



## School Plan

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### COLLEGEVILLE ELEMENTARY SCHOOL

#### Arkansas Comprehensive School Improvement Plan

2013-2014

The mission of Colledgeville Elementary School is to create a safe, stimulating, educational environment where the goal for our students is to become responsible, respectful, proficient learners while fostering the knowledge and skills needed for success in college and careers.

Grade Span: K-5

Title I: Title I Schoolwide

School Improvement: MS

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##### Priority 1: Literacy

**Goal:** All students will improve literacy skills with emphasis on reading open response, literacy, content, and practical.

##### Priority 2: Mathematics

**Goal:** All students will improve skills in problem solving, geometry, and measurement.

##### Priority 3: Wellness

**Goal:** Promote student wellness through healthy meals, physical activity, and health services.

##### Priority 4: TITLE III/ELL

**Goal:** Provide Improvement in the Reading and Content Skills for Identified ELL students.

##### Priority 5: Needs Improvement

**Goal:** To meet or exceed AMO math standards set by the State Department of Education for all students and our Targeted Achievement Gap Group, with an emphasis in Open Responses.

Priority 1: Implement State Initiated Balanced Literacy Program to Improve Student Achievement.

1. ACSIP CRT Data Source for COLLEGEVILLE ELEMENTARY SCHOOL Benchmark-3rd Grade Literacy Exam 3rd grade Literacy

**2013** 92% of our 91 students scored proficient or above (or above National PR of 50% on SAT 10). 86% of our 36 Socio Economically Deprived Students scored proficient or above. 100% of our 3 LEP students scored proficient or above. 55% of our 9 students with Disabilities scored proficient or above.

**2012** 80% of our 98 students scored proficient or above (or above National PR of 50% on SAT 10). 64% of our 51 Socio Economically Deprived Students scored proficient or above. 47% of our 17 LEP students scored proficient or above. 15% of our 13 students with Disabilities scored proficient or above.

**2011** 91% of our 74 students scored proficient or above (or above National PR of 50% on SAT 10). 85% of our 33 Socio Economically Deprived Students scored proficient or above. 88% of our 8 LEP students scored proficient or above. 58% of our 7 students with Disabilities scored proficient or above.

Based on a three year trend data analysis, the lowest area for the combined population was practical (OR 38%). The lowest areas for the LEP population were practical (OR 25%) and literary (OR 32%). Students with Disabilities were literary (OR 32%) and practical (OR 25%). Socio Economically Disadvantaged was practical (OR 25%).

2. ACSIP CRT Data Source for COLLEGEVILLE ELEMENTARY SCHOOL Benchmark-4th Grade Literacy Exam 4th grade Literacy

**2013** 90% of our 80 students scored proficient or above (or above National PR of 50% on SAT 10). 75% of our 28 Socio Economically Deprived Students scored proficient or above. 50% of our 6 LEP students scored proficient or above. 22% of our 9 students with Disabilities scored proficient or above.

**2012** 95% of our 77 students scored proficient or above ( or above National PR of 50% on SAT 10). 88% of our 8 African American students scored proficient or above. 89% of our 17 Hispanic students scored proficient or above. 96% of our 56 Caucasian students scored proficient or above. 91% of our 41 Socio Economically Deprived Students scored proficient or above. 82% of our 11 ELL students scored proficient or above. 43% of our 7 students with Disabilities scored proficient or above.

**2011** 89% of our 83 students scored proficient or above ( or above National PR of 50% on SAT 10). 86% of our 7 African American students scored proficient or above. 82% of our 16 Hispanic students scored proficient or above. 91% of our 59 Caucasian students scored proficient or above. 80% of our 40 Socio Economically Deprived Students scored proficient or above. 67% of our 9 ELL students scored proficient or above. 72% of our 7 students with Disabilities scored proficient or above.

Based on a three year trend data analysis, the lowest area for the combined population was practical (OR 38%). The lowest area for the LEP population was practical (OR 32%). Students with Disabilities were practical (OR 13%), content (OR 32%), and literary (32%). Socio Economically Disadvantaged was practical (OR 37.5%).

3. ACSIP CRT Data Source for COLLEGEVILLE ELEMENTARY SCHOOL Benchmark-4th Grade Literacy Exam 4th grade Literacy

**2013** 97% of our 98 students scored proficient or above (or above National PR of 50% on SAT 10). 96% of our 40 Socio Economically Deprived Students scored proficient or above. 100% of our 6 LEP students scored proficient or above. 66% of our 9 students with Disabilities scored proficient or above.

**2012** 98% of our 90 students scored proficient or above ( or above National PR of 50% on SAT 10). 100% of our 10 African American students scored proficient or above. 88% of our 17 Hispanic students scored proficient or above. 99% of our 68 Caucasian students scored proficient or above. 95% of our 45 Socio Economically Deprived Students scored proficient or above. 76% of our 8 ELL students scored proficient or above. 76% of our 8 students with disabilities scored proficient or above.

**2011** 83% of our 84 students scored proficient or above ( or above National PR of 50% on SAT 10). 67% of our 6 African American students scored proficient or above. 57% of our 14 Hispanic students scored proficient or above. 91% of our 62 Caucasian students scored proficient or above. 74% of our 34 Socio Economically Deprived Students scored proficient or above. 33% of our 3 ELL students scored proficient or above. 38% of our 8 students with disabilities scored proficient or above.

Based on a three year trend data analysis, the lowest area for the combined population was literary (OR 69%). The lowest areas for the LEP population were practical (OR 57) and content (OR 63). Students with Disabilities was practical (MC 50). Socio Economically Disadvantaged were practical (OR 60) and literary (OR 69).

4. No Child Left Behind average daily attendance rate: School year - 2011 - School year - 2012 - 95.53% School year - 2013 - 96.3%
5. Kindergarten - NRT Reading

**2010 MAT8** - 68.1% of our students scored at/above the 50th percentile.

**2011 ITBS** - 85.7% of our students scored at/above the 50th percentile in Total Reading.

Based on three year trend data, the percent of students scoring at/above the 50th percentile is increasing. Lowest identified populations in reading are Hispanic and African American students. The gap between the Combined Population and Hispanic students is about 15 percentage points. The small number of African American students makes it difficult to draw valid longitudinal conclusions.

6. Grade 1-- NRT Total Reading

**2011 ITBS**--65.9% of our students scored at/above the 50th percentile.

**2012 ITBS**--63.2% of our students scored at/above the 50th percentile.

**2013 ITBS**--62% of our students scored at/above the 50th percentile.

Supporting  
Data:

Based on three year trend data, the percent of students scoring at/above the 50th percentile is decreasing.

The lowest identified population in reading is the LEP population (11%). The gap between the combined population and the LEP population is 51%. Longitudinal analysis indicates that the small number of LEP students makes it difficult to draw valid longitudinal conclusions.

7. Grade 2-- NRT Total Reading

**2011 ITBS**--61.5% of our students scored at/above the 50th percentile.

**2012 ITBS**--65.1% of our students scored at/above the 50th percentile.

**2013 ITBS**--67% of our students scored at/above the 50th percentile.

Based on three year trend data, the percent of students scoring at/above the 50th percentile is increasing.

The lowest identified population in reading is the Socio Economically Disadvantage population (21.6%). The gap between the combined population and the LEP population is 46.6%. Longitudinal analysis indicates that the small number of Socio Economically Disadvantage students makes it difficult to draw valid longitudinal conclusions.

8. Grade 3 - NRT Reading Comprehension

**2011 ITBS** - 66.2% of our students scored at/above the 50th percentile.

**2012 ITBS** - 65% of our students scored at/above the 50th percentile.

**2013 ITBS** - 63% of our students scored at/above the 50th percentile.

Based on three year trend data, the percent of students scoring at/above the 50th percentile is decreasing. Lowest identified populations in reading are IEP students (28%) and LEP students (39%)

The gap between the combined population and IEP students is 35%. The gap between combined population and LEP students is 24%. Longitudinal analysis indicates that the small number of IEP and LEP students makes it difficult to draw valid longitudinal conclusions.

9. Grade 4 - NRT Reading

**2011 ITBS** - 68.7% of our students scored at/above the 50th percentile.

**2012 ITBS** - 62% of our students scored at/above the 50th percentile.

**2013 ITBS** - 64% of our students scored at/above the 50th percentile.

Based on three year trend data, the percent of students scoring at/above the 50th percentile is fluctuating. Lowest identified populations in reading are IEP students (24%) and LEP students (25%).

The gap between the combined population and IEP students is 40%. The gap between the combined population and LEP students is 39%. Longitudinal analysis indicates that the small number of IEP and LEP students makes it difficult to draw valid longitudinal conclusions.

10. Grade 5- NRT Reading

**2011 ITBS** - 61.9% of our students scored at/above the 50th percentile.

**2012 ITBS** - 58% of our students scored at/above the 50th percentile.

**2012 ITBS** - 57% of our students scored at/above the 50th percentile.

Based on three year trend data, the percent of students scoring at/above the 50th percentile is decreasing. Lowest identified populations in reading are IEP students (38%), and LEP students (40%).

The gap between the combined population and IEP students is 19%. The gap between combined population and LEP students is 17%. Longitudinal analysis indicates that the small number of IEP and LEP students makes it difficult to draw valid longitudinal conclusions.

Goal

All students will improve literacy skills with emphasis on reading open response, literacy, content, and practical.

**At the end of the 2013-2014 school year**, 91.56% of students in the ALL STUDENTS POPULATION must be proficient in Literacy. Annually, 0.94% of students in the ALL STUDENTS POPULATION will move from basic or below basic to proficient or advanced. At the end of the 2012-2013 school year, 92.94% of students in the ALL STUDENTS POPULATION were proficient in literacy.

**At the end of the 2013-2014 school year**, 85.98% of the students in the TARGETED ACHIEVEMENT GAP GROUP must be proficient in literacy. Annually, 1.55% of students in the TARGETED ACHIEVEMENT GAP GROUP will move from basic or below basic to proficient or advanced. At the end of the 2012-2013 school year, 83.18% of students in the TARGETED ACHIEVEMENT GAP GROUP were proficient in literacy. Although the TARGETED ACHIEVEMENT GAP GROUP did not meet the 84.43% Status Performance AMO, they did meet the Growth Performance AMO of 74.18% by 7.64%. At the end of the 2012-2013 school year, 81.82% of students in the TARGETED ACHIEVEMENT GAP GROUP were proficient in literacy in the Growth Performance AMO.

Intervention: Implement a comprehensive literacy approach to improve student achievement.				
Scientific Based Research: Dorn, L. & Sofos, C. (2005) Teaching for Deep Comprehension. Stenhouse Publishers. Dorn, L. & Jones, T. (2012) Apprenticeship in Literacy: Second Edition, Transitions Across Reading and Writing. Stenhouse. Gambrell, L. B., Morrow, L. M., and Pressley, M. (2007) Best Practices in Literacy Instruction. Guilford Press.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Professional development will be provided in ELLA, Effective Literacy, Lit Lab, so that teachers, including special education teachers, will be provided the training necessary to successfully operate and manage these programs in order to move all students towards the goal to improve student achievement in Literacy. Action Type: Alignment Action Type: Professional Development Action Type: Special Education	Katie Thomas, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Implement the research-based Accelerated Reader program in grades 1-5 to provide students with additional opportunities for reading both at school and in the home. This is a supplemental reading program to enhance and promote reading. Action Type: Alignment Action Type: Parental Engagement Action Type: Technology Inclusion	Holly Bodden, Media Specialist and Judi Standfill, Technology Aide	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• School Library</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$
Grade level teachers and special education teachers will develop and administer: -Formative assessments (K-5) -Common formative assessments (K-5) -Interim Assessments--Learning Institute (1-5) -Summative assessments (1-5)  Grade level teachers and special education teachers will monitor the objectives tested and the results for each student. The principal will monitor the assessments on a regular basis as a part of the process evaluation.  <b>Component 1</b> Action Type: Alignment Action Type: Special Education	Katie Thomas, Principal and Tesa Koon, Classroom Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$
Benchmark Exam results will be used to determine whether the school has achieved the AMO as set by ADE as the outcome evaluation.  <b>Component 1</b> Action Type: Alignment	Katie Thomas, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$

Action Type: Equity				
Teachers, including special education teachers, will meet periodically throughout the year in Professional Learning Community meetings to evaluate the results of test scores and classroom performance for effectiveness and make adjustments in the Literacy program, if needed. Action Type: Program Evaluation	Katie Thomas, Principal, Donaven Sims, Assistant Principal, and Ashley Poe, Classroom Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Pay registration and travel expenses for classroom teachers and specialty teachers such as Art, Music, and PE teachers to attend workshops on how to incorporate literacy into their curriculum. Action Type: Collaboration Action Type: Professional Development	Katie Thomas, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Outside Consultants</li> <li>Performance Assessments</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Teachers and special education teachers will attend district and building inservices in literacy. Action Type: Professional Development Action Type: Special Education	Katie Thomas, Principal and Donna Lawson, Classroom Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Outside Consultants</li> <li>Performance Assessments</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Special education teachers, administrators, and parents will work together to develop IEP's for identified students. Strategies will include, but will not be limited to, modified testing and modified homework assignments. Action Type: AIP/IRI Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion	Krista Hopkins, Sp. Ed. Teacher and Lorna King, Spec. Ed Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Outside Consultants</li> <li>School Library</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Students, including special education students, will be actively engaged in authentic writing (letters, journals, content or self-selected writing) in the classroom across all curriculum areas. This strategy increases the chances of all students achieving proficiency and the school meeting the AMO set by ADE. Action Type: Alignment	Dee Dee Gillespie, Classroom Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Title I funds will be used to hire a Literacy Instructional Facilitator (Linda Clark), .10 fte to conduct professional development activities on effective instructional strategies for all teachers that are aligned to the Common Core Standards, including special education teachers to help reduce the achievement disparities among the Targeted Achievement Gap group. Action Type: Alignment	Pam Kenney, Director of Instruction	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	Title I - Employee \$1515.00 Benefits: Title I - Employee \$5850.00 Salaries: ACTION BUDGET: \$7365
Teachers, including special education, will align curriculum with Common Core. This alignment will also help	Katie Thomas, Principal,	Start: 07/01/2013 End:	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	ACTION BUDGET: \$

<p>reduce the disparities between the Targeted Achievement Gap group.                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Equity                  Action Type: Professional Development                  Action Type: Program Evaluation</p>	<p>Donaven Sims,                  Assistant Principal,                  Jennifer Young,                  Classroom Teacher,                  Terri England,                  Classroom</p>	<p>06/30/2014</p>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	
<p>In both regular and special education classrooms, the effectiveness of this intervention will be determined by:                  Formative assessments                  -Learning tours                  -Teacher observations                  -Classroom assessments                  -Interim assessments -Anecdotal records                  -Rubrics                  -Dibels                  -DRA                  -DSA                  -Surveys</p> <p>Summative assessments                  -Benchmarks                  -Stanford 10</p> <p><b>Component 1</b>                  Action Type: Program Evaluation                  Action Type: Special Education</p>	<p>Katie Thomas,                  Principal and Donaven Sims, Asst Principal</p>	<p>Start: 07/01/2013                  End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>All teachers, including special education teachers, instructional facilitators, paraprofessionals, and staff have reviewed, researched, and decided to implement the following instructional strategies. They are:</p> <ol style="list-style-type: none"> <li>1. Writing across the curriculum</li> <li>2. Use of rubrics</li> <li>3. Accelerated Reader</li> <li>4. ELLA (K-1) (fluency and phonemic awareness)</li> <li>5. Effective Literacy (2-3)</li> <li>6. Literacy Lab (Vocabulary and comprehension) (grades 4-5)</li> <li>7. Authentic writing</li> <li>8. Cooperative learning</li> <li>9. Small group guided reading (K-3)</li> <li>10. Literature circles (grades 2-5)</li> <li>11. District required novel studies (3-5)</li> </ol> <p>Action Type: Alignment                  Action Type: Collaboration                  Action Type: Special Education</p>	<p>Linda Clark,                  Literacy Instructional Facilitator,                  Jessica Henson,                  Classroom Teacher,                  Charissa Eakin,                  Classroom Teacher</p>	<p>Start: 07/01/2013                  End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Teachers, including special education teachers, meet to review instructional materials to address needs of students and align with Common Core standards in literacy.                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Special Education</p>	<p>Linda Clark,                  Literacy Instructional Facilitator and Ashley Poe,                  Classroom Teacher</p>	<p>Start: 07/01/2013                  End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>National School Lunch Act (NSLA) restricted state categorical funding will be used to pay for supplemental</p>	<p>Katie Thomas,                  Principal</p>	<p>Start: 07/01/2013                  End:</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>NSLA (State-281) - \$32.00</p>

<p>classroom materials and supplies for RTI and PARCC, purchase chromebooks and a chrome cart (capital outlay), provide a Before/After School Tutoring Program (approx. 2 teachers, 1 hour per day, 3 days per week for 24 weeks), hire a .063 School Social Worker (Lisa McNeely), and a .90 fte Literacy Instructional Specialist (Linda Clark). Included in this budget will be salaries, benefits, materials and supplies, (aligned to the Common Core Frameworks), registration, and travel to implement successful programs in these areas to help reduce the achievement disparities among student subgroups.                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Equity                  Action Type: Program Evaluation                  Action Type: Special Education</p>		<p>06/30/2014</p>		<p>Purchased Services:                  NSLA (State-281) - \$3930.00                  Materials &amp;                  Supplies:                  NSLA (State-281) - \$15289.00                  Employee Benefits:                  NSLA (State-281) - \$60099.00                  Employee Salaries:                  NSLA (State-281) - \$1600.00                  Capital Outlay:  <hr/>                 ACTION BUDGET: \$80950</p>
<p>Evaluation of the literacy program will take place at the end of the year using criterion and norm referenced testing results. (Benchmark, ITBS, Portfolios as determined by IEP team)                  Action Type: Program Evaluation                  Action Type: Special Education</p>	<p>Katie Thomas, Principal</p>	<p>Start: 07/01/2013                  End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Title I funds will be used to purchase a class set of chrome books and chrome cart to be shared amongst the school to help reduce the achievement disparities among student subgroups and improve student achievement in mathematics concepts.                  Action Type: Equity</p>	<p>Katie Thomas, Principal</p>	<p>Start: 07/01/2013                  End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Teaching Aids</li> </ul>	<p>Title I - Materials &amp; Supplies: \$5001.24  <hr/>                 ACTION BUDGET: \$5001.24</p>
<p>ESL teacher will identify and address specific learning needs of ELL students. Students are tested using the ELDA and Mac II. After testing, the teacher will deliver differentiated instruction through a proficiency based program to minimize learning gaps by the explicit and systematic delivery of language acquisition instruction. Teacher will utilize AIP's/IRI's to plan instruction. Teacher will use a comprehensive literacy model as well as various types of technology to ensure success. (Technology: laptops, document cameras, iPods, Rosetta Stone, Enchanted Learning, Learning RAZ-kids, STAR Reading Renaissance, Mimeo, etc.) Literacy materials: DRA, Stevenson, Hampton Brown, Reading A-Z)                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Program Evaluation</p>	<p>Lanita Davis, ESL Teacher</p>	<p>Start: 07/01/2013                  End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Pay substitute teachers to cover classes while teachers observe</p>	<p>Katie Thomas,</p>	<p>Start: 07/01/2013</p>		

classrooms in or out of district to observe the literacy in block and debrief with the literacy instructional facilitator. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Professional Development Action Type: Title I Schoolwide	Principal	End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$93316.24

Intervention: Implement Curriculum Alignment and Mapping Program in the Area of Literacy.

Scientific Based Research: Baily, K. & Jakicic, C. (2012) Common Formative Assessment: A Toolkit for Professional Learning Communities at Work. Solution Tree Press Hewitt, T. W., (2006) Understanding and Shaping Curriculum. Education/Teaching

Actions	Person Responsible	Timeline	Resources	Source of Funds
Using the Common Core standards as the basis, the teachers, including special education teachers, will revise the curriculum as needed to meet the requirements of the standards. This is to include double blocking, co-taught classrooms, and integrated classrooms. Action Type: Alignment	Katie Thomas, Principal and Linda Clark, Literacy Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
A Literacy Instructional Facilitator or highly skilled Literacy teacher will be employed to work as a mentor to assist teachers in using the alignment process or with students or who has students at risk of achieving proficiency. This person will conduct observations and conferences, provide feedback to the teachers, model best practices, and serve as a resource person. Action Type: Alignment Action Type: Professional Development	Linda Clark, Literacy Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The effectiveness of this intervention will be determined by: v Formative assessments: -Learning tours -Teacher observations -Classroom assessments -Interim assessments -Anecdotal records -Rubrics -Dibels -DRA -DSA -Surveys  Summative assessments -Benchmarks -ITBS  Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education	Katie Thomas, Principal and Donaven Sims, Assistant Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
All teachers, including special education teachers, will receive training on how to utilize curriculum that include instructional pacing guides using the alignment process. Teachers will review test results and other data to determine curriculum gaps and identify student strengths and weaknesses in regard to the Common Core standards. The following information will be continually reviewed to align with the Common	Linda Clark, Literacy Instructional Facilitator, Emily Williams Classroom Teacher, and Kass	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$



Core standards through grade level and/or subject area teacher meetings: curriculum, instructional strategies/approaches, and instructional materials. The Literacy Instructional Facilitator will work to assist teachers in implementing the programs. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education	Driggers, Classroom Teacher			
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Total Budget:	\$0
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Intervention: Implement Response to Intervention Based on Student AIP's to Address Needs of Students with Literacy Deficits.

Scientific Based Research: Bullock, Kathleen, (2004) "How to Adapt Your Teaching Strategies to Student Needs". Education Service Center. Howard, M.(2009) "RTI from all Sides". Heinemann Allington, R. Walmsley, S. (2007) "No Quick Fix", RTI edition. Teachers College Press Hall, S. "Implementing Response to Intervention". 2008. Corwin Press Dorn, L & Sofos, C (2012) Interventions that Work. Pearson

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will be provided training on the process of developing a student Academic Improvement Plan (AIP/IRI). Special Education teachers will be included in the training.  <b>Components 3 &amp; 4</b> Action Type: AIP/IRI Action Type: Professional Development Action Type: Special Education	Donaven Sims, Assistant Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Develop and implement a teacher mentoring program as part of professional development that improves the knowledge and skills of teachers to work effectively with individuals or targeted groups to increase student achievement in Literacy.  <b>Component 3, 4, &amp; 5</b> Action Type: Professional Development	Don McGohan, Asst Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Student Academic Improvement Plans (AIP/IRI) will be developed for students scoring below proficient on state Benchmark assessments by teachers, including special education teachers, and in RTI meetings. Action Type: AIP/IRI	Donaven Sims, Assistant Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Teachers will identify individual students and group strengths and weaknesses and use this data to plan programs and strategies as well as before school tutoring to address the weaknesses, including special education students. Parents of students who are at risk of failing to achieve proficiency in the area of Literacy will be notified and will be involved in the developing of a student AIP/IRI.  <b>Component 2 &amp; 9</b> Action Type: AIP/IRI Action Type: Alignment Action Type: Parental Engagement	Donaven Sims, Assistant Principal, Jennifer Young, Classroom Teacher, and Lenee Gipson, Classroom Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Teachers will use diagnostic assessments, screenings, teacher evaluation, Qualls(K) and/or Dibels, DRA, and DSA to identify weaknesses of students in grades K-5. Identified students, including special	Dee Dee Gillespie, Classroom Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$

<p>education students, will receive remediation. Students will be evaluated for proficiency through Qualls(K) and/or Dibels, DRA, and DSA.</p> <p><b>Component 8</b> Action Type: AIP/IRI Action Type: Collaboration Action Type: Program Evaluation</p>				
<p>Teachers will use Interim Assessments, Benchmark and ITBS to identify students needing remediation in grades 2-5. These students, including special education students, will receive remediation to improve test scores. Students will be evaluated for proficiency by Interim Assessments.</p> <p><b>Component 8 &amp; 9</b> Action Type: AIP/IRI Action Type: Collaboration Action Type: Program Evaluation</p>	<p>Donaven Sims, Assistant Principal, Charissa Eakin, Classroom Teacher, Anita Sturich, Special Education Paraprofessional</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Teachers including special education teachers, will use writing rubrics to evaluate student performance in writing.</p> <p>Action Type: Collaboration Action Type: Special Education</p>	<p>Linda Clark, Literacy Instructional Facilitator, Krista Hopkins, Special Education Teacher, and Lorna King, Special Educ</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>The effectiveness of this intervention will be determined by:</p> <ul style="list-style-type: none"> <li>·Formative Assessments(K5)</li> <li>·PLC meetings</li> <li>·TLI reports (15)</li> <li>·Lesson plans referencing Common Core</li> <li>·Teacher Observations of students</li> <li>·Classroom Walkthroughs</li> <li>·DIBELS tests</li> <li>·DSA tests (K4)</li> <li>·District adopted interim assessments (1-5)</li> <li>·Norm referenced tests</li> </ul> <p>The school leadership team in an analysis of CWT and teacher lesson plans found all teachers were providing instruction according to their curriculum maps. An analysis of teacher tests and interim assessments showed that most students were applying knowledge from daily classroom instruction. An analysis of DRA, DSA, and DIBELS tests showed most students improved in the areas of fluency, comprehension, and phonics.</p> <p><b>Component 8</b> Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education</p>	<p>Katie Thomas, Principal and Donaven Sims Assistant Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>The implementation of the RTI program includes the formation of a school intervention team to investigate interventions for students who are at risk or targeted at risk.</p>	<p>Linda Clark, Literacy Instructional Facilitator, Marcia Brown, Non-</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>

Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Special Education	Classroom Professional Staff, and Karen Knight, Parap			
Before school tutoring will be offered to those students that are considered at risk in Literacy. Action Type: AIP/IRI	Katie Thomas, Principal and Donaven Sims, Assistant Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Provide resources, training and develop intervention lessons to assist teacher/staff in implementation of Tier II and Tier III interventions for identified students. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Katie Thomas, Principal, Linda Clark, Literacy Instructional Facilitator, and Jodie Chism, Classroom Teacher	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
<b>Total Budget:</b>				<b>\$0</b>

**Intervention: Implement Parental Involvement Program (Act 603).**

Scientific Based Research: Epstein, J.L., & Salinas, K. C. (2004). Partnering with families and communities. Educational Leadership, 61 (8), 12-18. Edwards, M. (2004). Center for Effective Parenting. Little Rock, AR: University of Arkansas for Medical Sciences/Arkansas Children's Hospital. Payne, R., (2005). A framework for understanding poverty. Highlands, TX: aha! Process, Inc.

Actions	Person Responsible	Timeline	Resources	Source of Funds
District funds will be used to provide the required two and three hours training in parent involvement. Action Type: Professional Development	Katie Thomas, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
All Parents will be invited to an Open House Night to welcome parents and students to their school and to share expectations for the school year. Kindergarten teachers will host a Kindergarten Round-Up, in order to help pre-kindergarten students better transition to the kindergarten classroom setting.  <b>Component 6 &amp; 7</b> Action Type: Collaboration Action Type: Parental Engagement	Katie Thomas, Principal, Kelle, Perryman, Non-Classroom Professional Staff, and Kim Wiltshire, Parent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Communicate with parents the importance of their involvement in the education of their child(ren) in order to insure student success by providing informational packets which include: ·An outline of the school's parental involvement program ·Recommendations concerning the role parents, students, teachers, and the school play in collaboration for academic success ·Suggestions for ways parents can become involved in the school and the education process ·A schedule of activities planned throughout the year in which parents are encouraged to participate ·Statements attesting to the school district's commitment to parental	Becky Bahnks, Counselor, Laura Ferguson, Parent, and Tanga Derher, Parent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$

<p>involvement                  ·School’s process for resolving parental concerns in handbook                  ·A list of options available to parents and teachers for the purpose of ongoing twoway communication including but not limited to: school address, phone, and fax numbers, staff email addresses, the PTO Newsletter, Bryant PS smartphone app, and the district and school websites.                  ·A survey for parents regarding their interest in volunteering at the school.</p> <p><b>Component 6</b>                  Action Type: Collaboration                  Action Type: Parental Engagement</p>				
<p>Schedule meetings in conjunction with the PTO where parents are given a report on the state of the school and an overview of the curriculum and learning expectations. Schedule "Parent Involvement Meeting" meetings in which parents are given an overview of what students will be learning on how students will be assessed including information about scheduled norm-referenced and criterion-referenced testing.                  Action Type: Parental Engagement</p>	<p>Katie Thomas, Principal</p>	<p>Start: 07/01/2013                  End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Schedule two parent-teacher conferences to communicate student progress toward reaching curriculum goals. Additional conferences may be scheduled upon request of parents, teachers, and other faculty or students. Recognize parent participation in parent-teacher conferences.                  Action Type: Collaboration                  Action Type: Parental Engagement</p>	<p>Katie Thomas, Principal and Pam Kenney</p>	<p>Start: 07/01/2013                  End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Make available parenting books, magazines, and other informative resources regarding responsible parenting. Inform all parents of the availability of these materials in the family kits.</p> <p><b>Component 6</b>                  Action Type: Parental Engagement</p>	<p>Holly Bodden, Media Specialist</p>	<p>Start: 07/01/2013                  End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>All teachers including special education teachers, staff, and parents, have reviewed, researched, and decided to implement parental involvement activities to include:                  •Utilize a Parent Facilitator                  •Parents will be notified of upcoming interim assessment dates and test results (1 – 5)                  •Host a Parent Bookfair night to motivate parents to encourage their child to read (K5)                  •Host Parent Involvement Meetings in which parents will receive information on the literacy program and ways to help their child at home, what students will be learning, how students will be assessed, what parents should expect for their child’s education, and how parents can assist and make a difference in their</p>	<p>Katie Thomas, Principal and Becky Bankhs Counselor</p>	<p>Start: 07/01/2013                  End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>

<p>child's education.                  •Provide instruction to a parent on how to incorporate developmentally appropriate learning activities in the home environment                  •Implement the Watchdog Dads program to provide positive role models during the school day.                  •Enable the formation of PTO                  Action Type: Professional Development                  Action Type: Special Education</p>				
<p>The effectiveness of this intervention will be determined by parent surveys, volunteer history (electronic), and watch dog dad list.                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Program Evaluation                  Action Type: Special Education</p>	<p>Katie Thomas, Principal</p>	<p>Start: 07/01/2013                  End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>The Parent Student Compact will be administered at the first scheduled parent/teacher conference. This compact will be reviewed, revisited and distributed yearly.                  Action Type: Equity                  Action Type: Parental Engagement                  Action Type: Special Education</p>	<p>Donaven Sims, Assistant Principal and Margie Osborn, Classroom Teacher</p>	<p>Start: 07/01/2013                  End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Resolving parental concerns should be handled in a prioritized order. The parent should discuss concern with student's teacher. Should further discussion become necessary the Assistant Principal and/or Principal may be involved in the resolving action. The school plan concerning resolving parental concerns may be found in the district student handbook.                  Action Type: Collaboration                  Action Type: Parental Engagement</p>	<p>Katie Thomas, Principal, Donaven Sims, Assistant Principal, and Margie Osborn, Classroom Teacher</p>	<p>Start: 07/01/2013                  End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>The staff will enable the local organization of the Collegeville PTO. We will support the actions of the PTO program. Information about our PTO program and officers will be located at the parent information center.                  Action Type: Collaboration                  Action Type: Parental Engagement</p>	<p>Becky Bahnks, Counselor</p>	<p>Start: 07/01/2013                  End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Collegeville Elementary employs a paid parent faciliator located at Collegeville. This parent faciliator is our counselor.                  Action Type: Parental Engagement</p>	<p>Katie Thomas, Principal</p>	<p>Start: 07/01/2013                  End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Title I funds will be used to hire a .129 Parent Center Coordinator (Katie Brooks). This position, which is in addition to required district parental coordinator positions will provide services at building level to encourage parental involvement in their child's education. The required 1% Title I allocation for parental involvement will include salaries, benefits, materials, and supplies, for the welfare of all students in the district. Component 7 In addition, the Parental Involvement Coordinator will provide parent communication through e-mails, flyers, newsletters, and help us create</p>	<p>Pam Kenney</p>	<p>Start: 07/01/2013                  End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<p>Title I - Materials &amp; Supplies: \$258.00                  Title I - Employee Salaries: \$2712.00                  Title I - Employee Benefits: \$849.00                  ACTION BUDGET: \$3819</p>

instructional materials for parents to use with their children. The Parental Involvement Coordinator will also research ideas for parental involvement and act as a resource for parents. Action Type: Parental Engagement				
Administration and staff will support and enable the formation and function of a parent teacher organization (PTO). Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education	Katie Thomas, Principal and Elie Jones, Parent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Located in the school office, volunteer time and activities by parents will be monitored electronically by the RAPTOR system. Action Type: Parental Engagement Action Type: Program Evaluation	Kelle Perryman, Non-Classroom Professional Staff and Tonya Bowman, Non-Classroom Professional Staff	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$3819

Priority 2: Implement district curriculum to improve student achievement in math.

1. ACSIP CRT Data Source for COLLEGEVILLE ELEMENTARY SCHOOL Benchmark-3rd Grade Mathematics Exam 3rd Grade Math

**In 2013**, 92% of our 91 students scored proficient or above ( or above National PR of 50% on SAT 10). 86% of our 36 Socio Economically Deprived Students scored proficient or above. 100% of our 3 LEP students scored proficient or above. 66% of our 9 students with Disabilities scored proficient or above.

**In 2012**, 91% of our 98 students scored proficient or above ( or above National PR of 50% on SAT 10). 85% of our 51 Socio Economically Deprived Students scored proficient or above. 76% of our 17 LEP students scored proficient or above. 54% of our 13 students with Disabilities scored proficient or above.

**In 2011**, 95% of our 74 students scored proficient or above ( or above National PR of 50% on SAT 10). 94% of our 33 Socio Economically Deprived Students scored proficient or above. 100% of our 8 LEP students scored proficient or above. 67% of our 7 students with Disabilities scored proficient or above.

Based on a three year trend data analysis, the lowest areas for the combined population were, geometry (OR 50%) and numbers and operations (OR 50.5%). LEP students were number and operations (OR 31%) and geometry (OR 31). Students with Disabilities were number and operations (OR 19) and data analysis and probability (OR 31.5%). Socio Economically Disadvantaged were data analysis and probability (OR 44%) and number and operations (OR 37.5%).

2. ACSIP CRT Data Source for COLLEGEVILLE ELEMENTARY SCHOOL Benchmark-4th Grade Mathematics Exam 4th Grade Math

**In 2013**, 91% of our 80 students scored proficient or above ( or above National PR of 50% on SAT 10). 78% of our 28 Socio Economically Deprived Students scored proficient or above. 67% of our 6 LEP students scored proficient or above. 33% of our 9 students with Disabilities scored proficient or above.

**In 2012**, 94% of our 77 students scored proficient or above ( or above National PR of 50% on SAT 10). 93% of our 41 Socio Economically Deprived Students scored proficient or above. 91% of our 11 LEP students scored proficient or above. 58% of our 7 students with Disabilities scored proficient or above.

**In 2011**, 93% of our 83 students scored proficient or above ( or above National PR of 50% on

SAT 10). 88% of our 40 Socio Economically Deprived Students scored proficient or above. 89% of our 9 LEP students scored proficient or above. 100% of our 7 students with Disabilities scored proficient or above.

Based on a three year trend data analysis, the lowest area for the combined population was measurement (OR 44%). LEP students was measurement (OR 25.5%). Students with Disabilities were geometry (OR 19%) and measurement (OR 19%). Socio Economically Disadvantaged was measurement (OR 38).

3. ACSIP CRT Data Source for COLLEGEVILLE ELEMENTARY SCHOOL Benchmark-5th Grade Mathematics Exam 5th Grade Math

**In 2013**, 74% of our 98 students scored proficient or above ( or above National PR of 50% on SAT 10). 68% of our 40 Socio Economically Deprived Students scored proficient or above. 67% of our 6 LEP students scored proficient or above. 33% of our 9 students with Disabilities scored proficient or above.

**In 2012**, 97% of our 90 students scored proficient or above ( or above National PR of 50% on SAT 10). 95% of our 45 Socio Economically Deprived Students scored proficient or above. 88% of our 8 LEP students scored proficient or above. 75% of our 8 students with Disabilities scored proficient or above.

**In 2011**, 89% of our 84 students scored proficient or above ( or above National PR of 50% on SAT 10). 85% of our 34 Socio Economically Deprived Students scored proficient or above. 33% of our 3 LEP students scored proficient or above. 50% of our 8 students with Disabilities scored proficient or above.

Based on a three year trend data analysis, the lowest area for the combined population was geometry (OR 38%). LEP students was geometry (OR 32). Students with Disabilities were geometry (OR 19) and number and operations (OR 28.1). Socio Economically Disadvantaged were geometry (OR 35.4) and number and operations (OR 32).

4. No Child Left Behind average daily attendance rate: School year - 2011 - School year - 2012 - 95.53% School year - 2013 - 96.3%
5. Kindergarten - NRT - Kindergarten -Mathematics

**2010 MAT8** - 72% of our students scored at/above the 50th percentile. Mathematics

**2011 ITBS** - 70.3% of our students scored at/above the 50th percentile.

Supporting  
Data:

Based on three year trend data, the lowest identified populations in math are Economically Disadvantaged students (52.6%) and African American students (33.3%). The small number of African American students makes it difficult to draw valid longitudinal conclusions.

6. Grade 1-- NRT Total Math

**2011 ITBS**--79.5% of our students scored at/above the 50th percentile.

**2012 ITBS**--73.7% of our students scored at/above the 50th percentile.

**2013 ITBS**--67% of our students scored at/above the 50th percentile.

Based on three year trend data, the percent of students scoring at/above the 50th percentile is decreasing.

The lowest identified population in reading is the LEP population (11%). The gap between the combined population and the LEP population is 56%. Longitudinal analysis indicates that the small number of LEP students makes it difficult to draw valid longitudinal conclusions.

7. Grade 2-- NRT Total Math

**2011 ITBS**--57.3% of our students scored at/above the 50th percentile.

**2012 ITBS**--64.6% of our students scored at/above the 50th percentile.

**2013 ITBS**--63% of our students scored at/above the 50th percentile.

Based on three year trend data, the percent of students scoring at/above the 50th percentile is fluctuating.

The lowest identified population in reading is the Socio Economically Disadvantage population (29.4%). The gap between the combined population and the LEP population is 34.4%. Longitudinal analysis indicates that the small number of Socio Economically Disadvantage students makes it difficult to draw valid longitudinal conclusions.

## 8. Grade 3 - Mathematics

**Math 2011 ITBS** - 77% of our students scored at/above the 50th percentile.

**Math 2012 ITBS** - 66% of our students scored at/above the 50th percentile.

**Math 2013 ITBS** - 68% of our students scored at/above the 50th percentile.

Based on three year trend data, the percent of students scoring at/above the 50th percentile is fluctuating. Lowest identified population in math is IEP students (40%).

The gap between the combined population and IEP students is 28%. Longitudinal analysis indicates that the small number of IEP students makes it difficult to draw valid longitudinal conclusions.

## 9. Grade 4 - NRT - Mathematics

**2011 ITBS** - 72.3% of our students scored at/above the 50th percentile.

**2012 ITBS** - 74% of our students scored at/above the 50th percentile.

**2013 ITBS** - 66% of our students scored at/above the 50th percentile.

Based on three year trend data, the percent of students scoring at/above the 50th percentile is decreasing. Lowest identified populations in math are IEP students (30%) and LEP students (34%).

The gap between the combined population and IEP students is 36%. The gap between the combined population and LEP students is 32%. Longitudinal analysis indicates that the small number of IEP and LEP students makes it difficult to draw valid longitudinal conclusions.

## 10. Grade 5 - NRT - Mathematics

**2011 ITBS** - 61.9% of our students scored at/above the 50th percentile.

**2012 ITBS** - 69% of our students scored at/above the 50th percentile.

**2012 ITBS** - 62% of our students scored at/above the 50th percentile.

Based on three year trend data, the percent of students scoring at/above the 50th percentile is fluctuating. Lowest identified population in math is IEP students (27%).

The gap between the combined population and IEP students is 35%. Longitudinal analysis indicates that the small number of IEP students makes it difficult to draw valid longitudinal conclusions.

11.

12.

Goal All students will improve skills in problem solving, geometry, and measurement.

**At the end of the 2013-2014 school year**, 94.48% of students in the ALL STUDENTS POPULATION must be proficient in mathematics. Annually, 0.61% of students in the ALL STUDENTS GROUP will move from basic or below basic to proficient or advanced. At the end of the 2012-2013 school year, 85.49% of students in the ALL STUDENTS POPULATION were proficient in mathematics. The ALL STUDENTS POPULATION did not meet the 93.87% Status Performance AMO, nor did they did meet the Growth Performance AMO of 70.62%. At the end of the 2012-2013 school year, 41.82% of students in the ALL STUDENTS POPULATION were proficient in math in the Growth Performance AMO. Because of this, the school is categorized as NEEDS IMPROVEMENT in math.

Benchmark

**At the end of the 2013-2014 school year**, 90.19% of the students the the TARGETED ACHIEVEMENT GAP GROUP must be proficient in mathematics. Annually, 1.09% of students in the TARGETED ACHIEVEMENT GAP GROUP will move from basic or below basic to proficient or advanced. At the end of the 2012-2013 school year, 76.64% of students in the TARGETED ACHIEVEMENT GAP GROUP were proficient in mathematics. The TARGETED ACHIEVEMENT GAP GROUP did not meet the 89.10% Status Performance AMO, nor did they did meet the Growth Performance AMO of 67.13%. At the end of the 2012-2013 school year, 34.85% of students in the TARGETED ACHIEVEMENT GAP GROUP were proficient in math in the Growth Performance AMO. Because of this, the school is categorized as NEEDS IMPROVEMENT in math.

Intervention: Implement a standards-based, hands-on approach to increase student achievement in all areas of math for all students.

Scientific Based Research: Confer, Chris,C.C.(2007). "Sizing up activities for grades 3-5 classrooms". Saualito, CA, Math solutions publications. Parrish, Sherry, S.P. (2010) "Helping children build mental math and



computation strategies". Sherry Parrish. Empson, Susan, B., S.E., Levi, Linda, L.L.(2011). "Extending Children's Mathematics Fractions and Decimals Innovations in Cognitively Guided Instruction".Portsmouth,NH, Heinemann. Ruppert, Tyler J."Cognitively Guided Instruction: An Alternative Way to Teach Mathematics." Ripon College (2010): pp. 21-27. Print.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Teachers in grades K-5, including special education teachers, will include open response questions, based on age appropriateness and ability levels, in all domains of Common Core. The implementation of this strategy will enhance the opportunity of all students achieving proficiency and the school meeting the AMO set by ADE.</p> <p><b>Component 2</b> Action Type: Alignment Action Type: Special Education</p>	Katie Thomas, Principal, Donaven Sims, Assistant Principal, and Donna Harris, Classroom Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
<p>Grade level teachers, including special education teachers, will administer Interim Assessments developed by TLI and monitor the objectives tested and the results for each student. The principal will monitor the assessments on a regular basis as a part of the process evaluation.</p> <p><b>Component 8</b> Action Type: Program Evaluation Action Type: Special Education</p>	Philisia Orr, Math Instructional Facilitator and Katie Thomas, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
<p>Grade level teachers, including special education teachers, will meet periodically throughout the school year during Professional Learning Community meetings to evaluate the results of test scores (Benchmark, TLI Interim Assessments, ITBS) and classroom performance (formative assessments) for effectiveness, and make adjustments in math instruction as needed.</p> <p><b>Component 1</b> Action Type: Program Evaluation Action Type: Special Education</p>	Philisia Orr, Math Instructional Facilitator and Jean Pamplin, Classroom Teacher and Heather Payne	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
<p>Computer lab specialist and classroom teachers will initiate Reflex Math and Compass Learning in all grades.</p> <p>Action Type: Collaboration Action Type: Technology Inclusion</p>	Carla Vaughn, Computer Lab Specialist, Philisia Orr, Math Instructional Facilitator, Judy Standfill, Technology Aide	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
<p>A math instructional facilitator will be available to assist teachers and students to improve student achievement.</p> <p>Action Type: Collaboration Action Type: Technology Inclusion</p>	Philisia Orr, Math Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
<p>Teachers, including special education teachers, and support staff will</p>	Katie Thomas, Principal and	Start: 07/01/2013	<ul style="list-style-type: none"> <li>Administrative</li> </ul>	ACTION BUDGET: \$

attend workshops or conferences on math skills, including but not limited to problem solving, geometry, and measurement, and using technology and math.  <b>Components 3 &amp; 4</b> Action Type: Professional Development Action Type: Special Education	Lesli Lucy, Classroom Teacher	End: 06/30/2014	<ul style="list-style-type: none"> <li>Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	
Title I funds will be used to hire one full time Math Instructional Facilitator (Philisia Orr) 1.00 fte to conduct professional development activities on effective instructional strategies for all teachers that are aligned to the Common Core standards, including special education teachers to help reduce the achievement disparities among student subgroups. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education	Katie Thomas, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	Title I - Employee \$59710.00 Salaries: Title I - Employee \$15380.00 Benefits:  ACTION BUDGET: \$75090
Professional development will be provided in CGI & Strand Specific Trainings.  <b>Component 4</b> Action Type: Professional Development Action Type: Special Education	Pam Kenney	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Utilize District Curriculum and other supplemental materials in order to cover Common Core standards, utilizing manipulatives, and the technology available for computer labs. Action Type: Special Education	Katie Thomas, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Assessment and monitoring of students' math progress, including special education students, will take place throughout the year through the use of interim TLI Assessments.  <b>Component 8</b> Action Type: Alignment Action Type: Special Education	Katie Thomas, Principal, Marcia Stroud, Classroom Teacher, Dana Creighton, Classroom Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Evaluation of the math curriculum will take place at the end of the year using criterion and norm-referenced testing results. (Benchmark & ITBS) Action Type: Program Evaluation Action Type: Special Education	Katie Thomas, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The effectiveness of this intervention will be determined by:  Formative assessments: -Learning tours -Teacher observations -Classroom assessments -Interim TLI assessments -Anecdotal records -Rubrics	Katie Thomas, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$

Summative assessments: -Benchmarks -ITBS Action Type: Program Evaluation				
Title I funds will be used to purchase general materials, supplies, technology chrome books that are aligned to the Common Core standards and that are necessary to support the instructional program within the school for at risk and targeted at risk identified students. Action Type: Alignment Action Type: Technology Inclusion	Katie Thomas, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Pay substitute teachers to cover classes while teachers observe classrooms in or out of district in the math block and debrief with the math instructional facilitator. Action Type: Alignment Action Type: Equity Action Type: Professional Development Action Type: Title I Schoolwide	Katie Thomas, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
NSLA funds will be used to pay for materials and supplies for a Math Instructional Facilitator to help reduce the achievement disparities among student subgroups. Action Type: Equity Action Type: Professional Development	Katie Thomas, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	NSLA (State-281) \$500.00 - Materials & Supplies:  ACTION BUDGET: \$500
Total Budget:				\$75590

**Intervention: Implement Curriculum Alignment and Mapping Program in the area of math**

Scientific Based Research: Joyner, J. M., Muri, M. (2011). Informative assessment: Formative assessment to improve math achievement: Grades K-6. Scholastic Inc. Bailey, K., Jakicic, C. (2012). Common formative assessment: A toolkit for professional learning communities at work. Bloomington, IN: Solution Tree Press

Actions	Person Responsible	Timeline	Resources	Source of Funds
All teachers to include Special Education will be provided training related to aligning the elementary curriculum with Common Core, lesson plans, courses, and instructional math strategies. Action Type: Alignment Action Type: Professional Development Action Type: Special Education	Katie Thomas, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Schedule and conduct grade level and/or subject area Professional Learning Community meetings, including special education teachers, on a regular basis to work on curriculum alignment/mapping. Action Type: Alignment Action Type: Professional Development	Philisia Orr, Math Instructional Facilitator and Donna Harris, Classroom Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Test results and other data will be reviewed by teachers to determine curriculum gaps and identify student strengths and weaknesses in regard to the Common Core Standards. Action Type: Alignment	Katie Thomas, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Teachers, including special education teachers, will review textbooks and instructional materials to address needs of students and adjust and align with Common	Katie Thomas, Principal and Philisia Orr, Math	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$

Core Standards in Math. Action Type: Alignment Action Type: Special Education	Instructional Facilitator			
Teachers will review instructional strategies/approaches and revise as needed to align with the Common Core requirements in Math. Action Type: Alignment	Philisia Orr, Math Instructional Facilitator and Kim Plaisance, Classroom Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Teachers, including Special Education teachers, will utilize technological strategies with instructional activities and revise as needed to strengthen the program to meet Common Core standards in Math. Action Type: Alignment Action Type: Special Education	Katie Thomas, Principal and Philisia Orr, Math Instructional Specialist	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Curriculum maps that include instructional pacing guides using the alignment process will be developed and implemented by teachers, including special education teachers and adjusted as needs are identified. Action Type: Alignment	Pam Kenney	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Modify instruction as needed based on latest test data and classroom performance to enhance the achievement of grade level proficiency in all Math areas. The principal will monitor objectives being taught in all classrooms.  <b>Component 9</b> Action Type: Alignment	Katie Thomas, Principal and Stephanie Shaw, Classroom Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The effectiveness of this intervention will be determined by formative assessments (learning tours, teacher observations, classroom assessments, TLI interim assessments, anecdotal records, rubrics, surveys) and summative assessments (Benchmarks and ITBS). Action Type: Program Evaluation	Katie Thomas, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Implement Response to Intervention with students with AIPs to address the needs of students with deficits in Math.

Scientific Based Research: Boys, C., Spicuzza, R., Ysseldyke, J.E., (2003) Effects of a Learning Information System on Mathematics Achievement and Classroom Structure, Journal of Educational Research 96, Number 3. Knuth, E. and Peressini, D. (2001) Unpacking the Nature of Discourse in Mathematics Classroom. Mathematics Teaching 2001: Vol.6, No. 5, pages 320-325.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers, including special education teachers, will be provided training on the process of developing a student Academic Improvement Plan (AIP/IRI), based on the disaggregation of data.  <b>Component 9</b> Action Type: AIP/IRI Action Type: Professional Development Action Type: Special Education	Donaven Sims, Assistant Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
All teachers, to include Special Education, will be provided training designed to enhance their skills to provide instruction to target groups identified with Math deficits.	Philisia Orr, Math Instructional Facilitator, Krista Hopkins, Special Education	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$

<b>Component 9</b> Action Type: Professional Development Action Type: Special Education	Teacher, and Lorna King, Special Educati			
Student Academic Improvement Plans (AIP/IRI) will be developed for all students scoring below basic and basic on Benchmark and ITBS by teachers. Action Type: AIP/IRI	Donaven Sims, Assistant Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Performance Assessments</li> </ul>	ACTION BUDGET: \$
Provide remediation through small group instruction and computer software for students who score lower than proficient on state benchmark assessments.  <b>Component 9</b> Action Type: AIP/IRI	Katie Thomas, Principal, Shelia Thompson, Non- Classroom Professional Staff, Carla Vaughn, Non- Classroom Professional St	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$
The effectiveness of this intervention will be determined by  Formative assessments: -Learning tours -Teacher observations -Classroom assessments -Interim TLI assessments -Anecdotal records -Rubrics  Summative assessments: -Benchmarks -ITBS Action Type: Program Evaluation	Katie Thomas, Principal and Donaven Sims, Assistant Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
TLI interim assessments, formative assessments, and classroom performance will be used to evaluate the effectiveness of the remediation and to determine when the student may exit the remediation process. Action Type: AIP/IRI Action Type: Program Evaluation	Katie Thomas, Principal, Philisia Orr, Math Instructional Facilitator, Shelia Thompson, Non- Classroom Professional Staff	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Teachers will identify individual students, including special education students, and group strengths and weaknesses and use this data to plan programs and strategies, as well as to provide before school tutoring, to address the weaknesses. Parents of students who are at risk of failing to achieve proficiency in the area of Math will be notified and will be involved in the developing of a student AIP/IRI. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity	Donaven Sims, Assistant Principal and Nanci Kelley, Classroom Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
<b>Total Budget:</b>				\$0

Priority 3: Promote student wellness through nutrition education and physical activity.

Supporting  
Data:

1. In February, 2010, 64.5% of the males were identified as healthy or underweight, 35.5% were at risk of becoming overweight, and 20.0% were overweight. 71.8% of the females were identified as healthy or underweight, 28.2% were at risk of becoming overweight, and 13.7% were overweight. In February, 2011, 62.4% of the males were identified as healthy or underweight, 37.6% were at risk of becoming overweight, and 17.6% were overweight. 62.1% of the females were identified as healthy or underweight, 37.9% were at risk of becoming overweight, and 17.9% were overweight. In February, 2012, 66.7% of the males were identified as healthy or underweight, 17.4% were at risk of becoming overweight, and 15.9% were overweight. 71.1% of the females were identified as healthy or underweight, 13.2% were at risk of becoming overweight, and 15.8% were overweight.

Goal Promote student wellness through healthy meals, physical activity, and health services.

Benchmark To meet standards set by State and Federal law. In addition, annually the percent of students identified by the BMI index as being obese will improve by .01%.

Intervention: Students will learn about healthy lifestyles through school curriculum, healthful cafeteria meals, activities and school health services.				
Scientific Based Research: Phillips, M. M., Raczynski, J. M., West, D. S., Pulley, L., Bursac, Z., Gauss, C. H., Walker, J. F. (2010). Changes in school environments with implementation of arkansas act 1220 of 2003. Obestiy, 18 (S1), S54-S61. Robert Wood Johnson Foundation (2009). Arkansas act 1220 evaluation: A project of information for action: School policies to prevent childhood obesity. Retrieved from <a href="http://www.rwjf.org/content/rwjf/en/research-publications/find-rwjf-research/2009/02/arkansas-act-1220-evaluation-a-project-of-information-for-action.html">http://www.rwjf.org/content/rwjf/en/research-publications/find-rwjf-research/2009/02/arkansas-act-1220-evaluation-a-project-of-information-for-action.html</a>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Students will participate daily in 30 minutes of physical activity which includes physical education classes, walking, exercise, and playing games. Action Type: Collaboration Action Type: Wellness	Dondre Harris, PE Coach and Angel Dale, PE Coach	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The cafeteria will provide nutritional, balanced meals which follow healthful guidelines about wellness portions and content of calories, fats, and sugars. According to the state nutritional guidelines, the District Dietician will implement the healthy practices outlined in the USDA School Meals Initiative Recommendations. The Three Steps to Healthy School Meals are: planning pre-analyzed menus, purchasing food using food descriptions, and producing and presenting food to students. These steps ensure that meals meet nutritional standards and provide good quality food to students. Action Type: Wellness	Gay Sellers, District Dietician	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	ACTION BUDGET: \$
Health services will be provided for each child by the school nurse.(Health Risk Behavior Survey) These services include BMI measurement, scoliosis screening, hearing and vision screening, head lice checks, physician referrals, and monitoring of health records. Action Type: Wellness	Tamara Moore	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Computers</li> <li>District Staff</li> </ul>	ACTION BUDGET: \$
Physical education teacher and/or classroom teacher will plan and incorporate health education in their classrooms, emphasizing healthy diets and exercise. Action Type: Wellness	Angel Dale, PE Coach and Dondre Harris, PE Coach	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Physical education teacher, and/or classroom teachers, including special education teachers, and support staff will attend workshops or conferences on wellness, nutrition, and physical education. Action Type: Special Education Action Type: Wellness	Dondre Harris, PE Coach and Angel Dale, PE Coach	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The counselor will provide instruction to the students in the areas of drug and violence prevention(bullying) Action Type: Wellness	Becky Bahnks, Counselor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> </ul>	ACTION BUDGET: \$
Collegeville will periodically host the body walk presented by an outside agency. (Baptist Health) Action Type: Wellness	Tamara Moore, School Nurse and Becky Bahnks, Counselor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Outside Consultants</li> </ul>	ACTION BUDGET: \$

Total Budget:	\$0
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Priority 4: ELL and Title III funds will be used to support the goals of of the ELL Program.

- Supporting Data:
- 2012-2013 AMAO Literacy-The English Language Learner's (ELLs) performance goal was 62.89 and district ELLs scored 67.55. Math-The ELL performance goal was 73.63 and district ELL's scored 67.63 so it was not achieved in either performance or growth. Therefore ELL math district-wide is a target improvement area.
  - 2011-2012 AMO Literacy-The ELLs performance goal was 59.18 and the district ELLs scored 55.47. The math target was 70.99 and ELL's scored 60.
  - 2010-2011 AMO Literacy-The ELLs district wide scored as follows: K-5 math---scored 86 and target was 77.50; K-5 Literacy---scored 66.7 and target was 78.40; 6-8 math---scored 58.7 and target was 73.41;6-8 literacy---scored 52.5 and target was 75.50; 9-12 math---scored 50 and target was 74.45; 9-12 literacy--scored 10 and target was 75.81

Goal Provide Improvement in the Reading and Content Skills for Identified ELL students.  
 Benchmark In the 2013-2014 school year the district will show an increase of 1% toward AMAO.

Intervention: Provide support for the implementation of the district plan to increase English and Writing fluency. Double Blocking, Response to Intervention (RTI, Laptops, Rosetta Stone, Enchanted Learning, Vocabulary from A to Z.

Scientific Based Research: "Content Area Reading" Richard T. Vacca, Jo Anne L. Vacca, Maryann Mraz (2011) Boston: Pearson; "Creating Literacy Instruction for All Students" Thomas F. Peregoy, Owen F. Boyle (2012) New York: Addison Wesley Longman; "Contemporary Reading in Literacy Education" Marva Capello, Barbara Moss (2010) Thousand Oaks, Sage Publications, Inc

Actions	Person Responsible	Timeline	Resources	Source of Funds
The ESL program is a part of Response to Intervention. Elementary students participate is a pull-out program. Materials and supplies related to teaching these students are provided by Title III funds. Rosetta Stone and RAZ-Kids are used to support student academic improvement plans. Action Type: AIP/IRI Action Type: Equity	Lynn Harrison, GT/ESL Coordinator, Katrina Cox	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
English Language Development Assesment (ELDA), MAC II, Benchmark (grades 3-5), Interim Assessments (TLI) and Nine Weeks Report Cards are used to evaluate the progress of ELL students. Action Type: Program Evaluation	Lynn Harrison, GT/ESL Coordinator, Katrina Cox ESL Specialist	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Title III funds will be used to train all new teachers, including special education teachers, who are working with English Language Learners (ELLs). Parental involvement strategies specific to ELLs will be implemented (open house night for targeted families, provision of translated materials and interpretation services, Language Line over-the-phone interpretation service, Spanish Steps workbooks for communication between parents and teachers, Talk and Listen interpretation equipment to involve parents in school meetings.) Action Type: Parental Engagement Action Type: Professional Development	Lynn Harrison, GT/ESL Coordinator, Katrina Cox ESL Specialist	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Title III funds are used to purchase technology, including but not limited to: laptops, tablets, LCD projectors, document cameras, printers, and subscriptions. Yearly online subscriptions are purchases to Rosetta Stone, Enchanted Learning, Learning A-Z, and Scholastic News which	Lynn Harrison, GT/ESL Coordinator, Katrina Cox ESL Specialist	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$

<p>includes a technology component. There are scheduled ESL team meetings for planning and collaboration. Action Type: Collaboration Action Type: Technology Inclusion</p>				
<p>English Language Learners (ELL) restricted categorical state funding will be used to pay for salaries and benefits for one .50 fte ELL Teacher (Lanita Davis), one .50 fte ELL Aide (Mardel Hamby), and the necessary materials and supplies to support the ELL program to implement a successful program in this area to help reduce the achievement disparities among student subgroups. Action Type: Equity Action Type: Technology Inclusion</p>	<p>Katrina Cox, ESL Teacher</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>ELL (State-276) - Materials &amp; Supplies: \$575.00 ELL (State-276) - Employee Benefits: \$10462.00 ELL (State-276) - Employee Salaries: \$38050.00 <hr/>ACTION BUDGET: \$49087</p>
<p>Title III funds will be used for general materials and supplies, and other necessary items to successfully implement the district ELL program to help reduce the achievement disparities among student subgroups. Funds will also be used to pay for subs, registration, and travel for professional development, salaries and benefits and purchased services for interpretation services, software (Rosetta Stone, Language Line, and Enchanted Learning A-Z), Language Line, and parental involvement supplies. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Technology Inclusion</p>	<p>Katrina Cox, ESL Teacher</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>Title III - Purchased Services: \$3757.00 Title III - Materials &amp; Supplies: \$1569.00 Title III - Employee Salaries: \$547.00 Title III - Employee Benefits: \$121.00 <hr/>ACTION BUDGET: \$5994</p>
<p><b>Total Budget:</b></p>				<p><b>\$55081</b></p>

Priority 5: Springhill Elementary will improve mathematics performance, especially in our Targeted Achievement Gap Group, to achieve AMO growth standards developed by the Arkansas Department of Education.

Supporting Data:

1. At the end of the 2013-2014 school year, 94.48% of students in the ALL STUDENTS POPULATION must be proficient in mathematics. Annually, 0.61% of students in the ALL STUDENTS GROUP will move from basic or below basic to proficient or advanced. At the end of the 2012-2013 school year, 85.49% of students in the ALL STUDENTS POPULATION were proficient in mathematics. The ALL STUDENTS POPULATION did not meet the 93.87% Status Performance AMO, nor did they did meet the Growth Performance AMO of 70.62%. At the end of the 2012-2013 school year, 41.82% of students in the ALL STUDENTS POPULATION were proficient in math in the Growth Performance AMO. Because of this, the school is categorized as NEEDS IMPROVEMENT in math.
2. At the end of the 2013-2014 school year, 90.19% of the students the the TARGETED ACHIEVEMENT GAP GROUP must be proficient in mathematics. Annually, 1.09% of students in the TARGETED ACHIEVEMENT GAP GROUP will move from basic or below basic to proficient or advanced. At the end of the 2012-2013 school year, 76.64% of students in the TARGETED ACHIEVEMENT GAP GROUP were proficient in mathematics. The TARGETED ACHIEVEMENT GAP GROUP did not meet the 89.10% Status Performance AMO, nor did they did meet the Growth Performance AMO of 67.13%. At the end of the 2012-2013 school year, 34.85% of students in the TARGETED ACHIEVEMENT GAP GROUP were proficient in math in the Growth Performance AMO. Because of this, the school is categorized as NEEDS IMPROVEMENT in math.

To meet or exceed AMO math standards set by the State Department of Education for all students and



Goal our Targeted Achievement Gap Group, with an emphasis in Open Responses.

Benchmark At the end of the 2013-2014 school year, 94.48% of students in the ALL STUDENTS POPULATION must be proficient in mathematics. Annually, 0.61% of students in the ALL STUDENTS GROUP will move from basic or below basic to proficient or advanced. At the end of the 2012-2013 school year, 85.49% of students in the ALL STUDENTS POPULATION were proficient in mathematics. The ALL STUDENTS POPULATION did not meet the 93.87% Status Performance AMO, nor did they did meet the Growth Performance AMO of 70.62%. At the end of the 2012-2013 school year, 41.82% of students in the ALL STUDENTS POPULATION were proficient in math in the Growth Performance AMO. Because of this, the school is categorized as NEEDS IMPROVEMENT in math. At the end of the 2013-2014 school year, 90.19% of the students the the TARGETED ACHIEVEMENT GAP GROUP must be proficient in mathematics. Annually, 1.09% of students in the TARGETED ACHIEVEMENT GAP GROUP will move from basic or below basic to proficient or advanced. At the end of the 2012-2013 school year, 76.64% of students in the TARGETED ACHIEVEMENT GAP GROUP were proficient in mathematics. The TARGETED ACHIEVEMENT GAP GROUP did not meet the 89.10% Status Performance AMO, nor did they did meet the Growth Performance AMO of 67.13%. At the end of the 2012-2013 school year, 34.85% of students in the TARGETED ACHIEVEMENT GAP GROUP were proficient in math in the Growth Performance AMO. Because of this, the school is categorized as NEEDS IMPROVEMENT in math.

Intervention: To improve open response scores through proven research-based instructional strategies.				
Scientific Based Research: Scientific Based Research: Kim Bailey and Chris Jakicic, "Common Formative Assessment: A Toolkit for Professional Learning Communities at Work," Solution Tree Press, Bloomington, IN, USA, 2012. Battista, M. T. (2012). Cognitionbased assessment & teaching of place value, building on students' reasoning. Heinemann.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>All teachers, including special education teachers, staff, and parents, have reviewed, researched, and decided to implement the following instructional strategies and resources:</p> <p>*Classroom teachers and Learning Specialists modeling successful researchbased instructional strategies in the classroom with an emphasis in measurement and open response                      *Explorations in Nonfiction Writing                      *Kagan Cooperative Learning                      *Developing Number Concepts                      *Do the Math                      *Reflex Math                      *Number Talks                      *CGI</p> <p>Action Type: Equity                      Action Type: Special Education</p>	Nanci Kelley, Classroom Teacher and Stephanie Shaw, Classroom Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
<p>All teachers, including special education teachers, will be trained in the following mathematics strategies and programs at local, state, and national conferences and workshops with an emphasis in:</p> <p>*Explorations in Nonfiction Writing                      *Kagan Cooperative Learning                      *Developing Number Concepts                      *Do the Math                      *Reflex Math                      *Number Talks                      *CGI</p> <p>Action Type: Equity                      Action Type: Professional Development                      Action Type: Special Education</p>	Donna Harris	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Parents will be given information on how to become more involved in their child's	Dana Creighton	Start: 07/01/2013	<ul style="list-style-type: none"> <li>Administrative</li> </ul>	

<p>learning through:</p> <ul style="list-style-type: none"> <li>*Classroom Newsletters</li> <li>*School newsletter informing parents of school status</li> <li>*Parent surveys</li> <li>*Websites, including the District site, School site, Common Core Expectations, and PARCC</li> </ul> <p>Action Type: Equity Action Type: Parental Engagement Action Type: Technology Inclusion</p>		<p>End: 06/30/2014</p>	<p>Staff</p> <ul style="list-style-type: none"> <li>• Computers</li> <li>• Teachers</li> </ul>	<p>ACTION \$ BUDGET:</p>
<p>The effectiveness of this intervention will be measured by:</p> <ul style="list-style-type: none"> <li>*Formative Assessments (K5)</li> <li>*PLCs (K5)</li> <li>*District adopted interim assessments (15)</li> <li>*Classroom Walkthroughs</li> <li>*RTI Roundtable</li> <li>*Normreferenced tests</li> </ul> <p>This is the first year for this intervention. Action Type: Program Evaluation</p>	<p>Dede Gillespie</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<p>ACTION \$ BUDGET:</p>
<p>Total Budget:</p>				<p>\$0</p>

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Ashley Poe	Second Grade Teacher	Literacy
Classroom Teacher	Charissa Eakin	Fifth Grade Teacher	Literacy
Classroom Teacher	Dana Creighton	Fourth Grade Teacher	Math
Classroom Teacher	Dee Dee Gillespie	Second Grade Teacher	Literacy
Classroom Teacher	Donna Harris	Fifth grade Teacher	Math
Classroom Teacher	Donna Lawson	First Grade Teacher	Professional Development
Classroom Teacher	Emily Williams	Fourth Grade Teacher	Professional Development
Classroom Teacher	Heather Payne	Kindergarten Teacher	Math
Classroom Teacher	Jean Pamplin	Fourth Grade Teacher	Math
Classroom Teacher	Jennifer Young	Kindergarten Teacher	Literacy
Classroom Teacher	Jessica Henson	First Grade Teacher	Literacy
Classroom Teacher	Jillian Martin	Third Grade Classroom	Chair ACSIP
Classroom Teacher	Jodie Chism	Kindergarten teacher	Parental Development
Classroom Teacher	Kass Driggers	Fifth Teacher	Literacy
Classroom Teacher	Kim Plaisance	Kindergarten Teacher	Math
Classroom Teacher	Krista Hopkins	Special Ed. Teacher	Math
Classroom Teacher	Lanita Davis	ESL Teacher	Literacy
Classroom Teacher	Lenee Gibson	First Grade Teacher	Parental Involvement
Classroom Teacher	Lesli Lucy	third grade teacher	Professional Development
Classroom Teacher	Lorna King	Special Ed Teacher	Literacy
Classroom Teacher	Marcia Stroud	Second Grade Teacher	Math
Classroom Teacher	Margie Osborn	Kindergarten Teacher	Parental Involvement
Classroom Teacher	Nancy Kelley	Third Grade Teacher	Math
Classroom Teacher	Stephanie Shaw	First grade teacher	Math
Classroom Teacher	Taylor Doan	third grade teacher	Co-Chair ACSIP
Classroom Teacher	Terri England	Second Grade Teacher	Literacy
Classroom Teacher	Tessa Koon	First Grade Teacher	Literacy
District-Level Professional	Deborah Bruick	Assistant Superintendent	Federal

District-Level Professional	Don McGohan	Asst. Superintendent	Federal
District-Level Professional	Gay Sellers	District Dietician	Wellness
District-Level Professional	Pam Kenney	Curriculum	Professional Development
District-Level Professional	Philisia Orr	Math Specialist	Math
Non-Classroom Professional Staff	Angel Dale	PE Teacher	Wellness
Non-Classroom Professional Staff	Anita Sturch	Paraprofessional	Literacy
Non-Classroom Professional Staff	Carla Vaughan	Computer Lab	Parental Involvement
Non-Classroom Professional Staff	Carly Covert	Paraprofessional	Math
Non-Classroom Professional Staff	Dondre Harris	PE Teacher	Wellness
Non-Classroom Professional Staff	Holly Bodden	Media Specialist	Parental Involvement
Non-Classroom Professional Staff	Janis Masters	Speech Therapist	Parental Involvement
Non-Classroom Professional Staff	Judy Standfill	Technology Aide	Wellness
Non-Classroom Professional Staff	Karen Knight	Paraprofessional	Literacy
Non-Classroom Professional Staff	Kelle Perryman	Secretary	Parental Involvement
Non-Classroom Professional Staff	Linda Clark	Literacy specialist	Literacy
Non-Classroom Professional Staff	Marcia Brown	Music Teacher	literacy
Non-Classroom Professional Staff	Peggy Briggs	Paraprofessional	Math
Non-Classroom Professional Staff	Sheila Thompson	Art Teacher	Math
Non-Classroom Professional Staff	Tamara Moore	School nurse	Wellness
Non-Classroom Professional Staff	Tonya Bowman	secretary	Parental Involvement
Parent	Becky Banhks	Counselor	Parental Involvement-Chair
Parent	Eliie Jones	Parent	Parent Involvement
Parent	Laura Ferguson	Parent	Literacy
Parent	Tanga Dreher	Parent	Parental Involvement
Principal	Donaven Sims	Assistant Principal	ACSIP Committee
Principal	Katie Thomas	Principal	ACSIP Committee