of the 269 TAGG students tested, 63.20% scored proficient/advanced, which is higher than the performance goal of 61.89%. Both student groups met Growth model goals over the three year period. The all student group scored 80.08% proficient/advanced, which is greater than the growth goal of 78.43% and TAGG students scored 72.67% proficient/advanced, which is greater than the growth goal of 71.24%.

Benchmark 60% of students below the 50th percentile will meet or exceed the growth expectation in Literacy for MAPs testing.

Intervention: In accordance with the Fayetteville Public Schools' emphasis on Literacy, Washington Elementary will implement Comprehensive Literacy Strategies in grades K-5.				
Scientific Based Research: Early Reading First Presentation, Dec. 2001, Means, B., & Olson, K. 1994. The link between technology and authentic learning. Atwell Rasinski Fountas and Pinnell				
Actions	Person Responsible	Timeline	Resources	Source of Funds
A minimum of 90 minutes time for Literacy will be scheduled each day. Action Type: AIP/IRI Action Type: Equity Action Type: Title I Schoolwide	Ashley Garcia	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
We will implement Comprehensive Literacy strategies as an integral part of the reading and writing curriculum. New teachers, new to grade, or teachers without training within 3 years will participate in ELA and/or Effective Literacy. Substitute teachers will be hired to cover classrooms. This includes Year 1 ELA training for Allie Brown, grade K.; Year 2 ELA training for Caroline Campbell, grade 1, Terra Ogle, grade 1, and Shannon Lawson, grade 1; and Year 2 ELF training for Heather Bowen, grade 3 and Holly Wimer, grade 3. Action Type: AIP/IRI Action Type: Equity Action Type: Professional Development Action Type: Title I Schoolwide	Brooke Wing	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	Title I - Purchased \$1452.00 Services: ACTION BUDGET: \$1452
We will use Title I funds to hire Kay Gourley as a Highly Qualified Instructional Assistant (1.0 FTE). Kay will provide assistance in interventions and Reading 180. Additionally, Kay will provide small group instruction (1-5 students) that supports reading instruction and developing grade level literacy skills.	Ashley Garcia	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Performance Assessments Teachers Title Teachers 	Title I - Employee \$9719.00 Salaries: Title I - Employee \$2586.00 Benefits: ACTION BUDGET: \$12305

Action Type: AIP/IRI Action Type: Equity Action Type: Title I Schoolwide				
<p>Washington teachers will administer Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to all Kindergarten through fifth grade students three times per year: at the beginning of the year, mid-year, and end of the year. DIBELS will be used as the following:</p> <ol style="list-style-type: none"> 1) an evaluation instrument to determine in which areas of reading the child is deficit, 2) a progress monitoring instrument for students with a substantial reading deficit, and 3) an assessment instrument used to determine discontinuation of services. <p>The DIBELS evaluation will be administered within thirty days after the beginning of the school year for Kindergarten through fifth graders, within 30 days of enrollment date for new students, and after receiving the Qualls report for applicable kindergarten students.</p> <p>If a child has a substantial reading deficit, as indicated by DIBELS, that child will participate in intensive reading interventions which will be comprehensive in nature and will be targeted to remediate the area of deficiency.</p> <p>Action Type: AIP/IRI Action Type: Equity</p>	Brooke Wing	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	ACTION BUDGET: \$
<p>We will identify students in grades K-3 who have a "substantial reading deficit". (A substantial reading deficit is defined by the following: 1) kindergarten students who score "delayed" in both written and oral communication on the Qualls Inventory which will be given in the spring of 2013, 2) first, second, or third grade students who score at or below the 50th percentile on the reading portion of the MAPS assessments, or 3) first or second grade students who score at or below the 50th percentile on the reading portion April 2013 ITBS administration.</p> <p>Teachers will provide these students with intensive reading instruction that includes comprehensive literacy strategies. Such students will also participate in an intervention program provided by a highly qualified teacher and/or a highly qualified paraprofessional. Interventions may happen in small group or individualized settings. Interventions are provided in addition to core classroom instruction. Teachers will develop an IRI (Intensive Reading Improvement Plan) for each student, and student progress will be monitored bi-weekly. Students will continue to receive interventions until they reach grade level proficiency.</p>	Caroline Campbell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Teachers • Title Teachers 	ACTION BUDGET: \$

<p>Additional interventions may be provided for struggling students. Parents/guardians will receive written notification if their child is identified with a substantial reading deficiency.</p> <p>Action Type: AIP/IRI Action Type: Equity Action Type: Title I Schoolwide</p>				
<p>3rd, 4th, and 4th grade teachers will collaborate with parents to develop Academic Improvement Plans (AIPs) for any student scoring below proficient on the April 2013 administration of the ACTAAP Arkansas Augmented Benchmark exam. AIPs may also be developed for any other students who show a need as determined by DIBELS, DRA, MAPs, any other classroom assessments, or by classroom teachers.</p> <p>Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	Jennifer Neumayer	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>MAPs assessments will be given to all students at the beginning of the school year. Data from these assessments will be used benchmarks determine student growth and drive student instruction. MAPs data will also be used in conjunction with other assessments to determine which students are in need of tier 2 interventions. FORMATIVE EVALUATION will be used for point in time remediation.</p> <p>Action Type: Equity Action Type: Technology Inclusion</p>	DJ Rush	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Computers • Teachers 	<p>ACTION BUDGET: \$</p>
<p>K-5 teachers will use Formative assessments (such as MAPs, DRA, DIBELS, state writing rubrics) at least three times during the school year in order to evaluate student progress in reading and writing. Data from the assessments will be collected at the beginning of the year, which will be considered to be a pre-test of skills. Data from the assessments during the school year will be used to determine deficits and drive instruction. Data from assessments from the end of the school year will used as post test scores and will be compared to beginning of year scores to determine progress. Results will be provided to the students' teacher in the next school year. Teachers will be given release time in order to analyze data after fall, winter, and spring administrations of district mandated formative assessments. One full day of release time will be granted in the fall and winter. One half day of release time will be granted in the spring.</p>	Brooke Wing	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Computers • District Staff • Performance Assessments • Teachers • Title Teachers 	<p>ACTION BUDGET: \$</p>

Action Type: Alignment Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion				
In order to improve literacy skills, classroom teachers, special education teachers, media specialists, and other support staff will collaborate in order to implement differentiated instruction strategies for students with Academic Improvement Plans, Intensive Reading Improvement Plans, Tier I or II interventions, and/or specials needs. Strategies include, but are not limited to, the use of point in time remediation and extended time allowances. Action Type: AIP/IRI Action Type: Equity Action Type: Special Education	Brooke Wing	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers Title Teachers 	ACTION BUDGET: \$
Grade level literacy teams will meet bi-monthly. Team members will consist of grade level teachers, the instructional facilitator, and, as needed, resource teachers, special education teachers and other support staff. Grade level teams will collaborate in order to develop and implement differentiated instructional strategies for students with AIPs, IRIs, in tier I and II interventions, and/or special needs. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity	Brooke Wing	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers Title Teachers 	ACTION BUDGET: \$
We will purchase guided reading books, materials and supplies (including but not limited to leveled-reading trade books, dictionaries, thesauri, games for centers to support reading instruction, notebooks) to support instruction in K-5. Decisions on purchasing books will be assisted by consulting leveled-reading lists. Books for guided reading will be sent home weekly so that parents may work with their child in order to improve the child's reading skills.	Brooke Wing	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> School Library Teachers Title Teachers 	ACTION BUDGET: \$
FORMATIVE ASSESSMENT: Each teacher will administer district mandated common assessments each quarter. Upon administration, teachers will analyze student writing using a writing district developed rubrics that reflects state writing standards and the common core curriculum in order to determine areas of student strengths and weakness. Areas of student weakness will drive individualized instruction in writing strategies. Action Type: Alignment Action Type: Equity	Leona Prothero	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$

Teachers at Washington will include writing as a part of the 90 minute literacy block. Writing instruction will meet Common Core learning expectations.	Ashley Garcia	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Action Type: Equity				
Materials and Supplies will be purchased with an eye to equalizing classrooms resources and teaching materials. Items to be purchased include, but are not limited to, Aussie Pockets, Rugs, White Boards, and Easels. Of this budget, a carpet, estimated price \$300 will be purchased for Allie Brown's Kindergarten classromm.	Ashley Garcia	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Central Office Teachers 	Title I - Materials & Supplies: \$1101.00 ACTION BUDGET: \$1101
Action Type: Equity Action Type: Title I Schoolwide				
Total Budget:				\$14858
Intervention: Students who are not yet proficient in literacy will be identified and will receive a "Double Dose" instruction in Literacy skills in Grades K-5.				
Scientific Based Research: Lanugage Connections: Writing and Reading Across the Curriculum, Auman, M.E.; Step Up to Writing: Basic, Practical, and Helpful Instruction for Writing Assignments, Assessments, and Everyday Writing Tasks. Sopris West. 1999; Atwel, N. In the Middle: Writing, Reading, and Learning with Adolescents. Boynton/Cook Publishers. 1987; Calkins, L. The Art of Teaching Writing. Heinemann. 1986.Allington, R. Classrooms that Work: Where All Children Read and Write. HarperCollins. 1996. 275 pages.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Summative assessments (NRT, CRT, Augmented Benchmark) will be used to determine the progress of this intervention. The Primary Benchmark and NRT data will be analyzed when data is availableto see if benchmark has been made. MAPs testing (a formative assessment) may also be performed on an interim basis to determine if progress has been made.	Ashley Garcia	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide				
PROGRAM EVALUATION: During the 2013-2014 school year, we plan to use the following protocol in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program: 1) Analyzing data to determine if a positive correlation exists between student participation in double dose instruction and student performance on CRT, NRT, and summative evaluation scores. We will use this data/information to determine whether the objectives of this Intervention are achieved and whether it is successful in attaining the anticipated participant outcome	Ashley Garcia	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$

<p>objectives. We will report the results, in our 2014-2015 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program.</p> <p>PROGRAM EVALUTION RESULTS We believe this intervention is valid in support of the teaching and learning that are part of this program. The 2012-2013 school saw marked growth in the area of literacy for all students and TAGG students. The performance and growth goals were surpassed. Furthermore, we achieved our AMO for the second year in a row and are no longer a Needs Improvement Target School. This year we will continue double dose instruction as mandated by our school district. As a district, Fayetteville is focusing on increasing the achievement scores for the same target group. Double dose instruction is an essential element in creating Relationships, which supports achievement in the long run. This year we will continue double dose instruction as mandated by law for students with an AIP.</p> <p>Action Type: Equity Action Type: Program Evaluation Action Type: Title I Schoolwide</p>				
<p>We will identify students in grades 3-5 who are not proficient in literacy. We will determine such students by the following: Students who are not proficient or advanced on the April 2013 Benchmark administration, DIBELS administrations at the beginning or middle of the 2013-2014 school year, and/or, Students who score below the 50th percentile on the beginning or mid-year MAPs assessment. Students who are proficient in literacy, but show a weakness in a determined area may also participate in "Double Dose" instruction on an as needed basis at the discretion of the classroom teacher.</p> <p>Students who are not proficient in literacy will receive a "double dose" of literacy instruction. "Double Dose" instruction can be given in many ways including: 1) small group instruction provided by either classroom teachers or Title I aides 2) one-on-one instruction 3) computer software.</p> <p>Classroom teachers will direct Title I aides who provide the "Double Dose" instruction.</p> <p>Action Type: Collaboration</p>	<p>Brooke Wing</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Title Teachers 	<p>ACTION BUDGET: \$</p>

Action Type: Equity				
Washington will establish a Barton, Lexia, Systems 44, and Read 180 lab for students. These labs will be used for small group intervention and will be supervised by a Title I Instructional Aide, Donna Lewis. Students who are below grade level will be identified using Formative and Summative Data and will participate in these programs as a tier three intervention.	Ashley Garcia	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers Teachers Title Teachers 	Title I - Employee \$5794.00 Benefits: Title I - Employee \$22284.00 Salaries: ACTION BUDGET: \$28078
Action Type: AIP/IRI Action Type: Equity Action Type: Technology Inclusion				
Volunteers from our community partnerships will assist with increasing literacy by reading with students during their volunteer hours. These volunteers can also act as mentors to our students. We currently have community partnerships with Kappa Kappa Gamma, Alpha Phi Alpha Fraternity, Big Brothers/Big Sisters, Fayetteville High School Service Learning, St. Paul's Episcopal Church, Central United Methodist Church, and First Baptist Church. Padma, a mother of a third grader, will coordinate a volunteer schedule that will ensure each classroom has at least one volunteer per month.	Synetra Morris	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Community Leaders Teachers Title Teachers 	ACTION BUDGET: \$
Action Type: Collaboration Action Type: Equity				
We will purchase additional materials to support intervention programs (Barton, Lexia, Systems 44, and Reading 180).	Brooke Wing	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Action Type: Alignment Action Type: Title I Schoolwide				
We will use Title I funds to hire Brenda Glidewell as a Highly Qualified Instructional Assistant (1.0 FTE). Brenda will provide assistance in interventions and Reading 180. Additionally, Brenda will provide small group instruction (1-5 students) that supports reading instruction and developing grade level literacy skills.	Ashley Garcia	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Outside Consultants Performance Assessments Teachers Title Teachers 	Title I - Employee \$2098.00 Salaries: Title I - Employee \$544.00 Benefits: ACTION BUDGET: \$2642
Action Type: Title I Schoolwide				
Total Budget:				\$30720
Intervention: In order to increase performance in literacy, an Instructional Facilitator will be hired to support teachers in grades K-5 by providing intensive on site professional development in Comprehensive Literacy Strategies.				
Scientific Based Research: Early Reading First Presentation, Dec. 2001, Means, B., & Olson, K. 1994. The link between technology and authentic learning. Educational Leadership, 51(7), 15-18; Louis, K.S., Marks, H.M., & Bruse, S. 1996. Teachers' professional community in restructuring schools. American Educational Research Journal, 33, 757-798.; Lyons, C.A., & Pinnell, G.S. (2001). Systems for change in literacy education: A guide to professional development; Dorn, L. & Soffos, C. (2001). Shaping Literate Minds				
Actions	Person Responsible	Timeline	Resources	Source of Funds

<p>Hire a full time 1.0 FTE Instructional Facilitator, Brooke Wing, who has been trained using the AR Reading Literacy Coach model and Smart Start Literacy Lab Model.</p> <p>Action Type: Equity Action Type: Professional Development</p>	Ashley Garcia	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Administrative Staff Outside Consultants 	<p>ACTION BUDGET: \$</p>
<p>Summative evaluations will be used to determine the progress of this intervention. The Primary Benchmark and NRT data will be analyzed to see if benchmark has been made.</p> <p>Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation</p>	Ashley Garcia	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> District Staff Title Teachers 	<p>ACTION BUDGET: \$</p>
<p>PROGRAM EVALUATION: At the conclusion of the 2012-2013 school year we evaluated this Intervention/Program through:</p> <ol style="list-style-type: none"> 1) Collecting and analyzing summative and local assessments to determine students who have a deficit in literacy. 2) Collecting data from ongoing assessments administered by classroom teachers in order to determine the effectiveness of the instructions that is given and to track student progress. 3) Compare collected data to summative assessments in order to determine if the support given to teachers by the Instructional Facilitator has been effective. 4) Administering a survey of teachers at the end of the year to determine effectiveness of the Instructional Facilitator. (At the building level, the Instructional Facilitator provides Professional Development in the latest instructional techniques in Literacy and acts as a liaison between teachers and the TIAA department of our administration.) <p>Data was presented to the Literacy Committee to determine if this intervention will be continued in the 2013-2014 school year. As a result of examining the data, we determined that this intervention was effective in support of our Curriculum, Instruction, Assessment and Professional Development.</p> <p>The following EVALUATION RESULTS demonstrate that this Intervention is valid in support of the teaching and learning that are part of this program:</p> <ol style="list-style-type: none"> 1) In comparing summative assessments to student achievement data, it was determined that this intervention is successful. There was an upward trend oral fluency scores in K-5 as indicated by DIBELS. <p>During the 2013-2014 school year, we plan to use the following protocol in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program:</p> <ol style="list-style-type: none"> 1) Collecting and analyzing summative and local assessments to determine students who have a deficit in literacy. 2) Collecting data and analyzing data from ongoing assessments administered by classroom teachers in order to determine the effectiveness of the instructions that is given and to track 	Brooke Wing	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>

<p>student progress.</p> <p>3) Comparing collected data to summative assessments in order to determine if the support given to teachers by the Instructional Facilitator has been effective.</p> <p>At the building level, the Instructional Facilitator will:</p> <p>1) provide Professional Development in the latest instructional techniques in Literacy.</p> <p>2) act as a liaison between teachers and the TIAA department of our administration.</p> <p>3) Administer a survey of teachers at the end of the year to determine effectiveness of the Literacy Program.</p> <p>We will use this data/information to determine whether the objectives of this Intervention/Program are achieved and whether it is successful in attaining the anticipated participant outcome objectives. We will report the results, in our 2014-2015 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program.</p> <p>Action Type: Equity Action Type: Program Evaluation</p>				
<p>COMPREHENSIVE NEEDS ASSESSMENT: We formed ACSIP Leadership Teams and analyzed the test scores from the 2013 administration of the 3-5 grade Augmented Benchmark and ITBS Exams. We examined the results from both the combined population and EACH subpopulation. We conducted data analysis to determine our main areas of weakness.</p> <p>In addition, we studied the three most recent years of Attendance, Disciplinary, Formative and Summative Achievement Data across grade levels within our building. We aggregated and disaggregated all the data for the purpose of establishing student learning and behavioral goals. We looked at our trend data in order to better identify the specific areas of need and help align classroom instruction with our curriculum, assessment and professional development.</p> <p>We met to determine the students who could benefit most from intensive interventions. Our 2013 Supporting Data Statements shows that our students had an outstanding year in performance and growth. We will continue to modify our Curriculum, Instruction, Assessment, and Professional Development practices to better meet the needs of all our populations.</p> <p>Based on our Data Analysis we came to the conclusion that the following areas reflect our greatest need within the Literacy Priority: Writing for content and style, responding to reading passages in writing (open response), and responding practical literature in both multiple choice and writing. We will select Interventions and coordinate our various state and federal funding sources to address these areas.</p> <p>IN addition, we meet in grade level teams, bi-weekly, and as an entire faculty, monthly, so that we can review formative, "real time" classroom</p>	<p>Ashley Garcia, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>

<p>performance data to determine the focus of our Classroom Instruction.</p> <p>We track and maintain student progress on an "Assessment/Intervention" wall located in the "Think Tank". Student information is color coded so it is easy to see if a student is making progress.</p> <p>Action Type: Equity Action Type: Program Evaluation Action Type: Title I Schoolwide</p>				
<p>: COLLABORATION: The Instructional Facilitator will collaborate with K-5 teachers in order to increase literacy and writing scores. The Instructional Facilitator will serve as a literacy resource for all teachers in the building. One-on-one, small group, and large group are appropriate settings for Instructional Facilitation sessions. The Instructional Facilitator may also demonstrate strategies within the classroom setting and may also take small groups of students for "Double Dose" instruction.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide</p>	Brooke Wing	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Title Teachers 	<p>ACTION BUDGET: \$</p>
<p>The Instructional Facilitator will coordinate an assessment wall to track reading and writing progress of all students.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation</p>	Brooke Wing	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>
<p>The Instructional Facilitator will administer a survey at the end of the year. The survey should address the following: 1) techniques shared by the Instructional Facilitator 2) support from the Instructional Facilitator 3) other concerns the Instructional Facilitator would like to address The results of this survey should be shared with the principal and staff.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide</p>	Brooke Wing	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Title Teachers 	<p>ACTION BUDGET: \$</p>
<p>The Instructional Facilitator will act as a liaison between the school (faculty, administration, and staff) and the district in matters of Literacy.</p> <p>Action Type: Collaboration Action Type: Professional Development</p>	Brooke Wing	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers • Title Teachers 	<p>ACTION BUDGET: \$</p>
Total Budget:				\$0
Intervention: Washington School will utilize Haggerty: Phonemic Awareness for phonological and phonemic awareness instruction.				
Scientific Based Research: National Reading Panel Report (2000); Put Reading First (2001)				

Actions	Person Responsible:	Timeline	Resources	Source of Funds
<p>The instructional leader will monitor the level of implementation in classrooms according to the observation protocol and/or Classroom Walk-Thru. The instructional leader will confer with the teacher to discuss the level of implementation. All students will participate in explicit and systematic phonemic awareness instruction. This includes teacher explanation and modeling of all phonemic awareness skills, followed by guided practice and independent practice.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>	Ashley Garcia	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
<p>PROGRAM EVALUATION: During the 2013-2014 school year, we will evaluate Formative Assessments obtained by administering by The DIBELS Phonemic Segmentation Fluency (PSF) to determine its effectiveness in support of our curriculum, instruction, assessment, and professional development. This task will be administered to all kindergarten students at mid-year and end-of-year and first grade students three times a year to identify those 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. Progress will be monitored using the DIBELS PSF task bi-weekly until the student reaches expected levels of performance. We will analyze the local assessments to determine the effectiveness of this intervention. Results of this analysis will be presented to the Literacy Committee in the spring of 2014. We will use the result data to determine if this intervention will continue in 2014-2015. We will report the results in our 2014-2015 ACSIP plan.</p> <p>Action Type: Alignment Action Type: Program Evaluation</p>	Brooke Wing	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers Title Teachers 	ACTION BUDGET: \$
<p>Summative evaluations will be used to determine the progress of this intervention. We will analyze the DIBELS, MAPs, and NRT data to determine if benchmark has been made.</p> <p>Action Type: Professional Development Action Type: Program Evaluation</p>	Brooke Wing	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers Title Teachers 	ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Washington School will utilize a comprehensive literacy approach to word study/phonics in grades Kindergarten-5 as students progress through the within-word stage, syllable juncture stage and derivational constancy stage as noted in Word Journeys (2000).				
Scientific Based Research: National Reading Panel Report (2000); Word Journeys (2000). Mind full of Words				
Actions	Person Responsible:	Timeline	Resources	Source of Funds
Word study/phonics is aligned with the ADE Framework Standard 11. A pacing guide is in place to identify benchmarks at each nine weeks for grades Kindergarten-5. Each grade level will provide approximately 15 minutes each day of	Brooke Wing	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$

explicit instruction in word study/phonics according to the pacing guide.				
Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Title I Schoolwide				
As a formative assessment, the instructional leader will monitor the level of implementation in classrooms according to the observation protocol and/or Classroom Walk-Thru. The instructional leader will confer with the teacher to discuss the level of implementation. Students will be screened with the Developmental Spelling Analysis (DSA) for placement of instruction and the DSA will be used as an end-of-year outcome assessment. Word study/phonics will be progress monitored with a weekly word study assessment.	Ashley Garcia	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers Teaching Aids Title Teachers 	ACTION BUDGET: \$
Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation				
Summative evaluations will be used to determine the progress of this intervention. The Primary Benchmark and NRT data will be analyzed to see if benchmark has been made.	Leona Prothero	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Action Type: Professional Development Action Type: Program Evaluation				
Kindergarten and first grade teachers will administer and evaluate formative assessments from the DIBELS Phonemic Segmentation Fluency (PSF) in order to determine effectiveness. This assessment will be given to all Kindergarten students twice (mid-year and end of year) and to First Grade students three times (beginning of year, mid-year, and end of year.) This will assist in identifying students who are either on track for reading success or at risk for reading difficulties. Additional diagnostic assessments will be administered to those students shown to be at risk of reading failure. Progress will be monitored using the DIBELS PSF task on a bi-weekly basis until the student reaches expected levels of performance. Local assessments will also be used to determine the effectiveness of this intervention.	Brooke Wing	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Action Type: Alignment Action Type: Program Evaluation				
Total Budget:				\$0

Intervention: Implementation of Creative Cats Afterschool Program

Scientific Based Research: Rigor, Relevance, and Relationships, Daggett, W.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Washington Elementary will implement an after school program that will provide tutoring, reading in the content area (science) activities, hands on science activities, and wellness education. This program, called Creative Cats, will be offered	Tara Lechtenberger	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Community Leaders Teachers 	ACTION BUDGET: \$

five days per week, four days on site and one day off site at the Reynolds' Boys' and Girls' Club.				
Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide				
Students who are below proficient on summative assessments, on formative assessments and/or participate in FRLP will be identified and offered the opportunity to participate in this program. We hope this program will bring rigor and relevance to our curriculum. We also hope to strengthen student, teacher, and parent relationships through this program.	Tara Lechtenberger	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Community Leaders Teachers 	ACTION BUDGET: \$
Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide				
As a part of the Creative Cats program, instructors will be hired to provide on site instruction in wellness education, reading in the content area activities, hands on science activities, and tutoring. Two instructors plus a afternoon coordinator will be hired to work 2 afternoons per week at the rate of \$30.00 per hour.	Ashley Garcia	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Community Leaders Teachers 	Title I - Employee \$6000.00 Salaries: Title I - Employee \$1560.00 Benefits: ACTION BUDGET: \$7560
Action Type: Equity Action Type: Title I Schoolwide				
Reynolds' Boys' and Girl's Club employees will provide tutoring at Washington once per week. Once per week, Reynolds' Boys' and Girs's club employees will transport students to the Boys' and Girls' club facility for tutoring and other on-site activities. Currently, we plan to carry transportation costs; however, the Reynold's Boys' and Girls' Club is working on a grant to cover the transportation costs.	Tara Lechtenberger	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Community Leaders Teachers 	Title I - Purchased \$3800.00 Services: ACTION BUDGET: \$3800
Action Type: Equity Action Type: Title I Schoolwide				
Snacks for students participating in the Creative Cats program will be provided through a partnership with Fayetteville Public Schools Food Service utilizing the FRLP guidelines. There will be no cost to participants or to Washington Elementary.	Tara Lechtenberger	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Teachers 	ACTION BUDGET: \$
Action Type: Equity Action Type: Title I Schoolwide				
Through Creative Cats, a tutoring program will be offered to our FRLP students free of charge. Teachers will	Tara Lechtenber	Start: 07/01/2013 End:	<ul style="list-style-type: none"> Community Leaders 	ACTION BUDGET: \$

submit names of students who need tutoring to the school liaison, Tara Lechtenberger, who will determine which students are FRLP. Students who are FRLP will receive priority as the tutoring spots are filled.		06/30/2014	<ul style="list-style-type: none"> Teachers 	
Action Type: Collaboration Action Type: Equity				
We will hire a person to administer Creative Cats, the after school program, and to collaborate with the Boys and Girls Club, parents, and teachers. This person will be a current staff person who will be a part of building initiative. Job Description will include collaborating with teachers about academics and communicating with parents and media about the program and its events.	Ashley Garcia	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide				
As a part of the Creative Cats Program, summer enrichment opportunities will be offered to Creative Cats participants. These activities will be offered every two weeks throughout the summer. Each activity will include at least two of the following: cultural enrichment, physical activity, nutrition, and community involvement. Transportation, a meal, and snacks will be provided. This is provided in conjunction with Fayetteville Public School Families in Transition funding. Parents, teachers, staff, alumni, and other community volunteers will provide supervision during each outing.	Tara Lechtenberger	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Community Leaders District Staff Teachers 	ACTION BUDGET: \$
Action Type: Equity Action Type: Parental Engagement Action Type: Wellness				
Total Budget:				\$11360

Priority 2: Improving Math

- 2013 Benchmark Performance Goals
151 students in grades 3-5 were tested
78.81% of all students scored proficient/advanced and surpassed the 2013 performance goal of 72.98%.
99 students were designated as Targeted Achievement Gap Group (TAGG) students. Of these 99 students, 69.70% scored proficient/advanced and surpassed the 2013 TAGG performance goal of 59.26%.
- 2013 Benchmark Performance Goals for ESEA Subgroups
Of 20 African American students tested, 70% scored proficient/advanced and surpassed the performance goal of 40.48%.
Of 14 Hispanic students tested, 78.57% scored proficient/advanced and surpassed the performance goal of 72.23%.
Of 91 White students tested, 84.62% scored proficient/advanced and surpassed the performance goal of 79.38%.
Of 94 Economically Disadvantaged students, 69.15% scored proficient/advanced and surpassed the performance goal of 58.33%.

Of 26 Students with Disabilities, 61.54% scored proficient/advanced, surpassing the goal of 50.00%.

There were less than 10 English Learner students tested.

3. 2013 Benchmark Growth Goals

94 students in grades 3-5 were included in the growth model.

67.02% of all students scored proficient/advanced, falling short of the growth goal of 74.51%.

61 students designated as Targeted Achievement Gap Group (TAGG) students were included in the growth model. Of these 61 students, 59.02% scored proficient/advanced and surpassed the 2013 TAGG performance goal of 60.78%.

10 African American students were included in the growth model. 60.00% scored proficient/advanced, surpassing the growth goal of 52.38%

9 Hispanic students were included, 77.78% scored proficient/advanced, falling short of the goal 83.33%

55 White students were included, 72.73% scored proficient/advanced, falling short of the goal 78.07%.

57 Economically Disadvantaged students were included, 57.89% scored proficient/advanced and fell short of the goal 60.00%.

Less than 10 English Learners and Students with Disabilities were in the growth group.

4. Attendance: In 2012-2013 the attendance rate was 95%.

5. ITBS Spring 2012 Math Grade 1:

Total students taking the test: 56

55% Advanced and Proficient

45% Basic and Below Basic

ITBS Spring 2012 Math Grade 2:

Total students taking the test: 64

67% Advanced and Proficient

33% Basic and Below Basic

Supporting
Data:

6. COMPREHENSIVE NEEDS ASSESSMENT: We meet as a faculty and as grade level teams to study the data from the 2013 administration of the third, fourth, and fifth grade Augmented Benchmark, ITBS, and MAP assessments. We conducted data analysis to determine our main areas of weakness.

In addition, we studied the three most recent years of Attendance, Disciplinary, Formative and Summative Achievement Data across grade levels within our building. We aggregated and disaggregated all the data for the purpose of establishing student learning and behavioral goals. We looked at our trend data in order to better identify the specific areas of need and help align classroom instruction with our curriculum, assessment and professional development.

We examined our routines, customs, and norms in order to dig deeper for the root cause why more of our students are not achieving to their full potential. We are modifying our Curriculum, Instruction, Assessment and Professional Development practices to better meet the needs of all our populations.

Based on our Data Analysis we came to the conclusion that the following areas reflect our greatest need within the Math Priority. In multiple choice: Measurement and Data Analysis and Probability 3-5. In Open Response: 3rd Grade- Data Analysis, 4th Grade- Measurement, 5th Grade-Geometry. We will select Interventions and coordinate our various state and federal funding sources to address these areas.

In addition, we meet in grade level teams, weekly and as an entire faculty bi-monthly so that we can review formative, "real time" classroom performance data for the purpose of making decisions regarding the direction, and focus, of our classroom instruction. We chart progress on our "Assessment/Intervention" wall.

7. In 2012-2013 Washington was named an Achieving School. For 2011-2012 we met year 1 exit criteria.

8. COMPREHENSIVE NEEDS ASSESSMENT: We meet as a faculty and as grade level teams to study the data from the 2013 administration of the third, fourth, and fifth grade Augmented Benchmark, ITBS, and MAP assessments. We conducted data analysis to determine our main areas of weakness.

In addition, we studied the three most recent years of Attendance, Disciplinary, Formative and Summative Achievement Data across grade levels within our building. We aggregated and disaggregated all the data for the purpose of establishing student learning and behavioral goals. We looked at our trend data in order to better identify the specific areas of need and help align classroom instruction with our curriculum, assessment and professional development.

We examined our routines, customs, and norms in order to dig deeper for the root cause why more of our students are not achieving to their full potential. We are modifying our Curriculum, Instruction, Assessment and Professional Development practices to better meet the needs of all our populations.

Based on our Data Analysis we came to the conclusion that the following areas reflect our greatest need within the Math Priority. In multiple choice: Measurement and Data Analysis and

Probability 3-5. In Open Response: 3rd Grade- Data Analysis, 4th Grade- Measurement, 5th Grade-Geometry. We will select Interventions and coordinate our various state and federal funding sources to address these areas.

In addition, we meet in grade level teams, weekly and as an entire faculty bi-monthly so that we can review formative, "real time" classroom performance data for the purpose of making decisions regarding the direction, and focus, of our classroom instruction. We chart progress on our "Assessment/Intervention" wall.

- Goal** All students will improve in basic mathematic skills and responding to open response questions with additional attention to the Measurement, Data Analysis and Probability, and Geometry strands.
In 2011-2012, we were on Whole School Improvement Year 2 for math. In 2012 we met year 1 Exit Criteria. This year our school status is an Achieving School, due to meeting our growth goals in Math for all students.
- Benchmark** Three Year Performance- out of 437 students, 73.23% scored Advanced/Proficient surpassing the 72.98% goal.
Three Year Growth- out of 262 students, 67.18% scored Advanced/Proficient falling short of the 74.51% goal.
- Benchmark** Greater than 60% of students who scored at or below 50% on the Fall MAPS administration will make their growth goal during 2012-2013.

Intervention: We will improve computational skills and responding to open-response questions through use of grade-level curriculum maps, supplementation through the Go Math series, math coach, and technology.				
Scientific Based Research: Go Math (Houghton Mifflin Harcourt); Five major research strands underpin the program: Writing to Learn, Vocabulary, Scaffolding, Metacognition, and Graphic Organizers. These strands identify the key components of mathematics instruction identified by recent research.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Alignment: As part of the formative evaluation, The ACSIP math committee will meet one day mid-year to assess the vertical alignment of the mathematics curriculum, review student work, and to share effective teaching and assessment strategies to assist all students to achieve proficiency in mathematics with an emphasis on mathematics procedures. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide	Heather Bowen	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Teachers will implement Go Math in all kindergarten through fifth grade classrooms. Curriculum and instructional adaptations will be made for ESL and special education students participating in the district curriculum. Go Math materials will be used to support the curriculum maps. Inservice training will provided for and be attended by new teachers implementing the curriculum. Curriculum maps are aligned to the Common core Standards. Action Type: Alignment Action Type: Equity Action Type: Professional Development	Ashley Garcia	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Targeted math assessments for Go Math will be administered to each student in grades 1-5 and analyzed to chart individual student progress. Action Type: Alignment Action Type: Collaboration	Mary Briggs	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Performance Assessments 	ACTION BUDGET: \$
Summative evaluations will be used to determine the progress of this intervention. The primary benchmark and NRT data will be analyzed to determine the effectiveness of this intervention toward achieving the established benchmark. Action Type: AIP/IRI Action Type: Alignment Action Type: Program Evaluation Action Type: Title I Target Assistance	Ashley Garcia	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Outside Consultants Performance Assessments Teachers 	ACTION BUDGET: \$

<p>Students will have access to the Odyssey computer program both at home and at school in order to reinforce skills taught within the curriculum and to practice and enhance computational skills.</p> <p>Action Type: Alignment Action Type: Parental Engagement Action Type: Technology Inclusion</p>	DJ Rush	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Computers Teachers 	<p>ACTION BUDGET: \$</p>
<p>PROGRAM EVALUATION: At the conclusion of the 2012-2013 school year we evaluated this Intervention/Program through: Quarterly assessments and MAP data and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development.</p> <p>The following EVALUATION RESULTS demonstrate that this Intervention is valid in support of the teaching and learning that are part of this program: Student profiles of progress and student performance on the MAP assessments indicated adequate student growth in mathematics within the district curriculum. In addition, benchmark test data for the 2012-2013 school year indicated that our combined population met or exceeded our target goal of 72.98% proficiency in math.</p> <p>During the 2013-2014 school year, we plan to use the following protocol in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program: We will use the grade level assessments and MAPs data to chart individual and class performance and growth within our math curriculum. These assessments will be used to evaluate the success of this intervention. We will continue to use Augmented Benchmark test data to further evaluate the success of this intervention.</p> <p>We will use this data/information to determine whether the objective (s) of this Intervention/Program was (were) achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results, in our 2013-2014 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program.</p> <p>Action Type: Equity</p>	Mary Briggs	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Computers District Staff Performance Assessments Teachers Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>We will track our progress toward proficiency by using the "scoreboarding" method taught to us during our Leader in Me Lighthouse Team Trainings. This method brings students into the equation by involving them as they track their own progress toward proficiency using Data Notebooks. Students keep their own individual data. Student data is compiled into a classroom data set which is, in turn, compiled into the school data set. In this way, students can see how their proficiency affects the proficiency of the school.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>	Jennifer Neumayer	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	<p>ACTION BUDGET: \$</p>
<p>Purchase licenses from Odessey Computer Software to implement in a computer lab. The software aligns with the MAPS data and will create</p>	Ashley Garcia	<p>Start: 07/01/2013 End:</p>	<ul style="list-style-type: none"> Outside Consultants Teachers 	<p>ACTION BUDGET: \$</p>

math interventions or enrichments for students. Progress Monitoring will occur from the data reports. Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide		06/30/2014	• Title Teachers	
Total Budget:				\$0
Intervention: Use of Title I Instructional Assistants for math instruction:				
Scientific Based Research: Case, Elizabeth J. and Barbara J. Johnson, 1996. Albuquerque: P.L. 94-142 C-Level Aide Program, 1985-86 evaluation report, Albuquerque Public Schools, Planning, Research, and Accounting.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
As part of the formative evaluation, a needs assessment survey will be given during the Spring to assess the effectiveness of the schedule. A Fall meeting will also be conducted to give response to program effectiveness. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation	Ashley Garcia	Start: 07/01/2013 End: 06/30/2014	• Teachers • Title Teachers	ACTION BUDGET: \$
Summative evaluations will be used to determine the progress of this intervention. The Augmented Benchmark and ITBS data will be analyzed to see if benchmark has been made. Interventions will be analyzed to see if they are addressing the benchmark. Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide	Mary Briggs	Start: 07/01/2013 End: 06/30/2014	• District Staff • Teachers • Title Teachers	ACTION BUDGET: \$
PROGRAM EVALUATION: At the conclusion of the 2011-2012 school year we evaluated this Intervention/Program through: Title I surveys, student intervention logs, student performance within the Go Math curriculum, and MAPs 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: Student achievement for those receiving services from the Title I aides increased both within the classroom and as evidenced by increased benchmark scores. Evidence supports growth in mathematics for our TAGG students through use of Title I support and services. During the 2013-2014 school year, we plan to use the following protocol in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program: We will continue to use surveys, test data, student feedback, MAPs data, and individual student learning logs to evaluate the success of our Title I interventionists. Progress will be charted and entered on individual student AIP's. We will use this data/information to	Ashley Garcia, Principal	Start: 07/01/2013 End: 06/30/2014	• Computers • Performance Assessments • Teachers • Teaching Aids • Title Teachers	ACTION BUDGET: \$

determine whether the objective (s) of this Intervention/Program was (were) achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results, in our 2013-2014 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program Action Type: AIP/IRI Action Type: Collaboration Action Type: Program Evaluation Action Type: Technology Inclusion				
HIGHLY QUALIFIED: The school will continue to hire and maintain "highly qualified" teachers and support staff. All instruction will be given by "highly qualified" staff. Teachers will work closely with Title I staff to implement school wide reform strategies. Data will be used to continue to monitor progress and point-in- time remediation. An instructional asistant will work with classroom teachers to intervene with students at-risk for not meeting grade-level benchmarks in math. Marsha Ray Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide	Ashley Garcia	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	Title I - Employee \$12348.00 Salaries: Title I - Employee \$3210.00 Benefits: ACTION BUDGET: \$15558
Hire a full time interventionist to implement small group instruction for math in grades 3,4,5 for 6.5 hours a day. Carolyn Dux Action Type: AIP/IRI Action Type: Title I Schoolwide	Ashley Garcia	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Performance Assessments • Teachers • Teaching Aids • Title Teachers 	Title I - Employee \$4491.00 Benefits: Title I - Employee \$17274.00 Salaries: ACTION BUDGET: \$21765
Hire Cherrie Frazee to help facilate small group interventions. Action Type: Collaboration Action Type: Technology Inclusion Action Type: Title I Schoolwide	Ashley Garcia	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Teachers • Title Teachers 	Title I - Employee \$11122.00 Salaries: Title I - Employee \$2892.00 Benefits: ACTION BUDGET: \$14014
Total Budget:				\$51337
Intervention: Professional Development for staff and teachers at Washington Elementary				
Scientific Based Research: Standards Based Mathematics Training Everyday Math 2007.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
PROFESSIONAL DEVELOPMENT: All teachers will have the opportunity to participate in the school and district professional development plan. Teachers will use an instrument developed by the district professional development committee to evaluate the effectiveness of the professional development plan, the course offerings and the effectiveness of the knowledge gained. Annually, upon review of the test data, the professional development committee, working under the guidelines of the district professional	Ashley Garcia	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Central Office • District Staff • Outside Consultants • Teachers • Title Teachers 	ACTION BUDGET: \$

<p>development plan, will develop a professional development plan for the school and individual teachers based on information obtained through data analysis.</p> <p>All new teachers (first 3 years) and teachers in need of assistance will be assigned a mentor to assist them in reaching their professional development goals and needs. All teachers will have the opportunity to have input to the district and building level professional development plan. The district will provide all teachers and administrators with no less than 60 hours of professional development including 6 hours of technology and 2 hours of parental involvement development (3 hours of Parental Involvement for Administrators) and for those who teach Arkansas History, 2 hours of training in that subject. Teachers will have the opportunity to evaluate the benefit of the professional development activities and provide feedback on needed changes. The building will provide additional professional development specific to building needs for our teachers.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide</p>				
<p>All math teachers will attend inservice training in the implementation and use of the District curriculum maps, Go Math, and/or MAPs assessments. Purchase Professional Development for differentiated instruction materials for teachers.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Special Education</p>	Ashley Garcia	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Teachers 	<p>..... ACTION BUDGET: \$</p>
<p>Closing the Achievement Gap—Math: Regular meeting of our Math ACSIP Leadership Committee will be held. These meetings will focus on building capacity within our school. Each meeting agenda will include the following core principles:</p> <p>A) The selection and continuous evaluation of research-base, scientifically validated, interventions designed to improve our ability to improve student performance on the Math portion of all assessments.</p> <p>B) The ongoing monitoring of student progress in order to influence classroom instruction.</p> <p>C) The utilization of formative and summative assessment data to make decisions that impact curriculum, instruction, assessment, and professional development.</p> <p>D) Coordination of resource in order to better meet the needs of all students.</p> <p>Written minutes of each meeting, along with a sign-in sheet, will be kept and made available upon request. The intent is that each intervention and action is carefully monitored through the collection of formative and summative data so that those strategies which prove ineffective can be revised or abandoned. Our ACSIP plan will be revised each spring and fall in order to keep it timely and valid in our efforts to improve teaching and learning.</p> <p>Action Type: Alignment Action Type: Equity Action Type: Professional Development</p>	Mary Briggs	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>..... ACTION BUDGET: \$</p>
<p>PROGRAM EVALUATION: At the conclusion of the 2012-2013 school year we evaluated this</p>	Heather Bowen	<p>Start: 07/01/2013</p>	<ul style="list-style-type: none"> • Performance 	<p>.....</p>

Intervention/Program through teacher surveys , analysis of student CRT and NRT data, and examination of professional development records 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: Within our current professional development program, teachers are receiving instruction that is increasing student performance in math for our combined population as evidenced by meeting our targeted proficiency rate. All teachers completed or exceeded the required number of professional development hours. During the 2013-2014 school year, we plan to use the following protocol in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program: Our subpopulation of economically disadvantaged students continues to be an area of focus. Additional professional development in meeting the needs of these students has been scheduled throughout the school year at the building and district level. We will monitor student progress and survey teachers mid-year to determine any additional professional development needed in the Spring to better meet the needs of our targeted subpopulation. We will use this data/information to determine whether the objective (s) of this Intervention/Program was (were) achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results, in our 2013-2014 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	End: 06/30/2014	Assessments • Teachers • Teaching Aids	ACTION \$ BUDGET:	
Total Budget:			\$0	
Intervention: The implementation of standards based mathematics.				
Scientific Based Research: Everyday Mathematics (McGraw-Hill); a Research -Based Curriculum: Bell, Max; William, Carol; and Isaacs, Andrew. The Research Foundation of the University of Chicago Math Project's Everyday Math Curriculum: Becker, J., Kottkamp, R.,Mann, D., and Shakeshaft, Carol ; "West Virginia Story: Achievement Gains from a Statewide Comprehensive Instructional Technology Program." The West Virginia Department of Education, in conjunction with the Milken Family Foundation. 1999: Schwarz, Justine C.; Vocabulary and Its Effects on Mathematics Instruction. Xavier University, 1999.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers work together as a grade level to map aligned curriculum for instructional and assessment purposes on a quarterly basis. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Title I Schoolwide	Mary Briggs	Start: 07/01/2013 End: 06/30/2014	• Central Office • Outside Consultants • Performance Assessments	ACTION \$ BUDGET:
AIP's will be developed for students who did not show proficiency on the ITBS (1-2 grades)and Augmented Benchmark (3-5 grades). The AIP's will be signed by parent, teacher, and principal at the beginning of the school year. An intervention log will be kept to show frequency and kind of application of the intervention. They will be revised	A. Garcia	Start: 07/01/2013 End: 06/30/2014	• Central Office • Performance Assessments • Teachers	ACTION \$ BUDGET:

<p>or dismissed according to the summative data in the Spring. The new AIP's will be in place by September 30 of the new school year.</p> <p>Action Type: AIP/IRI</p> <p>Action Type: Collaboration</p> <p>Action Type: Special Education</p>				
<p>Interventions will be written by the classroom teacher to address the areas of concern in math shown by the summative and formative assessments. For students in remediation programs, achievement improvement will be assessed through quarterly assessments, end of chapter tests, and formative assessments in the classroom.</p> <p>Action Type: AIP/IRI</p> <p>Action Type: Professional Development</p> <p>Action Type: Title I Schoolwide</p>	Mary Briggs	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</p>	<ul style="list-style-type: none"> Computers Outside Consultants Teachers Teaching Aids Title Teachers 	<p>ACTION BUDGET: \$</p>
<p>PROGRAM EVALUATION: At the conclusion of the 2012-2013 school year we evaluated this Intervention/Program through: administration of district targeted math assessments and analysis of student MAP data, 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: While CRT and NRT data and individual student profiles supported student growth in mathematics using a standards based mathematics program, teacher surveys and student performance on the district interim assessments indicated a need to revise our assessments to be more in line with our Go Math curriculum. It was determined that better formative assessments should be developed and used to guide instruction and improve student performance. During the 2013-2014 school year, we plan to use the following protocol in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program: Teachers will continue to monitor students' progress within the Go Math curriculum using the Beginning, Middle, and End unit assessments . MAPs will be used to better assess student performance within our standards based curriculum.</p> <p>We will use this data/information to determine whether the objective (s) of this Intervention/Program was (were) achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results, in our 2013-2014 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program.</p> <p>Action Type: Alignment</p> <p>Action Type: Program Evaluation</p>	Ashley Garcia	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</p>	<ul style="list-style-type: none"> Central Office Computers District Staff Performance Assessments Teachers Title Teachers 	<p>ACTION BUDGET: \$</p>
Total Budget:				\$0

Goal By May 2014, Washington Elementary will meet our AMO's for TAGG and Non-TAGG kids and will be meet the criteria to continue to be an Achieving School.

Benchmark We will close the Achievment Gap from 29.1% to 25% as measured by AMO's. We will increase growth percentages from 56% to 60% as measured by MAPS end of year assessment.

Intervention: Washington Elementary will implement teaching strategies and best practices that are shown to close the achievment gap.

Scientific Based Research: Closing the Achievment Gap: A practical handbook for teachers. International

Center for Leadership in Education. 2003 Annual Growth for all students, Catch up growth for those who are behind. Fielding, Kerr, Rosier. The New Foundation Press, 2007.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Curricula and instruction are standards-based, and high expectations are held for all students. Professional Development will occur in weekly grade level meetings to review best teaching strategies and to plan with the common core standards. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Ashley Garcia	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Outside Consultants Teachers Title Teachers 	ACTION BUDGET: \$
The teaching staff is competent in subject matter knowledge, pedagogy, classroom management skills, and ability to relate positively to students and fellow faculty members. Five Classroom walkthroughs will be conducted by the principal and asst. principal weekly. The Instructional Faciliator, Principal, and Assistant Principal will conduct CWT together once a month to recalibrate building focus. Action Type: Equity Action Type: Professional Development Action Type: Special Education	Ashley Garcia	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Outside Consultants Performance Assessments Teachers Teaching Aids Title Teachers 	ACTION BUDGET: \$
Data are collected in organized and purposeful fashion and used to make instructional decisions at the school and individual student level. Data Release Days will be given to each teacher during the beginning, middle, and end of year. Action Type: Collaboration Action Type: Program Evaluation	Synetra Morris	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers Performance Assessments Teachers Title Teachers 	ACTION BUDGET: \$
Parental and community involvement with the school is considered vital to the school's effective operations. The School will celebrate our community involvement with events throughout the year. Action Type: Collaboration Action Type: Parental Engagement	Synetra Morris	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Community Leaders District Staff Teachers 	ACTION BUDGET: \$
Add one hour to an existing interventionist time so that all students can receive appropriate interventions. K. Kelsey Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide	Ashley Garcia	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Performance Assessments Teachers Title Teachers 	Title I - Employee \$3807.00 Salaries: Title I - Employee \$957.00 Benefits: ACTION BUDGET: \$4764
Total Budget:				\$4764

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

1. BMI DATA

District wide, Washington Elementary had the greatest reduction in BMI during the 2011-2012 school year.

During 2011-2012, 79.5% of male and 80.0% of female students were healthy or underweight. 20.5% of male and 20.0% of female students were overweight or obese.

During 2010-2011, 88.4% of males and 80.4% of females were healthy or underweight. 11.7% of males and 19.6% of females were overweight or obese.

Our percentage of students who are obese or overweight increase for both males and females.

2. 2010-2012 Free/Reduced Rate: 59.78%

3. The two lowest percentages from the School Health Index are Nutrition Services and Health Education.

4. National Youth Risk Behavior Survey (YRBS):2005 The percentage of 9-12 grade students that did not participate in any vigorous or moderate physical activity has not significantly changed since 1999.

Supporting
Data:

The number of students who attended physical education classes on one or more days in an average week when they were in school has not significantly changed since 1995.

The number of students who watched television on an average school day for three or more hours per day has significantly decreased (5.6%) since 1999.

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

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

Intervention: Students will be offered fresh fruits and vegetables from local farmers. (Farm to School Program)				
Scientific Based Research: www.farmtoschool.org				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Washington Elementary is participating the the Farm to School Program. Each Wednesday students are offered fresh, locally grown produce. Farm to School program is being analyzed as a possible nutrition education supplement to the academic curriculum and was implemented School year 2005. Action Type: Equity Action Type: Title I Schoolwide Action Type: Wellness	Linda Sorenson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Outside Consultants 	ACTION BUDGET: \$
Kids For Health Curriculum will be taught and implemented in Grades K-5. PE instructors will attend workshops to help support this curriculum. Action Type: Professional Development	Kevin Thomas	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Community Leaders School Library Teachers Teaching Aids 	ACTION BUDGET: \$

Action Type: Title I Schoolwide Action Type: Wellness				
BMI exam will be administered for students attending Washington Elementary. A letter will be sent home to report the results. The wellness committee will meet to analyze the results. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness	Lisa Henderson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
Implement a physical education program taught by a highly qualified teacher that supports physical activity. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness	Ashley Garcia	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Promote reduction of time children spend engaged in sedentary activities such as watching television and playing video games by sending home informational packages that include tips for parents/caregivers. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness	Ashley Garcia	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Encourage participation in family oriented, community-based physical activity programs. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness	Ashley Garcia	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
To assess Washington Elementary School's physical education program, parents, students, and faculty members will be invited to participate in a survey. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness	Ashley Garcia	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
PROGRAM EVALUATION: During the 2013-2014 school year we will evaluate our Farm to School program by administering a survey to students to determine if students chose and ate the fresh vegetables that were offered. In evaluating and adjusting this program, the cafeteria staff will monitor amounts of fresh vegetables offered versus the amounts of fresh vegetables that are chosen by students and by informal interviews with students that address their participation in the Farm to School Program. This information will be used to determine if this program is successful in encouraging students to include more vegetables in their diet.	Linda Sorenson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$

Action Type: Wellness				
The Wellness Committee will maintain a bulletin board outside the cafeteria to communicate to parents and students information regarding healthy food choices. Also, the committee will help plan and supplement food choices during PTO events.	Allison Khene	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Community Leaders Outside Consultants Teachers Teaching Aids 	ACTION BUDGET: \$
Action Type: Wellness				
In partnership with our PTO and with Nitron Industries, a school garden will be created. Students from regular classrooms and from the Creative Cats program will plant and maintain the garden. Vegetables from this school garden will be used to supplement the school lunch program.	Cindy King	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Community Leaders Teachers 	ACTION BUDGET: \$
Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness				
Total Budget:				\$0
Intervention: Increase awareness and knowledge of the benefits of physical activity for lifelong health and wellness.				
Scientific Based Research: Kids For Health, 2005				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Students participate in 160 minutes of Physical Education and Physical Activity weekly. Teachers will intergrate skills learned during P.E. into the classroom physical activity period.	Kevin Thomas	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Outside Consultants Performance Assessments Teachers 	ACTION BUDGET: \$
Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide				
The B.M.I. exam will be given before March 2013. The results will assess the program.	Kevin Thomas	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Community Leaders Outside Consultants 	ACTION BUDGET: \$
Action Type: Parental Engagement Action Type: Title I Schoolwide Action Type: Wellness				
A pre and post test in physical ability will be administered to evaluate each student's physical condition.	Kevin Thomas	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> None 	ACTION BUDGET: \$
Action Type: Wellness				
PROGRAM EVALUATION: During the 2013-2014 school year we will evaluate student's awareness and knowledge of the benefits of physical activity by administering a student survey that addresses changes in their lifestyle due to participation in the physical education program. Physical Education instructors will analyze these surveys to determine if changes to the program should be made and to determine which elements of the program should be maintained. The results of this survey have not been compiled and will be reported in the final 2014-2015 ACSIP plan.	Kevin Thomas	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
Action Type: Program Evaluation				

Action Type: Wellness				
Total Budget:				\$0
Intervention: After school activities will be organized and planned for students.				
Scientific Based Research:				
Actions	Person Responsible:	Timeline	Resources	Source of Funds
Healthy Choices student group will meet once a week to educate students through cooking, gardening. Students will learn about the food groups and cooking with healthy and organic foods. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Allison Khene	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Central Office Community Leaders Outside Consultants 	ACTION BUDGET: \$
Program Evaluation Students will keep a journal to share with their home. Students will go to the grocery store and pick foods that are healthy choices.	Allison Khene	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Outside Consultants Performance Assessments Teaching Aids 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 4: 1. NEEDS ASSESSMENT; Our ACSIP Leadership Teams analyzed at each grade level the test scores from 2012 administration of the ITBS, MAPs, and the Augmented Benchmark (EOC). We examined the results from both the combined population and the ELL subpopulation, and conducted data analysis to determine our main areas of need. In addition, we studied the three most recent years of Attendance, (Graduation Rate), Disciplinary, Formative, and Summative Achievement Data across grade levels within our building, and compared combined population data with that from the ELL subpopulation for the purpose of identifying learning and behavior needs of this special subpopulation of students. We looked at trend data in order to better identify the specific areas of need and to help modify classroom instruction, curriculum, assessment, and professional development to meet the needs of ELL students and families. We examined our routines, customs, and expectations in order to identify areas for improvement. We continually evaluated and modify our Curriculum, Instruction, Assessment, and Professional Development practices to better meet the needs of all our populations. Based on our Data Analysis we came to the conclusion that the following areas reflect our greatest need within the ELL Priority: Instructional tutoring, Verbal and written translations for students and parents, On-going monitoring of these special services. We will select Interventions and coordinate our local funds with state ELL funding to address these area.

Supporting Data:

Goal Goal Utilize state ELL funding so that all ELL students will improve in literacy, mathematics, and the acquisition of the English language.

Benchmark Less than 10 English Learners took the April 2013 Benchmark Administration. However, when we examine the TAGG data, we learn that the all TAGG students, which includes the English Learners, met the 2013 Literacy performance and Literacy growth goals. This indicates that our English Learners are achieving. Furthermore, all TAGG students exceeded the Mathematics performance and growth goals.

Intervention: Intervention: We will fully participate in the district's plan to provide a comprehensive K-12 alternative language program based on scientifically based research on teaching ELL children. The program is designed to enable ELL children to speak, read, write, and comprehend the English language and meet challenging State Academic content and student academic achievement standards.				
Scientific Based Research: Scientific Based Research: Echevarria, Jana; Vogt, Mary Ellen; Short, Deborah. Pearson. New Edition (2007). Making Content Comprehensible for English Learners: The SIOP Model Echevarria, Jana; Vogt, Mary Ellen. Pearson. (2007). 99 Ideas and Activities for Teaching English Learners with the SIOP Model				
Actions	Person Responsible:	Timeline	Resources	Source of Funds
Hire a teacher, Julie Ramsey, to instruct students	Ashley	Start:		

who are in the ELL program. The ELL Teacher will conduct conferences to communicate results of the MAC assessment and level services. Materials and supplies to support the program will be paid by the building.	Garcia	07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Teaching Aids 	ACTION BUDGET: \$
Action Type: Alignment Action Type: Equity Action Type: Parental Engagement				
Our Primary will ensure that our school assess all new language minority students within the first 30 days of school beginning, and within 20 days of enrollment for students who enroll later in the school year.	Julie	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office Teachers 	ACTION BUDGET: \$
Action Type: Collaboration				
Our school will use local funds provided for the purchase of supplemental specialized language instructional material, as needed, to assist in ELL instruction in grades K-5.	Julie Ramsey	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teaching Aids 	ACTION BUDGET: \$
Action Type: Alignment Action Type: Collaboration Action Type: Equity				
During the 2013-2014 school year, we will evaluate this intervention through the analysis of language proficiency test scores and Benchmark scores. We will expect that students served by the program will see a 10% increase in test scores from the spring of 2013 to the spring of 2014.	Julie	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Performance Assessments 	ACTION BUDGET: \$
Action Type: Equity Action Type: Program Evaluation				
Total Budget:				\$0
Intervention: Intervention: Parental Involvement: We will implement an effective means of outreach to parents of ELL students to involve parents in assisting their children to learn English, achieve at high levels in core academic subjects, and meet the same challenging State Academic standards as all other children are expected to meet.				
Scientific Based Research: Scientific Based Research: Echevarria, Jana; Vogt, Mary Ellen; Short, Deborah. Pearson. New Edition (2007). Making Content Comprehensible for English Learners: The SIOP Model Echevarria, Jana; Vogt, Mary Ellen. Pearson. (2007). 99 Ideas and Activities for Teaching English Learners with the SIOP Model				
Actions	Person Responsible	Timeline	Resources	Source of Funds
PROGRAM EVALUATION: At the conclusion of the 2012-2013 school year parent involvement actions will be evaluated, analyzing the participation rate of ELL parents by grade level in parent teach conferences. We will use this data/information to determine whether the objective(s) of this Intervention/Program was (were) achieved and whether it has been successful in attaining the anticipated participant outcome objectives. Our target is to see a 10% increase in parental participation. We will report the results in our 2013-2014 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program.	Tara Lechtenberger	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers District Staff Outside Consultants 	ACTION BUDGET: \$

Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation				
The ELL teacher will supervise and conduct meeting with parents and teachers at the beginning of each school year, to interpret language assessment scores and to determine the educational plan for each student. A family night will be organized off campus in the neighborhood where most of the families live. Literacy resources such as the Fayetteville Public Library will be represented there.	Julie Ramsey	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • School Library • Teachers • Teaching Aids 	ACTION BUDGET: \$
Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement				
The ELL paraprofessional and other interpreters will be available to provide, as needed, translations for Parent/Teacher Conferences, registrations, and meetings to improve their academic achievement and becoming active participants in the education of their children.	Julie	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement				
Professional development will be provided to our staff to substantially increase the knowledge and understanding, related to the needs of ELL students, and to enhance teaching skills of classroom teachers, principals, administrator, and other school personnel. Faculty Meeting Sept.10	Julie	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development				
Total Budget:				\$0

During the 2013-2014 school year, Washington Elementary will provide meaningful parental
Priority 5: engagement opportunities. We hope to see 80% of our families involved in each of our events.

- 2013 Benchmark Performance Goals
147 students in grades 3-5 were tested
76.22% of all students scored proficient/advanced and surpassed the 2013 performance goal of 76.19 %.
92 students were designated as Targeted Achievement Gap Group (TAGG)students. Of these 90 students, 65.59% scored proficient/advanced and surpassed the 2013 TAGG performance goal of 65.36%.

2012 Benchmark Performance Goals
138 students in grades 3-5 were tested
81.16% of all students scored proficient/advanced and surpassed the 2012 performance goal of 73.81 %.
90 students were designated as Targeted Achievement Gap Group (TAGG)students. Of these 90 students, 74.44% scored proficient/advanced and surpassed the 2012 TAGG performance goal of 61.89%.
- 2013 Benchmark Performance Goals for ESEA Subgroups
Of 18 African American students tested, 61% scored proficient/advanced.
Of 14 Hispanic students tested, 71% scored proficient/advanced.
Of 87 White students tested, 73% scored proficient/advanced.

Of 92 Economically Disadvantaged students, 63% scored proficient/advanced.
Of 19 Students with Disabilities, 32% scored proficient/advanced.
Less than 10 English Learners were tested.

2012 Benchmark Performance Goals for ESEA Subgroups

Of 21 African American students tested, 57.14% scored proficient/advanced.
Of 14 Hispanic students tested, 85.71% scored proficient/advanced.
Of 87 White students tested, 89.66% scored proficient/advanced.
Of 82 Economically Disadvantaged students, 73.17% scored proficient/advanced.
Of 15 Students with Disabilities, 60.0% scored proficient/advanced.
Less than 10 English Learners were tested.

3. 2012-2013 MAPS DATA

68% of our Kindergarteners met their growth goal.
43% of our 1st graders met their growth goal.
79% of our 2nd graders met their growth goal.
56% of our 3rd graders met their growth goal.
70% of our 4th graders met their growth goal.
71% of our 5th graders met their growth goal.

2011-2012 MAPS DATA

MAPS testing at the end of the 2011-2012 school year showed the following:

61% of our Kindergarteners were at or above the 50th percentile.
60% of our 1st graders were at or above the 50th percentile. Additionally, 46% of our 1st graders met their growth goal.
52% of our 2nd graders were at or above the 50th percentile. Additionally, 76% of our 2nd graders met their growth goal.
51% of our 3rd graders were at or above the 50th percentile. Additionally, 49% of our 3rd graders met their growth goal.
54% of our 4th graders were at or above the 50th percentile. Additionally, 53% of our 4th graders met their growth goal.
63% of our 5th graders were at or above the 50th percentile. Additionally, 55% of our 5th graders met their growth goal.

4. Attendance:

The overall attendance rate for the school has increased during the past three years.
During 2013, the attendance rate for the school was 95.0%
During 2012, the attendance rate for the school was 95.17%.
During 2011, the attendance rate for the school was 94.73%.

5. Comprehensive Needs Assessment: Washington Elementary conducted a three year trend analysis of literacy and mathematics achievements using results from regularly administered formative assessments, local common assessments, ITBS, and Elementary Benchmark administrations (summative assessments). Results for both the All Students population and the Targeted Achievement Gap Group (TAGG) were examined, along with NCLB subpopulations, in order to identify specific areas of weaknesses in learning strands.

Our data analysis identified the following focus areas for improvement: comprehension in practical literary passages for multiple choice and open response and writing for content and style.

We examined our instructional strategies, classroom structure, grouping, and classroom walk-through data and are modifying our curriculum, instruction, common assessments, and professional development practices to better meet the needs of all of our students.

In addition, all teachers meet weekly with an instructional facilitator to review formative, real time classroom performance data, and to focus on classroom instruction. All teachers receive an extra hour of professional development each week in literacy, math, technology, or science strategies.

We will use available funds to implement appropriate interventions and programs that will best address the needs of our students. This included funds set aside to support parental involvement opportunities for our families. Research indicates that family support is an indicator of educational success.

Supporting
Data:

Goal

It is the goal of Washington Elementary School to provide meaningful Parental Engagement opportunities to families of students. We believe these opportunities should improve relationships between school, students, and families.

It is the goal of Washington Elementary to have 80% of our families participate in at least two Benchmark parental involvement activities per year, not including parent-teacher conferences.

Intervention: Parental Engagement: The Washington school will comply with the Parental Engagement requirements as outlined in ACT 307, of 207, and Title I-A of No Child Left Behind. The Parental Involvement Plan will include the following activities:				
Scientific Based Research: Rigor, Relevance, and Relationships, Daggett, W. National PTA Standards of 1998; "A new wave of evidence, the impact of school, family, and community connections on student achievement," Henderson, A., and Mapp, K., 2002, National Center for Family and Community Connections with Schools, Southwest Educational Development Laboratory, http://www.sedl.org/connections/				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>TITLE ONE SCHOOL/PARENT COMPACT: There will be an Annual review and update of our Title I School/Parent Compact. The Compact will be distributed to each parent at the time a conference is held with them. There will be a meeting, in the fall, to encourage parents to have input into the Title I program. The school will develop and distribute, At Open House, this compact as a component of it's written parental involvement policy. The compact is a written agreement between the school and the parents of children served in the (Title One Targeted Assistance Program) OR (Title One Schoolwide Program) that identifies the activities that the parents, the entire school staff and the students will undertake to share the responsibility for improving achievement so that students can meet the State's high academic standards. Parents, teachers and students sign the contract and it is returned to school and kept in designated parent involvement student folders. For those parents who do not attend the Title One Open House Meeting, the Parent Compact is sent home during the first week of school and efforts are made to contact parents for the purpose of inviting them to the school and conferencing with our administration and staff.</p> <p>Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Ashley Garcia	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
<p>: In order to take advantage of community resources, our school will enable and support the formation of a Parent Teacher Organization which will foster parental and community involvement with the school.</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>	Ashley Garcia	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Community Leaders Teachers 	ACTION BUDGET: \$
Washington Elementary and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and	Ashley Garcia	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Community Leaders Teachers 	ACTION BUDGET: \$

<p>Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school, staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year. The compact was sent home in September to all families.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide</p>			<ul style="list-style-type: none"> Title Teachers 	
<p>All parents will be invited to Back to School Night to welcome parents and students to our school and Parents will meet their child's teacher Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Tara Lechtenberger	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> District Staff Teachers 	<p>ACTION BUDGET: \$</p>
<p>The building assistant principal, Synetra Morris, will serve as a parent facilitator to organize meaningful training for staff and parents and to undertake efforts to ensure that parental participation is recognized as an asset to the school. Action Type: Parental Engagement Action Type: Professional Development</p>	Synetra Morris	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> District Staff Teachers 	<p>ACTION BUDGET: \$</p>
<p>The school will have a designated area to be used as the Parent Center. Parenting books, magazines and other informative material regarding responsible parenting will be available for parents to borrow for review. Monies will be used to supplement these materials and provide additional educational resources. Parent Center materials (which may include but are not limited to brochures, pamphlets, computers for use on site, or laptops to be checked out) will be designated in our building. Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Tara Lechtenberger	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> District Staff Teachers 	<p>ACTION BUDGET: \$</p>
<p>PARENT INVOLVEMENT: All parents will receive "Involvement Kits" that will include: 1) an outline of our Parental Involvement Plan, 2) a School Calendar, 3) information on a system encouraging the home and school connection, 4) a Washington School General Information Packet, and 5) a magnet with school information a Title I School Compact. Federal Money will be used to supplement copying, materials and provide additional resources to current and new families. Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Tara Lechtenberger	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> District Staff Teachers 	<p>ACTION BUDGET: \$</p>

<p>Administrators, teachers and parents will develop a volunteer resource website that will include:</p> <ol style="list-style-type: none"> 1) a parent interest survey, 2) an option for parents to designate how frequently they would participate in the program, and 3) include opportunities for parents to assist from home. <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation</p>	Tara Lechtenberger	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>: "Parent Involvement Events" will be held throughout the year to create a stronger school community. Food or snacks will be purchased to provide both students and parents an opportunity to celebrate accomplishments and grow parent/school relationships. These events will occur 3 times a year with our music programs.</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>	Tara Lechtenberger	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Administrators, teachers, and parents will develop a parental involvement plan in order to address the diverse needs of students and their parents and to increase the school's ability to provide for the educational success of their children. The plan will be reviewed and updated annually.</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>	Tara Lechtenberger	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>The district will designate two Parent/Teacher Conferences each school year. At the end of the school year, the school will publish a notice in the local newspaper thanking the parents as a group for attending the conferences. These events occurred on October 28 and March 30. Food will be provided in a hospitality booth. A postcard invitation will also be sent.</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>	Tara Lechtenberger	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>The school will develop cards that include the school's commitment to parental involvement, the process for resolving parental concerns, and tips for how parents can foster their child's success. School personnel will distribute the cards to the parents of all students in the building.</p> <p>Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Tara Lechtenberger	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>An alumni advisory committee will be</p>	Ashley Garcia	<p>Start:</p>	<ul style="list-style-type: none"> • Administrative 	

formed to help evaluate academic progress, the amount of parental participation within the school and identification of barriers that exist that hinder greater participation by parents.		07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Staff Community Leaders Teachers 	ACTION BUDGET: \$
Action Type: Parental Engagement				
<p>PARENT EXPLANATION: An annual meeting will be held to inform parents of their right to be involved in planning, review, and improvement of parent programs offered by Washington Elementary. This meeting will take place the last week of August. A description and explanation will be given of the curriculum used in the school, types of assessments used and proficiency levels. In addition, parents will be involved in the annual planning of school improvement programs. Annual surveys will evaluate the parent involvement activities.</p> <p>Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Ashley Garcia	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
<p>TRANSITION: (Pre-K) Kindergarten teachers will collaborate to incorporate research and best practices related to early childhood development so that there will be a seamless transition for students between preschool and kindergarten environments. The kindergarten curriculum includes instructional strategies, teaching methodologies, and assessment techniques based upon the theories of early childhood growth and development. Each kindergarten classroom will have a ½ or full-time instructional assistant to support this process. Entrance conferences will be held with all parents and students at the beginning of the school year and teachers will maintain contact with the parents on a regular basis and arrange for additional conferences with parents as needed.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Christel Kirk	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers Teaching Aids 	ACTION BUDGET: \$
<p>SCHOOLWIDE REFORM STRATEGIES: We are continually working toward aligning our curriculum and assessment with the Arkansas Frameworks. We meet on a monthly basis to better align our instruction and curriculum, both horizontally and vertically. Content area teams are in place and meet daily, or weekly. We are looking for ways that our various software and other technology programs can compliment one another in order to provide a more seamless design for instruction.</p> <p>Action Type: Alignment</p>	Ashley Garcia	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$

Action Type: Technology Inclusion Action Type: Title I Schoolwide				
<p>: ANNUAL TITLE ONE MEETING: Our school will host an annual community meeting to discuss the Title I program. This meeting will be scheduled during the fall of each school year. A sign-in sheet will be kept to document attendance. An agenda will be provided that includes: Goals for the program, Rights of parents to be involved in the planning, review and revision of parent programs (including the school parental involvement policy) School accreditation, coordination of federal programs, the schools academic performance report, overview of the curriculum along with an explanation of the kinds of assessments used. There will be a time for dialogue with our parents and they will be encouraged to ask questions and offer suggestions as they relate to budgeting of all federal monies. Parents will be encouraged to form a partnership with the school. A committee will be formed for the purpose of, annually, revising our school parental involvement policy.</p> <p>Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Ashley Garcia	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers • Title Teachers 	ACTION BUDGET: \$
<p>PROGRAM EVALUATION: "At the conclusion of the 2013-2014 school year we evaluated this Intervention/Program through:</p> <p>1) Administering a parent survey to determine the effectiveness of Homework Helper Night (curriculum night). This survey determined the effectiveness of Homework Helper Night in supporting our curriculum, instruction, assessment, and professional development.</p> <p>2) Conducting Parental Involvement Committee meetings to generate ideas for increasing parental involvement. Through information gained from these two informal assessments, we determined that they are effective in support of our Curriculum, Instruction, Assessment and Professional Development.</p> <p>The following EVALUATION RESULTS demonstrate that this Intervention is valid in support of the teaching and learning that are part of this program: We determined from parent sign-in sheets that there was increased parental involvement in Homework Helper Night in the lower grades, but a decreased involvement in the upper grades. Acting on advice from the Parental Involvement Committee we scheduled Homework Helper Night after Labor Day to facilitate increased participation, continuing with a "drop-in" style format in order to accommodate working parents.</p>	Tara Lechtenberger	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	ACTION BUDGET: \$

<p>During the 2013-2014 school year, we plan to use the following protocol in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program:</p> <p>1) Administering a parent survey to determine the effectiveness of Homework Helper Night (curriculum night). This survey will determine the effectiveness of Homework Helper Night in supporting our curriculum, instruction, assessment, and professional development.</p> <p>2) Conducting Parental Involvement Committee meetings to generate ideas for increasing parental involvement. We will use this data/information to determine whether the objectives of this Intervention/Program are achieved and whether it is successful in attaining the anticipated participant outcome objectives. We will report the results, in our 2012-2013 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program.</p> <p>Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide</p>				
<p>Washington Elementary plans for many opportunities to make connections with our families. These events are planned throughout the year. Attendance is recorded. This is through partnership with our PTO and other community resources.</p> <p>Fall Festival, October 25 Biography Night, November 21 Book Fair, Fall week of October 21 and Spring April 7 Thanksgiving Family Luncheon, November 14 5th grade Graduation, May 31 Leadership Day, April 18 Field Day, May 10</p> <p>Action Type: Parental Engagement</p>	Tara Lechtenberger	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>
<p>Premier School Agendas will be purchased for grades 3,4,5. This is a communication piece between parent and school. Students will take home daily. The agendas will support The Leader In Me and students will practice good study habits.</p> <p>Action Type: Equity Action Type: Parental Engagement</p>	Ashley Garcia	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	<p>Title I - Materials & Supplies: \$861.00</p> <p>ACTION BUDGET: \$861</p>
Total Budget:				\$861
<p>Intervention: Intervention: Parental Involvement: The District will ensure that each school will implement an effective means of outreach to parents of ELL students to involve parents in assisting their children to learn English, achieve at high levels in core academic subjects, and meet the same challenging State academic standards as all other children are expected to meet.</p>				
<p>Scientific Based Research: Making Content Comprehensible for English Learners: the SIOP Model, Echevarria, J., Vogt, M.E., Short, D., Pearson, New Edition, 2007;</p>				

99 ideas and activities for teaching English learners with the SIOP model, Echevarria, J., Vogt, M.E., Short, D., Pearson, New Edition, 2007.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>The district will provide professional development to district staff to substantially increase the knowledge and understanding related to the needs of ELL students and to enhance teaching skills of classroom teachers, principals, administrators, and other school personnel.</p> <p>Action Type: Equity Action Type: Professional Development</p>	Ashley Garcia	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	<p>ACTION BUDGET: \$</p>
<p>Washington Elementary will hold a meeting with teachers and ELL parents at the beginning of the 2013-2014 school year. The purpose of this meeting is to interpret language assessment scores and to determine an educational plan for each English Learner student.</p> <p>Action Type: Alignment Action Type: Equity Action Type: Parental Engagement</p>	Julie	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	<p>ACTION BUDGET: \$</p>
<p>Interpreters will be available, as needed, to provide translations for parent/teacher conferences, registrations, newsletters, and meetings to assist parents in helping their children improve their academic achievement and in becoming active participants in the education of their children.</p> <p>Action Type: Alignment Action Type: Equity Action Type: Parental Engagement</p>	Julie	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Teachers 	<p>ACTION BUDGET: \$</p>
<p>PROGRAM EVALUATION: At the end of the 2013-2014 school year, parental involvement of ELL students continued to be at an all time high. 75% of ELL families participated in the parent meeting that was held at the beginning of the school year. This high participation rate might be attributed to the location of the meeting. Judith Sapsford made the decision to hold the meeting at a neighborhood location. We now have a new ESL teacher. Currently, we do not know her plans for meeting with parents, but we hope that she continues with Judith's plans. We hope to see at least 80% participation during the 2013-2014 school year. We will report the results in our 2014-2015 plan, and we plan to use the results to determine whether the objectives of this intervention were reached and to set a standard for future expectations. The evaluation results will be used to impact the decisions we make that affect our future instructional program.</p> <p>Action Type: Alignment</p>	Julie Ramsey	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Teachers 	<p>ACTION BUDGET: \$</p>

Action Type: Equity Action Type: Parental Engagement				
A family night will be held in the spring to celebrate success of program and strengthen school and family communication. Food and Drinks will be served. Action Type: Parental Engagement	Julie Ramsey	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Community Leaders Teachers 	Title I - Materials & Supplies: \$400.00 ACTION BUDGET: \$400
Total Budget:				\$400

Priority 6:

Supporting

Data:

Goal It is the goal of Washington Elementary to provide professional development to its certified teachers and staff that will help bring Rigor and Relevance to the classroom

Benchmark At the end of the academic year, all teachers at Washington Elementary will have a minimum of 60 hours of professional development activities completed.

Intervention: In compliance with ACT 83, 60 hours of Professional Development will be provided for each certified teacher. The require a minimum of 60 hours that will include 6 hours of technology.				
Scientific Based Research: National Staff Development Council Standards, 2001; >br> Assessing impact: evaluating staff development, Killion, J., 2002; "Assessing impact of professional development on teaching and students," Aldrich, S., 2004, http://www.nsdc.org				
Actions	Person Responsible	Timeline	Resources	Source of Funds
: Closing the Achievement Gap— Literacy: Regular bi monthly meetings of our Literacy ACSIP Committee will be held in conjunction with Grade Level Meetings. These meeting will focus on building capacity within our school. Each meeting agenda will include the following core principles: A) The selection and continuous evaluation of research-base, scientifically validated, interventions designed to improve our ability to improve student performance on the Literacy portion of all assessments. B) The ongoing monitoring of student progress in order to influence classroom instruction. C) The utilization of formative and summative assessment data to make decisions that impact curriculum, instruction, assessment, and professional development. D) Coordination of resources in order to better meet the needs of all students. Written minutes of each meeting, along with a sign-in sheet, will be kept and made available upon request. The intent is that each intervention and action is carefully monitored through the collection of formative and summative data so that those strategies which prove ineffective can be revised or abandoned. Our ACSIP plan will be revised each spring and fall in order to keep it timely and valid in our efforts to improve teaching and learning.	Brooke Wing	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$

<p>Action Type: Alignment Action Type: Equity Action Type: Professional Development</p>				
<p>Washington Staff will be provided supplemental professional development opportunities to assist in meeting the ACSIP goals in Math and Literacy as identified in the SUMMATIVE data analysis of Augmented Benchmark, MAPs, ITBS/SAT10 student achievement scores. These may include release days throughout the year for teachers to review student data, Arkansas Reading First Summer Institute, and Summer Technology Institutes. May Data Day</p> <p>Action Type: Professional Development</p>	Ashley Garcia	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Community Leaders • Outside Consultants • Teachers • Title Teachers 	<p>ACTION BUDGET: \$</p>
<p>In compliance with ACT 83, the following professional development will be provided: 6 hours of technology, 2 hours of Arkansas History for teachers who teach social studies, 3 hours of parent involvement for administrators and 2 hours of parent involvement for teachers.</p> <p>Action Type: Professional Development</p>	Ashley Garcia	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Central Office • District Staff 	<p>ACTION BUDGET: \$</p>
<p>NEEDS ASSESSMENT: MAPs, NRT, CRT, local achievement assessments and other relevant indicators will be analyzed by the faculty at each grade level. NRT and CRT data will be analyzed annually. MAPs assessments will be analyzed three times per year: beginning, middle, and end. Local assessments will be analyzed as given. Combined student population and each sub population will be examined to determine student needs and to identify any existing achievement gaps within any sub populations. Teachers will then perform a self assessment to determine instructional areas in which they need further training in order to increase student achievement.</p> <p>Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	Ashley Garcia	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</p>
<p>PROGRAM EVALUATION: "At the conclusion of the 2012-2013 school year we evaluated this Intervention/Program in the following ways: 1) Teachers analyzed NRT and CRT data in the fall to determine areas of professional concern and student deficits. 2) Professional Development needed in order to address concerns and deficits was determined. Teachers who needed more specific professional development than was offered through our district could approach the Building Professional Development Committee in order to</p>	Ashley Garcia	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers • Title Teachers 	<p>ACTION BUDGET: \$</p>

secure needed funds for Outside Professional Development.

3) Teachers used local assessments to determine effectiveness of new technique implementation.

4) Administering a mid-year survey to determine which areas of state mandated professional development (including technology, parental involvement, and Arkansas history) needed to be addressed during the remainder of the school year. In this area, our goal was that no teacher would be deficit in the number hours as required by the state professional development deadline of May 31, 2013. By doing these things, we determined that it was effective in supporting 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:

1) Surveys of professional development needs were completed mid-year and at third quarter during the 2012-2013 school year. Results of these surveys helped determine professional development offered at the building level for the remainder of the school year. Our goal of having no teacher deficit in their required Professional Development hours was met.

During the 2013-2014 school year, we plan to use the following protocol in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program:

1) Teachers will analyze NRT and CRT data in the fall to determine areas of professional concern and student deficits. Professional Development needed in order to address concerns and deficits will be determined. Teachers who needed more specific professional development than is offered through our district may approach the Building Professional Development Committee in order to secure needed funds for Outside Professional Development.

2) Teachers will use local formative assessments, such as MAPs, and DIBELS to determine effectiveness of new technique implementation.

3) Administer a mid-year survey to determine which areas of state mandated professional development (including technology, parental involvement, and Arkansas history) need to be addressed during the remainder of the school year. In this area, our goal is that no teacher will be deficit in the number hours as required by the state professional development deadline of May 31, 2012.

We will use this data/information to determine whether the objectives of this

Intervention/Program are achieved and whether it will be successful in attaining the anticipated participant outcome objectives. We will report the results, in our 2014-2015 ACSIP plan.				
Action Type: Alignment Action Type: Program Evaluation				
Washington Staff will implement Stephen Covey's Seven Habits of Highly Effective People- The Leader In Me. Washington Staff will participate in all trainings and be provided all materials to implement the program with fidelity. Building Goals and Student goals will be made and monitored for progress. Student Materials will be purchased to support the program. Purchase rights to LIM website.	Ashley Garcia	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Community Leaders Outside Consultants Teachers Title Teachers 	Title I - Materials & Supplies: \$1500.00 ACTION BUDGET: \$1500
Action Type: Professional Development				
Teachers will receive three release days to disaggregate student data. Release days will be scheduled at the beginning, middle and end of year once DIBELS and MAPs assessments have been administrated. During release days, teachers will analyze student data, including DIBELS, MAPs, and Primary Benchmark in order to determine which students will begin to receive, continue to receive, or will discontinue interventions. Parents of students who will participate in interventions will receive written notifications of interventions. Substitute teachers will be hired for release days. BOY Fall, MOY Math and Lit, and EOY Spring	Brooke Wing	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers Title Teachers 	Title I - Purchased Services: \$8500.00 ACTION BUDGET: \$8500
Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement				
Classroom teachers will meet with Brooke Wing twice per week during planning time. One meeting will focus on professional development topics that will help teachers implement new, effective strategies. The second meeting will focus on collaborative planning to meet the new Common Core Curriculum Standards.	Brooke Wing	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers Title Teachers 	ACTION BUDGET: \$
Action Type: Alignment Action Type: Collaboration Action Type: Professional Development				
Total Budget:				\$10000

Priority 7:

1. An analysis of the 2009-2010 data for Fayetteville suggests that there is a possible disproportionate representation of Black students (overrepresented) and White students (underrepresented) within the category of mental retardation. A district identified for disproportionality must under Federal regulations ensure that its current policies, procedures and practices used to identify students for SPED are sound and free of bias with regard to a student's race, ethnicity or linguistic diversity.

- Supporting Data:
2. ☐ The comparison between risk rates of African American SPED students to Caucasian students who are labeled Mentally Retarded: ☐ African American:
 - ☐ 2007-2008 5.21% ☐ 2008-2009 5.33% ☐ 2009-2010 5.21%
 - ☐ Caucasian:
 - ☐ 2007-2008 .34% ☐ 2008-2009 .27% ☐ 2009-2010 .21%
 3. ☐ African American Students Labeled MR: 20/50 or 40%. ☐ All other ethnicity: 30/50 or 60%. Referrals 2009-2010: 15% of students referred are African American. 66% of students referred are Caucasian. Placements 2009-2010: 16% of placed students are African American. 66% of placed students are Caucasian.

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

Benchmark Fayetteville Public Schools will reduce the risk ratio of African American students labeled as Intellectually Disabled to below the state target for the 2013-2014 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 district will implement MAP assessments in order to provide more targeted and explicit instruction in Literacy and all content areas. (Software and Hardware).	Debra Wilson	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Action Type: Special Education				
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 team's work.	Debra Wilson	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Action Type: Special Education				
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.	Debra Wilson	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Action Type: Special Education				
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.	Debra Wilson	Start: 07/01/2013 End:		ACTION BUDGET: \$

		06/30/2014		
Action Type: Special Education				
Program Evaluation – ALL levels Data will be collected on Early Intervening Services provided to all targeted students K-7 ... Individual Progress Monitoring by RTI teams and Instructional Facilitators and analyzed. Instruction and Interventions will be assessed and modified based on analysis of data. Data on Referrals, Evaluations, Disability Categories, and Placements including the race will be collected and analyzed. Curriculum department/Curriculum leaders will review district data routinely regarding progress in core curriculum and Interventions to assess progress. Instructional Facilitators will review data routinely to assess progress. Modifications to Professional Development plans, Intervention Plans and Intervention Team process will be identified in relation to progress on data and Referral data.	Debra Wilson	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Action Type: Program Evaluation Action Type: Special Education				
CEIS funding for Washington Elementary will include the following expenditures: The total expenditures for Washington Elementary will be \$6,968	Debra Wilson	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Action Type: SIF 1003(a) 10-11 Action Type: SIF 1003(a) ARRA Action Type: Special Education				
Total Budget:				\$0

Washington Elementary will meet the requirement of the ESEA Flexibility Act and exit the Priority Status by 2013-2014 school year.

Priority 8: Washington Elementary DID meet the state requirements during the 2012-2013 school year and has exited Priority Status.

Supporting Data:

Goal Washington Elementary will meet the requirement of the ESEA Flexibility Act and exit the Priority Status by 2013-2014 school year. Fayetteville Schools and Washington Elementary will affect a change in teacher and leader practice and district/school/team structures to support instructional practices and teacher effectiveness for students contributing to the achievement gap.

By May 2013, Washington will meet the AMO targets in literacy for combined population of 76.19 and for TAGG of 65.36.

Benchmark By May, 2013, Washington will meet the AMO target in Math for combined population 72.98 and for TAGG of 59.26.

By May 2013, Washington Elementary will close the achievement gap from 29.1 to 25 as measured by AMO's in TAGG and non-TAGG students.

My May 2013, Washington Elementary will increase the number of students meeting their growth target from 56% to 60% as measured by MAP testing and EOY scores.

Benchmark I.M.O. Interim Measurable Objective By May 2013, 100% of teachers will use the District Curriculum maps and lesson plans as evidence in the CWT.

Intervention: Change in teacher and leader practice and district/school/team structures to support instructional practices and teacher effectiveness for students contributing to the achievement gap.				
Scientific Based Research:				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Washington Leadership Team will conduct classroom walk through (CWT) at least 5 times per week. By Friday of each week, CWT's will be documented on approved district forms. Teachers will receive email updates with feedback communication.	Ashley Garcia/Synetra Morris	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$

Action Type: Collaboration				
Class schedules will be designated for effective small group and intervention time by the building instructional facilitator.	Brooke Wing	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff 	ACTION BUDGET: \$
Classroom Walk through visits (CWTs) will be conducted with consultants Lin Kuzmich and Sandra Taylor in appropriate classrooms. Documentation will be collected on district approved forms. Feedback to faculty will be given as a whole group and also in individual conferences with teachers, as needed.	Lin Kuzmich/Sandra Taylor/Ashley Garcia/Synetra Morris/Brooke Wing	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Professional development schedules will be created and followed to ensure training in content areas with planning for common core state standards. This training will occur every two months. Teachers will be provided a professional development map.	Brooke Wing/Mary Briggs/Jenny Gammill	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Release days for teachers will be planned to review math and literacy data 3 times per year. Intervention schedules and individual student needs will be discussed. Data will come from DIEBLS, MCLASS, and MAP. Title IIA dollars will be used for substitute teachers.	Ashley Garcia/Brooke Wing	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Physical Education Coaches will coordinate with regular classroom teachers to integrate content into PE classes. This practice will occur daily. Cross-curriculum maps will be created and coordinated with the encore building schedule.	Kevin Thomas	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
District funding will be used to hire a Math Coach to work part-time at Washington Elementary. The Math Coach will ensure the administration of common assessments at least quarterly. Teachers and grade level teams will meet and collectively grade the common assessments.	Mary Briggs	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
Total Budget:				\$0

Goal	Washington Elementary will meet the requirement of the ESEA Flexibility Act and exit the Priority Status by 2013-2014 school year. Fayetteville Schools and Washington Elementary will affect a change in teacher and leader practice to support student progress and achievement.
Benchmark	By May 2013, Washington will meet the AMO targets in literacy for combined population of 76.19 and for TAGG of 65.36. By May, 2013, Washington will meet the AMO target in Math for combined population 72.98 and for TAGG of 59.26. By May 2013, Washington Elementary will close the achievement gap from 29.1 to 25 as measured by AMO's in TAGG and non-TAGG students. By May 2013, Washington Elementary will increase the number of students meeting their growth target from 56% to 60% as measured by MAP testing and EOY scores
Benchmark	I.M.O.- By May 2013, 60 % of students in all grade levels will show growth as evidence in the MAPS data.

Intervention: Change in teacher and leader practice to support student progress and achievement.

Scientific Based Research:

Actions	Person Responsible	Timeline	Resources	Source of Funds
PE, music and art teachers will coordinate with regular classroom teachers to integrate content into other content areas.	Garcia	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
Create a Data Wall that will indicate student achievement progress indicated by DIBELS, MAPS, and DRA. Update throughout the year either in grade level mtgs or Data Release Days.	Brooke	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Purchase mCLASS Math to screen and monitor progress in math achievement. 1003b will be used to cover half of the purchase price.	Christie Jay	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Math Coaches will screen students and monitor progress with mCLASS DIBELS.	Brooke	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
Washington Leadership Team will conduct classroom walk through (CWT). CWTs will be documented on approved district forms. Set classroom schedules to administer the BOY, MOY and EOY NWEA Maps assessment in both Math and Literacy. Action Type: Professional Development	Gracia	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Students will create and set goals for DIBELS and MAPS assessments. BOY and MOY.	McKenzie	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Hire personnel to assist in small group instruction in Math and Barton Intervention. Title 1 1003b funds.	Allie Brown and Kathy Kelsey	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Provide intermediate measurable objectives for math on a monthly basis. Using data updates for mCLASS Math.	Ashley	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Provide intermediate measurable objectives for literacy on a monthly basis. Using data updates from mCLASS Literacy.	Garcia	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Purchase Compass Odyssey License for student use at school and at home. 1003a funds will be used. Action Type: Title I Schoolwide	Christie Jay	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Outside Consultants Performance Assessments Teachers Title Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Goal	Washington Elementary will meet the requirement of the ESEA Flexibility Act and exit the Priority Status by 2013-2014 school year. Fayetteville Schools and Washington Elementary will monitor the effectiveness on student safety and discipline where appropriate to support closing the achievement gap.
Benchmark	By May 2013, Washington will meet the AMO targets in literacy for combined population of 76.19 and for TAGG of 65.36. By May, 2013, Washington will meet the AMO target in Math for combined population 72.98 and for TAGG of 59.26. By May 2013, Washington Elementary will close the achievement gap from 29.1 to 25 as measured by AMO's in TAGG and non-TAGG students. By May 2013, Washington Elementary will increase the number of students meeting their growth target from 56% to 60% as measured by MAP testing and EOY scores
Benchmark	I.M.O. By May 2013, a Student Survey will be administered in May to indicate satisfaction in school and safety. Results will be compared to the Fall WE Student Survey.

Intervention: Washington will monitor the effectiveness of student safety and discipline where appropriate to support closing the achievement gap.

Scientific Based Research:

Actions	Person Responsible	Timeline	Resources	Source of Funds
Implement the Leader in Me program through student building activities and professional development. Activities will be monthly and use the Franklin Covey website. Action Type: Title I Schoolwide	Prothero	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Implement CHAMPS through classroom and building activities. Professional development to train teachers to teach the CHAMPS program.	Garcia	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
On a quarterly basis identify "Some Risk" kids and mentor to help ensure success in achievement.	Brooke	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Administer and review WE surveys for student input and administer the parent survey. BOY and EOY. Action Type: Parental Engagement	Synetra	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Washington Elementary will receive new paint and furniture.	David Tate	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Library and Music renovations will take place to create inviting areas of learning. District funds and PTO funds used.	Jungmeyer	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Provide intermediate measurable objectives regarding discipline referrals on a monthly basis.	Synetra	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

- Goal Washington Elementary will meet the requirement of the ESEA Flexibility Act and exit the Priority Status by 2013-2014 school year. Fayetteville Schools and Washington Elementary will monitor the effectiveness of parent and community engagement.
- Benchmark By May 2013, Washington will meet the AMO targets in literacy for combined population of 76.19 and for TAGG of 65.36. By May, 2013, Washington will meet the AMO target in Math for combined population 72.98 and for TAGG of 59.26. By May 2013, Washington Elementary will close the achievement gap from 29.1 to 25 as measured by AMO's in TAGG and non-TAGG students. By May 2013, Washington Elementary will increase the number of students meeting their growth target from 56% to 60% as measured by MAP testing and EOY scores
- Benchmark I.M.O By May 2013 a Parent survey will be administered and the results will be shared with parents and staff for future planning.
- Benchmark I.M.O.-By May 2013, community and volunteers will consistently support interventions and TAGG student's academics by coming daily to school as evidence by volunteer sign in.

Intervention: Washington Elementary will monitor the effectiveness of parent and community engagement

Scientific Based Research:

Actions	Person Responsible	Timeline	Resources	Source of Funds
Organize volunteers from the community, parents and staff to assist small group and individual students.	Brooke	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Organize Creative Cats. Using Title 1 and PTO funds.	Whitney	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Conduct Parent/Teacher conferences 2x a year. Send postcards to invite parents and provide a hospitality table	Synetra	Start: 07/01/2013		

during the conference. Action Type: Parental Engagement Action Type: Title I Schoolwide		End: 06/30/2014		ACTION BUDGET: \$
Provide intermediate measurable objectives with Parent/Teacher Sign-in and Volunteer Sign-in.	Synetra	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
Business Representative	Kevin Thomas	member	Wellness and Nutrition
Business Representative	Linda Sorenson	member	Wellness and Nutrition
Classroom Teacher	Amber Brown	Spec. Ed.	Literacy
Classroom Teacher	Beth Cardwell	2nd Grade	Math
Classroom Teacher	Caroline Campbell	Kindergarten	Literacy
Classroom Teacher	Chad Lechtenberger	Second Grade	Literacy
Classroom Teacher	Christel Kirk	Kindergarten	Literacy
Classroom Teacher	Heather Bowen	3rd Grade	ACSIP Leadership co-chair
Classroom Teacher	Heather Bowen	3rd grade	Math
Classroom Teacher	Heather Bowen	3rd grade	Focus School Leadership Team
Classroom Teacher	Holly Wimer	third grade	Literacy
Classroom Teacher	Jennifer Neumeyer	Fourth Grade	Math
Classroom Teacher	Jodi Felkins	Kindergarten	Math
Classroom Teacher	Karie Sutton	Second Grade	Math
Classroom Teacher	Keri Kelso	First	Literacy
Classroom Teacher	Leona Prothero	Fifth Grade	ACSIP Leadership Co-Chair
Classroom Teacher	Leona Prothero	5th grade teacher	Focus School Leadership Team
Classroom Teacher	Leona Prothero	Cochair ACSIP	Literacy Committee
Classroom Teacher	Melissa Wick	Chairperson	Math
Classroom Teacher	Mignonne Scarbrough	Gifted and Talented	Literacy
Classroom Teacher	Suzi Robinson	Fourth Grade	Literacy
Classroom Teacher	Terra Ogle	First Grade	Literacy
Community Representative	Louise Hancox	Walton Art Center	Parent Involvement
Community Representative	Warren Rothern	Ozark COOP	School Nutrition and Physical Activity Advisory Committee
District-Level Professional	Adam Simmons	Director of Food Services	School Nutrition and Physical Activity Advisory Committee
District-Level Professional	Christie Jay	Title I Coordinator	Title I
District-Level Professional	Christie Jay	District ACSIP Coordinator	Focus School Leadership Team
District-Level Professional	Christie Jay	Coordinator	Title II A
District-Level Professional	Ellen Johnston	Director of Math	Math
District-Level Professional	Kay Magness	Literacy Specialist	Title I
District-Level Professional	Sandra Taylor	Director of Literacy	Literacy
Non-Classroom Professional Staff	Brooke Wing	Literacy Coach	Title I
Non-Classroom Professional Staff	Brooke Wing	Building Literacy Coach	Focus School Leadership Team
Non-Classroom Professional Staff	John Andrews	Music	Math
Non-Classroom Professional Staff	Laura Osborn	Speech/ Language	Literacy
Non-Classroom Professional Staff	Mary Briggs	Math Coach	Math

Non-Classroom Professional Staff	Mary Briggs	District Math Coach	Focus School Leadership Team
Non-Classroom Professional Staff	Sandra Taylor	District Literacy Director	Focus School Leadership Team
Non-Classroom Professional Staff	Sara Widmer	School Nurse	Health and Wellness
Non-Classroom Professional Staff	Sara Widmer	School Nurse	School Nutrition and Physical Activity Advisory Committee
Non-Classroom Professional Staff	Shannon Lawson	1st Grade	Literacy
Non-Classroom Professional Staff	Susan Armstrong	Special Ed.	Math
Non-Classroom Professional Staff	Tara Lechtenberger	Counselor	Math
Non-Classroom Professional Staff	Tara Lechtenberger	Counselor	Parent Involvement Building Coordinator
Non-Classroom Professional Staff	Whitney Johnston	Art	Parent/ Alumni
Parent	Allison Khene	Member	Wellness
Parent	Laura Osborn	Parent	Alumni Advisory Team
Parent	Louise Hancox	Member	Alumni
Parent	Stephani Jungmeyer	Member	Wellness
Principal	Ashley Garcia	Principal	Focus School Leadership Team
Principal	Ashley Garcia	Principal	ACSIP Leadership
Principal	Synetra Morris	Assistant Principal	Focus School Leadership Team
Principal	Synetra Morris	Assistant Principal	Math