ACSIP
Arkansas Consolidated School Improvement Plan

School Plan

Print Version

ESTEM ELEM SCHOOL

Arkansas Comprehensive School Improvement Plan

2014-2015

Our mission is to develop students who are critical thinkers, problem solvers, and collaborative members of a learning community and society. We will encourage students to be risk takers and enthusiastic life-long learners who are versed in engineering, science, technology, economics, math, and literacy.

Grade Span: K-4 Title I: Title I Targeted Assistance School Improvement: MS

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Priority 1: Student Achievement in Literacy

Supporting Data:

1. Criterion referenced test data for the 2013-2014 school year reflect that 82.35% of the combined population scored at proficient or advanced levels, as did 69.33% of the TAGG group. Criterion-referenced test data for 2009-2010 - Scores were obtained for current 4th graders from the 3rd grade Literacy ACTAAP Augmented Benchmark Exam administered April 2010 shows the following percentages of students who score proficient or advanced: 80% of the combined student population, 63% of African-American students, 95% Caucasian students, 100% Hispanic students, and 57% Economically Disadvantaged students. The lowest identified areas for all sub groups were writing for content and style in essay form, reading and responding to content area text passages, and reading and responding to practical informational texts. Criterion-referenced test data for 2010-2011 - Scores were obtained for current 4th graders from the 3rd grade Literacy ACTAAP Augmented Benchmark Exam administered April 2011 shows the following percentages of students who score proficient or advanced: 65% of the combined student population, 50% of African-American students, 84% Caucasian students, 50% Hispanic students, and 46% Economically Disadvantaged students. The lowest identified areas for all sub groups were writing for content and style in essay form, reading and responding to literary area text passages, and reading and responding to practical informational texts. Criterion-referenced test data for 2011-2012 – Score were obtained for current 4th graders from the 3rd grade Literacy ACTAAP Augmented Benchmark Exam administered April 2012 scores show the following percentages of students who scored proficient or advanced: 66% of the overall student population, 50% of African-American students, 84% of Caucasian students, 40%

of Hispanic students, and 60% of Economically Disadvantaged students. The lowest identified areas for all sub groups were writing for content and style in essay form and reading and responding to literary area text passages. Criterion-referenced test data for 2012-2013 – Scores were obtained from the current 4th grade from the 3rd grade Literacy ACTAAP Augmented Benchmark Exam administered April 2013 scores show the following percentages of students who scored proficient or advanced:84% of the overall student population, 64% of African-American students, 98% of Caucasian students, 100% of Hispanic students, and 71% of Economically Disadvantaged students. The lowest identified areas for all sub groups were writing for content and style in essay form and reading and responding to practical area text passages. Criterion-referenced test data for 2013-2014 – Scores were obtained from the current 4th grade from the 3rd grade Literacy ACTAAP Augmented Benchmark Exam administered April 2014 scores show the following percentages of students who scored proficient or advanced: 80% of the overall student population, 71% of African-American students, 91% of Caucasian students, 75% of Hispanic students, 75% of Asian students, and 73% of Economically Disadvantaged students. The lowest identified areas for all sub groups were writing for content, style, and sentence formation in essay form and reading and responding to content area text passages.

2. Norm-referenced test data for 2009-2010 – Scores were obtained for current 3rd graders from the 2nd grade Stanford 10 Norms reference Reading administered in April 2010 shows the following percentages of students who scored above the national 50th percentile in reading: 43% general population, 18% African-American, 69% Caucasian, and 23% Economically Disadvantaged. The lowest identified areas for all subgroups were making inferences, selecting an appropriate reading strategy, and analyzing text structure or elements. Normed-referenced test data for 2010-2011 – Scores were obtained for current 3rd graders from the 2nd grade Iowa Tests of Basic Skills NORMS reference Reading administered in April 2011 shows the following percentages of students who scored above the national 50th percentile in reading: 64.2% general population, 50% African-American, 78.7% Caucasian, and 52% Economically Disadvantaged. The lowest identified area for all subgroups were making inferences and interpretation. Normed-referenced test data for 2011-2012 – Scores were obtained for current 3rd graders from the 2nd grade Iowa Tests of Basic Skills NORMS reference Reading administered in April 2012 shows the following percentages of students who scored above the national 50th percentile in reading: 59.5% general population, 50% African-American, 73.2% Caucasian, and 54.3% Economically Disadvantaged. The lowest identified area for all subgroups were factual understanding in story comprehension. Normed-referenced test data for 2012-2013 – Scores were obtained for current 3rd graders from the 2nd grade Iowa Tests of Basic Skills NORMS reference Reading administered in April 2013 shows the following percentages of students who scored above the national 50th percentile in reading:68% general population, 59.1% African-American, 79.5% Caucasian, 33.3% Hispanic, and 55.2% Economically Disadvantaged. The lowest identified area for all subgroups were factual understanding in story comprehension. Normed-referenced test data for 2013-2014 – Scores were obtained for current 3rd graders from the 2nd grade Iowa Tests of Basic Skills NORMS reference Reading administered in April 2014 shows the following percentages of students who scored above the national 50th percentile in reading: 69% general population, 60.4% African-American, 81.9% Caucasian, 50% Hispanic, 66>7% Asian, and 54.8% Economically Disadvantaged. The lowest identified area for all subgroups were factual understanding in story comprehension and inference and interpretation in story comprehension.
3. Norm-referenced test data for 2009-2010 - Scores were obtained for current 2nd graders from the 1st grade Stanford 10 Norms Referenced Reading administered in April 2010 shows the following percentages of students that scored above the national 50th percentile in reading: 54% general population, 44% African-American, 63% Caucasian, and 40% Economically Disadvantaged. The lowest identified areas for all subgroups were understanding two-sentence stories and understanding an explicit sequence of actions. Normed-referenced test data for 2010-2011 - Scores were obtained for current 2nd graders from the 1st grade Iowa Tests of Basic Skills Norms referenced Reading administered in April 2011 shows the following percentages of students that scored above the national 50th percentile in reading: 55.7% general population, 46.4% African-American, 73.1% Caucasian, and 45.4% Economically Disadvantaged. The lowest identified areas for all subgroups were making inferences and interpretation and factual understanding. Normed-referenced test data for 2011-2012 – Scores were obtained for current 2nd graders from the 1st grade Iowa Tests of Basic Skills NORMS reference Reading administered in April 2012 shows the following percentages of students who scored above the national 50th percentile in reading: 65.6% general population, 55.3% African-American, 82.5% Caucasian, and 45.7% Economically Disadvantaged. The lowest identified area for all subgroups were inference and interpretation in story comprehension. Normed-referenced test data for 2012-2013 – Scores were obtained for current 2nd graders from the 1st grade Iowa Tests of Basic Skills NORMS reference Reading administered in April 2013 shows the following percentages of students who scored above the national 50th percentile in reading: 64% general

population, 60% African-American, 69% Caucasian, and 51.5% Economically Disadvantaged. The lowest identified area for all subgroups were inference and interpretation in story comprehension and factual understanding in story comprehension. Normed-referenced test data for 2013-2014 - Scores were obtained for current 2nd graders from the 1st grade Iowa Tests of Basic Skills NORMS reference Reading administered in April 2014 shows the following percentages of students who scored above the national 50th percentile in reading: 68.1% general population, 54.6% African-American, 83.8% Caucasian, 80% Hispanic, 50% Asian, and 66.7% Economically Disadvantaged. The lowest identified area for all subgroups were inference and interpretation in story comprehension and factual understanding in story comprehension.

4. Normed-referenced test data for 2009-2010 - Scores were obtained for 1st grade students currently enrolled at eStem Elementary school 2009-10 for those students Kindergarten Metropolitan Achievement Test Sounds & Print was administered in April 2010 shows the following percentages of students that scored above the national 50th percentile in reading: 66% general population, 50% African-American, 87% Caucasian, and 63% Economically Disadvantaged. The lowest identified areas for all subgroups were rhyming phonemic awareness and identifying the printed word that names a given picture. Normed-referenced test data for 2010-2011 - Scores were obtained for 1st grade students currently enrolled at eStem Elementary School 2010-11 for those students Iowa Tests of Basic Skills Norms Referenced Reading administered in April 2011 shows the following percentages of students that scored above the national 50th percentile in reading: 85% general population, 76% African-American, 88.5% Caucasian, and 83.3% Economically Disadvantaged. The lowest identified areas for all subgroups were auditory cues and picture cues. Norm-referenced test data for 2011-2012 was unavailable due to the current 1st graders not taking the Iowa Test of Basic Skills in April 2012. Norm-referenced test data for 2012-2013 was unavailable due to the current 1st graders not taking the Iowa Test of Basic Skills in April 2013. Norm-referenced test data for 2013-2014 was unavailable due to the current 1st graders not taking the Iowa Test of Basic Skills in April 2014.
5. All students were assessed in July 2010 using the Northwest Evaluation Association (NWEA) computer-adaptive assessment in reading; Mean RIT Score for 4th grade general population was 203.9, median score 205, and standard deviation 14.3. Scores broken down by strands: foundations of reading 200, connections and questioning 201, determine importance 202, summarize/analyze 203.3, and variety of text, 203. NWEA Mean RIT July 2010 score for 3rd grade literacy general population was 192.8, median score 194, and standard deviation 16.2. Scores broken down by strands: foundations of reading 194, connections and questioning 196, determine importance 195, summarize/analyze 199.5, and variety of text, 197. NWEA Mean RIT July 2010 score for 2nd grade literacy general population was 179.6, median score 184, and standard deviation of 16.3. Scores broken down by strands: foundations of reading 177.9, connections and questioning 179.3, determine importance 179.2, summarize/analyze 184, and variety of text, 179. NWEA Mean RIT July 2010 score for 1st grade literacy general population was 163, median score 163, and standard deviation of 12.3. Scores broken down by strands: phonological awareness 164, phonics 161.3, concepts of print 159.5, vocabulary and word structure 165, and comprehension 162.3. NWEA Mean RIT July 2010 score for Kindergarten literacy general population was 140.4, median score 140, and standard deviation 10.2. Scores broken down by strands: phonological awareness 144.6, phonics 139.5, concepts of print 138.0, vocabulary and word structure 140, and comprehension 140.5. All students were assessed in August 2011 using the Northwest Evaluation Association (NWEA) computer-adaptive assessment in reading; Mean RIT Score for 4th grade general population was 203.0, median score 207, and standard deviation 15.1. Scores broken down by strands: foundations of reading 201, connections and questioning 204, and variety of text 204. NWEA Mean RIT August 2011 score for 3rd grade literacy general population was 191.0, median score 193, and standard deviation 15.4. Scores broken down by strands: foundations of reading 189, connections and questioning 192, and variety of text 192. NWEA Mean RIT August 2011 score for 2nd grade literacy general population was 176.7, median score 178, and standard deviation of 18.1. Scores broken down by strands: foundations of reading 176, connections and questioning 177, and variety of text 177. NWEA Mean RIT August 2011 score for 1st grade literacy general population was 167.7, median score 169, and standard deviation of 17.1. Scores broken down by strands: phonological awareness 165, phonics 167, concepts of print 168, vocabulary and word structure 176, comprehension 167, and writing 159. NWEA Mean RIT August 2011 score for Kindergarten literacy general population was 135.6, median score 131, and standard deviation 16.9. Scores broken down by strands: phonological awareness 132, phonics 132, concepts of print 138, vocabulary and word structure 144, comprehension 134, and writing 135. All students were assessed in August 2012 using the Northwest Evaluation Association (NWEA) computer-adaptive assessment in reading; Mean RIT Score for 4th grade general population was 201.3, median score 202, and standard deviation 13.7. Scores broken down by strands: foundations of reading 201, connections and questioning 201, and variety of text 202. NWEA Mean RIT August 2012 score for 3rd grade literacy general population was 193.6, median score 196, and standard

deviation 14.9. Scores broken down by strands: foundations of reading 193, connections and questioning 193, and variety of text 194. NWEA Mean RIT August 2012 score for 2nd grade literacy general population was 181.4, median score 183, and standard deviation of 15.9. Scores broken down by strands: foundations of reading 181, connections and questioning 182, and variety of text 182. NWEA Mean RIT August 2012 score for 1st grade literacy general population was 167.6, median score 168, and standard deviation of 12.0. Scores broken down by strands: foundational skills 168, literature and informational 168, vocabulary use and functions 169, and language and writing 166. NWEA Mean RIT August 2012 score for Kindergarten literacy general population was 144.8, median score 144, and standard deviation 9.2. Scores broken down by strands: foundational skills 143, literature and informational 146, vocabulary use and functions 147, and language and writing 143. All students were assessed in August 2013 using the Northwest Evaluation Association (NWEA) computer-adaptive assessment in reading; Mean RIT Score for 4th grade general population was 201.4, median score 203, and standard deviation 13.8. Scores broken down by strands: foundations of reading 200.6, literature 202.2, and informational text 200.9. NWEA Mean RIT August 2013 score for 3rd grade literacy general population was 195.2, median score 196, and standard deviation 15.6. Scores broken down by strands: foundations of reading 194.2, literature 196.2, and informational text 194.9. NWEA Mean RIT August 2013 score for 2nd grade literacy general population was 180.9, median score 183, and standard deviation of 17.3. Scores broken down by strands: foundations of reading 179.4, literature 182.4, and informational text 179.7. NWEA Mean RIT August 2013 score for 1st grade literacy general population was 169.7, median score 169, and standard deviation of 12.7. Scores broken down by strands: foundational skills 169.5, literature and informational 71.7, vocabulary use and functions 170, and language and writing 168.2. NWEA Mean RIT August 2013 score for Kindergarten literacy general population was 145.6, median score 146, and standard deviation 9.1. Scores broken down by strands: foundational skills 143.8, literature and informational 146.8, vocabulary use and functions 148.5, and language and writing 143.2. All students were assessed in August 2014 using the Northwest Evaluation Association (NWEA) computer-adaptive assessment in reading; Mean RIT Score for 4th grade general population was 199.4, median score 201, and standard deviation 17.9. Scores broken down by strands: literature 199.85, informational text 199.2, and vocabulary acquisition & use 199.1. NWEA Mean RIT August 2014 score for 3rd grade literacy general population was 191, median score 195, and standard deviation 16.6. Scores broken down by strands: literature 191.8, informational text 190.45, and vocabulary acquisition & use 190.575. NWEA Mean RIT August 2014 score for 2nd grade literacy general population was 179.9, median score 183, and standard deviation of 17.5. Scores broken down by strands: literature 181.1, informational text 180.4, and vocabulary acquisition & use 179.3. NWEA Mean RIT August 2014 score for 1st grade literacy general population was 169.6, median score 170, and standard deviation of 11.9. Scores broken down by strands: foundational skills 171.36, language & writing 166.52, literature & informational 171.88, vocabulary use & functions 171.4. NWEA Mean RIT August 2014 score for Kindergarten literacy general population was 141.6, median score 142, and standard deviation 10.0. Scores broken down by strands: foundational skills 138.15, literature and informational 143.08, vocabulary use and functions 145.01, and language and writing 140.6.

6. Attendance data fr the 2013-2014 school year indicates an average daily attendance rate of 97.50%. Attendance data for the 2009-2010 school year indicates an average daily attendance rate of 97.4% This was calculated by dividing the 4 quarter average ADA by the 4 quarter ADM (average daily membership). Attendance data for the 2010-2011 school year indicates an average daily attendance rate of 98.52% This was calculated by dividing the 4 quarter average ADA by the 4 quarter ADM (average daily membership). Attendance data for the 2011-2012 school year indicates an average daily attendance rate of 97.86%. This was calculated by dividing the 4 quarter average ADA by the 4 quarter ADM (average daily membership). Attendance data for the 2012-2013 school year indicates an average daily attendance rate of 96.66%. This was calculated by dividing the 4 quarter average ADA by the 4 quarter ADM (average daily membership). Attendance data for the 2013-2014 school year indicates an average daily attendance rate of 97.45%. This was calculated by dividing the 4 quarter average ADA by the 4 quarter ADM (average daily membership).
7. Needs assessment 2014 - benchmark data indicate a need to continue working on open response items and grammar, style, and content. Needs Assessment 2010 - The Benchmark data indicate a need to continue working on essay writing for content and style and focus more on Open Response Reading and responding the practical genre. SAT 10 results indicate a need to develop reading stamina when reading for comprehension and focusing on details in content area text and informational text. NWEA data reveals a need to work in all populations on reading strategies and specific skills in each grade level in whole and small groups. Needs Assessment 2011 - The Benchmark data indicates a need to continue working on essay writing for content and style and to continue to focus on open response reading and responding to literary passages and practical passages. ITBS results indicate a need to work on inferencing and interpretation.

NWEA data reveals a need to work in all populations on reading strategies and specific skills in each grade level in whole and small groups. Needs Assessment 2012 - The Benchmark data indicates a need to continue working on essay writing for content and style and to continue to focus on open response reading and responding to literary passages. Focus on these areas will assist in meeting the Annual Measurable Objectives (AMO) for the 2012-2013 school year. ITBS results indicate a need to work on factual understanding and inferencing and interpretation in story comprehension. NWEA data reveals a need to work in all populations on reading strategies and specific skills in each grade level in whole and small groups. Needs Assessment 2013 - The Benchmark data indicates a need to continue working on essay writing for content and style and to continue to focus on open response reading and responding to literary passages. Focus on these areas will assist in meeting the Annual Measurable Objectives (AMO) for the 2013-2014 school year. ITBS results indicate a need to work on factual understanding and inferencing and interpretation in story comprehension. NWEA data reveals a need to work in all populations on reading strategies and specific skills in each grade level in whole and small groups. Needs Assessment 2014 - The Benchmark data indicates a need to continue working on essay writing for content and style and to focus on open response reading and responding to content passages. Focus on these areas will assist in meeting the Annual Measurable Objectives (AMO) for the 2014-2015 school year. ITBS results indicate a need to work on factual understanding and inferencing and interpretation in story comprehension. NWEA data reveals a need to work in all populations on reading strategies and specific skills in each grade level in whole and small groups.

Goal	Students at eStem Elementary Public Charter School will meet or exceed the Annual Measurable Objectives (AMO) for the 2014-2015 school year.
Benchmark	Students at e-Stem Elementary Public Charter School will meet or exceed the 2014-2015 Annual Measurable Objectives (AMO)in Literacy Performance of 85.65% for all students and 77.09% for the Targeted Achievement Gap Group and the AMOs in Literacy Growth of 94.02% for all students and 89.90% for the Targeted Achievement Gap Group.

Intervention: Implementation of the Daily 5/CAFE Model

Scientific Based Research: Here, there, and everywhere: reading first in the library. Kindig, Joan. Library Media Connection, Apr/May2006, Vol. 24 Issue 7; The Daily Five. Cilia-Duncan, JoAnne. Collaborative Action Research, June 2008.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Classroom teachers will set up classrooms for the Daily Five Model to provide an optimal literacy environment for all students. Action Type: Collaboration Action Type: Equity	Debra Brown - Literacy Coach	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	ACTION BUDGET: $
Collaborate with teachers, parents and administration to select students for the Targeted Assistance program. Children will be identified based on the following criteria: free and reduced lunch status, below grade level DRA scores, low standardized test scores and NWEA data. The students will be selected based on this data and being at greatest risk of failing to meet student academic achievement standards. The students will be ranked in order from greatest to least need. Collaborate with teachers to administer pre/post and ongoing assessments to determine the strengths and needs of individual students so that instruction can be individualized and planned accordingly. Assessments include: Screening assessment – DIBELS Diagnostic Assessments – Observation Survey, DSA, DRA Classroom-Based	Cindy Barton-Director of K-8	Start: 07/01/2014 End: 06/30/2015	• Performance Assessments • Teachers	ACTION BUDGET: $

Assessments – writing samples, running records, observational notes, anecdotal records. Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Target Assistance				
Teachers in grades K-4 will attend a weekly grade level Instructional Planning/Literacy Team Meeting to review targeted students'data, align curriculum to teaching strategies, and collaborate to provide interventions in addition to regular classroom instruction. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Title I Target Assistance	Bryan Swymn - Director of Teaching & Learning	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Performance Assessments • Teachers	ACTION BUDGET: $
K-2 Classroom teachers will write Intensive Reading Intervention Plans (IRI) for all students students not scoring at or above the 50th percentile in literacy on the Norm Referenced Test. IRIs will be written according to needs identified by DIBELS and DRA Action Type: AIP/IRI Action Type: Collaboration	Debra Brown - Literacy Coach	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Performance Assessments	ACTION BUDGET: $
Teachers will attend literacy conferences, professional meetings, host colleague visits for classroom teachers, administrators, and other educational leaders, analyze lessons via video and observations to improve delivery of instruction for students in the Targeted Assistance Program. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Target Assistance	Cindy Barton- Director of K-8	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • District Staff	ACTION BUDGET: $
Purchase instructional materials and supplies to support instruction in the classroom. Libraries will be developed through the purchase of reading materials. Guided reading groups will be conducted using levelized books to provide individualized instruction for targeted assistance students. The Barton Reading and Spelling program will be used to provide intensive reading intervention to students. Teachers will provide learning opportunities through an extended day and year calendar. Action Type: Alignment Action Type: Equity Action Type: Title I Target Assistance	Debra Brown - Literacy Coach	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Performance Assessments • Teachers	ACTION BUDGET: $
Use the Northwest Evaluation Association (NWEA) assessments to measure student performance. A series of three computerized, standards-based assessments will be	Debra Brown - Literacy Coach	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Computers • District Staff	ACTION BUDGET: $

given in reading to all students during the 2014-2015 school year. Monthly meetings will be held with staff and administration to analyze data and monitor the progress of students to make better informed, data-driven decisions. Results will be used to provide remediation for targeted students and/or advancement lessons to meet individual needs of all students. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion			• Performance Assessments • Teachers	
Share results of NWEA assessments with parents. Academic needs, strengths, and growth models will be discussed to keep parents informed of student's progress. Action Type: Equity Action Type: Parental Engagement	Debra Brown - Literacy Coach	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Computers • District Staff • Teachers	ACTION BUDGET: $
Staff will have the following professional development either job embedded or the opportunity provided: (2) hours of parental engagement for teachers (3) hours of parental engagement for administrators (2) hours of Arkansas History for required staff (6) hours of Technology and Response To Intervention (RTI)to ensure success for students in the Targeted Assistance program. Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion	Bryan Swymn - Director of Teaching & Learning	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Computers • District Staff • Outside Consultants • Teachers	ACTION BUDGET: $
Collaborate will all stakeholders in the development and implementation of AIP and IRI plans for targeted students when applicable. Action Type: AIP/IRI Action Type: Collaboration Action Type: Parental Engagement	Cindy Barton-Director of K-8	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Computers • Performance Assessments • Teachers	ACTION BUDGET: $
Classroom teachers in grades 3-4 will write Academic Improvement Plans (AIP)for each student scoring basic or below basic on the Augmented Benchmark Exam in literacy. AIPs will be written according to needs identified by DRA, Augmented Bechmark Exam and NWEA Assessment. Action Type: AIP/IRI	Debra Brown - Literacy Coach	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Computers • Teachers	ACTION BUDGET: $
Provide common planning time (one hour every day) for all grade levels to provide continual training, refinement and updates in the components of the Daily Five, and assistance in analyzing data. Teachers will meet with grade levels, across grade levels, with targeted assistance interventionists, and with instructional leaders to	Cindy Barton-Director of K-8	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Performance Assessments • Title Teachers	ACTION BUDGET: $

analyze data to ensure constant growth and individualized instruction. Action Type: Collaboration Action Type: Equity Action Type: Professional Development				
Determine the impact of implementing the Daily Five/CAFE using the Developmental Reading Assessment (DRA)to identify percentages of students moving to higher reading and comprehension levels, the Augmented Benchmark and NWEA to identify percentages of students scoring advanced,proficient, basic, and below basic and the Norm Referenced Test to determine the percentage of students scoring below or above the 50th percentile in literacy. According to our 2009-2010 beginning of the year Developmental Reading Assessment data, 20.7 % of our elementary students are proficient in literacy, 49.2% are advanced, and 30.1% fell at basic or below basic levels. Within our school population, 22% of our African American elementary students scored proficient in literacy, 39% advanced, and 39% basic or below basic. The breakdown of Caucasian students is 20% proficient, 57% advanced and 23% basic or below basic. Normed-referenced test data for 2010-2011 - Scores were obtained for 1st grade students currently enrolled at eStem Elementary School 2010-11 for those students Iowa Tests of Basic Skills Norms Referenced Reading administered in April 2011 shows the following percentages of students that scored above the national 50th percentile in reading: 85% general population, 76% African-American, 88.5% Caucasian, and 83.3% Economically Disadvantaged. The lowest identified areas for all subgroups were auditory cues and picture cues. Scores were obtained for current 2nd graders from the 1st grade Iowa Tests of Basic Skills NORMS reference Reading administered in April 2012 shows the following percentages of students who scored above the national 50th percentile in reading: 65.6% general population, 55.3% African-American, 82.5% Caucasian, and 45.7% Economically Disadvantaged. The lowest identified area for all subgroups were inference and interpretation in story comprehension. Action Type: Program Evaluation	Debra Brown - Literacy Coach	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Performance Assessments • Teachers	ACTION BUDGET: $
Title I funds will be used for students who exhibit deficits in literacy. One highly qualified (.50 FTE) Title I	Christie Martin-Title I	Start: 07/01/2014 End:	• Administrative Staff	Title I - Employee Salaries: $24359.00

Coordinator Christie Martin will be scheduled to coordinate the title 1 literacy efforts of the school. Coordinator will schedule and monitor daily intervention services for K-4 Title I students which will be provided in addition to their regular classroom instruction ($24,359 salary, $10,500 benefits). The Title I Coordinator will also be responsible for meeting with the teachers and evaluating all interventions provided to Title I students. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Title I Target Assistance	Coordinator	06/30/2015	• District Staff • Teachers	Title I - Employee Benefits: $10500.00 ACTION BUDGET: $34859
Teachers in grades K-4 will implement the Daily 5. The Daily 5 is five tasks: Read To Self, Work on Writing, Read to Someone, Listening to Reading, and Word Work; a system for teaching independence; and a structure that holds the literacy block together. The Daily 5 helps students foster independent literacy habits, so that teachers are free to work with small groups or have individual conferences. The Daily 5 system is designed to develop shared awareness and instructional routines with students, through specific, focused teaching, while balancing students' needs for choice and independence. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Debra Brown - Literacy Coach	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $
A literacy coach (1.0 FTE) Debra Brown will be utilized to assist teachers with best practices and planning ($58,143, benefits $16,268). Additionally, the literacy coach will conduct teacher observations, provide resources, and trainings on individualizing instruction to meet targeted students' needs. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Target Assistance	Cindy Barton - Director of K-8	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	NSLA (State-281) - Employee Benefits: $16268.00 NSLA (State-281) - Employee Salaries: $58143.00 ACTION BUDGET: $74411
Collaborative meetings will be held monthly with the principal to follow up on targeted students' progress and ensure teachers have the resources needed for academic growth and success of Title I students. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion	Cindy Barton- Director of K-8	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: $

Action Type: Title I Target Assistance				
Total Budget:				$109270

Intervention: Infuse reading and writing activities across all disciplines and curriculum areas

Scientific Based Research: Improving Reading and Writing Skills in Language Arts Courses and Across the Curriculu; Bottoms, Gene and Bearman, Amy; 2002. Teaching Children to Read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction, NICHD;2000

Actions	Person Responsible	Timeline	Resources	Source of Funds
The literacy coach will help teachers with the integration of literacy across the content areas as they implement literacy strategies. Action Type: Alignment Action Type: Professional Development	Debra Brown - Literacy Coach	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	ACTION BUDGET: $
Teachers will receive professional development in the use of the Core Knowledge curriculum to supplement literacy through the use of classical literature and poetry. Action Type: Alignment Action Type: Professional Development	Debra Brown - Literacy Coach	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	ACTION BUDGET: $
Students' test-taking skills will be enhanced by providing state benchmark released items in grades 3 and 4 as supplementary learning activities Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Debra Brown - Literacy Coach	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Computers • District Staff • Teachers	ACTION BUDGET: $
Title I funds will be used for students who exhibit deficits in literacy. Two highly qualified (.17 FTE) Para Professionals: Thom Ascweiz (salary - $7,108, benefits - $2,152.32) and Denise Beavert (salary - $6,669, benefits - $1,519) and one highly qualified (.50) Para Professional: Stephanie Johnson (salary - $18,080, benefits $$5,693) will be scheduled to provide intervention for K-4 Title I students daily to provide intervention to targeted students in addition to regular classroom instruction. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide Action Type: Title I Target Assistance	Christie Martin, Intervention Coordinator	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • District Staff • Teachers	Title I - Employee Salaries: $31857.00 Title I - Employee Benefits: $9364.32 ACTION BUDGET: $41221.32
Institute the Early Intervention Problem Solving Model, Response to Intervention (RTI), utilizing the Dynamic Indicators of Basic Early Literacy Skills (DIBELS)to establish an assessment tool to evaluate the need for pre-intervention services that is aligned to curriculum frameworks. Evaluation: Utilize the three-tier model of RTI to collect and compare data quarterly regarding the numbers of	Laura McCammon-Special Education Teacher	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • District Staff • Performance Assessments • Teachers	ACTION BUDGET: $

students maintained in general education through the pre-referral intervention support efforts encompassed in this model. Outcome: Collected data will provide teachers with evidence of interventions resulting in better decision making and less referrals to special education. (Research suggests that no child should be found eligible for special education unless there is evidence of insufficient response to high quality interventions in the relevant domains of functioning in school.) Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Program Evaluation Action Type: Special Education				
Provide new teachers with AIMM certified mentors. All teachers will have the opportunity to receive professional development and mentoring from an experienced, trained mentor. AIMM Mentors will meet and complete modules in Moodle based on Charlotte Danielson's Frameworks for Teaching Rubric. Novice teachers will meet with Mentor teachers to prepare them to receive their initial license. Action Type: Collaboration Action Type: Professional Development	Jessi Forster-AIMM Project Director	Start: 07/01/2014 End: 06/30/2015	• Outside Consultants • Teachers	ACTION BUDGET: $
Technology will be infused in the instructional delivery across the curriculum; teachers will use document cameras, interwrite tablets, presentation sofware, media retrieval system and video conferencing, and virtual field trips as tools for instruction and learning. Action Type: Alignment Action Type: Technology Inclusion	Cindy Barton - Director of K-8	Start: 07/01/2014 End: 06/30/2015	• Computers • School Library • Teachers	ACTION BUDGET: $
Provide opportunities for special education students to receive literacy instruction according to their deficit areas in their IEP using all accompanying materials and technology. Parent conferences are scheduled as needed and an annual review is done for each child. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education Action Type: Technology Inclusion	Laura McCammon-Special Education Teacher	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Computers • District Staff • Teachers	ACTION BUDGET: $
Utilize departmentalization of third and fourth grade teachers with an expert teacher focusing on literacy/social studies instruction only.Two third grade teachers and two fourth grade teachers will teach the literacy and social studies curriculum. The Literacy	Debra Brown - Literacy Coach	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Computers • Outside Consultants • Teachers	ACTION BUDGET: $

Coach will meet with grade level teachers to discuss literacy curriculum, classroom strategies and practices, and literacy lesson plans. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development				
Utilize the economics teacher to teach economics through children's literature. Students will gain exposure to a wide variety of economics concepts contained in the state standards by reading selected books. Each student in K-4 will receive one hour of focused economics instruction per week by a certified teacher. Action Type: Alignment Action Type: Equity	Jessica Molinaro-Economics Through Childrens Literature Teacher	Start: 07/01/2014 End: 06/30/2015	• Outside Consultants • Teachers	ACTION BUDGET: $
K-4 teachers will work closely with the economics teacher to support and reinforce instruction of economics concepts. The economics teacher will provide strategies for impletmenting economics across the curriculum. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Jessica Molinaro-Economics Through Childrens Literature Teacher	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Outside Consultants • Teachers	ACTION BUDGET: $
Collaborate to provide opportunities for all children to check out books from our Book Room and at the public library as needed. Action Type: Collaboration Action Type: Equity	Krista DuPriest-Activities Coordinator	Start: 07/01/2014 End: 06/30/2015	• Community Leaders • Public Library • Teachers	ACTION BUDGET: $
Determine the impact of infusing reading and writing activities across all disciplines and curriculum areas by using the DIBELS and Developmental Reading Assessment (DRA)to identify percentages of students moving to higher reading and comprehension levels,the Augmented Benchmark to identify percentages of students scoring advanced,proficient, basic, and below basic and the Norm Referenced Test to determine the percentage of students scoring below or above the 50th percentile in literacy. 2011-2012 ACTAAP data shows 66% of our current 4th graders were proficient or advanced. We will use our Literacy Coach to continue improvements in the open response and practical reading areas. 2011-2012 ITBS data shows 59.5% of our current 3rd graders above the 50th percentile. ITBS data shows 65.6% of our current 2nd graders above the 50th percentile. We will show growth in all areas from infusing reading and writing across all disicplines and curriculum areas. Action Type: Program Evaluation	Cindy Barton-Director of K-8	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • District Staff • Outside Consultants • Performance Assessments • Teachers	ACTION BUDGET: $

The Title I Coordinator will train teachers using NWEA to learn how to pull reports, study data, and plan instruction for all students. Teachers will also be trained to load classes, prepare lessons, connect activities to standards and print reports. Teachers will create learning paths from the in-house assessment (NWEA) results to help individualize instruction and prepare lessons attuned to all student's individual needs. All students will utilize the computer lab and computers in the classrooms to receive individually created lessons matched with standards being taught in the classroom. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Christie Martin - Title I Coordinator	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Computers • Outside Consultants • Performance Assessments • Teachers	ACTION BUDGET: $
eStem Elementary will contract with Easter Seals to integrate onsite speech therapy, occupational therapy, physical therapy along with supervisory services to ensure the necessary interventions are employed. Action Type: Equity Action Type: Special Education	Donna Broyles-LEA Supervisor of Special Education	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Outside Consultants • Teachers	ACTION BUDGET: $
Materials will be purchased for use in classrooms where English language learners are assigned. We will purchase a license for Compass Odyssey Korean language version. Action Type: Equity Action Type: Technology Inclusion	Cindy Barton - Director of K-8	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	ACTION BUDGET: $
Total Budget:				$41221.32

Priority 2: Student achievement in math

Supporting Data:

1. Criterion-referenced test data for 2013-2014 - scores indicate that 87.70% of 3rd and 4th graders scored at proficient and advanced levels (combined population) as did 77.33% of the TAGG group. Criterion-referenced test data for 2009-2010 - Scores were obtained for current 4th graders from the 3rd grade Mathematics ACTAAP Augmented Benchmark Exam administered April 2010 shows the following percentages of students who score proficient or advanced: 88% of the overall student population, 77% of African-American students, 97% Caucasian, 100% Hispanic, 76% Economically Disadvantaged. The lowest identified areas for all sub groups were Geometry, Algebra, and Data Analysis and Probability; Open Response – Geometry and Number and Operations. Criterion-referenced test data for 2010-2011 - Scores were obtained for current 4th graders from the 3rd grade Mathematics ACTAAP Augmented Benchmark Exam administered April 2011 shows the following percentages of students who score proficient or advanced: 78% of the overall student population, 64% of African-American students, 97% Caucasian, 50% Hispanic, 65% Economically Disadvantaged. The lowest identified areas for all sub groups were Geometry, Measurement, and Number and Operations; Open Response – Geometry and Data Analysis and Probability. Criterion-referenced test data for 2011-2012 - Scores were obtained for current 4th graders from the 3rd grade Mathematics ACTAAP Augmented Benchmark Exam administered April 2012 shows the following percentages of students who score proficient or advanced: 78% of the overall student population, 60% of African-American students, 95% Caucasian, 80% Hispanic, 66% Economically Disadvantaged. The lowest identified areas for all sub groups in Multiple-Choice were Algebra and Measurement; Open Response – Number and Operations and Data Analysis and Probability. Criterion-referenced test data for 2012-2013 - Scores were obtained for current 4th graders from the 3rd grade Mathematics ACTAAP Augmented Benchmark Exam administered April 2013 shows the following percentages of

students who score proficient or advanced: 92% of the overall student population, 81% of African-American students, 100% Caucasian, 100% Hispanic, 87% Economically Disadvantaged. The lowest identified areas for all sub groups in Multiple-Choice were Algebra and Measurement; Open Response - Number and Operations and Geometry and Measurement. Criterion-referenced test data for 2013-2014 - Scores were obtained for current 4th graders from the 3rd grade Mathematics ACTAAP Augmented Benchmark Exam administered April 2014 shows the following percentages of students who score proficient or advanced: 96% of the overall student population, 93% of African-American students, 98% Caucasian, 100% Hispanic, 100% Asian, 92% Economically Disadvantaged. The lowest identified areas for all sub groups in Multiple-Choice were Geometry; Open Response - Geometry.

2. Scores were obtained for current 3rd graders from the 2nd grade Stanford 10 Norms Reference Mathematics Problem-Solving administered in April 2010 shows the following percentages of students who scored above the national 50th percentile in mathematics: 60% general population, 42% African-American, 83% Caucasian, and 50% Economically Disadvantaged. The lowest identified areas for all subgroups were mathematical connections in word problems, reasoning and problem-solving and spatial reasoning. Scores were obtained for current 3rd graders from the 2nd grade Iowa Tests of Basic Skills Mathematics administered in April 2011 shows the following percentages of students who scored above the national 50th percentile in mathematics: 54.3% general population, 39.3% African-American, 66.6% Caucasian, and 52% Economically Disadvantaged. The lowest identified areas for all subgroups were estimating numbers, recognizing geometric patterns, measuring time, multiple-step problem solving, and understanding underlying relationships. Scores were obtained for current 3rd graders from the 2nd grade Iowa Tests of Basic Skills Mathematics administered in April 2012 shows the following percentages of students who scored above the national 50th percentile in mathematics: 45.7% general population, 28.6% African-American, 63.4% Caucasian, and 28.5% Economically Disadvantaged. The lowest identified areas for all subgroups were understanding underlying relationships, measuring time, recognizing geometric patterns, and estimating numbers. Scores were obtained for current 3rd graders from the 2nd grade Iowa Tests of Basic Skills Mathematics administered in April 2013 shows the following percentages of students who scored above the national 50th percentile in mathematics: 73.4% general population, 56.8% African-American, 92.3% Caucasian, and 60.6% Economically Disadvantaged. The lowest identified areas for all subgroups were understanding underlying relationships, measuring time, recognizing geometric patterns, and estimating numbers. Scores were obtained for current 3rd graders from the 2nd grade Iowa Tests of Basic Skills Mathematics administered in April 2014 shows the following percentages of students who scored above the national 50th percentile in mathematics: 64.9% general population, 48.8% African-American, 79.5% Caucasian, 100% Hispanic, 83.3% Asian, and 50% Economically Disadvantaged. The lowest identified areas for all subgroups were understanding underlying relationships, measuring time, recognizing geometric patterns, and estimating numbers.
3. Scores were obtained for current 2nd graders from the 1st grade Stanford 10 Norms Referenced mathematics problem-solving administered in April 2010 shows the following percentages of students that scored above the national 50th percentile in mathematics: 48% general population, 50% African-American, 70% Caucasian and 45% Economically Disadvantaged. The lowest identified areas for all subgroups were geometry and measurement, customary metric and non-standard measurement and estimation. Scores were obtained for current 2nd graders from the 1st grade Iowa Tests of Basic Skills Mathematics administered in April 2011 shows the following percentages of students that scored above the national 50th percentile in mathematics: 73.7% general population, 57.1% African-American, 84.6% Caucasian and 68.2% Economically Disadvantaged. The lowest identified areas for all subgroups were create and interpret representations of numbers, estimate with precision in measurement, and understand underlying relationships. Scores were obtained for current 2nd graders from the 1st grade Iowa Tests of Basic Skills Mathematics administered in April 2012 shows the following percentages of students that scored above the national 50th percentile in mathematics: 68.7% general population, 55.4% African-American, 87.5% Caucasian and 60% Economically Disadvantaged. The lowest identified areas for all subgroups were understanding underlying relationships, estimating with precision, and interpreting representations of numbers. Scores were obtained for current 2nd graders from the 1st grade Iowa Tests of Basic Skills Mathematics administered in April 2013 shows the following percentages of students that scored above the national 50th percentile in mathematics: 70.4% general population, 55% African-American, 85.3% Caucasian, and 53.2% Economically Disadvantaged. The lowest identified areas for all subgroups were understanding underlying relationships, estimating with precision, and interpreting representations of numbers. Scores were obtained for current 2nd graders from the 1st grade Iowa Tests of Basic Skills Mathematics administered in April 2014 shows the following percentages of students that scored above the national 50th percentile in mathematics: 57.2% general population, 45.4% African-American, 67.5% Caucasian, 60% Hispanic, 75% Asian, and

57.2% Economically Disadvantaged. The lowest identified areas for all subgroups were understanding underlying relationships, estimating with precision, and interpreting representations of numbers.

4. Scores were obtained for current 1st graders from the Kindergarten Metropolitan Achievement Test mathematical problem-solving was administered in April 2010 shows the following percentages of students that scored above the national 50th percentile in mathematics: 62% general population, 43% African-American, 87% Caucasian, and 58% Economically Disadvantaged. The lowest indentified areas for all subgroups were ordinal positioning, recognizing similar figures and solving problems with logical reasoning. Scores were obtained for current 1st graders from the Kindergarten Iowa Tests of Basic Skills Mathematics was administered in April 2011 shows the following percentages of students that scored above the national 50th percentile in mathematics: 66.7% general population, 64% African-American, 80.8% Caucasian, and 61.1% Economically Disadvantaged. The lowest indentified areas for all subgroups were interpreting representations of money, missing numbers in sequence, recognizing geometric shapes, and problem solving. Norm-referenced test data for 2011-2012 was unavailable due to the current 1st graders not taking the Iowa Test of Basic Skills in April 2012. Norm-referenced test data for 2012-2013 was unavailable due to the current 1st graders not taking the Iowa Test of Basic Skills in April 2013. Norm-referenced test data for 2013-2014 was unavailable due to the current 1st graders not taking the Iowa Test of Basic Skills in April 2014.
5. All students were assessed in July 2010 using the Northwest Evaluation Association (NWEA) computer-adaptive assessment in mathematics; Mean RIT Score for 4th grade general population was 205.6, median score 207, and standard deviation 13.7. Scores broken down by strands were number and operations, 202; algebra, 206; geometry, 211; measurement, 205; and data analysis and probability 207. All students were assessed in August 2011 using the Northwest Evaluation Association (NWEA) computer-adaptive assessment in mathematics; Mean RIT Score for 4th grade general population was 205, median score 206, and standard deviation 14.8. Scores broken down by strands were number and operations, 202; algebra, 206; geometry, 208; measurement, 204; and data analysis and probability 207. All students were assessed in August 2013 using the Northwest Evaluation Association (NWEA) computer-adaptive assessment in mathematics; Mean RIT Score for 4th grade general population was 201.7, median score 202, and standard deviation 14.8. Scores broken down by strands were number and operations, 200.6; algebra, 201.1; geometry, 203.4; measurement & data, 201.5. All students were assessed in August 2014 using the Northwest Evaluation Association (NWEA) computer-adaptive assessment in mathematics; Mean RIT Score for 4th grade general population was 205.9, median score 206, and standard deviation 13.0. Scores broken down by strands: operations & algebraic thinking 206.2, number & operations 202.15, measurement & data 205.3, and geometry 209.95.
6. NWEA Mean RIT July 2010 score for 3rd grade mathematics general population was 192.8, median score 194, and standard deviation 13.5. Scores broken down by strands: number and operations 190, algebra 193, geometry 193, measurement 193, and data analysis and probability 195. NWEA Mean RIT August 2011 score for 3rd grade mathematics general population was 191.7, median score 192, and standard deviation 12.8. Scores broken down by strands: number and operations 188, algebra 193, geometry 194, measurement 190, and data analysis and probability 193. NWEA Mean RIT August 2012 score for 3rd grade mathematics general population was 193.1, median score 194, and standard deviation 13.2. Scores broken down by strands: number and operations 192, algebra 192, geometry 194, measurement 193, and data analysis and probability 195. NWEA Mean RIT August 2013 score for 3rd grade mathematics general population was 195.1, median score 196, and standard deviation 12.1. Scores broken down by strands: number and operations 192.6, algebra 194.1, geometry 198.1, measurement and data 195.4. NWEA Mean RIT August 2014 score for 3rd grade mathematics general population was 193.9, median score 194, and standard deviation 12.2. Scores broken down by strands: operations & algebraic thinking 193.275, number & operations 191.325, measurement & data 193.875, and geometry 197.475.
7. NWEA Mean RIT July 2010 score for 2nd grade mathematics general population was 179.3, median score 178, and standard deviation of 13.1. Scores broken down by strands: number and operations 177, algebra 181, geometry 182, measurement 178, and data analysis and probability 180. NWEA Mean RIT August 2011 score for 2nd grade mathematics general population was 177.6, median score 179, and standard deviation of 15.1. Scores broken down by strands: number and operations 175, algebra 177, geometry 180, measurement 177, and data analysis and probability 179. NWEA Mean RIT August 2012 score for 2nd grade mathematics general population was 182, median score 183, and standard deviation of 12.2. Scores broken down by strands: number and operations 180, algebra 182, geometry 183, measurement 181, and data analysis and probability 183. NWEA Mean RIT August 2013 score for 2nd grade mathematics general population was 181, median score 181, and standard

deviation of 13.3. Scores broken down by strands: number and operations 180, algebra 180.6, geometry 181.6, measurement and data 180.7. NWEA Mean RIT August 2014 score for 2nd grade mathematics general population was 180, median score 182, and standard deviation of 14.0. Scores broken down by strands: operations & algebraic thinking 177.28, number & operations 177.9, measurement & data 180.1, and geometry 184.52.

8. NWEA Mean RIT July 2010 score for 1st grade mathematics general population was 164.3, median score 166, and standard deviation of 14.0. Scores broken down by strands: problem solving 164, number sense 165, computation 161, measurement and geometry 164, statistics and probability 163, and algebra 164. NWEA Mean RIT August 2011 score for 1st grade mathematics general population was 161.7, median score 162, and standard deviation of 14.5. Scores broken down by strands: problem solving 158, number sense 169, computation 159, measurement and geometry 163, statistics and probability 157, and algebra 164. NWEA Mean RIT August 2012 score for 1st grade mathematics general population was 169.3, median score 172, and standard deviation of 11.4. Scores broken down by strands: algebraic thinking 171, number and operations 169, measurement and data 167, and geometry 174. NWEA Mean RIT August 2013 score for 1st grade mathematics general population was 169.6, median score 171, and standard deviation of 11.0. Scores broken down by strands: algebraic thinking 171.8, number and operations 169.4, measurement and data 167.2, and geometry 170.3. NWEA Mean RIT August 2014 score for 1st grade mathematics general population was 171, median score 172, and standard deviation of 11.8. Scores broken down by strands: operations & algebraic thinking 172.3, number & operations 169.6, measurement & data 168.82, and geometry 173.38.
9. NWEA Mean RIT July 2010 score for Kindergarten mathematics general population was 139.5, median score 138, and standard deviation 10.8. Scores broken down by strands: problem solving 141, number sense 141, computation 137, measurement and geometry 143, statistics and probability 138, and algebra 139. NWEA Mean RIT August 2011 score for Kindergarten mathematics general population was 132.6, median score 131, and standard deviation 14.1. Scores broken down by strands: problem solving 134, number sense 138, computation 133, measurement and geometry 135, statistics and probability 128, and algebra 133. NWEA Mean RIT August 2012 score for Kindergarten mathematics general population was 145.7, median score 145, and standard deviation 10.0. Scores broken down by strands: algebraic thinking 147, number and operations 140, measurement and data 146, and geometry 154. NWEA Mean RIT August 2013 score for Kindergarten mathematics general population was 144.5, median score 145, and standard deviation 11.0. Scores broken down by strands: algebraic thinking 138.8, number and operations 144.7, measurement and data 145.5, and geometry 148.9. NWEA Mean RIT August 2014 score for Kindergarten mathematics general population was 141.2, median score 141, and standard deviation 11.3. Scores broken down by strands: operations & algebraic thinking 136.98, number & operations 140.06, measurement & data 142.35, and geometry 145.48.
10. Attendance data for the 2013-2014 school year indicates an average daily attendance rate of 97.50%. Attendance data for the 2009-2010 school year indicates an average daily attendance rate of 97.4% This was calculated by dividing the 4 quarter average ADA by the 4 quarter ADM (average daily membership). Attendance data for the 2010-2011 school year indicates an average daily attendance rate of 98.52% This was calculated by dividing the 4 quarter average ADA by the 4 quarter ADM (average daily membership). Attendance data for the 2011-2012 school year indicates an average daily attendance rate of 97.86%. This was calculated by dividing the 4 quarter average ADA by the 4 quarter ADM (average daily membership). Attendance data for the 2012-2013 school year indicates an average daily attendance rate of 96.66%. This was calculated by dividing the 4 quarter average ADA by the 4 quarter ADM (average daily membership). Attendance data for the 2013-2014 school year indicates an average daily attendance rate of 97.45%. This was calculated by dividing the 4 quarter average ADA by the 4 quarter ADM (average daily membership).
11. Needs assessment - 2013-2014 data show that 96% of 3rd grade students scored at proficient/advanced levels, yet 78% of 4th graders did so. Specific areas to address at the 4th grade level include measurement, geometry, and algebraic connections. Focus will also be placed on open response items. Needs Assessment - 2009-2010 showed improvements in all subgroups - meeting AYP in all areas of math for all sub populations. The gap between white and black was shrunk and the number of students scoring over the 50% in the 2009-10 SAT/MAT also increased. Areas deemed as areas of needed development for the 2008-09 year showed growth. This year anticipation of the IOWA will provide more areas of need in estimation and computation. Needs Assessment - 2010-2011 showed a lower percentage of students who were proficient or advanced in mathematics. Areas of struggle were measurement and geometry. The ITBS also showed a lower percentage of students scoring at or above the 50th percentile. The struggle areas for the ITBS were understanding underlying relationships and measurement. Needs Assessment – 2011-2012 showed the same percentage of students who were proficient

or advanced in mathematics. Areas of struggle were for open response were number and operations and data analysis and probability. Focus on these areas will assist in meeting the Annual Measurable Objectives (AMO) for the 2012-2013 school year. The ITBS also showed a higher percentage of students scoring at or above the 50th percentile. The struggle areas for the ITBS were understanding underlying relationships and estimation. Needs Assessment 2013 – Areas of struggle were for open response were number and operations and geometry and measurement. Focus on these areas will assist in meeting the Annual Measurable Objectives (AMO) for the 2013-2014 school year. The ITBS also showed a higher percentage of students scoring at or above the 50th percentile. The struggle areas for the ITBS were understanding underlying relationships and estimation. Needs Assessment 2014 – The main area of struggle on the ACTAAP was geometry. Focus on this area will assist in meeting the Annual Measurable Objectives (AMO) for the 2014-2015 school year. The ITBS also showed a lower percentage of students scoring at or above the 50th percentile. The struggle areas for the ITBS were understanding underlying relationships and estimation.

Goal: Students at eStem Elementary Public Charter School will meet or exceed the Annual Measurable Objectives (AMO) goal for the 2014-2015 school year.

Benchmark: Students at e-Stem Elementary Public Charter School will meet or exceed the 2014-2015 Annual Measurable Objectives (AMO)in Math Performance of 87.77% for all students and 80.21% for the Targeted Achievement Gap Group and the AMOs in Math Growth of 776.49% for all students and 69.70% for the Targeted Achievement Gap Group.

Intervention: Implement the Singapore Primary Mathematics Curriculum

Scientific Based Research: Learning from singapore math, Leinwand, Steven; Ginsburg, Alan L.; Educational Leadership, Nov2007, Vol. 65 Issue 3. Singapore Math: Simple or Complex? , Hoven, John; Garelick, Barry. Educational Leadership, Nov2007, Vol. 65 Issue 3.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Math/Science Coach will train staff of targeted students on number sense, place value, modeling and mental math by providing strategies for improving targeted assistance students' performance in mathematics. Action Type: Collaboration Action Type: Professional Development Action Type: Title I Target Assistance	Cindy Barton-Director of K-8	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Outside Consultants • Teachers	ACTION BUDGET: $
Math/Science Coach will be responsible for working with teachers of targeted students to implement the Singapore Math curriculum and provide strategies to improve targeted assisted students' performance. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Title I Target Assistance	Kristy Kidd -Math/Science Coach	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Outside Consultants • Teachers	ACTION BUDGET: $
Math/Science Coach will model lessons, monitor classroom procedures and aid teachers with planning in order to implement Singapore Mathematics Curriculum successfully throughout the year. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Kristy Kidd -Math/Science Coach	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Computers • Teachers	ACTION BUDGET: $
Purchase instructional materials and supplies to support instruction in the classroom for targeted students such as lower level content math books and manipulatives. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Title I Target Assistance	Kristy Kidd - Math & Science Coach	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	ACTION BUDGET: $

Classroom teachers in grades 3-4 will write Academic Improvement Plans (AIP)for each student scoring basic or below basic on the Augmented Benchmark Exam in mathematics. AIPs will be written according to needs identified by the Augmented Benchmark Exam and NWEA Assessment. Action Type: AIP/IRI Action Type: Equity	Kristy Kidd -Math & Science Coach	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	ACTION BUDGET: $
Teachers in grades K-4 will attend weekly grade level instructional planning meetings with the principal, Math Coach, and interventionists to review student data, align curriculum to teaching strategies, and collaborate to provide interventions for targeted students in addition to regular classroom interventions. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Title I Target Assistance	Bryan Swymn - Director of Teaching & Learning	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	ACTION BUDGET: $
Teachers will attend mathematics conferences, professional meetings, host colleague visits for classroom teachers, administrators, and other educational leaders, analyze lessons via video conferencing to improve delivery of instruction for targeted students. Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Target Assistance	Bryan Swymn - Director of Teaching & Learning	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Computers • Outside Consultants • Teachers	ACTION BUDGET: $
Use the Northwest Evaluation Association (NWEA) assessments to measure student performance. A series of three computerized, standards-based assessments will be given in math to students during the 2014-2015 school year. Monthly meetings will be held with staff and administration to analyze data and monitor the progress of students to make better informed, data-driven decisions. Results will be used to provide remediation and/or advancement lessons to meet individual needs of targeted students. Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion Action Type: Title I Target Assistance	Kristy Kidd -Math & Science Coach	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Outside Consultants • Teachers	ACTION BUDGET: $
Collaborate with all stakeholders in the development and implementation of AIP plans when applicable. Action Type: AIP/IRI Action Type: Equity Action Type: Parental Engagement	Kristy Kidd - Math & Science Coach	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	ACTION BUDGET: $
Provide common planning time for all grade levels every day to provide continual training, refinement and updates in the components of Singapore Primary Mathematics, and assistance in analyzing data. Teachers will meet with grade levels, across grade levels, with interventionists and with instructional leaders to analyze data to ensure constant growth and individualized instruction. Action Type: Collaboration	Cindy Barton-Director of K-8	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Outside Consultants • Teachers	ACTION BUDGET: $

Action Type: Professional Development				
Determine the impact of Singapore Primary Mathematics by using the state assessment to identify percentages of students scoring advanced, proficient, basic, and below basic, the Norm Referenced Test to determine the percentage of students scoring below or above the 50th percentile in mathematics and the NWEA mathematics assessment to determine Rit Score deficiencies. Our data shows that the Singapore Mathematics Program was successful. Criterion-referenced test data for 2011-2012 - Scores were obtained for current 4th graders from the 3rd grade Mathematics ACTAAP Augmented Benchmark Exam administered April 2012 shows the following percentages of students who score proficient or advanced: 78% of the overall student population, 60% of African-American students, 95% Caucasian, 80% Hispanic, 66% Economically Disadvantaged. The lowest identified areas for all sub groups in Multiple-Choice were Algebra and Measurement; Open Response – Number and Operations and Data Analysis and Probability. We have tweaked our Singapore Mathematics Program to include more training and planning for continued improvement. We are also developing guided math groups to individualize math instruction. Action Type: Program Evaluation Action Type: SIF 1003(g) 10-11	Cindy Barton-Director of K-8	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • District Staff • Outside Consultants • Performance Assessments • Teachers	ACTION BUDGET: $
Total Budget:				$0

Intervention: Increase Mathematics across the content areas				
Scientific Based Research: Miracle math: a successful program from singapore tests the limits of school reform in the suburbs, Garelick, Barry, Education Next, v6 n4 p38-45 Fall 2006. Mathematics across the curriculum., Kleiman, G.M.. Educational Leadership, Oct91, Vol. 49 Issue 2.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Implement the use of ACTAAP released items to provide student practice and increase awareness of the format of open response items and problem solving Action Type: Alignment Action Type: Collaboration Action Type: Equity	Kristy Kidd -Math & Science Coach	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Computers • Teachers	ACTION BUDGET: $
Teachers will receive professional development in the use of the Core Knowledge curriculum to supplement mathematics using numbers and number sense, fractions, money, computation, measurement and geometry. Action Type: Alignment Action Type: Professional Development	Kristy Kidd -Math/Science Coach	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Outside Consultants • Teachers	ACTION BUDGET: $
Provide new teachers with AIMM certified mentors. All teachers will have the opportunity to receive professional development and mentoring from an experienced, trained mentor. AIMM	Jessi Forster-AIMM Project Director	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Outside Consultants	ACTION BUDGET: $

Mentors will meet with Novice teachers to complete 8 modules in Moodle each semester to help strengthen classroom practices, content knowledge, strategies and pedagogy. Action Type: Collaboration Action Type: Professional Development			• Teachers	
Math/Science coach and Title I Coordinator will train teachers of targeted students in the utilization of Compass Odyssey and NWEA Components.Teachers will learn how to pull reports, study data, and plan instruction for targeted assisted students. Additionally, the math/science coach will train teachers to load classes, prepare lessons, connect activities to standards and print reports. Teachers will create learning paths from the in-house assessment (NWEA) results to help individualize instruction and prepare lessons attuned to targeted student's individual needs. Targeted students will utilize the computer lab and computers in the classrooms to receive individually created lessons matched with standards being taught in the classroom. Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion Action Type: Title I Target Assistance	Kristy Kidd -Math & Science Coach	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Outside Consultants • Teachers	ACTION BUDGET: $
Technology will be infused in the instructional delivery across the curriculum; teachers will use document cameras, interwrite tablets, presentation sofware, media retrieval system and video conferencing, and virtual field trips as tools for instruction and learning. Action Type: Alignment Action Type: Equity Action Type: Technology Inclusion	Cindy Barton - Director of K-8	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $
Title I funds will be used for students who exhibit deficits in math. One highly qualified (.5 FTE): Stephanie Johnson (salary - $18,080, benefits - $5,693) and three highly qualified (.17 FTE) Para Professionals: Ian Schoggin (salary - $6,582, benefits - $2,036), Jeff Killingsworth (salary - $8,240, benefits - $2,402), and Jessica Molinaro (salary - $6,321, benefits - $1,979) will be scheduled to provide intervention for Title I students daily to provide intervention to targeted students in addition to regular classroom instruction. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity	Cindy Barton - Director of K-8	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Performance Assessments • Teachers	Title I - Employee Benefits: $12110.00 Title I - Employee Salaries: $39223.00 ACTION BUDGET: $51333

Action Type: Title I Target Assistance				
Provide opportunities for special education students to receive mathematics instruction according to their deficit areas in their IEP using all accompanying materials and technology. Parent conferences are scheduled as needed and an annual review is done for each child. Action Type: Equity Action Type: Parental Engagement Action Type: Special Education	Laura McCammon-Special Education Teacher	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • District Staff • Performance Assessments • Teachers	ACTION BUDGET: $
Provide inclusion of mathematics in an inquiry-based, hands-on science curriculum. The science lab instructor will create science lessons that will incorporate mathematics; measurement, data collection and analysis, geometry, etc. The science/math specialist will assist teachers with integrating math in their science kits and curriculum Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Jeff Killingsworth -Science Lab Instructor	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	ACTION BUDGET: $
Utilize departmentalization of third and fourth grade teachers with an expert teacher focusing on mathematics/science instruction only.Two third grade teachers and two fourth grade teachers will teach the math and science curriculum. The Math/Science coach will meet with grade level teachers to discuss math curriculum, classroom strategies and practices, and math lesson plans. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Kristy Kidd -Math & Science Coach	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Outside Consultants • Performance Assessments • Teachers • Teaching Aids	ACTION BUDGET: $
Provide professional development on the Every Day Counts Calendar Math. Teachers will implement for fifteen minutes each day to supplement the math curriculum for targeted students. Action Type: Alignment Action Type: Professional Development Action Type: Title I Target Assistance	Kristy Kidd -Math & Science Coach	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $
Determine the impact of increasing mathematics across the content areas by using the Augmented Benchmark to identify percentages of students scoring advanced, proficient, basic, and below basic, the Norm Referenced Test to determine the percentage of students scoring below or above the 50th percentile in mathematics and the NWEA mathematics assessment to determine Rit Score deficiencies. Our data shows that increasing mathematics across the content areas was successful. Criterion-referenced	Bryan Swymn - Director of Teaching & Learning	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Central Office • District Staff • Performance Assessments • Teachers	ACTION BUDGET: $

test data for 2011-2012 - Scores were obtained for current 4th graders from the 3rd grade Mathematics ACTAAP Augmented Benchmark Exam administered April 2012 shows the following percentages of students who score proficient or advanced: 78% of the overall student population, 60% of African-American students, 95% Caucasian, 80% Hispanic, 66% Economically Disadvantaged. The lowest identified areas for all sub groups in Multiple-Choice were Algebra and Measurement; Open Response – Number and Operations and Data Analysis and Probability. We have tweaked our Singapore Mathematics Program to include more training and planning for continued improvement. We are also developing guided math groups to individualize math instruction. Action Type: Program Evaluation				
Title I funds will be used for students who exhibit deficits in mathematics. One highly qualified (.50 FTE) Title I Coordinator Christie Martin will be scheduled to coordinate the title 1 mathematics efforts of the school. Coordinator will schedule and monitor daily intervention services for K-4 Title I students which will be provided in addition to their regular classroom instruction ($24,359 salary, $10,500 benefits). The Title I Coordinator will also be responsible for meeting with the teachers and evaluating all interventions provided to Title I students. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Title I Target Assistance	Cindy Barton, Director	Start: 07/01/2014 End: 06/30/2015		Title I - Employee Salaries: $24359.00 Title I - Employee Benefits: $10500.00 ACTION BUDGET: $34859
Total Budget:				$86192

Intervention: Facilitate effective communication between school, student, and family in order to increase parental engagement and involvement in the school. Implement Act 397 of 2009.

Scientific Based Research: Parent Involvement, Southwest Educational Development Laboratory, 2004; Higher performing schools effectively involve families and community, Mapp, 2002.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Family kits will be created for distribution to parents Action Type: Equity Action Type: Parental Engagement	Krista DuPriest - Activities Coordinator	Start: 07/01/2014 End: 06/30/2015	• Community Leaders • Teachers	ACTION BUDGET: $
Two parent-teacher conferences will be held with for each student (one each in Fall and Spring semesters) to discuss academic progress toward proficiency; records of attendance at conferences will be kept to assess the percent of parents attending	Cindy Barton-Director of K-8	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Computers • Teachers	ACTION BUDGET: $

conferences. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation				
A parent center will be established and maintained containing information that will be helpful to parents and families in supporting student academic success Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Krista DuPriest - Activities Coordinator	Start: 07/01/2014 End: 06/30/2015	• Computers • Teachers	ACTION BUDGET: $
Parenting activities will be presented during a math night to parents of targeted assisted students to include an overview of what students will be learning, how students will be assessed, and how parents can assist and make a difference in the overall education of their child. Action Type: Equity Action Type: Parental Engagement Action Type: Title I Target Assistance	Kristy Kidd -Math/Science Coach	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Computers • Teachers	ACTION BUDGET: $
Volunteer resource book will be kept along with a record of volunteer hours of services rendered by parents Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Krista DuPriest - Activities Coordinator	Start: 07/01/2014 End: 06/30/2015	• Computers • Teachers	ACTION BUDGET: $
An Alumni Advisory Committee will be established for the purpose of collaboration with business and community leaders. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Cindy Barton - Director of K-8	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Central Office • Community Leaders • District Staff • Teachers	ACTION BUDGET: $
Opportunities to engage parents in activities that promote responsible parenting will be communicated to parents via email, Facebook, Twitter, and the school's web site. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Technology Inclusion	Cindy Barton-Director of K-8	Start: 07/01/2014 End: 06/30/2015	• Computers • Teachers	ACTION BUDGET: $
A Title I Parent/ School Compact is in place attesting to the school's and teachers' committment to targeted students and parental involvement. All will sign the compact and it will be distributed to parents of these students. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Cindy Barton-Director of K-8	Start: 07/01/2014 End: 06/30/2015	• Computers • Teachers	ACTION BUDGET: $
School will publish a notice in the newspaper at the end of the year honoring parents who attend all parent/teacher conferences scheduled by the school. Action Type: Collaboration Action Type: Parental Engagement	Ann Pollard-Counselor	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Central Office • Computers • District Staff • Public Library • Teachers	ACTION BUDGET: $

Priority 3: Wellness

Supporting Data:

1. The United States Department of Health and Human Services has reported that 21% of school age children have mental health problems.
2. The U.S. Department of Health and Human Services (HHS) and the Ad Council today (Thursday, September 10, 2009)launched a new series of public service advertisements (PSAs) designed to address childhood overweight and obesity. Featuring characters from the upcoming film Where the Wild Things Are, the PSAs are an extension of HHS' Childhood Overweight and Obesity Prevention campaign with the Ad Council, which encourages children and families to lead healthy lifestyles.
3. The goal of the Ad Council's Coalition for Healthy Children is to help address the obesity crisis that confronts our nation and its children. Its mission is to provide clear, consistent, research-based messages to children and parents on the importance of practicing a healthier lifestyle and offer them the means to do it. This can be achieved by harnessing the combined strengths of marketers, media companies, non-profit groups and government agencies. The coalition's members have made a commitment to the promotion of healthy living to our nation's families and have agreed to incorporate the coalition's messages into their own communications programs. (August, 2009)
4. Data from the National Center for Health Statistics show that from 2008 to 2009, the numbers of children with health insurance dropped to 88 percent from 89 percent. During that year, 8.7 million (12 percent) of the nation's children had no health insurance, according to the report.
5. According to the US Department of Health and Human Services, nearly a third of the children in this country today are overweight or obese and a third will suffer from diabetes at some point in their lifetime. (June, 2009)
6. A BMI assessment was conducted for the 2011-2012 school year. The required assessment was for Kindergarten, 2nd, and 4th grade students. Out of 128 males assessed 70.3% were healthy or underweight, 13.3% were overweight, and 16.4% were obese. Out of 114 females assessed 71.1% were healthy or underweight, 10.5% were overweight, and 18.4% were obese.
7. Attendance data for the 2009-2010 school year indicates an average daily attendance rate of 97.4% This was calculated by dividing the 4 quarter average ADA by the 4 quarter ADM (average daily membership). Attendance data for the 2010-2011 school year indicates an average daily attendance rate of 98.52% This was calculated by dividing the 4 quarter average ADA by the 4 quarter ADM (average daily membership). Attendance data for the 2011-2012 school year indicates an average daily attendance rate of 97.86%. This was calculated by dividing the 4 quarter average ADA by the 4 quarter ADM (average daily membership). Attendance data for the 2013-2014 school year indicates an average daily attendance rate of 97.45%. This was calculated by dividing the 4 quarter average ADA by the 4 quarter ADM (average daily membership).

Goal: To improve the health (and thus the academic performance) of all students during the 2014-2015 school year by addressing personal health, nutrition education, and physical fitness. Focus will be on reducing the number of students who are identified as being at-risk for or are overweight by implementing wellness content and activities as part of the curriculum.

Benchmark

Intervention: Health and Wellness Education

Scientific Based Research: Adolescent Health, Wellness, and Safety, NMSA, 2006; Adolescent health and well-being in the twenty-first century, Call, Riedel, Hein, Peterson, and Kipke, 2002.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Guidance and counseling services will be available by a full-time certified school counselor Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Wellness	Ann Pollard-Counselor	Start: 07/01/2014 End: 06/30/2015	• District Staff • Teachers	ACTION BUDGET: $
Coordinated health services will be provided through a full-time school nurse Action Type: Equity Action Type: Parental Engagement Action Type: Wellness	Beth Lentz - School Nurse	Start: 07/01/2014 End: 06/30/2015	• Community Leaders • District Staff • Outside Consultants	ACTION BUDGET: $

- Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Alyson Schilling	4th Grade Math/Science	Math
Classroom Teacher	Amanda Young	Kindergarten	Literacy
Classroom Teacher	Amber Bocko	1st Grade	Wellness
Classroom Teacher	Amy Carson	2nd Grade	Math
Classroom Teacher	Bethany Hargis	2nd Grade	Literacy
Classroom Teacher	Callie Malcolm	1st Grade	Math
Classroom Teacher	Courtney Kelly	Kindergarten	Literacy
Classroom Teacher	Crystal Taylor	2ndGrade	Math
Classroom Teacher	Denise Beavert	P.E.	Wellness
Classroom Teacher	Ginny Luffman	Kindergarten	Literacy
Classroom Teacher	Hannah Bushey	1st Grade	Math
Classroom Teacher	Ian Schoggin	Technology Lab	Math
Classroom Teacher	Jeff Killingsworth	Science Lab	Math
Classroom Teacher	Jessica Meeks	1st Grade	Literacy
Classroom Teacher	Jill Clifton	Kindergarten	Math
Classroom Teacher	Julie Spears	4th Grade Math/Science	Math
Classroom Teacher	Laura McCammon	Special Ed	Literacy
Classroom Teacher	Madeline Phillips	3rd Grade	Wellness
Classroom Teacher	Maggie Schurhamer	4th Grade Literacy	Literacy
Classroom Teacher	Mandy Ellis	3rd Grade Literacy	Literacy
Classroom Teacher	Marcus Roberson	3rd Grade	Math
Classroom Teacher	Mary Muller	2nd Grade	Literacy
Classroom Teacher	Olivia Hussman	Kindergarten	Parental Involvement
Classroom Teacher	Rachel Gammill	Interventionist	Literacy
Classroom Teacher	Rebecca Cluts	Interventionist	Literacy
Classroom Teacher	Rhonda Jack	4th Grade Literacy	Literacy
Classroom Teacher	Samantha Fish	2nd Grade	Math
Classroom Teacher	Shana Killingsworth	1st Grade	Parental Involvement
Classroom Teacher	Sheena Davis	Kindergarten	Literacy
Classroom Teacher	William Bankhead	3rd Grade Math/Science	Math
Non-Classroom Professional Staff	Ann Pollard	Counselor	Wellness
Non-Classroom Professional Staff	Beth Lentz	Nurse	Wellness
Non-Classroom Professional Staff	Christie Martin	Title I Coordinator	All
Non-Classroom Professional Staff	Debra Brown	Literacy Specialist	Literacy
Non-Classroom Professional Staff	Janice Walters	Assistant to the Director	Parent Involvement
Non-Classroom Professional Staff	Jessi Forster	Dean of Staff Services	All
Non-Classroom Professional Staff	Jessica Molinaro	Economics Through Children's Literature	Literacy
Non-Classroom Professional Staff	Johnecia Howard	Dean of Students	Parental Involvement
Non-Classroom Professional Staff	Krista DuPriest	Activities Coordinator	Wellness
Non-Classroom Professional Staff	Kristy Kidd	Math/Science Coach	Math
Non-Classroom Professional Staff	Rashard Sullivan	Dean of Students	Wellness
Non-Classroom Professional Staff	Swymn, Bryan	Director of Teaching & Learning	Math/Literacy
Non-Classroom Professional Staff	Thom Asewicz	Art	Parental Involvement
Parent	Jenni Jordan	Parent	All
Parent	Sara Bowling	Parent	All
Parent	Yolanda Scott	Parent	Wellness
Principal	Cindy Barton	Principal	All