



# 2010-2011 ARCHIVE

## School Plan

Print Version

### FAYETTEVILLE SCHOOL DISTRICT

### Arkansas Comprehensive School Improvement Plan

### 2010-2011

Approved: 01/07/2011 1:14 PM

The Fayetteville School District, in partnership with family and community, is to ensure that all students attain competitive skills necessary for responsible citizenship, character development, and that all students experience success as goal-oriented, lifelong learners in an environment where talent, social skills, appreciation for the arts, technology, and diversity are recognized and respected.

Grade Span:

Title I: Not Applicable

School Improvement:

---

### Table of Contents

**Priority 1:** Title I, II-A, NSLA, ALE, ELL, PD and Parent Involvement- District Budgeting and Support

**Goal:** 75% of students will meet or exceed their expected growth target with regard to Literacy MAP testing. See ACTION 5 for current performance analysis.

**Priority 2:** Title IV - Budgeting and Support

**Goal:** Decrease use of drugs (including alcohol) and incidents of violence in secondary schools.

**Goal:** Provide adequate student access to well trained counselors and teachers to improve their prevention skills for students.

**Goal:** The students who have attended approved leadership/skill training will be increased.

**Priority 3:** Title III/ELL- Budgeting and Support

**Goal:** All ELL students will improve in reading, writing, math.

**Priority 5:** Analysis of Drop out rates

**Goal:** Decrease the gap between the general student population drop out rate and the special education drop out rate.

**Priority 6:** Wellness Priority

**Goal:** The District will provide support for students in making Healthy Lifestyle Choices by implementing systems to aid in decreasing the average BMI on routine annual student screening and increasing collaboration between all segments of the school community in support of positive lifestyle choices.

**Priority 7:** Prevent Disproportionate Representation (Over-identification) of African American Students Identify

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

---

Provide budgeting and support equitably to all schools using state and federal funds including, Title

Priority 1: I, Title IIA, Title III, Title IV, Title V, NSLA, ALE, ELL & PD to support the increased achievement of students across the district.

1. Free/Reduced Rate: In 2008, the percentage of free and reduced lunch students was 34.2%. In 2007 the percentage of free and reduced lunch students was 34%. In 2006 the percentage of free and reduced lunch students was 35%. In 2005 the percentage of free and reduced lunch was 33%.
2. Graduation Rate: In 2008, the graduation rate was 81%. In 2007, the graduation rate was 80.3%. In 2006, the graduation rate was 84.6%. In 2005, the graduation rate was 80%.
3. Dropout Rate: In 2008, the dropout rate was 4.8%. In 2007, the dropout rate was 4.1%. In 2006, the dropout rate was 3.5%. In 2005, the dropout rate was 2.1%.
4. Attendance Rate: In 2008, the attendance rate was 94.8%. In 2007, the attendance rate was 94.6%. In 2006, the attendance rate was 94.9%.
5. 2009 Grade 3-8 Benchmark Exam (Literacy) Data: K-5 Combined Population: 75.2% PROF/ADV African American: 57.7% PROF/ADV Hispanic: 54.8% PROF/ADV Caucasian: 81.3% PROF/ADV Econ Disadvantaged: 55.9% PROF/ADV LEP 54.8% PROF/ADV Students w/Disab. 38.6% PROF/ADV 6-8: Combined Population: 83.2% PROF/ADV African American: 69.8% PROF/ADV Hispanic: 75.4% PROF/ADV Caucasian: 85.3% PROF/ADV Econ Disadvantaged: 67.5% PROF/ADV LEP 70.7% PROF/ADV Students w/Disab. 32.7% PROF/ADV 9-12: Combined Population: 79.9% PROF/ADV African American: 52.4% PROF/ADV Hispanic: 62.2% PROF/ADV Caucasian: 84.1% PROF/ADV Econ Disadvantaged: 55.4% PROF/ADV LEP 55.1% PROF/ADV Students w/Disab. 23.6% PROF/ADV 2008 Grade 3-8 Benchmark Exam (Literacy) Data exists in the building plans. 2007 Grade 3-8 Benchmark Exam (Literacy) Data exists in the building plans.

#### 2006 Grade 3-8 Benchmark Exam (Literacy)

71% of the Combined Population Students scored at, or above, Proficient;  
50% of the Economically Disadvantaged (SES) students scored, at or above, Proficient;  
49% of Limited English Proficient (LEP) students scored, at, or above, Proficient;  
22% of Students with Disabilities (IEP) scored at, or above, Proficient;  
48% of the African American Students scored at, or above, Proficient;  
52% of Hispanic Students scored, at, or above, Proficient;  
76% of the Caucasian Students scored at, or above, Proficient.

The lowest identified areas for the Combined Population Students in the five writing domains are Content & Style. The lowest identified areas in the analysis of the three types of literacy passages in multiple choice is writing and open response questions is Content.

The lowest identified areas for the Economically Disadvantaged Students in the five writing domains are Content & Style. The lowest identified areas in the analysis of the three types of literacy passages in multiple choice is Writing and open response questions is Content.

The lowest identified areas for the Limited English Proficient Students in the five writing domains are Content and Style. The lowest identified areas in the analysis of the three types of literacy passages in multiple choice is Writing and open response questions is Content.

The lowest identified areas for the Students with Disabilities in the five writing domains are Content and Style. The lowest identified areas in the analysis of the three types of literacy passages in multiple choice is Writing and open response questions is Practical.

The lowest identified areas for the African American Students in the five writing domains are Content and Style. The lowest identified areas in the analysis of the three types of literacy passages in multiple choice is Writing and open response questions is Content.

The lowest identified areas for the Hispanic Students in the five writing domains are Content and Style. The lowest identified areas in the analysis of the three types of literacy passages in multiple choice is Writing and open response questions is Content.

The lowest identified areas for the Caucasian Students in the five writing domains are Content and Style. The lowest identified areas in the analysis of

the three types of literacy passages in multiple choice is Writing and open response questions is Content.

1. 2009 Grade 3-8 Benchmark (Math) Data:

K-5: Combined Population: 82.5% PROF/ADV  
African American: 65.8% PROF/ADV  
Hispanic: 66.1% PROF/ADV  
Caucasian: 87.5% PROF/ADV  
Econ Disadvantaged: 67.5% PROF/ADV  
LEP 66.7% PROF/ADV  
Students w/Disab. 53.7% PROF/ADV

6-8: Combined Population: 87.7% PROF/ADV  
African American: 67.7% PROF/ADV  
Hispanic: 83.6% PROF/ADV  
Caucasian: 90.3% PROF/ADV  
Econ Disadvantaged: 76.1% PROF/ADV  
LEP 81.1% PROF/ADV  
Students w/Disab. 49.5% PROF/ADV

9-12: Combined Population: 82.3% PROF/ADV  
African American: 62.6% PROF/ADV  
Hispanic: 67.9% PROF/ADV  
Caucasian: 86.5% PROF/ADV  
Econ Disadvantaged: 64.6% PROF/ADV  
LEP 62.9% PROF/ADV  
Students w/Disab. 56.2% PROF/ADV

**Supporting  
Data:**

2008 Grade 3-8 Benchmark Exam (Math)  
Data exists in the building plans.

2007 Grade 3-8 Benchmark Exam (Math)  
Data exists in the building plans.

2006 Grade 3-8 Benchmark Exam (Math)

73% of the Combined Population Students scored at, or above, Proficient;  
51% of the Economically Disadvantaged (SES) students scored, at or above, Proficient;  
54% of the Limited English Proficient (LEP) students scored, at, or above, Proficient;  
31% of the Students with Disabilities (IEP) scored at, or above, Proficient;  
52% of the African American Students scored at, or above, Proficient;  
53% of the Hispanic Students scored, at, or above, Proficient;  
76% of the Caucasian Students scored at, or above, Proficient.

The lowest identified areas for the Combined Population Students in the analysis of the open response questions in the five math strands revealed weaknesses in Number Sense, Probability and Operations and Geometry. The lowest identified areas in the analysis of the multiple choice questions, in the five math strands, revealed weaknesses in Measurement.

The lowest identified areas for the Economically Disadvantaged Population Students in the analysis of the open response questions in the five math strands revealed weaknesses Geometry and Algebra. The lowest identified areas in the analysis of the multiple choice questions, in the five math strands, revealed weaknesses in Measurement.

The lowest identified areas for the Limited English Proficiency Population Students in the analysis of the open response questions in the five math strands revealed weaknesses Number Sense, Properties and Operations. The lowest identified areas in the analysis of the multiple choice questions, in the five math strands, revealed weaknesses in Measurement.

The lowest identified areas for the Students with Disabilities Population Students in the analysis of the open response questions in the five math strands revealed weaknesses Measurement. The lowest identified areas in the analysis of the multiple choice questions, in the five math strands, revealed weaknesses in Measurement.

The lowest identified areas for the African American Population Students in the analysis of the open response questions in the five math strands revealed weaknesses Number Sense, Properties and Operations and Measurement. The lowest identified areas in the analysis of the multiple choice questions, in the five math strands, revealed weaknesses in Measurement.

The lowest identified areas for the Hispanic Population Students in the analysis of the open response questions in the five math strands revealed weaknesses Number Sense, Properties and Operations and Geometry. The lowest identified areas in the analysis of the multiple choice questions, in the five math strands, revealed weaknesses in Measurement.

The lowest identified areas for the Caucasian Population Students in the analysis of the open response questions in the five math strands revealed weaknesses Geometry. The lowest identified areas in the analysis of the multiple choice questions, in the five math strands, revealed weaknesses in Measurement.

1. 2009 NRT District Data: Percent greater than 50th percentile in Reading/Language/Math

K-5: Combined Population:	62.0	49.6	71.3
African American:	43.4	31.0	52.7
Hispanic:	40.3	27.9	55.8
Caucasian:	68.2	55.8	77.5
Econ Disadvantaged:	43.4	27.9	55.8
LEP	37.2	27.9	55.8
Students w/Disab.	27.9	24.8	43.4

2009 NRT District Data: Percent greater than 50th percentile in Reading/Language/Math

6-8: Combined Population:	68.2	65.1	77.5
African American:	46.5	43.4	55.8
Hispanic:	43.4	40.3	65.1
Caucasian:	74.4	71.3	83.7
Econ Disadvantaged:	46.5	43.4	62.0
LEP	31.0	31.0	55.8
Students w/Disab.	21.7	18.6	34.1

1. 2008, 2007, and 2006 Norm Referenced Tests

These data are analyzed on both the district and school level. Specific details are written in the individual school plans.

1. grade	ELDA_composite_level	count_07	percent_07	count_08	percent_08	count_09	percent_09
K	1	15	15.31	11	11.83	11	11.83
K	2	33	33.67	28	30.11	28	30.11
K	3	27	27.55	37	39.78	37	39.78
K	4	22	22.45	12	12.90	12	12.90
K	5	1	1.02	5	5.38	5	5.38
01	1	6	6.74	2	2.20	2	2.20
01	2	23	25.84	41	45.05	41	45.05
01	3	24	26.97	17	18.68	17	18.68
01	4	31	34.83	24	26.37	24	26.37
01	5	5	5.62	7	7.69	7	7.69

02	1	2	2.33	2	3.33	2	3.33
02	2	18	20.93	7	11.67	7	11.67
02	3	31	36.05	12	20.00	12	20.00
02	4	28	32.56	25	41.67	25	41.67
02	5	7	8.14	14	23.33	14	23.33
03	1	11	21.15	7	11.48	7	11.48
03	2	18	34.62	21	34.43	21	34.43
03	3	8	15.38	16	26.23	16	26.23
03	4	15	28.85	15	24.59	15	24.59
03	5	15	28.85	2	3.28	2	3.28
04	1	5	7.14	2	3.08	2	3.08
04	2	9	12.86	4	6.15	4	6.15
04	3	24	34.29	21	32.31	21	32.31
04	4	30	42.86	28	43.08	28	43.08
04	5	2	2.86	10	15.38	10	15.38
05	1	7	16.28	1	2.08	1	2.08
05	2	4	9.30	6	12.50	6	12.50
05	3	7	16.28	15	31.25	15	31.25
05	4	22	51.16	19	39.58	19	39.58
05	5	3	6.98	7	14.58	7	14.58
06	1	5	8.33	4	7.55	4	7.55
06	2	6	10.00	3	5.66	3	5.66
06	3	16	26.67	10	18.87	10	18.87
06	4	27	45.00	33	62.26	33	62.26
06	5	6	10.00	3	5.66	3	5.66
07	1	3	8.11	1	3.33	1	3.33
07	2	4	10.81	4	13.33	4	13.33
07	3	8	21.62	6	20.00	6	20.00
07	4	21	56.76	15	50.00	15	50.00
07	5	1	2.70	4	13.33	4	13.33
08	1	4	10.26	7	12.07	7	12.07
08	2	6	15.38	1	1.72	1	1.72
08	3	11	28.21	7	12.07	7	12.07
08	4	12	30.77	30	51.72	30	51.72
08	5	6	15.38	13	22.41	13	22.41
09	1	4	11.43	3	8.57	3	8.57
09	2	3	8.57	1	2.86	1	2.86
09	3	10	28.57	9	25.71	9	25.71
09	4	12	34.29	16	45.71	16	45.71
09	5	6	17.14	6	17.14	6	17.14
10	1	4	11.76	1	2.50	1	2.50
10	2	5	14.71	2	5.00	2	5.00
10	3	9	26.47	11	27.50	11	27.50
10	4	16	47.06	19	47.50	19	47.50
10	5	0	0.00	7	17.50	7	17.50
11	1	3	8.33	3	10.34	3	10.34
11	2	9	25.00	6	20.69	6	20.69
11	3	8	22.22	9	31.03	9	31.03
11	4	14	38.89	6	20.69	6	20.69
11	5	2	5.56	5	17.24	5	17.24
12	1	0	0.00	1	3.45	1	3.45
12	2	1	4.55	8	27.59	8	27.59
12	3	7	31.82	3	10.34	3	10.34
12	4	11	50.00	10	34.48	10	34.48
12	5	3	13.64	7	24.14	7	24.14

Goal 75% of students will meet or exceed their expected growth target with regard to Literacy MAP testing. See ACTION 5 for current performance analysis.

The Combined Population, and each subgroup, is expected to meet the AYP target within the Benchmark appropriate grade level which is calculated by the ADE and included in the NCLB Accountability Workbook.

**Intervention: District Level Title I Budget and Support**

Scientific Based Research: Barton, M.L. and Heidema, C., Teaching Reading in Mathematics (2002); Beers, K. and Samuels, B.G. (eds.), Teaching Reading in the Content Areas; Krashen, S., The Power of Reading (2004); McLaughlin, M. and Vogt, M.E. (eds.); Report of the National Reading Panel: Teaching Children to Read, Put

Reading First; National Institute for Literacy, National Institute of Child Health and Human Development; The US Department of Education, Preventing Reading Difficulties in Young Children (1998); National Research Council, Beginning to Read, Marilyn J. Adams (1990).

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>An annual financial report summarizing Title I expenditures will be created. These expenditures will directly tie to the district and individual school ACSIP plans. Action Type: Collaboration Action Type: Equity</p>	Christie Jay	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• District Staff</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>The Fayetteville School District recognizes the importance of involving parents and the community in promoting higher student achievement. The District strives to develop and maintain the capacity for meaningful and productive parental and community involvement that results in partnerships that are mutually beneficial to schools, students, parents, and the community. Each school has a parent involvement plan. The district plan is comprised of the individual school plans. All of the components of Act 307 and ACT 397 are integrated into the parent involvement plans. Federal funds supplement, not supplant, state mandated parental involvement requirements. The Fayetteville School District has a district parent involvement facilitator and each school also has a school level parent involvement facilitator. The percentage of parental involvement for special education parents will be at least 95%. This figure will be confirmed by surveys conducted at the building level. In the 2009-2010 school year, the parent involvement percentage for Special Education was 90.97% which is below the state target of 94.5%. In the 2010-2011 school year, the parent involvement percentage for Special Education will be at least 95%. For the 2009 school year, the parental involvement participation percentage was 94.67%, which exceeds the state target of 94.50%.  Action Type: Parental Engagement Action Type: Special Education</p>	ChristieJay, Elizabeth Mitchell, Debbie Wilson	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Classroom teachers, administrators, ESL teachers, Title I teachers, instructional assistants, parents, and the Director of Federal Programs will attend professional meetings and conferences on the local, state, and national level.</p>	Christie Jay	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<p>Title I - Purchased Services: \$2600.00</p> <hr/> <p>ACTION BUDGET: \$2600</p>

These conferences will be on interventions that are research based. The Homeless Coordinator, Special Ed personnel, and others will be included when appropriate. In addition to parents and district personnel attending conferences, outside resources/presenters will be brought into the district. This will include using funds to pay for the ARKTESOL Conference and the ESL Academy tuition and fees. This year the focus for professional development will be curriculum alignment, improvement of literacy and math instruction, differentiated instruction, and the procurement and retention of "Highly Qualified" teachers and paraprofessionals. Trainings will include but not be limited to: TESOL, ARKTESOL, Guided Language Acquisition Design, ASCD, Word Journeys, and SIOP. Trainings will be within and outside the state of Arkansas. Private school teachers will be included in professional development opportunities. Dues and fees to professional organizations will also be paid.  
 Action Type: Collaboration  
 Action Type: Parental Engagement  
 Action Type: Professional Development  
 Action Type: Special Education

Title I funds will be set aside to supplement funds from the McKinney-Vento Grant (\$68,000) in an effort to serve homeless students in non-Title I schools. A needs assessment was conducted with local shelters, schools and our social workers to determine the additional amount needed as a set-aside. Fayetteville Schools also benefit from local community support for our FIT (Families In Transition) Program. Homeless students in Title I schools will be identified and will be targeted for Title I services based on need. Additional funds for homeless students in Title I schools will be embedded in the school ACSIP plans. Services will be comparable to those provided to children in Title I funded schools with the focus on literacy and math. Health and other issues will be addressed based on individual student needs. Allocation of funds and services will be determined on an individual student basis by the school's Title I/ACSIP committee. The district will work diligently to tap into every available resource

Christie Jay

Start:  
07/01/2010  
End:  
06/30/2011

- Administrative Staff
- Central Office
- Teachers
- Title Teachers

Title I - Materials & Supplies:	\$6039.00
Title I - Purchased Services:	\$6000.00
<hr/>	
ACTION BUDGET:	\$12039

from community organizations and other agencies, which provide for the needs of students and their families. Title I funds will be used to provide materials and supplies for homeless students when there are no other resources available. Action Type: Equity				
The .95 FTE district will hire a coordinator and .85 FTE administrative assistant to oversee the implementation of the district's Title I program and the ESL program. Materials and supplies will be purchased to support the administration of the Title I program.(Christie Jay/Sherry Hill) Action Type: Alignment Action Type: Equity	Christie Jay	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Central Office</li> </ul>	Title I - Materials & Supplies: \$6200.00 Title I - Employee Salaries: \$112000.00 Title I - Employee Benefits: \$28000.10 <hr/> ACTION BUDGET: \$146200.1
The Director of Federal Programs will work closely with entities such as the Multicultural Center, the Adult Education Center, Head Start, District Homeless Coordinator, Special Education Director, GT Coordinator, Ozark Literacy Council, and other agencies in order to facilitate collaboration and coordination of services. Services through Title I, Title V, Title VII, Migrant Ed, Special Ed, and Homeless will be coordinated with local bilingual and ESL programs for maximum effectiveness. Supervision of school-aged children will be provided at adult education sites to increase parental involvement in students education and provide parental support of instructional materials used in classrooms. These monies will be used to pay for the childcare provided during the scheduled classes for parents. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education	Christie Jay	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Central Office</li> <li>● Community Leaders</li> <li>● Outside Consultants</li> <li>● Teachers</li> <li>● Title Teachers</li> </ul>	Title I - Purchased Services: \$5000.00 <hr/> ACTION BUDGET: \$5000
Classroom teachers, ESL teachers and other staff will align curriculum, assessment, program design, program evaluation, and staff development. This intervention will assist the district in its endeavor to provide instruction to all students, including English Language Learners that is based on research and professional experience. Focus will be on the most effective means for providing access to high quality curricula, instructional methods,	Christie Jay	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Central Office</li> <li>● Computers</li> <li>● Teachers</li> </ul>	Title I - Materials & Supplies: \$9093.00 <hr/> ACTION BUDGET: \$9093

<p>extra-curricular support, meaningful parental participation, inclusion of English Language Learners in all programs and activities, and the development and use of assessment instruments appropriate to measure the academic, linguistic, and social progress of English Language Learners. Supplemental instructional classroom materials and supplies will be purchased for all ESL teachers which support the English Language Acquisition frameworks and that support the development of students academic language skills.  Action Type: Alignment  Action Type: Equity  Action Type: Professional Development  Action Type: Program Evaluation  Action Type: Technology Inclusion</p>				
<p>Translators will be employed to make both verbal and written translations. Written translations will include but not be limited to handbooks, activity calendars, school newsletters, conference memos, lunch menus, etc. Translators will play a key role in communication and collaboration with non-English speaking parents and community members, and supplemental translators will be hired as contract labor on an as-needed basis. The use of translators enables the district to ensure, to the extent possible, that information is made available to non-English speaking individuals in a language they can understand, thus providing full opportunities for their participation. In addition to the contract-labor interpreters, a half-time (.5 FTE) bilingual English/Spanish person will be hired to serve as a translator, interpreter, and parent liaison for the district's Spanish-speaking families. This person will translate and/or proof all written policies and documents pertinent to ESL families. He/she will attend numerous PTA meetings, open houses, and conferences. He/she will facilitate the procurement of translators for parent/teacher conferences and special education conferences across the district. If time permits this person will assist in record keeping and assessment of English language proficiency across the district.  Action Type: Equity  Action Type: Parental Engagement  Action Type: Technology Inclusion</p>	<p>Christie Jay</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<p>Title I - Materials &amp; Supplies: \$1000.00  Title I - Employee Salaries: \$2000.00  Title I - Employee Benefits: \$400.00</p> <hr/> <p>ACTION BUDGET: \$3400</p>

<p>Students at the United Methodist Children's Home for Boys will benefit from Title I services. Miscellaneous materials and supplies, including high interest low vocabulary trade books and graphing calculators will be purchased. All items will be used to improve student achievement in literacy and math. In addition, tutoring will be provided to help students overcome difficulties. Technical assistance will be provided to support the technology needs of the boys and the houseparents, including setting up student computer work stations, accessing online resources such as grade reports and instructional resources and materials, and using educational computer programs which will help students meet challenging academic standards. Students will be taken on educational field trips, such as visits to the Clinton library, the Arkansas state capital, the Arkansas statehouse and museum, and the Mid-America museum. Action Type: Alignment Action Type: Equity</p>	Christie Jay	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Teachers</li> </ul>	<p>Title I - Purchased Services: \$6000.00 Title I - Materials &amp; Supplies: \$4500.00</p> <hr/> <p>ACTION BUDGET: \$10500</p>
<p>At least twice annually, a district needs assessment meeting will be held to discuss the effectiveness of the interventions funded with Title I funds. School Improvement Planning Team members will be invited. Input and suggestions will be solicited from parents and others. Action Type: Collaboration Action Type: Equity</p>	Christie Jay	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Central Office</li> <li>● Computers</li> <li>● Outside Consultants</li> <li>● School Library</li> <li>● Teaching Aids</li> <li>● Title Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Title I personnel will work closely with ESL personnel, special education personnel, counselors, parents, administrators, and classroom teachers in order to educate all students, including Special Education and English Language Learners so that they meet the same rigorous standards for academic performance expected of all students. This collaboration will ensure that the Title I, Special Education and ESL programs are not isolated from the overall school program and that the programs will emphasize comprehensive reform and build local capacity to serve all students. ELL's will be assessed to the extent possible, in the language and form most likely to yield accurate and reliable data on what students know and are able to do. Action Type: Alignment Action Type: Collaboration</p>	Christie Jay	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Central Office</li> <li>● Performance Assessments</li> <li>● School Library</li> <li>● Teachers</li> <li>● Teaching Aids</li> <li>● Title Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>Action Type: Equity  Action Type: Parental Engagement  Action Type: Professional Development  Action Type: Special Education</p>				
<p>The district will continue to actively involve parents in the education of their children. Compacts and written parent involvement policies on the building level will tie directly to the district's effort of building parental capacity for involvement. Parent resources available in each building will describe the high-quality curriculum, instruction, and expectations that will enable all students to meet high standards. In the area of parent involvement, particular attention will be given to parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. This intervention includes communicating in a language and/or form all parents can understand. Materials purchased will include native language materials to assist student and parent development of their native language. The district will support and enhance the efforts on the building level to encourage parents to interact with other parents, conference with teachers, make use of Adult Ed ESL classes and other community resources, participate in family literacy and math programs, come into the classroom as instructional resources, and become informed about effective strategies for working with students at home. Each school has a detailed parent involvement plan written in their individual school ACSIP plan. Flyers will be printed and sent home in both English and Spanish to all students in Title I schools with an overview of the district's Title I program and services.  Action Type: Collaboration  Action Type: Equity  Action Type: Parental Engagement</p>	Christie Jay	<p>Start: 07/01/2010  End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Community Leaders</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>An 1.0 FTE administrative assistant will work closely with principals, bookkeepers, and central office personnel to ensure that purchases and financial bookkeeping are in compliance with federal rules and regulations. Office supplies will be purchased. These materials will enable her to accurately oversee the district and building level federal</p>	Christie Jay	<p>Start: 07/01/2010  End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> </ul>	<p>Title I - Employee \$13500.00  Benefits:  Title I - Employee \$46000.00  Salaries:</p> <hr/> <p>ACTION BUDGET: \$59500</p>

budgets. Action Type: Alignment Action Type: Equity Action Type: Program Evaluation				
The district will pay a .15 FTE of the district literacy specialist's salary (Sandra Taylor) to provide professional development to support instruction using research based programs in Title I schools. Methods will include NCTM standards based mathematics instruction, Effective Literacy Learning in Arkansas, Effective Literacy, and Marilyn Burns Educational Associates, and Instructional Technology in the Mathematics Classroom. In addition, the Literacy Specialist will facilitate professional planning and coordination among building level literacy coach. These specialists will attend professional meeting and conferences on the state, local, and national level which focus on research-based interventions and comprehensive reading and mathematics curriculum and instruction. Action Type: Alignment Action Type: Equity Action Type: Professional Development	Christie Jay	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	Title I - Employee \$15000.00 Salaries: Title I - Employee \$3750.00 Benefits: <hr/> ACTION BUDGET: \$18750
The district will hire an .75 FTE ESL coordinator to oversee the implementation of the district's ESL program. Supplies will be purchased to support this program and to assist with communication between schools and students' families. Action Type: Alignment Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development	Christie Jay	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• Teachers</li> </ul>	Title I - Materials & Supplies: \$1000.00 Title I - Employee Salaries: \$45000.00 Title I - Employee Benefits: \$10000.00 <hr/> ACTION BUDGET: \$56000
The district will hire a Director of Assessment to assist Title Schools with evaluating their implementation of federally funded programs and initiatives. These duties are supplemental in nature for Title I schools. One third (.35 FTE) of the Director of Assessment and an administrative assistant's salaries will be paid out of Title I funds (.65FTE from NSLA). Responsibilities will include compiling data related to ELL students' progress, meeting with Title I schools administrators, teachers, and staff at least twice annually to review student achievement data in literacy and mathematics, and providing	Lester Long	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Computers</li> </ul>	Title I - Employee Salaries: \$15300.00 Benefits: Title I - Employee Salaries: \$40185.00 <hr/> ACTION BUDGET: \$55485

<p>summaries of assessment data to parents in the fall and spring of each school year.  Action Type: Alignment  Action Type: Equity  Action Type: Parental Engagement  Action Type: Professional Development  Action Type: Program Evaluation</p>				
<p>The district will adhere to the 15% allowable carryover of Title I funds through the budgeting process by expending funds within the 15 months allowable and spending the Title I funds by September 30, 2011, with the exception of the 15% allowable carryover.  Action Type: Alignment  Action Type: Collaboration</p>	Christie Jay	<p>Start: 07/01/2010  End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• Computers</li> </ul>	<hr/> <p>ACTION BUDGET:     \$</p>
<p>The district will hire a.5 FTE ESL Liaison to work with ESL students and their families due to increased needs of schools, administrators, teachers, students and their families. This will ensure appropriate placement for students and provide assistance to families in locating community resources to meet their needs.  Action Type: Equity  Action Type: Parental Engagement</p>	Christie Jay	<p>Start: 07/01/2010  End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Central Office</li> </ul>	<p>Title I - Employee     \$32368.00  Salaries:  Title I - Employee     \$9800.00  Benefits:</p> <hr/> <p>ACTION BUDGET:     \$42168</p>
<p>Send multiple teachers to the ESL Academy, up to 25 teachers, in collaboration with John Brown University. The teachers will earn graduate credit and agree to become ESL certified after the academy is completed. The reallocation from the Title I set-aside will be used to fund this ESL Academy.  Action Type: Alignment  Action Type: Collaboration  Action Type: Equity  Action Type: Professional Development</p>	Christie Jay	<p>Start: 07/01/2010  End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET:     \$</p>
<p>K-12 students, who are level 1-3 English language Learners, will use a computer-based learning program to enhance their vocabulary and increase their language acquisition. This software will provide additional support, to augment the direct language instruction students receive from their teachers. This group of students is at risk for falling behind academically due to their limited English skills, and it is essential to provide a variety of opportunities and methods to facilitate their learning of the English language.  Action Type: Equity</p>	Christie Jay	<p>Start: 07/01/2010  End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<p>Title I - Materials &amp;     \$2000.00  Supplies:</p> <hr/> <p>ACTION BUDGET:     \$2000</p>

Action Type: Technology Inclusion				
<p>A certified professional development coordinator will be hired to assist buildings with developing effective professional development plans which are based on scientific research and best practices. This professional development will be focused on increasing the skills and knowledge of the instructional and administrative staff in schools in order to increase student achievement in literacy and math and to increase parent involvement. This salary will be taken from professional development funds (75%)and NSLA funds(25%)</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development</p>	Christie Jay	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<p>NSLA (State-281) - Employee Benefits: \$8992.00</p> <p>NSLA (State-281) - Employee Salaries: \$35965.00</p> <hr/> <p>ACTION BUDGET: \$44957</p>
<p>SES/CHOICE SET-ASIDE Funds will be set aside from district funds in order to provide Supplemental Education Services at Holt Middle School and Owl Creek School. Both schools are in school improvement. The required 20% of the Title I allocation has been set aside to provide SES services or choice transportation. Parents have been notified in writing of the opportunity to participate in SES or choice (and the school AYP status) in a letter written August 5th, 2010. This letter will be translated to Spanish and other languages as needed. Fayetteville Schools will host an SES Provider Fair on 10/18/2010, and parents will have until 11/19/10 to sign up to participate in the SES program. Holt's ACSIP Literacy Committee will meet monthly to establish uniform standards and ensure consistency in scoring of formative assessments, and the district will provide technical assistance to that committee. Teacher mentoring activities will be incorporated into monthly meetings to provide assistance to teachers, and ACSIP peer reviews will take place quarterly to implement and revise a two year improvement plan. Fayetteville Schools will host the provider fair on October 18th from 5:30-6:30, parents will have until November 19th to sign up for supplemental services. ACSIP Literacy Committee will meet monthly to establish uniform standards and ensure consistency in scoring of formative assessments, and the district will provide technical</p>	Christie Jay	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> </ul>	<p>Title I - Purchased Services: \$445484.00</p> <hr/> <p>ACTION BUDGET: \$445484</p>

<p>assistance to that committee. Teacher mentoring activities will be incorporated into monthly meetings to provide assistance to teachers, and ACSIP peer reviews will take place quarterly to implement and revise a two year improvement plan. Materials and supplies will be provided, as well as purchased services and choice transportation services.</p> <p>AFTER REALLOCATION THIS FUND WILL COVER THE TITLE I LEAP AHEAD PROGRAM FOR SUMMER 2011 AND THE ESL ACADEMY FOR 25 SECONDARY TEACHERS IN JUNE 2011.</p> <p>Action Type: Equity</p>				
<p>PROGRAM EVALUATION: At the conclusion of the 2009-2010 school year, we evaluated this Intervention/Program through formative pre/post testing, CRT/NRT assessments, and local summative assessments and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. The following EVALUATION RESULTS demonstrate that this intervention is valid in support of the teaching and learning that are part of this program: K-5 Combined met standards and increased from 74.6% P/A to 75.2%P/A on the Benchmark (08-09) in literacy, and 78.9% P/A to 82.5% P/A in Math. 6-8 Combined met standards and increased from 81.8% P/A to 83.2% P/A on the Benchmark (08-09) in Literacy, and 87.6% P/A to 87.7% P/A in Math. 9-12 Combined met standards and increased from 78.2% P/A to 79.9% P/A on the Benchmark (08-09) in Literacy, and 80.0% P/A to 82.3% P/A in Math. We believe the evidence shows that it is valuable in terms of supporting our efforts to increase student achievement. During the 2010-2011 school year, we plan to follow the protocol involving DIBELS for grades K-5, mClass math assessments, Reading 3D and DRA and DSA formative assessments in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program. We will use this data/information to determine whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results in our 2010/2011 ACSIP plan, and use those evaluation</p>	Christie Jay	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>

<p>results in making decisions that impact our future instructional program. We will use this data/information to determine whether the objectives of this Intervention/Program were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report these results in our 2010-2011 ACSIP plan, and will use those evaluation results in making decisions that impact our future instructional program. Action Type: Program Evaluation</p>				
<p>COMPREHENSIVE NEEDS ASSESSMENT: K-5= 2740 students tested. 40% below 50th%tile in math. Numbers and Operations lowest area with 34% of all students K-5 below 33%tile. 42% below 50th%tile in reading. Foundations of Reading lowest area with 33% of all students K-5 below 33%tile. 6-8= 1689 students tested. 36% below 50th%tile in math. Numbers and Operations lowest area with 29% of all students 6-8 below 33%tile. 36% below 50th%tile in reading. Connections/Questioning lowest area with 28% of all students 6-8 below 33%tile. 9-12= ONLY 9th Grade 34% below 50th%tile in math. Numbers and Operations lowest area with 27% of all students 9-12 below 33%tile. 30% below 50th%tile in reading. Connections/Questioning lowest area with 25% of all students 9-12 below 33%tile. Action Type: Program Evaluation</p>	Christie Jay	Start: 06/30/2010 End: 07/01/2011		ACTION BUDGET: \$
<p>The AYP targets for the 2010-2011 year in Literacy in Mathematics will be met by all Sub Populations in the Fayetteville Schools. The AMO targets are as follows: K-5: Literacy: 78.40% Math: 77.50% 6-8: Literacy: 75.70% Math: 73.41% 9-12: Literacy: 75.81% Math: 73.45% Action Type: Equity Action Type: Special Education</p>	Christie Jay	Start: 06/30/2010 End: 07/01/2011	<ul style="list-style-type: none"> <li>● District Staff</li> <li>● Teachers</li> </ul>	ACTION BUDGET: \$
<p>The percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-</p>	Debbie Wilson	Start: 06/30/2009 End: 07/01/2010	<ul style="list-style-type: none"> <li>● Administrative Staff</li> </ul>	ACTION BUDGET: \$

<p>secondary goals (Secondary Transition) will be 100% based on the on-site monitoring of the Fayetteville School District Special Education Program. Action Type: Equity Action Type: Special Education</p>				
<p>A. The schools in the Fayetteville School District will supply informational packets for parents, and work diligently to collaborate with parents on a regular basis. B. The schools in the Fayetteville School District will host Parent Nights to further engage in collaboration and improve student achievement. C. The schools in the Fayetteville School District will provide Volunteer Resource Books to facilitate and aide volunteers in all schools. D. The schools in the Fayetteville School District will inform parents of the process for resolving parental concerns in the school handbook. E. Fayetteville High School will provide seminars to inform the parents of high school students about how they can remain involved in the decision-making process for their children. F. The schools in the Fayetteville School District will promote and enable the formation of PTO/PTA organizations. G. The schools in the Fayetteville School District will designate a parent facilitator for each building who shall be a certified teacher. H. The schools in the Fayetteville School District will host at least two Parent/Teacher Conferences each school year and communicate the time, date and location to all parents. I. The schools in the Fayetteville School District will provide instruction to parents on how to incorporate developmentally appropriate learning activities in the home environment. J. The schools in the Fayetteville School District will engage in other activities, such as the ideas for parents page on the web. This resource contains information like timely topics, an ask the experts section, a weekly parent quiz and school success library. The Fayetteville School District has one district level parent involvement facilitator and each school has a school level parent involvement facilitator. This action will be updated with new parent involvement information prior to the final ACSIP submission for 2010-2011 Action Type: Collaboration</p>	<p>Christie Jay, Elizabeth Mitchell</p>	<p>Start: 06/30/2009 End: 07/01/2010</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>_____</p> <p>ACTION BUDGET:     \$</p>

Action Type: Parental Engagement				
Technology equipment, such as netbooks and itouches will be purchased for intervention efforts in Title 1 school-wide schools. Teachers will partner with an technology instruction interventionist to create lessons and activities using this equipment. Action Type: Title I Schoolwide	Jenny Gammill, Director of 21C	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	Title I - Materials & Supplies: \$1000.00 Title I - Capital Outlay: \$1500.00 <hr/> ACTION BUDGET: \$2500
Certified and Classified district title I personnel will be provided with professional development opportunities to better serve Title I schools. This training will be including, but not limited to, word processing training, accounting training, APSCN training, ACSIP training, Parent Involvement and Title I training from ADE. Action Type: Parental Engagement Action Type: Professional Development	Christie Jay	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> </ul>	ELL (State-276) - Purchased Services: \$2500.00 <hr/> ACTION BUDGET: \$2500
Travel reimbursements for district Title I personnel will be given only with itemized receipts for the following: Lodging, Meals, Mileage, Transportation and Communication. Travel will be related to training, professional development and mandatory sessions with the Arkansas Department of Education.	Christie Jay	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> </ul>	Title I - Purchased Services: \$25000.00 <hr/> ACTION BUDGET: \$25000
The district will hire .0925 FTE director of 21st Century Instruction to work with Title I schools' teachers and administration. This employee will facilitate hands-on learning activities, mainly centered on science instruction.	Jenny Gammill	Start: 07/01/2010 End: 06/30/2011		Title I - Employee Salaries: \$10000.00 Title I - Employee Benefits: \$3000.00 <hr/> ACTION BUDGET: \$13000
DISTRICT SUPPORT FOR SI SCHOOLS: The Fayetteville School District initiated a curriculum audit from Phi Delta Kappa (PDK) during the 2009-2010 school year (paid by district funding). The results were reported during the summer and initiated several changes for the 2010-2011 school year. An outside expert, Lin Kuzmich, will be providing specific professional development to classroom teachers in best practices in ELA curriculum and instruction. This sustained PD initiative will cover the 2011 and 2012 fiscal years with a specific focus on Literacy. A Literacy Specialist will be employed by the district to work	Linda Auman	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Outside Consultants</li> </ul>	<hr/> ACTION BUDGET: \$

specifically with Holt, Owl Creek and Mc Nair. Our Data and assessment specialist, Dr. Mackenzie will also be providing professional development and consulting services to those buildings on using MAP and other data to inform instructional changes. Action Type: Professional Development				
--	--	--	--	--

Total Budget:				\$956176.1
---------------	--	--	--	------------

Intervention: Professional Development Budget and Support
---

Scientific Based Research: National Staff Development Council Standards, 2001.
--

Actions	Person Responsible	Timeline	Resources	Source of Funds
The district will develop and deliver a professional development institute for all teachers and administrators for the additional five contract days. This will include the hiring of professional consultants, travel reimbursements and relevant materials. Also, support will be given for facilitator training of literacy specialist for ELLA and Effective Literacy for all Training of Trainers sessions. All k/2 teachers will participate in 90 hours of training/staff development over the course of two years. Grades 3-5 teachers will participate in Effective Literacy Training (72 hours) over a two year period. Evaluate effectiveness of ELLA and ELF program through K-5 literacy assessments. Action Type: Professional Development Action Type: Program Evaluation	Christie Jay	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> </ul>	PD (State-223) - Materials & Supplies: \$8500.00 PD (State-223) - Purchased Services: \$5800.00 <hr/> ACTION BUDGET: \$14300
The district will hire a .5 FTE professional development coordinator and administrative assistant to oversee the implementation and development of the districts professional development including technology professional development. Both salaries will be partially paid with Professional Development funds. Action Type: Professional Development	Christie Jay	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Central Office</li> </ul>	PD (State-223) - Employee Benefits: \$24000.00 PD (State-223) - Employee Salaries: \$101855.00 <hr/> ACTION BUDGET: \$125855
The district professional development coordinator will select, purchase and coordinate appropriate materials, supplies, and books to assist teachers in improving academic student success. Materials purchased will include a variety of professional texts that support ELLA, Effective Literacy, Literacy Lab,	Rita Gilmeister	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Central Office</li> </ul>	PD (State-223) - Materials & Supplies: \$9012.00 <hr/> ACTION BUDGET: \$9012

<p>Everyday Math, and other research-based instructional programs. Materials and supplies will also be purchased for teacher and administrator trainings including professional books for book studies, and other items which are needed to provide on-going staff development. Action Type: Professional Development</p>				
<p>Professional Journals subscriptions will be purchased for a central office and school wide library of instructional resources. These include The Reading Teacher, Teaching Children Mathematics, and the National Staff Development Journal among others. Action Type: Professional Development</p>	Christie Jay	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Central Office</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>All teachers will have the opportunity to participate in the school and district professional development plan. Teachers will use an instrument developed by the district professional development committee to evaluate the effectiveness of the professional development plan, the course offerings and the effectiveness of the knowledge gained. Annually, upon review of the test data, the professional development committee, working under the guidelines of the district professional development plan, will develop a professional development plan for the school and individual teachers based on information obtained through data analysis. All new teachers (first 3 years) and teachers in need of assistance will be assigned a mentor to assist them in reaching their professional development goals and needs. All teachers will have the opportunity to have input on the district and building level professional development plan. The district will provide all teachers and administrators will no less than 60 hours of professional development including 6 hours of technology and 2 hours of parental involvement development (3 hours of Parental Involvement for Administrators) and for those who teach Arkansas History, 2 hours of training in that subject. Teachers will have the opportunity to evaluate the benefit of the professional development activities and provide feedback on needed changes. Special Needs funding (PD) will be used to support</p>	Christie Jay- Director of Federal Programs	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● Central Office</li> <li>● District Staff</li> <li>● Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>

<p>the following initiatives and training:          ELLA, Effective Literacy, Everyday Math 3, Literacy Lab, Closing the Achievement Gap, ESL strategies, classroom management, technology integration, arkansas history, and parental involvement strategies.          Action Type: Alignment          Action Type: Collaboration          Action Type: Professional Development          Action Type: Program Evaluation</p>				
<p>Schools Meeting Standards:          Butterfield Elementary          Happy Hollow Elementary          Holcomb Elementary          Leverett Elementary          McNair Middle School          Ramay Junior High          Root Elementary          Vandergriff Elementary          Schools in Alert: Woodland Junior High is on Alert for Math: Students with Disabilities          Schools in School Improvement:          Year 1: Whole School Improvement:          Washington Elementary: Literacy: Combined and Caucasian          Year1: Targeted Improvement:          Fayetteville High School: Math: Economically Disadvantaged          Year 1: Targeted Improvement:          Asbell Elementary: African American Literacy          Year 2: Whole-school Improvement:          Owl Creek: Literacy: LEP and Students with Disabilities          Year 3: Targeted Improvement:          HOLT MIDDLE: Literacy: African American, Hispanic, Economically Disadvantaged, LEP and Students with Disabilities Parents of students at Owl Creek and Holt Middle are notified by letter to the home, in multiple languages as needed, of the current AYP status, school choice and SES options and other services currently available. This includes timelines for tutor registration, open windows of registration and choice transportation options. Parents are highly encouraged to participate in parent-teacher organizations, school volunteer programs and are invited regularly to attend parent nights at Holt and Owl Creek. Professional Development initiatives at Holt and Owl Creek will address academic achievement issues triggered by their AYP status. The district has hired a Literacy Specialist to work specifically with the middle schools to improve ELA curriculum and instruction in all classrooms at Holt, McNair and Owl Creek schools. The</p>	<p>Linda Auman</p>	<p>Start: 07/01/2010          End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Central Office</li> <li>● Community Leaders</li> <li>● Computers</li> <li>● District Staff</li> <li>● Outside Consultants</li> <li>● Performance Assessments</li> <li>● Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>

<p>Literacy Specialists will provide specific professional development to all teachers in the middle schools to improve ELA curriculum and instruction.</p> <p>Action Type: Alignment  Action Type: Collaboration  Action Type: Equity  Action Type: Parental Engagement  Action Type: Professional Development</p>				
<p>PROGRAM EVALUATION: At the conclusion of the 2009-2010 school year, we evaluated this Intervention/Program through a staff development survey and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. EVALUATION RESULTS: The staff development survey will show at least 85% of personnel either somewhat or extremely satisfied with the staff development program in Fayetteville Schools. We believe the evidence shows that it is valuable in terms of supporting our efforts to increase student achievement. During the 2010-2011 school year, we plan to follow the same protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program. We will use this data/information to determine whether the objectives of this Intervention/Program were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report these results in our 2011/2012 ACSIP plan, and will use those evaluation results in making decisions that impact our future instructional program.</p> <p>Action Type: Professional Development  Action Type: Program Evaluation</p>	Christie Jay	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Central Office</li> <li>● District Staff</li> <li>● Performance Assessments</li> <li>● Teachers</li> </ul>	<hr/> ACTION BUDGET:     \$
<p>Each building will be allotted money for professional development endeavors at the school level. At minimum, each building will receive \$20 per child for purposes including but not limited to workshops, national, state and local conferences. The selection of professional development opportunities will be at the discretion of the principal. This fund may also be used to pay for substitutes to release teachers for professional development involving data disaggregation and curriculum and</p>	Christie Jay	Start: 06/30/2010 End: 07/01/2011	<ul style="list-style-type: none"> <li>● Outside Consultants</li> </ul>	Title I - Purchased Services:     \$95489.00 Title I - Employee Salaries:     \$24000.00 Title I - Employee Benefits:     \$5500.00 <hr/> ACTION BUDGET:     \$124989

<p>instructional planning meetings over and above the required 60 hours of staff development time. The specific information pertaining to the spending of this allocation is fully contained in the building ACSIP plans. The professional development plans at the building level will address specific strengths and weaknesses for that campus. Information will be gleaned from the AYP status of the school, MAP testing and other data sources.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>				
--	--	--	--	--

Total Budget:	\$274156
---------------	----------

Intervention: Title IIA

Scientific Based Research: Teacher Quality: Before It's Too Late, A Report to the Nation from The National Commission on Mathematics and Science Teaching for the 21st Century. Glenn Commission. 2000.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Support professional development of teachers in areas of need, as determined by multiple sources of information, including students' standardized test scores, and district, building, and individual professional development plans. Professional development will be prepare educators to apply research to decision making, to utilize learning strategies appropriate to the intended learning outcomes, and to increase student achievement and academic performance. This professional development will be continuous and ongoing, and it will be focused on the thirteen approved professional development activities listed in the Rules Governing Professional Development. These funds will support workshop and conference registrations (like the Model Schools Conference), travel reimbursements (if appropriate), fees for educational consultants, training materials and pay for substitute teachers. In addition, FPS will include open relevant professional development, including ELLA and Effective Literacy opportunities, to private school teacher participation.</p> <p>Action Type: Professional Development</p>	Christie Jay	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>Title II-A - Purchased Services: \$136445.00 Title II-A - Employee Salaries: \$24000.00 Title II-A - Employee Benefits: \$5500.38</p> <hr/> <p>ACTION BUDGET: \$165945.38</p>
<p>Class size reduction teachers will be utilized to reduce class size. Emphasis will be placed on reducing class size in secondary buildings in order to address the needs of</p>	Christie Jay	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Teachers</li> </ul>	<p>Title II-A - Employee Benefits: \$38000.00</p>

<p>students who are significantly below grade level in meeting state academic standards. Both Junior Highs will hire CSR teachers to reduce class size below 30 to 1 for: 1.0 FTE for 8th and 9th grade English students at Woodland to reduce class size to 22 to 1, and 1.0 FTE for 8th and 9th grade English and 1.0 FTE for 8th and 9th grade Mathematics at Ramay to reduce class size to 18 to 1. In addition, Fayetteville High School will hire a CSR teacher in mathematics to reduce class size below 30 to 1. These assignments are supplementary in nature. Students assigned to CSR classrooms will be heterogeneously grouped. Classroom instruction and grade reporting will be aligned with district grade level requirements. Action Type: Professional Development</p>				<p>Title II-A - Employee Salaries: \$143589.00</p> <hr/> <p>ACTION BUDGET: \$181589</p>
<p>At least once annually, a district needs assessment meeting will be held to discuss the effectiveness of the interventions funded with Title IIA. School Improvement Planning Team members will be invited. Input and suggestions will be solicited from parents and others. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation</p>	Christie Jay	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Central Office</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>PROGRAM EVALUATION: At the conclusion of the 2009-2010 school year, we evaluated this Intervention/Program through professional development surveys, formative pre/post testing, CRT/NRT assessments, and local summative assessments and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. EVALUATION RESULTS: K-5 Combined met standards and increased from 74.6% P/A to 78.8% P/A on the Benchmark (09-10) in literacy, and decreased from 82.2% P/A to 81.8% P/A in Math. Both areas met standards. 6-8 Combined met standards and increased from 82.7% P/A to 83.3% P/A on the Benchmark (09-10) in Literacy, and 87.4% P/A to 90.8% P/A in Math. 9-12 Combined met standards and increased from 79.7% P/A to 81.3% P/A on the Benchmark (09-10) in Literacy, and 82.2% P/A to 85.6% P/A in Math. The staff development survey will show at least 85% of</p>	Christie Jay	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

personnel to be somewhat or extremely satisfied with professional development initiatives. We believe the evidence shows that it is valuable in terms of supporting our efforts to increase student achievement. During the 2010-2011 school year, we plan to follow the same protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program. In addition, we will implement Target Assessments aligned with state standards and developed by the NWAESC. We will use this data/information to determine whether the objectives of this Intervention/Program were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report these results in our 2011/2012 ACSIP plan, and will use those evaluation results in making decisions that impact our future instructional program.  
Action Type: Program Evaluation

Total Budget:

\$347534.38

Intervention: National School Lunch Act Funding

Scientific Based Research: Barton, M.L. and Heidema, C., Teaching Reading in Mathematics (2002); Beers, K. and Samuels, B.G. (eds.), Teaching Reading in the Content Areas; Krashen, S., The Power of Reading (2004); McLaughlin, M. and Vogt, M.E. (eds.); Report of the National Reading Panel: Teaching Children to Read, Put Reading First; National Institute for Literacy, National Institute of Child Health and Human Development; The US Department of Education, Preventing Reading Difficulties in Young Children (1998); National Research Council, Beginning to Read, Marilyn J. Adams (1990).

Actions	Person Responsible	Timeline	Resources	Source of Funds
2 FTE nurses will be partially paid out of NSLA and utilized to insure appropriate health care for all students in the district. These nurses will help to meet the needs of at-risk students, and these 1 nurses are above and beyond the state standards for accreditation requirements for nurses. These nurses are assigned across the district, and a portion of their salaries are paid with NSLA funds and a portion is district-paid. All of the nurses in the Fayetteville District, except one, are RN certified nurses. The exception is certified LPN. These positions are supplementary in nature, and over and above what is required by law. Action Type: Equity	Christie Jay	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> </ul>	NSLA (State-281) - \$43725.00 Employee Benefits: NSLA (State-281) - \$14575.00 Employee Salaries: <hr/> ACTION BUDGET: \$58300
The district will hire .6 FTE director of assessment and accountability in order to support the use of data-	Christie Jay	Start: 07/01/2010 End:	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> </ul>	NSLA (State-

<p>driven decision making for providing interventions for at-risk students. He will prepare data for review throughout the school year and assist building teachers and administrators with linking the data to instructional services. Data will be collected and analyzed at building and district levels in order to measure student achievement. The director of assessment will provide professional development for teachers in analyzing and progress monitoring student achievement, and he will share knowledge of best practices, current research, and team problem solving as he meets with grade-level teams of teachers across the district at several times during the school year. He will also support building-wide use of achievement data by providing K-12 professional development at bi-weekly building staff meetings and in working with teacher teams to develop curriculum-based assessments targeted on key curriculum frameworks in order to improve teaching and learning for students.</p> <p>Action Type: Program Evaluation</p>		06/30/2011	<ul style="list-style-type: none"> <li>Computers</li> </ul>	<p>281) - Employee Salaries: \$57150.00</p> <p>NSLA (State-281) - Employee Benefits: \$19050.00</p> <hr/> <p>ACTION BUDGET: \$76200</p>
<p>Social workers 3 FTE will be utilized to address family needs, help engage inactive parents in the educational process and support efforts to help keep their students in school. They will also address any specific family need(s). This will include a liaison to connect students with appropriate health care and other items they may need. The 1 FTE is assigned at Asbell Elementary which has the highest free and reduced lunch rate in the district. The 1.0 FTE counselor is assigned to Fayetteville High School and Alternative Education Center. The counselor position is supplementary in nature, over and above what is required by State Law.</p> <p>Action Type: Equity Action Type: Parental Engagement</p>	Christie Jay	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> <li>Teachers</li> </ul>	<p>NSLA (State-281) - Employee Benefits: \$57370.00</p> <p>NSLA (State-281) - Employee Salaries: \$172110.00</p> <hr/> <p>ACTION BUDGET: \$229480</p>
<p>Two highly qualified 1.0 FTE instructional facilitator will be hired to provide research-based interventions for students who are more than two grade levels behind in reading and mathematics. In keeping with rule 6.05 from the state guidelines, the teacher will monitor student progress at least quarterly, and the teacher will develop individual intervention plans based upon the students' identified</p>	Christie Jay	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>Central Office</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	<p>NSLA (State-281) - Employee Salaries: \$76655.00</p> <p>NSLA (State-281) - Employee Benefits: \$19930.00</p> <hr/>

<p>needs. Classroom materials and supplies will be purchased to support full implementation of these programs. This teacher is not used to meet or satisfy the Arkansas Standards for Accreditation, rule 6.06; rather, she is an additional staff member who works to improve instruction for students at risk of not meeting challenging academic standards, rule 6.07. Students' progress will be evaluated using formative assessments, such as DRA and quarterly math assessments, and summative assessments, including Benchmark and SAT-10 data. The district will hire a Special Education teacher in this role due to the specialized knowledge that special educators bring for individualizing instruction, differentiating instruction, and meeting student's needs. Action Type: AIP/IRI Action Type: Equity Action Type: Program Evaluation Action Type: Special Education</p>				<p>ACTION BUDGET: \$96585</p>
<p>One full-time (1.0 FTE) and one half time (.5 FTE) highly qualified math and literacy instructional facilitators will be hired to implement targeted interventions for sub-populations not making AYP at Holt Middle School and Fayetteville High School. Holt is in School Improvement-Year 2, and FHS is on Alert. In keeping with rule 6.05 from the state guidelines, the teachers will use the Read 180 program for literacy instruction and Carnegie Cognitive Tutor for math. Student progress will be assessed at least quarterly, and the teachers will develop individual intervention plans based upon the students' identified needs. Classroom materials and supplies will be purchased to support full implementation of these programs. These teachers are not used to meet or satisfy the Arkansas Standards for Accreditation, rule 6.06; rather, they are additional staff who work to improve instruction for students at risk of not meeting challenging academic standards, rule 6.07. Action Type: AIP/IRI Action Type: Equity Action Type: Program Evaluation Action Type: Special Education</p>	Christie Jay	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Central Office</li> <li>● Performance Assessments</li> <li>● Teachers</li> </ul>	<p>NSLA (State-281) - Employee Salaries: \$93933.00 NSLA (State-281) - Employee Benefits: \$31311.00</p> <hr/> <p>ACTION BUDGET: \$125244</p>
<p>In additional to staffing required by accreditation, 4.0 FTE certified counselors will be hired for the high school to assist with identifying and meeting academic and emotional</p>	Christie Jay	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● District Staff</li> <li>● Teachers</li> </ul>	<p>NSLA (State-281) - Employee Benefits: \$58934.00</p>

<p>needs of at-risk students. These positions are supplementary in nature. Action Type: AIP/IRI Action Type: Equity</p>				<p>NSLA (State-281) - \$257074.00 Employee Salaries:</p> <hr/> <p>ACTION BUDGET: \$316008</p>
<p>When we receive our allocation, NSLA growth funding will be used to augment materials and supplies for intervention programs, including Read 180 and Carnegie Cognitive Mathematics Tutor, in order to serve recently enrolled students who are at-risk for not meeting grade-level standards. Action Type: AIP/IRI Action Type: Equity</p>	Linda Auman	<p>Start: 07/01/2010 End: 06/30/2011</p>		<p>NSLA (State-281) - \$50000.00 Materials &amp; Supplies:</p> <hr/> <p>ACTION BUDGET: \$50000</p>
<p>PROGRAM EVALUATION: At the conclusion of the 2009-2010 school year, we evaluated this Intervention/Program through formative pre/post testing, CRT/NRT assessments, and local summative assessments and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. EVALUATION RESULTS: K-5 Literacy met standards except for LEP students (55.5% P/A) and Students with Disabilities (40.9% P/A). These percentages were increases from the prior year. K-5 Math met standards except for the African American subpopulation (62.1%P/A) and the Students with disabilities sub population (52.1%P/A) 6-8 Literacy: All sub populations met standards. 6-8 Math: All sub populations met standards. 9-12 Literacy: All sub populations met standards. 9-12 Math: All sub populations met standards. We believe the evidence shows that it is valuable in terms of supporting our efforts to increase student achievement. During the 2010-2011 school year, we plan to follow the same protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program. We will use this data/information to determine whether the objectives of this Intervention/Program were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report these results in our 2011-2012 ACSIP plan, and will use those</p>	Christie Jay	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>evaluation results in making decisions that impact our future instructional program. At the end of this year, we plan to include more formative testing results, including MAP testing to help evaluate our programs further. Action Type: Program Evaluation</p>				
<p>1 FTE Math Interventionist will be hired at Holt Middle School. This individual will be a certified teacher who will provide remediation for those students who are significantly below grade level in Mathematics.</p>	Christie Jay	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<p>NSLA (State-281) - \$60175.00 Employee Salaries: NSLA (State-281) - \$12000.00 Employee Benefits: <hr/>ACTION BUDGET: \$72175</p>
<p>7 FTE Academic Interventionists, including literacy specialists will be employed by the district to provide remediation assistance to those students who are below grade level in Math and Literacy. These interventionists will be assigned to all Title I school-wide schools.</p>	Christie Jay	<p>Start: 06/30/2009 End: 07/01/2010</p>		<p>NSLA (State-281) - \$87500.00 Employee Benefits: NSLA (State-281) - \$350000.00 Employee Salaries: <hr/>ACTION BUDGET: \$437500</p>
<p>Fayetteville Schools will continue to support Read 180 and System 44 district wide with regard to instruction with ESL students and at-risk students. This in-depth reading instruction program is supplemental in nature (Tier III intervention) and includes formative assessments on the child's lexile levels and other ongoing data. Action Type: Technology Inclusion</p>	Christie Jay	<p>Start: 07/01/2010 End: 06/30/2011</p>		<p>NSLA (State-281) - \$25000.00 Purchased Services: NSLA (State-281) - \$50000.00 Materials &amp; Supplies: <hr/>ACTION BUDGET: \$75000</p>
<p>.5 FTE Teacher on special assignment will be hired to work the majority of time in individual school buildings on data disaggregation to inform instruction. Together, teachers and administrators will dig deeper to discern programs and interventions best suited for specific children.</p>	Sarah McKenzie	<p>Start: 07/01/2010 End: 06/30/2011</p>		<p>NSLA (State-281) - \$30000.00 Employee Salaries: NSLA (State-281) - \$5511.00 Employee Benefits:</p>

					ACTION BUDGET: \$35511
Total Budget:					\$1572003

Intervention: Alternate Learning Environment Budget and Support

Scientific Based Research: Equity in the Classroom; J. DiMartino, S. Miles, 2004, Principal Leadership 5(4) pp.44-48.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>For secondary students who are identified as at-risk, an alternative learning environment with access to services of a school counselor/mental health professional, a nurse, and support services will be provided by the district. This program is called ALLPS, Agee-Lierly Life Preparation and Services Center. The ALLPS Center is an integral part of the Fayetteville School District and will offer educational programs and services designed to support the development of students whose educational needs are not being met by traditional programs. A student placement team will include the school counselor, the ALLPS director or principal, a parent or legal guardian, and a regular classroom teacher. Student placement in the ALLPS Center will be determined by the ALLPS Placement Team. Students may not be placed in an alternative learning environment for academic problems alone, but must exhibit at least two qualifying characteristics: • disruptive behavior • dropout of school • personal or family problems • recurring absenteeism • transition to or from residential programs • abuse (physical, mental, sexual) • frequent relocation of residency • homelessness • inadequate emotional support • mental/physical health problems • pregnancy • single parenting In addition to district-provided ALE staff, ALE funds will be used to hire 1.0 FTE certified reading specialist, 1.0 FTE counselor, and 13 1.0 FTE classroom teachers to provide instruction in core content areas, including literacy, algebra, geometry, history, and science. These additional teachers allow for smaller class sizes so that point-in-time remediation is provided.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Professional</p>	Ginny Wiseman	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Outside Consultants</li> </ul>	<p>ALE (State-275) - \$347600.00 Employee Salaries: ALE (State-275) - \$115866.00 Employee Benefits:</p> <hr/> <p>ACTION BUDGET: \$463466</p>

Development				
<p>At least once annually, a district needs assessment meeting will be held to discuss the effective needs of the ALLPS program funded through ALE funds. School improvement planning team members will be invited. In put and suggestions will be solicited from parents and others. Action Type: Technology Inclusion</p>	Ginny Wiseman	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Central Office</li> <li>● Teachers</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Students who are identified as at-risk will be placed in an alternative learning environment (ALE) with access to services of a school counselor/mental health professional, a nurse, and support services, all provided by the district. The ALE will employ sufficient personnel in the core academic content areas in order to meet the student/teacher ratios (as outlined in section 4.02-Rules Governing the Distribution of Student Special Needs Funding-September, 2007) and allow students to secure enough credits for graduation. Any student eligible for special education services will continue to receive services while in the ALE. Students will not be placed in the ALE based on academic problems alone. Students placed, otherwise intelligent and capable, may have one or more of the following characteristics: Disruptive behavior, potential drop out, personal or family problems, recurring absenteeism, transition to or from residential programs or conditions that negatively affect the student's academic progress. (Abuse-physical, mental, sexual, frequent relocation of residency, homelessness, inadequate emotional support, mental/physical health problems, pregnancy, single parenting) Documentation shall be maintained as to placement decisions made by the Alternative Education Placement Team. All ALE teachers will receive professional development pursuant to ADE Rules and Regulations. The Alternative Learning Environment will have as its goal to increase attendance of at-risk students and to graduate them. Parent conferences will be required for placement in the program and school personnel will be in frequent contact with parents. The placement conference will include the principal, counselor, teachers, parents, and other appropriate personnel in order to make good decisions about what</p>	Kirk Sutton	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Central Office</li> <li>● Community Leaders</li> <li>● Computers</li> <li>● District Staff</li> <li>● Outside Consultants</li> <li>● Teachers</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>

<p>services will be available while in the ALE. If the student makes significant academic and/or behavioral progress while in the ALE, the student may be exited from the program. The ALE Placement Team will develop exit criteria. The ALE will meet all guidelines required by the ADE and state laws.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>				
<p>PROGRAM EVALUATION: At the conclusion of the 2009-2010 school year, we evaluated this Intervention/Program through formative pre/post testing, CRT/NRT assessments, and local summative assessments and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development.</p> <p>EVALUATION RESULTS: We believe the evidence shows that it is valuable in terms of supporting our efforts to increase student achievement. During the 2010-2011 school year, we plan to evaluate the program based upon data from dropout rates, retention rates and CRT/NRT data for ALE students. In addition, we will implement Target Assessments aligned with state standards and developed by the NWAESC.</p> <p>We will use this data/information to determine whether the objectives of this Intervention/Program were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report these results in our 2011/2012 ACSIP plan, and will use those evaluation results in making decisions that impact our future instructional program.</p> <p>Action Type: Program Evaluation</p>	Tom Tripplett	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Central Office</li> <li>● Teachers</li> </ul>	ACTION BUDGET: \$
<p>COMPREHENSIVE NEEDS ASSESSMENT: In reviewing the data from attendance rate, graduation rate and dropout rate, we have concluded a continuing need for the alternative learning environment at FHS ALLPS. In the past 3 years, the dropout rate has risen 8%. In response, the funding for teacher quality and professional development for FHS will be increased through Title II, and will be school level discretionary funds to address these issues. FHS will also offer a safe &amp; drug free before and after school program taught by certified teachers</p>	Steve Jacoby	Start: 06/30/2010 End: 07/01/2011		<p>Title IV-A - Materials &amp; Supplies: \$1000.00</p> <p>Title IV-A - Employee Salaries: \$7800.00</p> <p>Title IV-A - Employee Benefits: \$2000.63</p> <hr/> <p>ACTION BUDGET: \$10800.63</p>

and counselors. The information given to students will include drug-free, anti-violence and dropout prevention information, as well as additional help in core content classes.

Total Budget:

\$474266.63

Intervention: District ELL Funding and Support

Scientific Based Research: J. Echevarria, M.Vogt & D. Short, The SIOP Model: Making Content Comprehensible for English Learners (2nd Ed.)2004.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Interventions implemented with ELL funding will be evaluated on an annual basis and at various times throughout the year. Data will be collected and analyzed on both the building and district level in order to measure student achievement. Yearly review of district policies and procedures will ensure that ELL students are afforded equal access to all aspects of the curriculum, including specialty programs. Action Type: Alignment Action Type: Equity Action Type: Program Evaluation</p>	Christie Jay	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>In the Fayetteville School District, a combination of models of instruction is used, content-based instruction, sheltered instruction, inclusion, and collaborative instruction. In content-based ESL instruction, the ESL teacher pulls the student out to teach them English. The English instruction is not done in isolation instead it connects to the academic course content material being taught in the regular classroom. Sheltered instruction is a model in which an ESL endorsed teacher is teaching a core content class (social studies, science, math) in conjunction with English instruction. In an inclusion model the ESL teacher or the Instructional Assistant works with the ELL students in the mainstream classroom. The final model of instruction used, a collaborative classroom, is one in which the ESL teacher and the classroom teacher work closely together in the mainstream classroom to teach both course content and the English language. The Fayetteville School District has ESL instructors in EACH SCHOOL and in the more heavily populated schools there is an instructional assistant as well. Four full-time 1.0 FTE and one half time .5 FTE certified ESL teachers and 3.5 FTE highly qualified</p>	Christie Jay	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Teachers</li> </ul>	<hr/> <p>ELL (State-276) - \$71232.00 Employee Benefits: ELL (State-276) - \$284932.00 Employee Salaries:</p> <hr/> <p>ACTION BUDGET: \$356164</p>

<p>instructional aides will be hired to supplement the district's ESL program and to increase services for students. Action Type: Alignment Action Type: Equity</p>				
<p>One full-time 1.0 FTE bilingual community liaison will be hired to provide translation services for non-English speaking families and to educate all staff members regarding awareness of cultural differences in order to increase the involvement of ESL families in the educational process. Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development</p>	Christie Jay	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● District Staff</li> <li>● Teachers</li> </ul>	<p>ELL (State-276) - Employee \$55175.00 Salaries: ELL (State-276) - Employee \$16000.00 Benefits: <hr/>ACTION BUDGET: \$71175</p>
<p>PROGRAM EVALUATION: At the conclusion of the 2009-2010 school year, we evaluated this Intervention/Program through formative pre/post testing, ELDA and CRT/NRT assessments, and local summative assessments and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. EVALUATION RESULTS: K-5 LEP increased from 53.6% P/A to 55.5% P/A on the Benchmark (09-10) in literacy, and increased from 66.0% P/A to 70.3% P/A in Math. 6-8 LEP decreased from 70.7% P/A to 56.6% P/A on the Benchmark (09-10) in Literacy, and 81.8% P/A to 88.9% P/A in Math. 9-12 LEP decreased from 50.0% P/A to 55.1% P/A on the Benchmark (09-10) in Literacy, and 61.3% P/A to 59.6% P/A in Math. We believe the evidence shows that it is valuable in terms of supporting our efforts to increase student achievement. During the 2010-2011 school year, we plan to follow the same protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program. In addition, we will implement Target Assessments aligned with state standards and developed by the NWAESC. We will use this data/information to determine whether the objectives of this Intervention/Program were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report these results in our 2011/2012 ACSIP plan, and will use</p>	Christie Jay	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Central Office</li> <li>● Teachers</li> </ul>	<p><hr/>ACTION BUDGET: \$</p>

those evaluation results in making decisions that impact our future instructional program. Action Type: Program Evaluation				
COMPREHENSIVE NEEDS ASSESSMENT: After reviewing data from the past 3 years, it has been determined that district ESL efforts have been effective in increasing the student achievement of ESL students. A new district ESL and Professional Development Director has been employed to facilitate these continuing efforts. In response to the increasing ESL enrollment in K-2, the district will facilitate increased early literacy interventions district-wide with DIEBLS monitoring.	Rita Gilmeister	Start: 06/30/2009 End: 07/01/2010		ACTION BUDGET: \$
Total Budget:				\$427339

Intervention: Federal Funding support of St. Joseph's Private School.

Scientific Based Research: Barton, M.L. and Heidema, C., Teaching Reading in Mathematics (2002); Beers, K. and Samuels, B.G. (eds.), Teaching Reading in the Content Areas; Krashen, S., The Power of Reading (2004); McLaughlin, M. and Vogt, M.E. (eds.); Report of the National Reading Panel: Teaching Children to Read, Put Reading First; National Institute for Literacy, National Institute of Child Health and Human Development; The US Department of Education, Preventing Reading Difficulties in Young Children (1998); National Research Council, Beginning to Read, Marilyn J. Adams (1990).

Actions	Person Responsible	Timeline	Resources	Source of Funds
The Director of Federal Programs will work closely with the principal and staff at St. Joseph's Catholic School in the planning, coordination, and supervision of the Title I program. St. Joseph's will employ a 1/2 time Title I aide to work with students to provide services comparable to those provided to children in Title I funded public schools. The focus will be on improving students achievement in literacy and mathematics. A variety of materials will be purchased, including reading and mathematics software, low vocabulary high interest trade books, and supplemental texts and learning materials. Professional development opportunities will be made available to private school personnel on an equitable basis. A full-time highly qualified instructional assistant will work with at-risk students to improve reading skills. Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Christie Jay	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Teachers</li> </ul>	Title I - Materials & Supplies: \$720.00 Title I - Employee Salaries: \$27000.00 Title I - Employee Benefits: \$6280.00 <hr/> ACTION BUDGET: \$34000
Saint Joseph's Catholic Schools will utilize professional development offerings of FPS. Professional development will include but not be limited to ELLA, Effective Literacy,	Christie Jay	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$

Differentiated Instruction, and Literacy Interventions. Action Type: Professional Development				
St. Joseph's Catholic School uses SAT 10 as the norm referenced test to evaluate strengths and weakness occurring in curriculum. The percentage of 2nd grade students scoring at or above the 50th percentile on the composite score in math and literacy is 80%. The percentage of 5th grade students scoring at or above the 50th percentile on the composite score in math and literacy is 94%. Action Type: Alignment	Ann Finch Principal St. Joseph's Catholic School	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	_____ ACTION BUDGET: \$
St. Joseph's School will engage parents in the education of their children in a meaningful way. Math and Science Family Nights will be planned for parents to make hands-on learning materials to use at home. In addition, parents will be invited to attend open house and to conference with the teachers. Action Type: Parental Engagement	Ann Finch	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	_____ ACTION BUDGET: \$
St. Joseph's will set aside the required amount for professional development activities. Trainings will include curriculum mapping for science, math, and literacy, Arkansas Reading Association annual conference, counselors' trainings, assessment of learning strategies, and classroom walk through training for the administrators. Action Type: Professional Development	Ann Finch	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	_____ ACTION BUDGET: \$
PROGRAM EVALUATION: At the conclusion of the 2009-2010 school year, we evaluated this Intervention/Program through NRT and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development, however, an increased need in staff development is warranted. In collaboration with Mrs. Ann Finch, Principal, we will facilitate a staff development plan in conjunction with St. Joseph's faculty and staff. We believe the evidence shows that it is valuable in terms of supporting our efforts to increase student achievement. During the 2010-2011 school year, we plan to follow the same protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program. We will use this	Christie Jay	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Teachers</li> </ul>	_____ ACTION BUDGET: \$

<p>data/information to determine whether the objectives of this Intervention/Program were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report these results in our 2011/2012 ACSIP plan, and will use those evaluation results in making decisions that impact our future instructional program. EVALUATION RESULTS: From the 2009 to 2010 NRT testing data, increases in achievement occurred in Reading Word Study, Mathematics Total and Mathematics Processing, and Language Use. Additional need areas include Reading Comprehension, Problem Solving, Spelling and Environmental Sciences. The increased staff development initiatives will be primarily focused around these need areas. Action Type: Program Evaluation</p>				
<p>COMPREHENSIVE NEEDS ASSESSMENT: In reviewing available information for St. Joseph's private school, we determined an increased need for professional development and improvement of teacher quality. In response to this need, Title II funding will be allocated to St. Joseph's building discretionary fund.</p>	<p>Ann Finch, Principal</p>	<p>Start: 06/30/2009 End: 07/01/2010</p>		<p>Title II-A - Purchased \$800.00 Services:  ACTION BUDGET: \$800</p>
<p>Total Budget:</p>				<p>\$34800</p>

- Priority 2: Provide district level budgeting and support equitably across the district using Title IV federal funds to increase student achievement through creating and maintaining safe and drug free school environments.
1. District Annual Discipline report (K-12): Drugs and Alcohol: In 2009, there were 39 incidences of students violating drug rules, 7 violating alcohol and 5 violating tobacco rules. Drugs and Alcohol: In 2008, there were 57 incidences of students violating drug, alcohol and tobacco rules. In 2007, there were 39 incidences of students violating drug, alcohol and tobacco rules. In 2006, there were 63 incidences of students violating drug, alcohol and tobacco rules.
  2. District Annual Discipline report (K-12): Student Assault: In 2009, there were 152 incidences of student assault. Student Assault: In 2008, there were 128 incidences of student assault. In 2007, there were 136 incidences of student assault. In 2006, there were 123 incidences of student assault.
  3. District Annual Discipline report (K-12): Weapons: In 2009, there were 27 incidences of weapons on campus. Weapons brought to school: In 2008, there were 15 incidences of students bringing a weapon to school. In 2007, there were 26 incidences of students bringing a weapon to school. In 2006, there were 26 incidences of students bringing a weapon to school.
  4. District Annual Discipline report (K-12): Bullying: In 2009, there were 125 cases of bullying across the district. Bullying: In 2008, there were 67 incidences of bullying. Bullying: In 2007, there were 105 incidences of bullying. In 2006, there were 91 incidences of bullying.
- Supporting Data:
- Goal            Decrease use of drugs (including alcohol) and incidents of violence in secondary schools.
- Benchmark    The incidences of drugs will decrease at the district level by 5%.
- Benchmark    The incidences of alcohol use will decrease by 5% at the district level.

<p>Intervention: Gather information regarding students involvement with drugs, alcohol, and violence in order to plan effective intervention and prevention programs.</p>
<p>Scientific Based Research: Safe and Drug Free School Consortium,</p>

<http://www.edcouncil.org/programs/drugfree/index.htm>; Teacher Quality: Before It's Too Late, A Report to the Nation from The National Commission on Mathematics and Science Teaching for the 21st Century. Glenn Commission. 2000.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>On an ongoing basis, periodically, a district needs assessment meeting will be held to discuss the effectiveness of the interventions funded with Title IVA funds. School Improvement Planning Teams members will be invited. Input and suggestions will be solicited from parents and others.            Action Type: Collaboration            Action Type: Equity            Action Type: Program Evaluation            Action Type: Special Education</p>	Christie Jay	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Central Office</li> </ul>	<hr/> ACTION BUDGET: \$
<p>PROGRAM EVALUATION: At the conclusion of the 2009-2010 school year, we evaluated this Intervention/Program through APSCN reports and determined that it was not effective in support of our Curriculum, Instruction, Assessment and Professional Development. EVALUATION RESULTS: We believe the evidence shows that it is valuable in terms of supporting our efforts to increase student achievement. During the 2010-2011 School year, data will be collected, including dropout rates, drug and alcohol use and incidences of violence, especially in the secondary schools. This data will be compared with data from subsequent years to monitor the effectiveness of this program. We will use this data/information to determine whether the objectives of this Intervention/Program were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report these results in our 2010/2011 ACSIP plan, and will use those evaluation results in making decisions that impact our future instructional program. The number of drug-related discipline reports rose from 39 to 49. The number of alcohol-related discipline reports rose from 7 to 9. The number of tobacco-related discipline reports rose from 5 to 13.            Action Type: Program Evaluation</p>	Tom Tripplett	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Central Office</li> <li>● Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
<p>COMPREHENSIVE NEEDS ASSESSMENT: After reviewing information from all secondary schools, it was determined that efforts to deter student violence, drug prevention and alcohol prevention programs need to be further addressed. In response we plan to fund the school resource officers attendance in a national conference, and fund the alternative learning environment teachers attendance in a regional conference, as well as purchase 5 curriculum kits for all secondary schools to be used by school counselors.</p>	Christie Jay	Start: 06/30/2009 End: 07/01/2010		<hr/> ACTION BUDGET: \$
<p>The Hall Pass system will be installed in three buildings to ensure that individuals with histories of child abuse cannot enter our schools. The system also monitors all visitors to our schools. Hall Pass was created with a</p>	Ginny Wiseman	Start: 06/30/2009 End: 07/01/2010		<hr/> ACTION BUDGET: \$

<p>compelling purpose: to protect vulnerable children from sexual predators and safeguard the school environment. As law enforcement veterans, identity verification experts, educators and parents who care about kids, we developed Hall Pass to help schools be proactive. Like you, we have been saddened by the chilling news stories of known predators who are discovered only after they have victimized an innocent child — or multiple children. We were also frustrated by the ease with which many sex offenders move around, and the lack of a coordinated approach to consolidating sex criminal data at the national level. So we did something about it. We built a comprehensive, proprietary database of individuals convicted of sex crimes that integrates real-time registry data from all 50 states. And we developed the Hall Pass visitor identification system with advanced, easy-to-use features designed specifically for today's school environment and budgets.</p>				
Total Budget:				\$0

Goal Provide adequate student access to well trained counselors and teachers to improve their prevention skills for students.

Benchmark The number of counselors and teachers reporting that their skill level and knowledge of preventing substance abuse and violence will increase by 5% annually.

Intervention: Improving substance abuse prevention skills through Title IV district level budgeting and support.				
Scientific Based Research: Safe and Drug Free School Consortium, <a href="http://www.edcouncil.org/programs/drugfree/index.htm">http://www.edcouncil.org/programs/drugfree/index.htm</a> ;				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Counselors, social workers, SRO's, parents, community members, &amp; ALE personnel will attend workshops, conferences, and trainings focused on improving student health. Training topics will include, but not be limited to the following: ART &amp; Peace Curriculum, Blood Borne Pathogens, Discipline, Bullying, Sexual Harassment, and Non-Violent Crisis Intervention. Counselors may attend the American School Counselor Association conference.</p> <p>Action Type: Professional Development</p>	Christie Jay	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Outside Consultants</li> </ul>	<p>—————</p> <p>ACTION BUDGET: \$</p>
<p>School resource officers will be utilized in Fayetteville High School to promote safety and security for students, parents, teachers and staff. SROs will act as a liaison between the schools and the Fayetteville Police Department. SRO officers will provide training in the areas of bullying, drug detection, and school safety for PTO members, families attending Parent Nights, students and teachers. Video cameras will be purchased in order to better monitor the Fayetteville High School campus.</p> <p>Action Type: Equity</p>	Christie Jay	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> </ul>	<p>—————</p> <p>ACTION BUDGET: \$</p>
<p>PROGRAM EVALUATION: At the conclusion of the 2009-2010 school year, we evaluated this Intervention/Program through APSCN attendance reports and nurse referrals for</p>	Ginny Wiseman	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Teachers</li> </ul>	<p>—————</p> <p>ACTION BUDGET: \$</p>

illness and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. Evaluation Results: We believe the evidence shows that it is valuable in terms of supporting our efforts to increase student achievement. During the 2010-2011 school year, we plan to follow the same protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program. We will use this data/information to determine whether the objectives of this Intervention/Program were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report these results in our 2010/2011 ACSIP plan, and will use those evaluation results in making decisions that impact our future instructional program. Action Type: Program Evaluation

Total Budget:

\$0

Goal The students who have attended approved leadership/skill training will be increased.  
 Benchmark Students reporting positive leadership skills in the school environment will increase 10% from the previous reporting period and the number of alcohol/drug occurrences will show a 10% decrease from the previous school year.

Intervention: Improve student leadership training through district level Title IV budgeting and support.

Scientific Based Research: Safe and Drug Free School Consortium,  
<http://www.edcouncil.org/programs/drugfree/index.htm>;

Actions	Person Responsible	Timeline	Resources	Source of Funds
Character & Health Education-Woodland-Ramay (Peer Leaders) East (SADD) Students will receive leadership training skills to help reduce poor health behavior among the student body. FHS will host project graduation, a safe drug and alcohol free event for all graduating seniors. Peer helping assists children and adolescents to feel capable, understood, and responsible. Peer helping teaches young people decision-making skills to help combat negative peer pressure; and provides children and adolescents with communication skills to understand others and be understood. In addition peer helping enables youth to learn action skills to prevent substance abuse, enhance self-esteem, reduce loneliness, promote health, and support academic and personal achievement. Peer helping also contributes to the climate of care and respect needed by educational institutions and community organizations to reduce violence, vandalism, truancy and school dropouts. Peer helping is also a way for communities to demonstrate the value of service to others. By establishing a peer program, schools and community organizations teach children and	Christie Jay	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> </ul>	Title IV- A - Materials \$3583.00 & Supplies: <hr/> ACTION BUDGET: \$3583

adolescents how to help, not hurt, others. While peer programs may be quite different from each other, research has identified seven program standards that must be present for a peer program to be effective. The following seven components can be used to assess peer program quality. 1. The program must be led and supervised by adults specifically trained and experienced in peer helping. Trainers and supervisors must be able to demonstrate and model the skills peer helpers are expected to learn. A national certification system is available for trainers. 2. The program must include structured training sessions consisting of a proven curriculum, based on demonstrated youth needs as well as the goals and objectives of relevant support groups. School-based peer programs may be either credit or non-credit. 3. The training must encourage enjoyment, involvement, and self-management. The trainees must gradually be involved in the determination of training activities as well as the development and distribution of program information and services. 4. Children and adolescents selected as trainees must feel their training is special and based on their needs and existing skills. Selection criteria must insure that the trainees represent the social composition of the community in which they will be working. Care and concern must be used with persons who volunteered and were not selected as trainees. 5. Training methods must be interactive and experiential with coaching and feedback. The training sessions should include role rehearsal, homework, and practical assignments. 6. The training program and the specific roles peer helpers take on must have the support of teachers, administrators, parents and other students in a school-based setting, and the support of relevant groups and care-givers in a community-based setting. 7. The peer helpers must have on-going supervision and continuing opportunities for learning. Supervisors must maintain a high quality relationship with the peer helpers that allows for monitoring, dealing with confidentiality, and making referrals to professionals. The activities and programs funded using Title IV funds must comply with the principles of effective schools and foster a safe and drug-free learning environment that supports academic achievement. Title IV funds are used to provide professional development for

<p>counselors, teachers, and administrators, including educational programs related to bullying and resisting peer pressure, substance abuse awareness programs, implementing school security plans, and school-based mental health programs. The district works closely with Fayetteville Police Department to support School Resource Officers (SROs) who interact with students at school and during school-sponsored events in order to promote individual and school-wide safety, develop a sense of individual responsibility and respect for the rights of others, and to provide early identification of students in need of assistance. Title IV funds also support the Peer Helper programs at Ramay and Woodland Junior Highs and Project Graduation at FHS. Action Type: Program Evaluation</p>				
<p>PROGRAM EVALUATION: At the conclusion of the 2009-2010 school year, we evaluated this Intervention/Program through APSCN reports and participation in funded programs and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. EVALUATION RESULTS: We believe the evidence shows that it is valuable in terms of supporting our efforts to increase student achievement. During the 2008-2009 school year, we plan to follow the same protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program. We will use this data/information to determine whether the objectives of this Intervention/Program were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report these results in our 2010/2011 ACSIP plan, and will use those evaluation results in making decisions that impact our future instructional program. Action Type: Program Evaluation</p>	Christie Jay	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Central Office</li> <li>● Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
Total Budget:				\$3583

Priority 3: Provide district level budgeting and support of Title III federal funding.

1. pre> 2006 ITBS Exam: ELL Subpopulation: 5th Grade: students were tested and 42% scored above the 50th percentile. The analysis of the reading subtests revealed weaknesses in Word Analysis and Reading Comprehension. 2007 Norm Referenced Tests These data are analyzed on both the district and school level. Specific details are written in the individual school plans. 2008 Norm Referenced Tests These data are analyzed on both the district and school level. Specific details are written in the individual school plans. 2006 ITBS Exam: ELL Subpopulation: 9th Grade: 28 students were tested and 43% scored above the 50th percentile in Reading Comprehension. The analysis of the reading subtests revealed weaknesses in Word Analysis and Reading Comprehension. 2007 Norm Referenced Tests

These data are analyzed on both the district and school level. Specific details are written in the individual school plans. 2008 Norm Referenced Tests These data are analyzed on both the district and school level. Specific details are written in the individual school plans.

2. 2008 3-8 Benchmark Tests Literacy: These data are analyzed on both the district and school level. Specific details are written in the individual school plans. 2007 3-8 Benchmark Tests Literacy: These data are analyzed on both the district and school level. Specific details are written in the individual school plans.

2006 Grade 3-8 Benchmark Exam (Literacy)

49% of Limited English Proficient (LEP) students scored, at, or above, Proficient;

The lowest identified areas for the Limited English Proficient Students in the five writing domains are Content and Style. The lowest identified areas in the analysis of the three types of literacy passages in multiple choice is Writing and open response questions is Content.

1. 2008 3-8 Benchmark Tests Math: These data are analyzed on both the district and school level. Specific details are written in the individual school plans.

2007 3-8 Benchmark Tests Math:

These data are analyzed on both the district and school level. Specific details are written in the individual school plans.

2006 Grade 3-8 Benchmark Exam (Math)

54% of the Limited English Proficient (LEP) students scored, at, or above, Proficient;

The lowest identified areas for the Limited English Proficiency Population Students in the analysis of the open response questions in the five math strands revealed weaknesses Number Sense, Properties and Operations. The lowest identified areas in the analysis of the multiple choice questions, in the five math strands, revealed weaknesses in Measurement.

Supporting Data:

1. In the spring of 2006, 687 ELL students had their English language proficiency assessed with the MACII. 48% of these students scored proficient. Students scored lowest in the areas of reading and writing.

1. ENGLISH LANGUAGE DEVELOPMENT ASSESSMENT (ELDA):

2007:

K- 98 students were tested and 1% scored fluent in English proficiency.

1st- 89 students were tested and 6% scored fluent in English proficiency.

2nd- 86 students were tested and 8 % scored fluent in English proficiency.

3rd- 52 students were tested and 0% scored fluent in English proficiency.

4th- 70 students were tested and 3% scored fluent in English proficiency.

5th- 43 students were tested and 7% scored fluent in English proficiency.

6th- 60 students were tested and 10 % scored fluent in English proficiency.

7th- 37 students were tested and 3% scored fluent in English proficiency.

8th- 39 students were tested and 15% scored fluent in English proficiency.

9th- 35 students were tested and 17 % scored fluent in English proficiency.

10th- 34 students were tested and 0% scored fluent in English proficiency.

11th- 36 students were tested and 6% scored fluent in English proficiency.

12- 22 students were tested and 14% scored fluent in English proficiency.

1. ENGLISH LANGUAGE DEVELOPMENT ASSESSMENT (ELDA):

2008:

K- 90 students were tested and 4 scored fluent in English proficiency.

1-2: 134 students were tested and 26 scored fluent in English proficiency.

3-5: 177 students were tested and 6 scored fluent in English proficiency.

6-8: 108 students were tested and 10 scored fluent in English proficiency.

9-12: 117 students were tested and 69 scored fluent in English proficiency.

1. Annual Measurable Achievement Objectives:

2005, 2006 and 2007 met AMAO.

1. ENGLISH LANGUAGE DEVELOPMENT ASSESSMENT (ELDA):

2009:

K- 93 students were tested and 5 scored fluent in English proficiency.

1-2: 151 students were tested and 31 scored fluent in English proficiency.

3-5: 167 students were tested and 31 scored fluent in English proficiency.

6-8: 148 students were tested and 20 scored fluent in English proficiency.

9-12: 133 students were tested and 25 scored fluent in English proficiency.

1. 2009 District-wide LEP Benchmark Data (Literacy):

K-5 LEP: 54.8% Proficient/Advanced

6-8 LEP: 70.7% Proficient/Advanced

9-12 LEP: 55.1% Proficient/Advanced

1. 2009 District-wide LEP Benchmark Data (Math):

K-5 LEP: 66.7% Proficient/Advanced

6-8 LEP: 81.8% Proficient/Advanced

9-12 LEP: 62.9% Proficient/Advanced

1. 2009 District-wide LEP NRT Data:

Percentage of students scoring >50th percentile  
Reading/Language/Math

K-5: 37.2 27.9 55.8

6-8: 31.0 31.0 55.8

Goal All ELL students will improve in reading, writing, math.

The Combined Population, and each subgroup, is expected to meet the AYP target within the appropriate grade level which is calculated by the ADE and included in the NCLB Accountability Workbook. The LEP sub population will achieve the following AMO targets: K-5 Literacy 78.4% Proficient or Advanced K-5 Math 77.5% Proficient or Advanced 6-8 Literacy 75.7% Proficient or

Benchmark Advanced 6-8 Math 73.4% Proficient or Advanced 9-12 Literacy 85.81% Proficient or Advanced 9-12 Math 73.45% Proficient or Advanced Currently, district wide for 2010, the following data applies to the LEP sub population: K-5 Literacy 55.5% Proficient or Advanced K-5 Math 70.3% Proficient or Advanced 6-8 Literacy 56.6% Proficient or Advanced 6-8 Math 88.9% Proficient or Advanced 9-12 Literacy 50.0% Proficient or Advanced 9-12 Math 59.8% Proficient or Advanced

Intervention: Improving English Language Learners literacy and math skills through Title III federal funding support.				
Scientific Based Research: J. Echevarria, M.Vogt & D. Short, The SIOP Model: Making Content Comprehensible for English Learners (2nd Ed.)2004. Teacher Quality: Before It's Too Late, A Report to the Nation from The National Commission on Mathematics and Science Teaching for the 21st Century. Glenn Commission. 2000.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
An annual financial report summarizing Title III expenditures will be created. These expenditures will directly tie to the district and individual school ACSIP plans and the needs of the ELL students. Action Type: Collaboration Action Type: Equity	Christie Jay	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Central Office</li> </ul>	<hr/> ACTION BUDGET: \$
Interventions implemented with Title III/ELL funds will be evaluated. Data will be collected and analyzed on both the building and district levels in order to measure growth in student achievement. Evaluation data will include achievement data, observational data, a variety of surveys, etc. Data for the ESL and racial subpopulations will be analyzed and compared to general data. Instructional interventions will be focused around English Language Development in the four domains of listening, speaking, reading and writing along with and academic content vocabulary specific to the core subjects of math, language arts, science and history. Action Type: Equity Action Type: Program Evaluation Action Type: Special Education	Christie Jay	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Central Office</li> <li>District Staff</li> <li>Performance Assessments</li> </ul>	<hr/> ACTION BUDGET: \$
Classroom teachers, administrators, ESL teachers, Title III teachers, instructional assistants, parents and the Director of Federal Programs will attend professional meetings and conferences on the local, state, and national level. These conferences will be on interventions that are research based. The Homeless Coordinator, Special Ed personnel, and others will be included when appropriate. Outside resources/presenters will be brought into the district. Funds will be used to assist teachers and	Christie Jay	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Outside Consultants</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	<hr/> ACTION BUDGET: \$

<p>paraprofessionals in becoming "High Qualified." This will include using funds to pay for the ARKTESOL Conference, GLAD training, and the ESL Academy tuition and fees. This year the focus for professional development will be curriculum alignment and improvement of literacy instruction. Private school personnel will be included in district staff development initiatives.  Action Type: Collaboration  Action Type: Parental Engagement  Action Type: Professional Development  Action Type: Special Education</p>				
<p>The Director of Federal Programs will work closely with entities such as the Multicultural Center, the Adult Education Center, Head Start, District Homeless Coordinator, Special Education Director, GT Coordinator, Ozark Literacy Council, private schools, and other agencies in order to facilitate collaboration and coordination of services. Services through Title I, Title III, Title V, Title VII, Migrant Ed, Special Ed, and Homeless will be coordinated with local bilingual and ESL programs for maximum effectiveness.  Action Type: Alignment  Action Type: Collaboration  Action Type: Special Education</p>	Christie Jay	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Community Leaders</li> <li>• Title Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
<p>2 FTE Translators will be employed, as well as a district parent liaison based out of Fayetteville High School. Written translations will include but not be limited to handbooks, activity calendars, school newsletters, conference memos, etc.  Translators/interpreters will play a key role in communication and collaboration with non-English speaking parents and community members. The use of translators enables the district to ensure, to the extent possible, that information is made available to non-English speaking individuals in a language they can understand, thus providing full opportunities for their participation. In addition two part time interpreters, a full time bilingual English/Spanish person will be hired to serve as a translator, interpreter, and parent liaison for the district's Spanish speaking families. This person will translate and/or proof all written policies and documents pertinent to ESL families. He/she will attend numerous PTA meetings, open houses, and conferences and special education conferences across the</p>	Christie Jay	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• Teachers</li> </ul>	<hr/> Title III - Employee \$10000.00 Benefits: Title III - Employee \$69000.00 Salaries: Title III - Materials & Supplies: \$2000.00 Title III - Purchased Services: \$377.00 <hr/> ACTION BUDGET: \$81377

<p>district. Office supplies, necessary books, and miscellaneous supplies directly linked to ESL instruction in the district will be purchased. If time permits, this person will assist in record keeping and assessment of English language proficiency across the district. The salary for these personnel will be split between Title III and Title I. In addition to this full time person, part-time interpreters will be hired as purchased services for those times when multiple interpreters are needed, (e.g., parent-teacher conferences, family nights, etc.) One employee will be paid 50% from district and 50% from Title III. The other employee will be paid 100% from Title III funds.  Action Type: Alignment  Action Type: Equity  Action Type: Parental Engagement</p>				
<p>District personnel will work closely with special education personnel, counselors, parents, administrators, private school personnel, and classroom teachers in order to educate English Language Learners so that they meet the same rigorous standards for academic performance expected of all students. This collaboration will ensure that the ESL program is not isolated from the overall school program and that the programs will emphasize comprehensive reform and build local capacity to serve all students. Appropriate classroom materials that align with state standards will be purchased. Teachers, including special education teachers, will be educated through professional development on cultural and linguistic diversity and poverty to ensure these are not reasons for placement in special education. The professional development will include, but not be limited to, building level PD and ESL academy.  Action Type: Alignment  Action Type: Collaboration  Action Type: Equity  Action Type: Parental Engagement  Action Type: Professional Development  Action Type: Special Education</p>	Christie Jay	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Central Office</li> <li>● School Library</li> <li>● Teachers</li> <li>● Teaching Aids</li> <li>● Title Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
<p>At least once monthly, a district needs assessment meeting will be held to discuss the effectiveness of the interventions funded with Title III funds. School Improvement Planning Team members will be invited. Input and suggestions will be solicited from parents and others. Assessment data</p>	Christie Jay	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Central Office</li> <li>● Teachers</li> <li>● Title Teachers</li> </ul>	<hr/> ACTION BUDGET: \$

<p>will include Iowa Test, Mac II, quarterly assessments, informal language acquisition measurements, and state benchmark test scores, as appropriate.  Action Type: Collaboration  Action Type: Equity  Action Type: Parental Engagement  Action Type: Program Evaluation  Action Type: Special Education</p>				
<p>PROGRAM EVALUATION: At the conclusion of the 2009-2010 school year, we evaluated this Intervention/Program through summative ELDA, CRT, NRT testing and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development.  EVALUATION RESULTS: K-5 LEP increased from 53.6% P/A to 55.5% P/A on the Benchmark Literacy 2009-2010, and increased from 66% P/A to 70.3% P/A in Math. 6-8 LEP decreased from 70.7% P/A to 56.6% P/A on the Benchmark (09-10) in Literacy, and 81.8% P/A to 88.9% P/A in Math. 9-12 LEP decreased from 53.8% P/A to 50.0% P/A on the Benchmark (09-10) in Literacy, and 61.3% P/A to 59.8% P/A in Math. We believe the evidence shows that it is valuable in terms of supporting our efforts to increase student achievement. During the 2010-2011 school year, we plan to follow the same protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program. In addition, we will implement Target Assessments aligned with state standards and developed by the NWAESC. We will use this data/information to determine whether the objectives of this Intervention/Program were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report these results in our 2010/2011 ACSIP plan, and will use those evaluation results in making decisions that impact our future instructional program.  Action Type: Program Evaluation</p>	Christie Jay	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
<p>COMPREHENSIVE NEEDS ASSESSMENT: After reviewing data from the past 3 years, it has been determined that district ESL efforts have been effective in increasing the student achievement of ESL students. A new district ESL and Professional Development Director has been</p>	Rita Gilmeister	Start: 06/30/2009 End: 07/01/2010		<hr/> ACTION BUDGET: \$

employed to facilitate these continuing efforts. In response to the increasing ESL enrollment in K-2, the district will facilitate increased early literacy interventions district-wide with DIEBLS monitoring.				
Total Budget:				\$81377

Priority 5: District personnel will work with high school personnel to analyze and address an increasing drop out rate among high school students.

Supporting Data: 1. Dropout Rate: In 2007, the dropout rate was 4.1%. In 2006, the dropout rate was 3.5%. In 2005, the dropout rate was 2.1%.  
2. Dropout Rate: In 2008, the dropout rate was 4.8%.

Goal: Decrease the gap between the general student population drop out rate and the special education drop out rate.

Benchmark: Reduce the drop out rate of special education to be no more than 5.46 percentile points above the combined population.

Intervention: Prevention, Retention and Recovery of Drop Out students.				
Scientific Based Research: Scientific Based Research: Moving Beyond Dropout Towards School Completion: An Integrative Review of Data-Based Interventions. School Psychology Review 2003				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Data collection and follow up procedures regarding students who have left Fayetteville schools will be more clearly defined between administrative personnel, APSCN personnell, and building special education designees. Action Type: Collaboration	Debbie Wilson Special Education Director	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>District Staff</li> </ul>	ACTION BUDGET: \$
Identify commonalities in students who have dropped out of school, specifically in the area of special education. Analysis of this information will be used to determine goals and types of professional development offered. Analysis: The current dropout rate for SPED is 8.80% district wide. The state target for SPED is 4.28%. The graduation rate for 2010 is 98.21% for SPED with a state target of 89%. Fayetteville schools exceeds the state requirement for graduation rate. Action Type: Equity Action Type: Professional Development Action Type: Special Education	Debbie Wilson-Special Education Director	Start: 06/30/2009 End: 07/01/2009	<ul style="list-style-type: none"> <li>Central Office</li> <li>Computers</li> </ul>	ACTION BUDGET: \$
Provide additional and more intensive professional development opportunities for teachers in the following areas: dealing with issues of lower socioeconomic background, universal design, co-teaching, multiple intelligences, learning styles and differentiated instruction. Action Type: Professional Development	Christie Jay	Start: 06/30/2009 End: 07/01/2009	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Computers</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Create a wider spectrum of course offerings in academic classrooms that would allow for and encourage additional co-teaching and multiple intelligence classrooms that would provide more curricular support for students with special needs thereby creating a culture of acceptance of everyone. Emphasize information regarding these classes during CAP conferences with parents and students so they may make an informed decision regarding selection of	Jim Price-Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$

acadmeic courses and a career focus based on the individual needs of the student. Action Type: Equity				
Continue Ozark Guidance Center school-based counseling services as well as Aggression Replacement Training (ART), a social skills program used with targeted ALE students and families to address emotional and social issues. Action Type: Wellness	Jim Price-Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Outside Consultants</li> </ul>	————— ACTION BUDGET: \$
Analyze annual drop out rate of the high school student body in general and the special education subpopulation to determine if interventions are helping to prevent, retain and recover students at risk of dropping out of school. District SPED supervisors will work closely with evaluation personnel regarding policies and procedures and deploy staff to complete evaluations in a timely manner. Action Type: Program Evaluation Action Type: Special Education	Debbie Wilson-Special Education Director	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Central Office</li> </ul>	————— ACTION BUDGET: \$
PROGRAM EVALUATION: At the conclusion of the 2009-2010 school year, we evaluated this Intervention/Program through quarterly and annual drop out rates and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. We believe the evidence shows that it is valuable in terms of supporting our efforts to increase student achievement. During the 2010-2011 school year, we plan to follow the same protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program. In addition, we will implement Target Assessments aligned with state standards and developed by the NWAESC. We will use this data/information to determine whether the objectives of this Intervention/Program were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report these results in our 2010/2011 ACSIP plan, and will use those evaluation results in making decisions that impact our future instructional program. Action Type: Program Evaluation	Jim Price-Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Teachers</li> </ul>	————— ACTION BUDGET: \$
PROGRAM EVALUATION: The Special Education graduation rate for 2008-2009 is 95.59% where the district graduation rate is 81.17%. This exceeded the goal set in our ACSIP plan. The data comes from the Arkansas Dept. of Education, Special Education Division. EVALUATION RESULTS: Even though the district met its goal for the Special Education Graduation Rate, which means that our efforts have proven to be effective, we would like the 2010-2011 Special Education Graduation Rate to be 100%. Action Type: Program Evaluation Action Type: Special Education	Christie Jay	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> </ul>	————— ACTION BUDGET: \$
Comprehensive Needs Assessment: In reviewing data comparing dropout rates of	Debbie Wilson	Start: 06/30/2009		—————

<p>Special Education students and the general student population, we found need of continuing emphasis on programs addressing the dropout rates of both groups. The dropout rate of Special Education Students is 4.61%, which exceeds the state target of 2.87%. Special Education directors and personnel will collaborate and work directly with Fayetteville High School, Ramay Junior High, and Woodland Junior High personnel to address the issues of increased drop outs.</p>		<p>End: 07/01/2010</p>		<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>

Priority 6: To increase student awareness and knowledge of the effects of good nutrition and physical activity.

1. Free/Reduced Rate: In 2005 the percentage of free and reduced lunch was 33%. In 2004 the percentage of free and reduced lunch was 33%. In 2003 the percentage of free and reduced lunch was 31%.

2.

2007-2008: BMI data breakdown is located in each building plan.

2006-2007: BMI data breakdown is located in each building plan.

Body Mass Index Data SY 2005-06: 6,267 students were assessed. Of the students assessed, the following represents the percent of students at risk of overweight and overweight:  
 District: Males- 33%, Females-28%;  
 Elementary: Males- 32%, Females- 28%;  
 Middle School: Males-35%, Females- 33%;  
 High School: Males-32%, Females- 20%

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

**Supporting Data:**

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

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

1. 2008-2009: School Health Index information regarding weakest modules is located in each building plan.

2007-2008: School Health Index information regarding weakest modules is located in each building plan.

2006-2007: School Health Index information regarding weakest modules is located in each building plan.

2005-2006  
 School Health Index: Collaboration between food service staff and teachers identified as areas needing improvement.

Elementaries- Module 1: School Health Policies and Environment and Module 8: Family and Community Involvement.

Secondary Schools- Module 3: Physical Education and Other Physical Activity Programs and Module 4: Nutrition Services.

1. District Percent of Students Eligible for Free/Reduced Meals in 2008 was 34.2%.

**Goal** The District will provide support for students in making Healthy Lifestyle Choices by implementing systems to aid in decreasing the average BMI on routine annual student screening and increasing collaboration between all segments of the school community in support of positive lifestyle choices.

**Benchmark** By the 2010-2011 school year, there will be an increase of at least 10% in the School Health Index score for each required module at each school within the district.

Intervention: Administrative Support for Wellness				
Scientific Based Research: Journal of the American Dietetic Association, 103(7): 887-93. 2003.NAL Call Number: 389.8 Am34 Position of the American Dietetic Association: Child and adolescent food and nutrition programs. J. Stang, C.T. Bayerl. Food and Nutrition Information Center's (FNIC) web site at <a href="http://www.nal.usda.gov/fnic/pubs_and_db.html">http://www.nal.usda.gov/fnic/pubs_and_db.html</a> . Clinical Pediatrics, 40(2): 63-70. 2001. NAL Call Number: RJ1-C55, Behavioral and cognitive status in school-aged children with a history of failure to thrive during early childhood. R.A. Dykman, et al.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The Fayetteville School District has developed District wellness policies in collaboration with the district Nutrition and Physical Activity Committee. Policies have been approved by the district school board. Policies include the five (5) federal requirements: Goals for nutrition education, physical activity and other school-based activities, Nutrition guidelines, Guidelines for reimbursable school meals, a Plan for measuring implementation of the local wellness policy, and Community involvement. The Policy Statement has been submitted to ADE, Child Nutrition Unit, per the required submission deadline of May 15, 2010. Action Type: Collaboration Action Type: Wellness	Ginny Wiseman-Associate Superintendent	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Central Office</li> <li>● Community Leaders</li> <li>● District Staff</li> <li>● Outside Consultants</li> </ul>	————— ACTION BUDGET: \$
The Fayetteville School District will: (1) provide support to schools to ensure successful implementation of the Wellness Policies; (2) provide resources and professional development to District and School staff to improve the overall school nutrition environment; and (3) will promote the health and physical activity curriculum and student health. Action Type: Professional Development Action Type: Wellness	Ginny Wiseman - Associate Superintendent	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Central Office</li> </ul>	————— ACTION BUDGET: \$
The Fayetteville School District will ensure each school provides a pleasant environment and monitors schedules and other factors which may interfere with students' access to health information, resources, and a healthy environment. The School Health Index (SHI) Modules will be	Ginny Wiseman-Associate Superintendent	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Central Office</li> <li>● Community Leaders</li> <li>● District Staff</li> <li>● Outside</li> </ul>	————— ACTION BUDGET: \$

used to evaluate district and school effectiveness. Action Type: Equity Action Type: Program Evaluation Action Type: Wellness			<ul style="list-style-type: none"> <li>Consultants</li> <li>Teachers</li> </ul>	
The Fayetteville School District will support schools in the alignment and implementation of the current Arkansas Nutrition and Physical Education and Physical Activity Standards and Arkansas Curriculum Frameworks. Resources, professional development opportunities and training will be provided to increase knowledge and advance skills for successful implementation. Action Type: Alignment Action Type: Professional Development Action Type: Wellness	Ginny Wiseman-Associate Superintendent	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Community Leaders</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The Nutrition and Physical Activity Committee as part of the ACSIP Committee will frequently monitor Goals and will evaluate the effectiveness of Interventions by reviewing data results, and other assessments related to Wellness (School Health Index Modules, Wellness Policy Checklist, etc.). ACSIP will be modified as needed. Action Type: Collaboration Action Type: Program Evaluation Action Type: Wellness	Ginny Wiseman-Associate Superintendent	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Community Leaders</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
PROGRAM EVALUATION: At the conclusion of the 2009-2010 school year, we evaluated this Intervention/Program through BMI data and School Health Index surveys and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. We believe the evidence shows that it is valuable in terms of supporting our efforts to increase student achievement. During the 2010-2011 school year, we plan to follow the same protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program. In addition, we will implement Target Assessments aligned with state standards and developed by the NWAESC. We will use this data/information to determine whether the objectives of this Intervention/Program were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report these results in our 2010/2011 ACSIP plan, and will use those evaluation results in making decisions that impact our future instructional program. Action Type: Program Evaluation	Ginny Wiseman	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Schools will implement practices to provide opportunities for students to practice healthy behaviors at school and encourage them to make healthy food and physical activity choices resulting in increased academic performance.				

Scientific Based Research: Guidelines for School Health Programs to Promote Lifelong Healthy Eating (June 14, 1996/Vol. 45/No. RR-9); Guidelines for School Health Programs to Promote Lifelong Physical Activity (March 7, 1997/Vol. 46/No. RR-6).

Actions	Person Responsible	Timeline	Resources	Source of Funds
The Fayetteville District will support the schools in making physical activity and healthy foods widely available in all areas of the school campus and encourage students to make healthy behavior choices outside the school. Action Type: Wellness	Ginny Wiseman-Associate Superintendent	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Outside Consultants</li> </ul>	————— ACTION BUDGET: \$
The Fayetteville district will support schools offering the students choices of: two (2) entrees offered daily at lunch; two (2) choices of fruit or 100% fruit juice offered daily at lunch; two (2) choices of vegetables offered daily at lunch; and five (5) foods containing whole grain offered weekly. Action Type: Wellness	Ginny Wiseman-Associate Superintendent	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> </ul>	————— ACTION BUDGET: \$
The Fayetteville district will support school staff exhibiting qualities of positive role models for healthy eating and physical activity. Action Type: Collaboration Action Type: Wellness	Ginny Wiseman-Associate Superintendent	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	————— ACTION BUDGET: \$
The Fayetteville district will involve parents in physical activity and nutrition education through homework, national school lunch program menus, and parent-teacher organization meeting presentations and professional development activities. Professional development will focus on physical activity and nutrition education, and health risk indicators that compromise students ability to perform academically, etc. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Wellness	Ginny Wiseman-Associate Superintendent	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	————— ACTION BUDGET: \$
The district will support schools in providing marketing education that encourages students to make healthy food and physical activity choices. Curriculum will be integrated and aligned with Arkansas Health and Physical Education Frameworks and Career Technical Education Frameworks (Workforce Education). Action Type: Alignment Action Type: Collaboration Action Type: Wellness	Ginny Wiseman-Associate Superintendent	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	————— ACTION BUDGET: \$
The Fayetteville district will ensure that the Wellness Committee will evaluate the effectiveness of the Health Program by conducting pre and post assessment of School Health Index Module results and surveys given to students and teachers. Results of evaluation will be shared with staff and modifications will be addressed per	Ginny Wiseman-Associate Superintendent	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	————— ACTION BUDGET: \$

survey results. Action Type: Program Evaluation Action Type: Wellness				
The Fayetteville district will ensure that the Wellness Committee will observe and assist in the evaluation of the various methods used to distribute and collect free and reduced price meal applications as well as the student collection procedures to support the Child Nutrition Director in making appropriate changes that improve access to the program by all students. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Wellness	Ginny Wiseman-	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	_____ \$ ACTION BUDGET: \$
PROGRAM EVALUATION: At the conclusion of the 2009-2010 school year, we evaluated this Intervention/Program through BMI data and School Health Index surveys and determined that it was effective in support of our Curriculum, Instruction, Assessment and Professional Development. EVALUATION RESULTS: We believe the evidence shows that it is valuable in terms of supporting our efforts to increase student achievement. During the 2010-2011 school year, we plan to follow the same protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program. In addition, we will implement Target Assessments aligned with state standards and developed by the NWAESC. We will use this data/information to determine whether the objectives of this Intervention/Program were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report these results in our 2010/2011 ACSIP plan, and will use those evaluation results in making decisions that impact our future instructional program. Action Type: Program Evaluation	Ginny Wiseman	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Teachers</li> </ul>	_____ \$ ACTION BUDGET: \$
COMPREHENSIVE NEEDS ASSESSMENT: After review of data concerning health and wellness, we determined a need of increased urgency to promote physical activity, nutrition and wellness across the curriculum. We will continue to utilize protocols from the district and select interventions and coordinate various state and local funding to address these needs. Action Type: Wellness	Christie Jay	Start: 06/30/2009 End: 07/01/2010		_____ \$ ACTION BUDGET: \$
Total Budget:				\$0

Priority 7:

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

2. The comparison between risk rates of African American SPED students to Caucasian students who are labeled Mentally Retarded:  
 African American:  
 2007-2008 5.21% 2008-2009 5.33% 2009-2010 5.21%  
 Caucasian:  
 2007-2008 .34% 2008-2009 .27% 2009-2010 .21%
- Supporting Data: 3. African American Students Labeled MR: 20/50 or 40%. All other ethnicity: 30/50 or 60%.  
 4. Referrals 2009-2010: 15% of students referred are African American. 66% of students referred are Caucasian. Placements 2009-2010: 16% of placed students are African American. 66% of placed students are Caucasian.  
 5. Currently served students in early-intervention district-wide:  
 11/99 = 11% African American  
 53/99 = 54% Caucasian
- Goal Reduce the relative proportion of African American students to students of other ethnicity identified as Mentally Retarded.
- Benchmark Fayetteville Public Schools will reduce the risk ratio of African American students labeled as Mentally Retarded to below the state target for the 2010-2011 school year.

Intervention: Fayetteville Public Schools will monitor and maintain the number of African American students referred for special education services and identified as mentally retarded by using early intervention strategies, school-based intervention teams and early Literacy strategies.				
Scientific Based Research:				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The district will implement K-2 MAP assessments in order to provide more targeted and explicit instruction in Literacy and all content areas. (Software and Hardware) These materials will be purchased using IDEA title VI-B funds and represents 15% of the 2010-2011 allocation for SPED. Action Type: SIF 1003(a) 10-11 Action Type: SIF 1003(a) ARRA Action Type: Special Education Action Type: Technology Inclusion	Debra Wilson	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
Elementary, Middle School and Secondary teachers will receive training in core instruction to improve early-intervening Literacy strategies across the district. Elementary Literacy coaches will be involved with the training and coaching and this will be coordinated with SPED cultural diversity and learning environment awareness. Interventionists and Aides will also be involved. Kelly Brown, our specialist involved with coordinated early intervening services, will enhance and expand the problem solving teams work. Action Type: SIF 1003(a) 10-11 Action Type: SIF 1003(a) ARRA Action Type: Special Education	Debra Wilson	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
IDEA Title VI-B funding will be used to partially pay for the LEAP AHEAD program at Owl Creek School. This 3-week summer program will target students who are at least one year behind grade-level in Reading. Students will receive targeted, intensive interventions in small groups. These students will be tracked to monitor progress. This is an early-intervention program meant to prevent students from being inappropriately placed in SPED programs and inappropriately labeled. Action Type: SIF 1003(a) 10-11 Action Type: SIF 1003(a) ARRA Action Type: Special Education	Debra Wilson	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$

<p>The percent of children with parental consent to evaluate who are evaluated for Special Education within the state established time line of 60 days (CHILD FIND) will be 100% for the overall district, the early childhood ages 3-5 and school age 5-21. In the 2009-2010 school year, the school age percentage was 100% which meets the goal from 2009.</p> <p>Action Type: SIF 1003(a) 10-11 Action Type: SIF 1003(a) ARRA Action Type: Special Education</p>	Debra Wilson	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	<hr/> ACTION BUDGET: \$
<p>The AYP targets for the 2010-2011 year in Literacy in Mathematics will be met by all Special Education Student Sub Populations in the Fayetteville Schools. The AMO targets are as follows: K-5: Literacy: 78.40% Math: 77.50% 6-8: Literacy: 75.70% Math: 73.41% 9-12: Literacy: 75.81% Math: 73.45%</p> <p>Action Type: SIF 1003(a) 10-11 Action Type: SIF 1003(a) ARRA Action Type: Special Education</p>	Debra Wilson	Start: 07/01/2010 End: 06/30/2011		<hr/> ACTION BUDGET: \$
<p>Fayetteville Schools will employ a Middle School Literacy Coach, Penny Ezell, working with Owl Creek, Holt and McNair.</p> <p>Action Type: SIF 1003(a) 10-11 Action Type: SIF 1003(a) ARRA Action Type: Special Education</p>	Penny Ezell	Start: 07/01/2010 End: 06/30/2011		<hr/> ACTION BUDGET: \$
<p>Fayetteville Schools will purchase early intervention materials, including Read 180 and System 44 kits, that will be proactive in meeting the needs of all learners in hopes of preventing inappropriate SPED referrals.</p> <p>Action Type: Special Education</p>	Debra Wilson	Start: 07/01/2010 End: 06/30/2011		<hr/> ACTION BUDGET: \$
<p>Personnel will receive training on literacy strategies across the curriculum/content areas and differentiation for general education teachers and leadership team with Lin Kuzmich. This will improve core instruction for all students.</p> <p>Action Type: Special Education</p>	Debra Wilson	Start: 07/01/2010 End: 06/30/2011		<hr/> ACTION BUDGET: \$
<p>System 44 and Read 180 will be implemented at Fayetteville High School. Computers will be purchased in order to provide all components with fidelity of implementation.</p> <p>Action Type: SIF 1003(a) 10-11 Action Type: SIF 1003(g) 10-11 Action Type: Special Education</p>	Debra Wilson	Start: 07/01/2010 End: 06/30/2011		<hr/> ACTION BUDGET: \$
<p>Lunchtime Tutoring will be offered this year for all FHS students. This will be an early-intervening service aimed at the diverse group of learners at Fayetteville High School.</p> <p>Action Type: SIF 1003(a) 10-11 Action Type: SIF 1003(g) 10-11 Action Type: Special Education</p>	Debra Wilson	Start: 07/01/2010 End: 06/30/2011		<hr/> ACTION BUDGET: \$
<p>Fayetteville schools will employ a national consultant to provide training in improvement of our co-teaching model. These sessions will be aimed at both SPED and general education teachers.</p> <p>Action Type: SIF 1003(a) 10-11 Action Type: SIF 1003(a) ARRA Action Type: Special Education</p>	Debra Wilson	Start: 07/01/2010 End: 06/30/2011		<hr/> ACTION BUDGET: \$
<p>Fayetteville Schools will expand health and mental</p>	Debra	Start:		<hr/>

health resources for targeted populations at Owl Creek School (Owl Creek Project). Action Type: SIF 1003(a) 10-11 Action Type: SIF 1003(a) ARRA Action Type: Special Education	Wilson	07/01/2010 End: 06/30/2011	ACTION BUDGET: \$
Fayetteville Schools will conduct a book study exploring the issues related to cultural diversity and race in the educational realm. The book study will focus on targeted staff, and include "The Courageous Conversation about Race". These efforts will keep all CIAA staff aware of issues related to diverse cultural and ethnic and linguistic backgrounds. Action Type: SIF 1003(a) 10-11 Action Type: SIF 1003(a) ARRA Action Type: Special Education	Debra Wilson	Start: 07/01/2010 End: 06/30/2011	ACTION BUDGET: \$
PROGRAM EVALUATION: The program evaluation for CEIS, Coordinated Early Intervening Services will be done using data from MAP testing, Benchmark testing, and Special Education referral data and placement data. Action Type: SIF 1003(a) 10-11 Action Type: SIF 1003(a) ARRA Action Type: Special Education	Debra Wilson	Start: 07/01/2010 End: 06/30/2011	ACTION BUDGET: \$
Total Budget:			\$0

- Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Jeanne King	GT Teacher, Holt	Title I
District-Level Professional	Christie Jay	Director of Federal Programs	Title III
District-Level Professional	Christie Jay	Federal Programs	Title I
District-Level Professional	Ginny Wiseman	Associate Superintendent for Secondary Instruction	Title III
District-Level Professional	Ginny Wiseman	Associate Superintendent for Secondary Education	Title I
District-Level Professional	Ginny Wiseman	Associate Superintendent for Secondary Instruction	Title III
District-Level Professional	John L Colbert	Associate Superintendent, Elementary Education	Title III
District-Level Professional	John L Colbert	Associate Superintendent, Elementary Education	Title I
District-Level Professional	Linda Auman	Chief Academic Officer	Title I
District-Level Professional	Linda Auman	Chief Academic Officer	Title III
District-Level Professional	Rita Gillmeister	ESL Coordinator	Title III
District-Level Professional	Rita Gillmeister	Professional Development Coordinator	Title IIA
Non-Classroom Professional Staff	Mary Alice Mixon	Administrative Assistant, Title IIA	Title IIA
Non-Classroom Professional Staff	Pam Skipper	Librarian, Holt	Title III
Non-Classroom Professional Staff	Pam Skipper	Librarian, Holt	Title I
Non-Classroom Professional Staff	Sherry Hill	Administrative Assistant, Title I	Title I
Non-Classroom Professional Staff	Tara Lechtenberger	Counselor, Washington	Title III
Non-Classroom Professional Staff	Tara Lechtenberger	Counselor, Washington	Title I
Principal	Ashley Garcia	Principal	Title I
Principal	Ashley Garcia	Principal, Washington	Title III
Principal	Cheryl Putnam	Principal, Leverett	Title I
Principal	Evelyn Marbury	Asst. Principal East Campus	Title IIA
Principal	Joey Folsom	Principal, Butterfield	Title I
Principal	Kristen Champion	Principal, Owl Creek	Title I
Principal	LaTayna Greene	Principal, Asbell	Title I
Principal	Mike Mason	Principal, Holt	Title I
Principal	Mike Mason	Principal, Holt	Title III

Principal	Rhonda Moore	Principal, Root	Title II
Principal	Sharon Pepple	Principal, Happy Hollow	Title III
Principal	Sharon Pepple	Principal, Happy Hollow	Title I
Principal	Tracy Mulvenon	Principal, Holcomb	Title I