

# School Plan

OARK HIGH SCHOOL  
GENERAL DELIVERY, OARK, AR 72852

## Arkansas Comprehensive School Improvement Plan

2014-2015

The mission of Oark High School is to provide a safe and nurturing environment of excellence where all are responsible, belong, learn, and are successful.

Grade Span: 7-12 Title I: Title I Schoolwide

School Improvement: SI\_1

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#### Priority 1: Literacy

**Goal:** All students will demonstrate an improvement in their reading and writing abilities.

#### Priority 2: Mathematics

**Goal:** All students will demonstrate an improvement in math skills related to the supporting data to increase levels of proficiency on the seventh and eighth grade benchmark exams, End of Course Algebra and Geometry Exams.

#### Priority 3: Wellness

**Goal:** Oark High School will provide support for students in making healthy lifestyle choices by implementing systems to aid in decreasing the average BMI on routine annual student screenings and increasing collaboration between all segments of the school community as identified by the Coordinated School Health components.

#### Priority 4: Graduation Rate

**Goal:** All Students enrolled at Oark High School as 9th grade students will graduate from Oark High School unless they make a legal transfer, emigrate to another country, or die.

#### Priority 5: TIP Initiative

**Goal:** All teachers will increase their knowledge of effective teaching strategies, deliver rigorous curricula align the curriculum to high stakes testing, research current best practice in education and time-on-task strategies to help each student reach high performance standards expectations.

**Goal:** Understand and apply Data Driven Instruction

#### Priority 6: TIP 2014-2015

**Goal:** Student performance and achievement will improve, allowing Oark High School to meet the requirements of ESEA Flexibility as outlined in the Arkansas ESEA Flexibility Plan and exit School Improvement Focus status by the 2015-2016 school year

**Goal:** Ensure teachers and principal are effective

**Goal:** Oark High School will provide a safe and disciplined learning environment

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**Goal:** Oark High School will address Scholastic Audit findings related to Learning Environment Standards.

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Priority 1: NEEDS ASSESSMENT SUMMARY: We formed an ACSIP Leadership Team in Literacy to study the Literacy Program at Oark High School. Included in the study was an analysis of the 2012 Augmented Benchmark and ITBS exams. We reviewed TAGG (economically challenged and students with disabilities) and non-TAGG results. We conducted data analysis to determine our areas of weakness. We also looked at the three most recent years of formative and summative achievement data across grade levels. We aggregated and disaggregated the data for the purpose of establishing student learning and behavioral goals. We studied the trend data in order to better identify the specific areas of need and help align classroom instruction with curriculum, assessment and professional development. Based on this data, we have chosen interventions and coordinated state and federal funding to meet our needs.

Supporting Data: 1. Arkansas received a Waiver of NCLB. The flexibility created two groups TAGG and non-TAGG. TAGG is composed of economically disadvantaged and students with disabilities. the non-TAGG are all other students. We carefully studied these groups and compared them to the last three year findings. We used this data to examine the culture of Oark High School so we could better understand why our students are not being successful. Based on our

research, we have begun modifying our curriculum, instruction, assessment and professional development practices to better meet the needs of these new groups. We have selected appropriate interventions and actions, and have coordinated state and federal funds to address these areas.

2. Baseline Data: Performance TAGG: 50% non-TAGG: 57.69% 2013 AMO Goal: TAGG: 58.33% non-TAGG: 64.74% 2014 AMO Goal: TAGG: 62.5% Non-TAGG: 68.27
3. Baseline Data: Growth TAGG: 53.85% non-TAGG: 64.71% 2013 AMO Goal: TAGG: 61.54% non-TAGG: 70.59% 2014 AMO Goal: TAGG: 61.54% Non-TAGG: 70.59%
4. 2014 graduation rate: 100%

**Goal** All students will demonstrate an improvement in their reading and writing abilities.

Arkansas received an ESEA Waiver eliminating AYP and using AMO (Annual Measurable Objectives) to compare student proficiency in Literacy. An average of 2009, 2010, and 2011 AYP percentages was used to give a Baseline percent in both proficiency and growth for the TAGG (Targeted Achievement Gap Group). Oark High School met standards in both Performance and Growth for the 2014 Baseline and is classified as an Achieving School in Literacy. TAGG AMO was 62.5% and the 2042 TAGG Proficient was 66.67; TAGG AMO for Growth was 65.39% and the 2014 TAGG Growth was 83.33% . Oark High School was classified as Achieving in Literacy for 2014 in both performance and growth. The 2015 AMO Performance goal is 71.79 and 2015 AMO Growth goal is 75.39.

**Benchmark**

Intervention: The staff at Oark High School will implement strategies that help students master the curriculum at the proficient or advanced level.

Scientific Based Research: The Content Literacy Continuum: A Framework for Improving Literacy, Keith Lenz & Donald Deshler, 2000. The Literacy Coach, Alliance for Excellent Education, Elizabeth G. Sturtevant, 2004.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Staff will meet to discuss alignment and mapping to the state and common core standards. As part of the five year ACSIP plan, all teachers will record on their daily lesson plans the framework number that correlates with the lesson to be taught. Annually, teachers will meet to search for gaps and repetitions in the frameworks being taught. A pacing guide will be designed to track what grade level each of the frameworks is being introduced, taught, and reinforced. Teaching adjustments will be made based on the in-depth review.</p> <p>Action Type: AIP/IRI            Action Type: Alignment            Action Type: Collaboration            Action Type: Equity            Action Type: Program            Evaluation            Action Type: Special Education</p>	Melissa Parks	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Performance Assessments</li> </ul>	<hr/> ACTION BUDGET: \$

<p>Setting aside funds for library automation license renewal. This purchase is supplemental to the program already implemented with state or local funds. Action Type: Equity Action Type: Technology Inclusion</p>	<p>David Westenhover</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• School Library</li> </ul>	<p>Title I - Purchased \$1000.00 Services: <hr/>ACTION BUDGET: \$1000</p>
<p>PROFESSIONAL DEVELOPMENT- We will meet on a semi-annual basis to evaluate our schoolwide needs. After each professional development, teachers will be surveyed. This data will assist in planning and making decisions relating to professional development within our building. Each faculty/administrator shall have an individual professional development plan that has been developed in cooperation and collaboration with the employee and and the district to meet the required state development hours. State and federal professional development funds will be set aside to provide for appropriate instructional staff and administrators to attend conferences, workshops, in-services, and other professional development activities to improve instruction and student learning. It provides for consultant fees, conference fees, travel, room and board, as well as materials and supplies. State professional development funds will be used to meet the various teacher/ administrator minimum hour specifications. After initial required hours, administrators are required to have 4 hours annually. State funds may also be used for bus driver training. Professional development may include; TLI training, Rubrics, AETN IDEAS, Accelerated Reader, Accelerated Math, Success Maker, Mentoring,</p>	<p>David Westenhover</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<p><hr/>ACTION BUDGET: \$</p>

<p>training relating to implementation of interim assessments, academic facilitators, special education, implementing or upgrades for new technology programs, and other professional development as may be needed or required throughout the course of the school year. Funds may also be used for substitutes for teachers involved in professional development. The time period for accumulating professional development hours in the Jasper School District extends from June 1 through May 31. Action Type: Professional Development</p>				
<p>Purchase Accelerated Reader Books, Tests and supplies. This purchase is supplemental to the program already implemented with state or local funds. Evaluation is determined by Star Reports, Success Maker, Interval Target test results, lesson plans, and classroom walk throughs. Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>David Westenhover</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• School Library</li> <li>• Teachers</li> </ul>	<p>Title I - Materials &amp; \$1000.00 Supplies:</p> <hr/> <p>ACTION BUDGET: \$1000</p>
<p>Providing student remediation assistance. Students that meet the AIP/IRI designation through NORMES will receive an academic improvement plan. The classroom teacher will review the noted deficiencies and develop a plan for remediation of those items. The student plan may include use of software in the computer lab, internet based tutoring, supervised use of allowed instructional assistants, one on one teacher instruction, peer tutoring, and parent/community volunteers. Action Type: AIP/IRI</p>	<p>David Westenhover</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

PROGRAM EVALUATION: Staff will meet regularly to discuss both horizontal and vertical alignment to the Common Core Standards. As part of the five-year ACSIP plan, all teachers will record on their lesson plans the Common Core Standards that correlate with the lesson being taught. At the beginning of each year, teachers will meet to review TLI pacing guides. Teaching adjustments will be made based on this in-depth review. Action Type: Program Evaluation	David Westenhov	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Setting aside funds to purchase classroom literacy materials and supplies. These purchases are supplemental to the program already implemented with state or local funds. Action Type: Title I Schoolwide	David Westenhov	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teaching Aids</li> </ul>	Title I - Materials & \$1499.73 Supplies:  <hr/> ACTION BUDGET: \$1499.73
Teachers attend meetings relating to effective literacy strategies and implementation of the Common Core State Standards during the summer and school year. Action Type: Professional Development	David Westenhov	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Once interim assessments are given, teachers will enter a REFLECTION in their TLI alignment notes documenting specific areas of curriculum concern, areas of curriculum strength, and areas which there appear to be minimal to no instructional alignment. Action Type: Alignment	David Westenhov	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Teachers will reteach any SLE or CCSS standard that did not score at the specified 70% level. Action Type: Collaboration	David Westenhov	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
High School English teacher will meet at least once each semester with the Elementary Language Arts teacher to ensure that vertical alignment is taking place. This will include	David Westenhov	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$

<p>reviewing Common Core Standards and related expectations, and providing the syllabus, rubrics, grading system, and similar instructional tools used in each High School English Class. Action Type: Collaboration</p>				
<p>Hire .25 FTE highly qualified High School counselor, Ann Moore, to supplement the required counseling position. This employment is supplemental to the program already implemented with state or local funds. Action Type: Title I Schoolwide</p>	David Westenhov	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>Performance Assessments</li> </ul>	<p>NSLA (State-281) - \$14814.50 Employee Salaries: NSLA (State-281) - \$3704.00 Benefits:</p> <hr/> <p>ACTION BUDGET: \$18518.5</p>
<p>Providing funds for the implementation of Renaissance Place web based Accelerated Reader/Star Reading. This purchase is supplemental to programs already implemented with state and local funds. Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	Jeff Cantrell	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>Computers</li> <li>Teaching Aids</li> </ul>	<p>Title I - Purchased Services: \$862.00</p> <hr/> <p>ACTION BUDGET: \$862</p>
<p>SCHOOLWIDE REFORM STRATEGIES: Through the collective wisdom of the entire staff, we are continually seeking to identify and incorporate effective practices that will make a lasting difference in student achievement. Based on data from the 2012-2013 Scholastic Audit, review relevant data, and make recommendations to the leadership Team. The Leadership Team then establishes both short-term and long-term goals in each area. These goals are periodically reviewed and revised as needed. Progress toward goals is measured in a variety of ways, including surveys, Classroom walkthroughs, interim assessments, and</p>	David Westenhov	<p>Start: 07/01/2014 End: 06/30/2015</p>		<hr/> <p>ACTION BUDGET: \$</p>

state standards-based assessments.				
STRATEGIES TO ATTRACT HIGHLY QUALIFIED TEACHERS: We advertise locally, and statewide, our faculty openings. We make every attempt to secure the most highly qualified candidates for each position that becomes available. We work with the state universities in the placement of their best teacher candidates in our school.	David Westenhov	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
INSTRUCTION BY HIGHLY QUALIFIED TEACHERS: Our entire faculty is licensed in the areas they teach. All of our Para pros meet "highly qualified" standards prior to their being hired. We have a well-defined professional development program that insures each teacher is acquiring the training they need to grow and develop in their ability to meet the needs of our various populations.	David Westenhov	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
PROFESSIONAL DEVELOPMENT: (SET ASIDE FUNDS) Setting aside funds to address the needs improvement focus identification. Professional Development Activities such as, but not limited to, professional learning communities, attend conferences, workshops, inservices, curriculum alignment and other professional development activities to improve upon identified low areas.	David Westenhov	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
CLASSROOM WALKTHROUGHS: The principal will perform daily CWT in the English/Literacy classroom to gather data to help the teacher focus instruction on strategies that are most effective for the areas that students are scoring low in.	David Westenhov	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
PARENTAL NOTIFICATION- The administration will ensure that parents are provided written	David Westenhov	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$

notification of the school's identification within 14 days of the official determination.				
Setting aside funds for the purchase of The Learning Institute interim assessment testing service, scantron license renewal, and scantron testing supplies. The Learning Institute also provides literacy, math and science curriculum support. This purchase is supplemental to programs already implemented with state and local funds. Action Type: Alignment Action Type: Program Evaluation	Melissa Parks	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Performance Assessments</li> </ul>	NSLA (State-281) - Purchased Services: \$4333.00 <hr/> ACTION BUDGET: \$4333
TWO YEAR PLAN- As a matter of information, this plan is designed as a two year plan, with the actions involving a two year implementation or involvement time line. Action Type: Alignment Action Type: Equity	David Westenhover	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$
Employment of 1.0 FTE highly qualified instructional assistant, Misty Cummings, to supplement instruction in grades 7-12. This employment is supplemental to the program already implemented with state or local funds. Evaluation is determined by Star Reports, Success Maker, Interval Target test results, lesson plans, and classroom walk throughs Action Type: Title I Schoolwide	David Westenhover	Start: 07/01/2014 End: 06/30/2015		Title I - Employee Salaries: \$16358.00 Title I - Employee Benefits: \$4090.00 <hr/> ACTION BUDGET: \$20448
Setting aside funds to purchase 25 computers @ \$990 each to be utilized for supplemental instruction to address the areas of content and style, multiple choice writing, and in answering open response questions in literary, content, and practical reading passages. Teachers will evaluate the effectiveness by assigning projects that align with the Common Core State	Jeff Cantrell	Start: 07/01/2014 End: 06/30/2015		NSLA (State-281) - Materials & Supplies: \$20500.00 <hr/> ACTION BUDGET: \$20500

Standards. Teachers will also evaluate using TLI module tests to determine if students are reaching those objectives. This program is supplemental to other programs provided for with local funds Action Type: Technology Inclusion				
Setting aside funds for the purchase of the Successmaker software program. This program will provide supplemental instruction in Literacy and Math to struggling students. Program evaluation is determined by successmaker student tests, tli tests, and benchmark data. The successmaker program is supplemental to programs currently provided with state and local funds. Action Type: Title I Schoolwide	David Westenhover	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$
Setting aside Title 6A funds to be used like Title 2D for the purchase of the Microsoft Enrollment for Education Solutions (EES). This provides Microsoft software services and virus protection under a single agreement. These services are supplemental to those already provided with state and local funds. Action Type: Technology Inclusion	Jeff Cantrell	Start: 07/01/2014 End: 06/30/2015		Title VI State - Purchased Services: \$1020.00 <hr/> ACTION BUDGET: \$1020
PROFESSIONAL DEVELOPMENT: (SET ASIDE FUNDS) Setting aside funds (10%) Setting aside funds to address the needs improvement focus identification. Professional Development Activities such as, but not limited to, professional learning communities, attend conferences, workshops, in-services, curriculum alignment and other professional development activities to improve upon identified low areas.	David Westenhover	Start: 07/01/2014 End: 06/30/2015		Title I - Purchased Services: \$2500.00 <hr/> ACTION BUDGET: \$2500
Setting aside money to provide an after school tutoring program,	David Westenhover	Start: 07/01/2014		NSLA (State-281) - \$2500.00

<p>including student transportation. Certified teachers will be paid at a rate of \$25 per hour. Travel is reimbursed to the district at the state approved transportation rate of \$3.84 per mile.</p>		<p>End: 06/30/2015</p>		<p>Purchased Services: NSLA (State-281) - \$420.00 Materials &amp; Supplies: NSLA (State-281) - \$500.00 Employee Benefits: NSLA (State-281) - \$2000.00 Employee Salaries:</p> <hr/> <p>ACTION BUDGET: \$5420</p>
<p>Setting aside money for the purpose of acquiring connectivity linkages, resources and services (including the acquisition of hardware, equipment and software) for use by students and teachers for use in the classroom or school library in order to improve student academic achievement. An additional 50megs of broadband will be purchased to supplement the current connectivity. Also, this includes the running of additional fiber line, monthly service charges, equipment to manage broadband speed, and data filtering equipment. Erate is funding 90% of the cost of this project. Title 2D money is being allocated for the remaining portion. This will allow our students and teachers equitable access to broadband services and assist in improving student achievement and close the achievement gap.</p>	<p>Margie Rutledge</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>Title II-D - Capital Outlay: \$3350.00</p> <hr/> <p>ACTION BUDGET: \$3350</p>
<p>Total Budget:</p>				<p>\$80451.23</p>

<p>Intervention: Parent Involvement</p>				
<p>Scientific Based Research: Scientific Based Research: Citations: Payne, Ruby K., A Framework for Understanding Poverty. Payne, Ruby K., Working with Parents, Aha! Process Inc. 1996. Building Relationships for Student Success. Excerpted from A Framework for Understanding Poverty Workbook. Second Edition. Aha! Process Inc. 2005.</p>				
<p>Actions</p>	<p>Person Responsible</p>	<p>Timeline</p>	<p>Resources</p>	<p>Source of Funds</p>

<p>INFORMATIONAL PACKETS: School staff will prepare informational packets to be distributed at Open House to the parents of each child in the school. Folders will include school calendar, emergency cards, schedules, applications for services, a system encouraging home and school connection. Each teacher will provide a class syllabi explaining teacher expectations and communication information, and testing information Action Type: Collaboration Action Type: Parental Engagement</p>	<p>David Westenhover</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>PARENTAL INVOLVEMENT MEETINGS: The school will schedule parent involvement meetings at which parents are given a report on the state of the school and an overview of: What students will be learning; How students will be assessed; What parents should expect for their child's education; planned activities that parents will be invited to participate include: Science Fair Orientation and open house, Band concerts, Parent/Student Literacy Night, Parent/Math Night and Veterans Day Programs. Action Type: Parental Engagement</p>	<p>David Westenhover</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<p>Title I - Materials &amp; Supplies: \$200.00</p> <hr/> <p>ACTION BUDGET: \$200</p>
<p>VOLUNTEER RESOURCE BOOK: School staff will develop a volunteer resource book listing. The Volunteer Resource Book will include parent interest surveys, an option for parents to designate how they would like to participate in the Parent Volunteer program and opportunities for parents to assist from home will be made available to all parents. Action Type: Parental Engagement</p>	<p>David Westenhover</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>RESOLUTION PROCESS: Each student is given a Student Handbook which will include the school's process for resolving</p>	<p>David Westenhover</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

parental concerns and tips for how parents can foster their child's success. It includes how to define a problem, whom to approach first, and how to develop solutions. Action Type: Parental Engagement				
PARENT SEMINARS: The school will sponsor seminars to inform parents of graduating 6th grade students about how to be involved in the decisions affecting course selection going into high school, and for high school students and parents, again course selection, career planning, and preparation for postsecondary opportunities. Action Type: Collaboration Action Type: Parental Engagement	David Wesetenhover	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	Title I - Materials & Supplies: \$200.00 <hr/> ACTION BUDGET: \$200
PARENT TEACHER ORGANIZATIONS: The school will enable the formation of a Parent Teacher Association or organization that will foster parental and community involvement within the school. Action Type: Parental Engagement	David Westenhover	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
PARENT FACILITATOR The Principal will designate a parent facilitator to: Help organize meaningful training for staff and parents: Promote a welcoming atmosphere to foster parental involvement in the school: and Undertake efforts to ensure that parental participation is recognized as an asset to the school. Action Type: Collaboration Action Type: Parental Engagement	David Westenhover	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
PARENT TEACHER CONFERENCES: To encourage communication with parents, the school will schedule no fewer than two (2) parent-teacher conferences per school year. One each semester, approximately one month prior to the nine week	David Westenhover	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$

grading period. Action Type: Parental Engagement				
PARENT INSTRUCTION: 1. The school will provide instruction to a parent on how to incorporate developmentally appropriate learning activities in the home environment. Methods that may be employed are; Use of role play and demonstration by trained volunteers; The use of and access to Department of Education website tools for parents; assistance with nutritional meal planning and preparation; and other strategies or curricula developed or acquired by the district for at-home parental instruction approved by the Department of Education. Action Type: Parental Engagement	David Westenhover	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
PARENT INSTRUCTION, ENGAGEMENT: 2. Engage in other activities determined by the school to help a parent assist in his or her child's learning. Action Type: Parental Engagement	David Westenhover	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
PROFESSIONAL DEVELOPMENT: Teachers will receive a minimum of two hours and administrators will receive a minimum of three hours of professional development training to enhance understanding of effective parent involvement strategies and the importance of setting expectations and creating a climate conducive to parental participation. Action Type: Parental Engagement Action Type: Professional Development	David Westenhover	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
OPEN HOUSE: Our school will host open-house for each grade level prior to the first day of school to inform parents of curriculum and teacher expectations. Action Type: Parental Engagement	Kerry Saylor	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	Title I - Materials & Supplies: \$200.00 <hr/> ACTION BUDGET: \$200

<p><b>SCHOOL-PARENT COMPACT:</b> Our school has developed and distributes annually, to all students, at the beginning of school, a School-Parent Compact. The School-Parent Compact is a component of the school Title 1 Parental Involvement Policy, and is a written agreement between the school, the parents and children served. The compact identifies the activities that the parents, school staff, and the student will undertake to share the responsibility for improved achievement to help meet the State's high academic standards. Parents are asked to return the document with the appropriate signatures to the school office. Signed Compact's will be kept on file in the school office. Action Type: Collaboration Action Type: Parental Engagement</p>	<p>David Westenhover</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p><b>PARENT CENTER:</b> A parent center will be accessible to all parents. Parenting books, magazines and other informative material regarding responsible parenting will be available for parents. Materials and supplies will be purchased to support parental involvement. This activity is supplemental to the program or activity already implemented with state or local funds. Action Type: Parental Engagement</p>	<p>David Westenhover</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<p>Title I - Materials &amp; Supplies: \$200.00</p> <hr/> <p>ACTION BUDGET: \$200</p>
<p><b>FORMATIVE EVALUATION:</b> A formative evaluation will be compiled using Parent Surveys and verbal input from parents at Open House to plan future parent involvement activities. Action Type: Parental Engagement</p>	<p>David Westenhover</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p><b>SUMMATIVE EVALUATION:</b> A summative evaluation will be compiled using student and parent survey results', Input will be sought concerning Open House, Parent Nights, Parent/Teacher</p>	<p>David Westenhover</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

Conferences, and other parent involvement ideas. Action Type: Parental Engagement				
ANNUAL TITLE 1 PARENT MEETING: The school will convene an annual meeting to discuss progress and allow public input into the operation of the Title 1 Program and how funds are utilized. This will include a sign-in sheet and agenda for the purpose of discussing progress toward goals, rights of parents to be involved in planning, reviewing and improving parent programs (described in Parent Involvement Intervention), accreditation, federal programs report, student performance, (description and explanation of the curriculum used in the school, types of assessment and proficiency levels), and questions/answers. Action Type: Parental Engagement	David Westenhover	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	Title I - Materials & Supplies: \$200.00 <hr/> ACTION BUDGET: \$200
PARENTAL INVOLVEMENT POLICY: The school will develop a written school parental involvement policy that describes how the school will carry out the Title 1 parental involvement requirement. Administrators, teachers and parents will review the parental involvement plan addressing the diverse needs of students and their parents to increase the school's ability to provide for the educational success of their children. The plan will be updated annually. Action Type: Parental Engagement	David Westenhover	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Teachers meet twice weekly to discuss student achievement, current effective instructional practices, compare student work, alignment of curriculum and areas of weakness or strength.	David Westenhover	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$
PROGRAM EVALUATION: Formative evaluation of an intervention may include, but not be limited to:	David Westenhover	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$

<p>classroom walkthroughs, teacher observation of interactive lessons, skill checklists, periodic teacher-made standardized tests, computer lab quizzes, term or research papers, Blooms Higher Level exams, Periodic Targeted Assessments, projects or independent study, performance based skilled assessments in a lab type setting. All assessments will be aligned with the Common Core Standards. Each school year, the local school's ACSIP Leadership Team will use formative evaluations, on an ongoing basis, to make a determination as to which interventions are working, which need revision and which need to be abandoned. Summative evaluations for the purpose of determining the effectiveness of an intervention will be the NRT (SAT-10) and the CRT (PARCC and EOC) exams. AMO will be achieved by meeting the expected target for the grade level range in a building (7-12) on percent of students proficient, or meeting the percent of student growth targets. At the high school level, the 11th grade literacy exam will be the summative evaluation for literacy, as well as the 9th grade SAT-10. Each school year, the local school's ACSIP Leadership Team will use summative evaluations to make a determination as to which interventions are effective, especially in a comparative sense, which need revision and which need to be abandoned. Reviewing trend data over the last three years (2011, 2012, 2013) we are showing improvements in both performance and student growth.</p>				
Total Budget:				\$1000

Priority 2: NEEDS ASSESSMENT SUMMARY: We formed an ACSIP Leadership Team in Math to study the Math Program at Oark High School. Included in the study was an analysis of the 2012 Augmented Benchmark and ITBS Exams. We reviewed TAGG

(economically disadvantaged and students with disabilities) and non-TAGG student test scores. We conducted data analysis to determine our areas of weakness. We also looked at the three most recent years of formative and summative achievement data across grade levels. We aggregated and disaggregated the data for the purpose of establishing student learning and behavioral goals. We studied the trend data in order to better identify the specific areas of need and help align classroom instruction with curriculum, assessment and professional development. We will choose interventions/actions and coordinate state and federal funding resources to meet our needs. TO IMPROVE MATHEMATICAL SKILLS.

- Supporting Data:
1. Arkansas received a waiver of NCLB. The flexibility created two groups TAGG and non-TAGG. TAGG is composed of economically disadvantaged students and students with disabilities. The non-TAGG are all other students. We carefully studied these groups and compared them to the last three year findings. We used this data to examine the culture of Oark High School so we could better understand why our students are not being successful. From our research we will begin to modify our curriculum, instruction, assessment and professional development practices to better meet the needs of these new groups. Based on our research of the data, our conclusion is that our greatest need is measurement, and linear functions. Our students struggled with open response in all areas.
  2. Baseline Data: Performance TAGG: 68.57% non-TAGG: 75% 2012 AMO Goal: TAGG: 71.19% non-TAGG: 77.08% 2012 AMO: TAGG: 66.67% non-TAGG: 71.74% 2013 AMO Goal: TAGG: 61.54% non-TAGG: 70.59%
  3. Baseline Data: Growth TAGG: 53.85% non-TAGG: 64.71% 2012 AMO Goal: TAGG: 57.70% non-TAGG: 67.70% 2012 AMO: TAGG: 68.75% non-TAGG: 73.68% 2013 AMO Goal: TAGG: 73.81% non-TAGG: 79.17%
  4. 2011 Attendance Rate: 2012 Attendance Rate: 92.75%

Goal All students will demonstrate an improvement in math skills related to the supporting data to increase levels of proficiency on the seventh and eighth grade benchmark exams, End of Course Algebra and Geometry Exams.

Benchmark Arkansas received an ESEA Waiver eliminating AYP and using AMO (Annual Measurable Objectives) to compare student proficiency in Math. An average of 2009, 2010, and 2011 AYP percentages was used to give a Baseline percent in both proficiency and growth for the TAGG (Targeted Achievement Gap Group). Oark High School did not meet standards in either Proficiency or Growth for the 2012 school year and placed Oark High School in the "Needs Improvement Focus School" identification. TAGG Baseline Proficient was 68.57 and the 2012 Proficient goal was 71.19. Oark High School Proficient was 66.67. Oark High School is classified as Achieving in math for the 2013 school year. The 2013 AMO target for math performance was 73.81 and the performance percent was 75.51. The 2013 AMO target for math growth was 61.54 and the growth percent was 81.82. The 2014 AMO target in performance was 76.43 and AMO math growth target was 65.39. Oark High School did not meet performance or growth targets. 2015 AMO for performance is 79.05, growth target is 69.23.

Intervention: The staff at Oark High School will implement strategies that help students master the curriculum at the proficient or advanced level.				
Scientific Based Research: Mathematics Coaching Handbook: Working with teachers to improve instruction. Pia Hansen Powell, Eye on Education, 2009. Math Skills Investigation (Mastering Math, students & parents manual), Letz Farmer, Mastery Skills, 1996.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
PROGRAM EVALUATION: Formative evaluation of an intervention may include, but not be limited to: classroom walkthroughs, teacher observation of interactive lessons, periodic teacher made standardized tests, computer lab quizzes,	David Westenhov	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$

<p>Blooms Higher Level Exams, projects or independent study, performance based skill assessments. The assessments will be aligned with the goals and objectives of the intervention and relate back to the SLE's math frameworks and standards. Each school year, the local school's ACSIP Leadership Team will use formative evaluations, on an ongoing basis, to make a determination as to which Interventions are working...which need revision...and which need to be abandoned. Summative evaluations for the purpose of determining the effectiveness of an Intervention will be the NRT (ITBS) and the CRT (PARCC and EOC) exams. AMO will be met by meeting the goal expectation percent of students proficient or advanced in performance or growth on the EOC in Algebra or Geometry and the ITBS for 9th grad students. Each school year, the local school's ACSIP Leadership Team will use summative evaluations to make a determination as to which Interventions are effective, especially in a comparative sense,...which need revision...and which need to be abandoned.</p> <p><b>PROGRAM EVALUATION:</b> During the 2011-2012 School Year we elected to use interim assessments as the evaluation tool to determine whether this Intervention/Program was effective in improving student achievement. 52% of our students scored proficient, or advanced, on the first assessment compared to 85%, on the last. We plan to use the same protocol for assessing the Intervention/Program and making decisions that</p>				
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<p>impact the various activities, as described in the action descriptions, during the 2013-2014 School Year. In order to measure student growth and determine the EFFECTIVENESS OF THE INTERVENTION/PROGRAM: The Learning Institute formative assessments and benchmark summative test score will be used. We will report the results in our 2013/2014 Plan and use the results to determine whether the objectives of this Intervention/Program were reached and to set a standard for future expectations. The evaluation results will be used to impact the decisions we make that affect our future instructional program. \$ [Modify] [Delete] Action Type: Program Evaluation</p>				
<p>Providing student remediation assistance. Students that meet the AIP/IRI designation through NORMES will receive an academic improvement plan. The classroom teacher will review the noted deficiencies and develop a plan for remediation of those items. The student plan may include use of software in the computer lab, internet based tutoring, supervised use of allowed instructional assistants, one on one teacher instruction, peer tutoring, and parent/community volunteers. Action Type: AIP/IRI</p>	David Westenhov	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Setting aside funds for .13 FTE highly qualified GT teacher to provide accelerated learning opportunities for children where more is expected. Action Type: Alignment Action Type: Equity</p>	Jeff Cantrell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Teachers will re-address any SLE that did not score</p>	David Westenhov	Start: 07/01/2014	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

at the specified 75% level. Action Type: Alignment		End: 06/30/2015		
6th grade and High School teachers meet to determine how to bridge the gap between elementary and High School. Action Type: Alignment Action Type: Collaboration	David Westenhovner	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Providing funds for Math classroom supplies and materials. This purchase is supplemental to programs already provided with state and local funds. Action Type: Title I Schoolwide	David Westenhovner	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teaching Aids</li> </ul>	Title I - Materials & Supplies: \$1500.00 <hr/> ACTION BUDGET: \$1500
WE COORDINATE AND INTEGRATE our various programs by planning for how best the various funding sources can support a seamless curriculum in our school. Whenever possible we combine federal and state resources in order to provide supplemental services to our students. We are always planning for how the various programs can compliment one another as opposed to working in isolation. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide	Kerry Saylor	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
SETTING ASIDE TITLE 1 FUNDS to pay for professional development activities to improve upon the identified low area of open response in math, specifically measurement, geometry, and algebra. Activities such as, but not limited to professional learning communities, attend conferences, workshops, in-services, and other professional development activities to improve the identified areas. Provides for consultant fees, conference fees, travel,	Jeff Cantrell	Start: 07/01/2014 End: 06/30/2015		Title I - Purchased Services: \$2500.00 <hr/> ACTION BUDGET: \$2500

<p>room and board, as well as materials and supplies. Each faculty/administrator shall have an individual professional development plan that has been developed in cooperation and collaboration with the employee and the district to meet the required state development hours. State professional development funds will be used to meet these various teacher/administrator minimum hour specifications: Technology, 6 hours annually; Parent Involvement, Teachers shall have no fewer than 2 hours of professional development opportunities designed to enhance understanding of effective parental involvement strategies. Administrators shall have no fewer than 3 hours of professional development designed to enhance the understanding of effective parental involvement strategies and importance of administrative leadership in setting expectations and creating a climate conducive to parental participation; Teachers of Arkansas History, 2 hours annually and data disaggregation. Each administrator must have 60 hours of professional development, to include, data disaggregation, instructional leadership, and fiscal management. Professional development may include, but not limited to; Rubrics, AETN IDEAS, Accelerated Math, Success Maker, Nova Net, Mentoring, academic facilitators, special education, implementing or upgrades for new technology programs, training on interim assessments and other professional development as may be needed or required throughout the course of the school year.</p>				
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<p>State funds may also be used for bus driver training. Funds may also be used to pay substitutes used for teachers involved in professional development. The time period for accumulating professional development hours in the Jasper School District extends from June 1 through May 31. Federal professional development funds are supplemental to the program already implemented with state or local funds. Action Type: Professional Development</p>				
<p>Once interim assessments are given, teachers will enter a REFLECTION in their TLI alignment notes documenting specific areas of curriculum concern, areas of curriculum strength, and areas which there appear to be minimal to no instructional alignment.</p>	<p>David Westenhover, Classroom Teacher</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>SCHOOLWIDE REFORM STRATEGIES: We are using CONTENT CORE and ELECTIVES Teams to align our Curriculum, Instruction, Assessment and Professional Development. We seek to be single-minded in our attempts to identify, and address, those areas in which our students struggle to achieve. Through the collective wisdom of our teams we seek to incorporate practices that make a real difference in student achievement. We meet on a weekly basis to look at classroom performance data and set short-term goals. We are committed to the alignment of our instruction and curriculum...both horizontally and vertically. We are looking for ways that our various software, and other technology, programs can compliment one another in order to provide a more seamless design for instruction. We</p>	<p>David Westenhover</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>_____</p> <p>ACTION BUDGET: \$</p>

are implementing strategies designed to insure that more and more of our students achieve proficiency. We continually seek to incorporate methods and instructional strategies that are supported by scientifically based research. Student learning is frequently assessed with standards based assessments and our Principal has conducted an "audit of time resource allocation" in order to increase the amount of time devoted to instructional leadership. (				
INSTRUCTION BY HIGHLY QUALIFIED TEACHERS: Our entire faculty is licensed in the areas they teach. All of our Para pros meet "highly qualified" standards prior to their being hired. We have a well-defined professional development program that insures each teacher is acquiring the training they need to grow and develop in their ability to meet the needs of our various populations.	David Westenhov	Start: 07/01/2014 End: 06/30/2015		_____ ACTION BUDGET: \$
CLASSROOM WALKTHROUGHS: The principal will perform daily CWT in the math classroom to gather data to help the teacher focus instruction on strategies that are most effective for the areas that students are scoring low in.	David Westenhov	Start: 07/01/2014 End: 06/30/2015		_____ ACTION BUDGET: \$
PARENTAL NOTIFICATION- The administration will ensure that parents are provided written notification of the school's identification within 14 days of the final determination.	David Westenhov	Start: 07/01/2014 End: 06/30/2015		_____ ACTION BUDGET: \$
We have formed a school ACSIP Leadership Team and meet regularly for the purpose of reviewing progress, monitoring data and making adjustments in student interventions. This group has oversight in the implementation of our school improvement plan	David Westenhov	Start: 07/01/2014 End: 06/30/2015		_____ ACTION BUDGET: \$

<p>Augmented Benchmark, and ITBS data will be examined for the Combined Population and the various Subpopulations. The results have been shared with the entire faculty. In addition, we have studied our Graduation rate over the past 3 years. It is our aim to aggregate and disaggregate this data for the purpose of determining student learning needs. We have looked at the trends in order to better shape instruction and align it with the curriculum frameworks. We recognize there are achievement gaps between subpopulations and we are modifying our curriculum, instruction and assessment practices to better meet the needs of all our populations.</p>	<p>David Westenhover</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<hr/> <p>ACTION BUDGET: \$</p>
<p>SCHOOLWIDE REFORM STRATEGIES: We are using Grade Level (Or Department Level) Teams to align our Curriculum, Instruction, Assessment and Professional Development. We seek to be single-minded in our attempts to identify, and address, those areas in which our students struggle to achieve. Through the collective wisdom of our teams we seek to incorporate practices that make a real difference in student achievement. We meet on a weekly basis to look at classroom performance data and set short-term goals. We are committed to the alignment of our instruction and curriculum...both horizontally and vertically. We are looking for ways that our various software, and other technology, programs can compliment one another in order to provide a more seamless design for instruction. We are implementing strategies designed to insure that more and more</p>	<p>David Westenhover</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<hr/> <p>ACTION BUDGET: \$</p>

<p>of our students achieve proficiency. We continually seek to incorporate methods and instructional strategies that are supported by scientifically based research. "Student learning is frequently assessed with standards based assessments and our Principal has conducted an "audit of time resource allocation" in order to increase the amount of time devoted to instructional leadership."</p>				
<p><b>INSTRUCTION BY HIGHLY QUALIFIED TEACHERS:</b> Our entire faculty is licensed in the areas they teach. All of our Para pros meet "highly qualified" standards prior to their being hired. We have a well-defined professional development program that insures each teacher is acquiring the training they need to grow and develop in their ability to meet the needs of our various populations.</p>	<p>David Westenhov</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<hr/> <p>ACTION BUDGET: \$</p>
<p><b>PROFESSIONAL DEVELOPMENT:</b> WE meet on a semi-annual basis in order to evaluate our schoolwide needs. We provide the training needed for our faculty to meet the required 60 hours of professional development...including training in parental involvement and technology. Our administrators are also trained in data analysis, instructional leadership and fiscal management. Our teachers, principals and Para pros are all included in the design and implementation of our professional development plan. We survey our teachers after each Professional Development activity and use the results to make planning decisions about PD, in our building. "Individual Teacher Professional Development Plans are developed using student data and</p>	<p>David Westenhov</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<hr/> <p>ACTION BUDGET: \$</p>

<p>classroom observations and are driven by individual Professional Growth Plans. Our faculty participate in Professional Development on how to analyze and effectively use Data.”</p>				
<p>STRATEGIES TO ATTRACT HIGHLY QUALIFIED TEACHERS: We advertise locally, and statewide, our faculty openings. We make every attempt to secure the most highly qualified candidates for each position that becomes available. WE work with the University in the placement of their best teacher candidates in our school. When necessary, we attend job fairs for the purpose of attracting Highly Qualified candidates.</p>	<p>Kerry Saylor, David Westenhover</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<hr/> <p>ACTION BUDGET: \$</p>
<p>PARENT INVOLVEMENT: We use a variety of strategies to involve our parents in the education of their students. We host parental engagement nights (literacy and math) whereby parents are invited to view models of proficient student work. We invite parents to participate as mentors in our school. We recruit parents to serve on ACSIP, and other, committees. We host 2 parent teacher conferences each year in order to inform the parents of the progress of their child. Each fall we host a Title I Parent Engagement Night whereby we inform parents of the programs and opportunities available to them and their children. We involve parents in the development of our parent involvement policy...and the evaluation of the same. WE have a parent-school compact that is sent home with each student...with the signature of the parent secured. "On a regular basis we utilize parent input to review policies,</p>	<p>David Westenhover</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<hr/> <p>ACTION BUDGET: \$</p>

procedures and practices that might present barriers to student achievement."				
TRANSITION: Each spring we host an evening where parents and students come to our school. These are the parents of those students who will be transitioning from middle to high school the following fall. We offer an orientation session for these students and their parents so that they are more familiar with policies, procedures and expectations at the high school level.	David Westenhov	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
WE INVOLVE TEACHERS IN THE DECISION MAKING PROCESS by holding frequent meetings where we obtain feedback and ask for guidance in policy making. Our teachers meet once monthly for the purpose of engaging in schoolwide data analysis. Grade Level (or Departmental) Teams meet weekly to look at classroom performance data. We continually seek to support an educational climate whereby all our staff feels they have a voice in how we shape the instructional program. "Our faculty leadership teams report School Improvement Plan progress to the Superintendent on a Quarterly Basis"	David Westenhov	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
POINT IN TIME REMEDIATION: "We ensure that all students experience a rigorous curriculum that is aligned to the Arkansas Curriculum Frameworks." (Required by Common Core Standards) We offer the following activities and programs that serve as our remediation process for those students who score below proficient on the High Stakes Exams: Each student scoring below proficient has an AIP created with the involvement of parents,	David Westenhov	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$

teachers and counselors. Parents are required to sign off on the AIP's. Students are also enrolled in courses necessary for remediation of those skills necessary to pass the various CRT Exams. Provisions are made for focused or small group instruction or by distance learning according to their AIP's. "Our AIP's are posted on-line."				
Teachers attend meetings relating to effective math strategies and implementation of the Common Core State Standards during the summer and school year.	David Westenhov	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Teachers meet twice weekly to discuss student achievement, current effective instructional practices, compare student work, alignment of curriculum and areas of weakness or strength.	David Westenhov	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Setting aside funds for gizmo online Math simulations to supplement math instruction and improve interaction. Action Type: Title I Schoolwide	David Westenhov	Start: 07/01/2014 End: 06/30/2015		Title I - Materials & \$500.00 Supplies:  ACTION BUDGET: \$500
Employment of 1.0 FTE highly qualified instructional assistant, Lisa Alderson, to supplement instruction in grades 7-12. This employment is supplemental to the program already implemented with state or local funds. Evaluation is determined by Star Reports, Success Maker, Interval Target test results, lesson plans, and classroom walk throughs.	David Westenhov	Start: 07/01/2014 End: 06/30/2015		NSLA (State-281) - \$4033.00 Employee Benefits: NSLA (State-281) - \$16132.00 Employee Salaries:  ACTION BUDGET: \$20165
Total Budget:				\$24665

- Priority 3: NEEDS ASSESSMENT SUMMARY: It is the Policy of Jasper School District to comply with all state and federal regulations relating to nutrition and physical activity.
1. Oak High School Body Mass Index data presented indicates the percentage of students who may be at risk of poor academic performance.
  2. School Health Index Overall Score Card For each module (row), write the score in the column where the Module score falls. Low 0-20%, 21-40%; Medium 41-60%, 61-80%; High 81-100%, School Health Policies and Environment – Module 1 - REQUIRED 80% Health Education - Module 2 – REQUIRED 92% Physical Education and Other Physical Activity Programs – Module 3 - REQUIRED 89% Nutrition Services - Module 4 - REQUIRED 83%
- Supporting Data:

School Health Services – Module 5 - OPTIONAL School Counseling, Psychological, and Social Service – Module 6 - OPTIONAL Health Promotion for Staff – Module 7 - OPTIONAL Family and Community Involvement – Module 8 - REQUIRED 61%

**Goal** Oark High School will provide support for students in making healthy lifestyle choices by implementing systems to aid in decreasing the average BMI on routine annual student screenings and increasing collaboration between all segments of the school community as identified by the Coordinated School Health components.

**Benchmark** By the SY 2013-14 there will be an increase of at least 1/2% in the School Health Index score for each of the eight modules of CSH.

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 Jasper School District has developed wellness policies in collaboration with the district Wellness 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. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide Action Type: Wellness	David Westenhov	Start: 07/01/2014 End: 06/30/2015	<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>	<hr/> ACTION BUDGET: \$
Oark High School will provide support to ensure successful implementation of the Wellness Policies, and promote health and physical activity curriculum and student health. Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide Action Type: Wellness	David Westenhov, Angela Kitchen	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$

Oark High School will involve parents in physical activity and nutrition education through homework, parent/teacher involvement programs, and professional development activities. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide Action Type: Wellness	David Westenhover, Angela Kitchen	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Oark High School will ensure that the Wellness Committee will evaluate the effectiveness of the Health Program by conducting Pre- and Post-assessment of the School Health Index Module. Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide Action Type: Wellness	David Westenhover	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<hr/> 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	David Westenhover	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<hr/> 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	David Westenhover	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
PROGRAM EVALUATION:	David Westenhover	Start: 07/01/2014 End: 06/30/2015		<hr/> 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, as well as pursue grants that expand access and provide resources to students..

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
<p>Oark High School supports making physical activity and healthy foods widely available by allowing students access to the gym after eating lunch and makes healthy food choices widely available by providing healthy options in the vending machines.            Action Type: Collaboration            Action Type: Parental Engagement            Action Type: Title I Schoolwide            Action Type: Wellness</p>	David Westenhov	<p>Start: 07/01/2014            End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Oark High School encourages school staff to exhibit qualities of positive role models for healthy eating and physical activity through policy development and staff driven programs.            Action Type: Collaboration            Action Type: Title I Schoolwide            Action Type: Wellness</p>	David Westenhov	<p>Start: 07/01/2014            End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Oark High School will attempt to 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: Title I Schoolwide            Action Type: Wellness</p>	David Westenhov	<p>Start: 07/01/2014            End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Oark High School will ensure that the Wellness Committee will evaluate the effectiveness</p>	David Westenhov	<p>Start: 07/01/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

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 survey results. Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide Action Type: Wellness		End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	
Oark High School will ensure access to mental health providers through the school based mental health program. Students who experience mental health needs are at a greater risk for poor academic performance, tend to have a higher BMI, and are at a greater risk for developing physical health problems. Students will be referred by school staff and served by qualified and licensed mental health professionals. Action Type: Collaboration Action Type: Title I Schoolwide Action Type: Wellness	David Westenhover	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Oark High School will support providing marketing education that encourages students to make healthy food and physical activity choices, such as the Fuel Up to Play 60 program and healthteacher.com Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide Action Type: Wellness	David Westenhover, Angela Kitchen	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Oark High School will participate in the district wide School Health Index, submitted by September 12, 2012.	David Westenhover, Angela Kitchen	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$
PROGRAM EVALUATION:	David Westenhover	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$
Total Budget:				\$0
Intervention: The school nurse; A vital member of the education team.				
Scientific Based Research: The School Nurse: Norman Rita; CIJSEP, 1977, Educational Horizons.				

Actions	Person Responsible	Timeline	Resources	Source of Funds
Hire 1.0 FTE school nurse, Angela Kitchen. NSLA funds will be utilized at .5 High School and .5 Elementary School. This is supplemental to the required 1.0 FTE district requirement. The School Nurse will complete required screening as well as educate students on healthy lifestyle choices. Action Type: Title I Schoolwide Action Type: Wellness	Kerry Saylor	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	NSLA (State-281) - Employee Benefits: \$4954.00 NSLA (State-281) - Employee Salaries: \$19815.00 <hr/> ACTION BUDGET: \$24769
PROGRAM EVALUATION:	David Westenhover	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$
Total Budget:				\$24769

- NEEDS ASSESSMENT SUMMARY: Arkansas received a waiver of NCLB. The flexibility created two groups TAGG and non-TAGG. TAGG is composed of economically disadvantaged and students with disabilities. The non-TAGG are all other students. We carefully studied these groups and compared them to the last three year findings. We used this data to examine the culture of Oark High School so we could better understand why our students are not being successful. From our research we will begin to modify our curriculum, instruction, assessment and professional development practices to better meet the needs of these new groups. Graduation is a key element of the waiver and we strive to see 100% of our students meet that life event.
- Priority 4:
- When a student reaches 9th grade he/she becomes a member of a cohort for graduation in four years. We will develop a spreadsheet of all 9, 10, 11 and 12 grade Oark students to ensure they are making progress toward graduation. When a student in a cohort no longer attends Oark High School there will be documentation. Same action for students who enroll in Oark High School.
  - 2011 Graduation Rate at Oark High School: TAGG: 80.00% non-TAGG: 84.62% 2012 Graduation Rate goal for Oark High School: TAGG: 84.38% non-TAGG: 84.38%
- Supporting Data:
- Goal: All Students enrolled at Oark High School as 9th grade students will graduate from Oark High School unless they make a legal transfer, emigrate to another country, or die.
- Benchmark: Arkansas received an ESEA Waiver eliminating AYP and using AMO (Annual Measurable Objectives) to compare student proficiency. Graduation Rate was an added school accountability requirement for identifying the health of the school. Oark High School 2011 TAGG (Targeted Achievement Gap Group) Baseline Graduation Rate was 80% (goal was 82.81%) and was classified as a Needs Improvement Focus School. The TAGG Graduation Rate for 2012 was 82.81% (goal was 84.38%). The TAGG Graduation Rate for 2013 was 100% (goal was 93.75%). Because there were less than 10 graduates in 2013, Oark High School was not identified because of Graduation Rate. The goal for 2014 is 94.45%.
- Benchmark: As students enter 9th grade a cohort is created. Each cohort is tracked to graduation, four years later. The 2013 Oark Graduating Class cohort began in 2010, when these students were Freshmen. The graduation rate for this class is determined by the percent of students who created the cohort compared to the percent of students who graduate. The goal for 2014 Oark graduation is 94.45%

Intervention: Help students and their parent(s)/guardian(s) realize the importance of a quality education and the impact graduation will have on their lives.

Scientific Based Research: Opportunities in America: The role of education, I. Sawhill, Brookings Institute, 2006.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>There will be an evening meeting of the 8th grade students and their parent(s)/guardian(s) in the spring. The guest speaker will be a representative of an Arkansas University or the Arkansas Department of Education. The purpose of the assembly will be to explain the cohort graduation system and the need for each student to graduate and the reasons why.</p> <p>Action Type: Parental Engagement Action Type: Professional Development</p>	Anne Moore	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Outside Consultants</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>2014 Oark Seniors met with the Principal and Counselor at the end of the 2012-2013 school year. At that time junior students enrolled at Oark High School were shown their transcripts and given a graduation schedule. In October 2013 these students will once again meet with the Principal and Counselor to ensure they are on track to graduate.</p>	David Westenhover/Anne Moore	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Class meetings will be held during the school year to address the importance of a degree plan for each student. The importance of graduation from high school will also be a theme of these meetings. Each class will be educated on the graduation rate cohort system.</p> <p>Action Type: Alignment Action Type: Parental Engagement Action Type: Professional Development</p>	Anne Moore	<p>Start: 07/01/2014 End: 06/30/2015</p>	<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>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Placed in each student's permanent record will be documentation that the</p>	David Westenhover	<p>Start: 07/01/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

student began his/her school career at Oark Schools or the legal transfer documentation into Oark Schools, and/or status. When students reach 9th grade and create the graduation cohort for that eventual graduating class, a spreadsheet will be developed that contains members of the cohort and documentation relevant to graduation. Each cohort will be tracked to graduation. Action Type: Alignment Action Type: Parental Engagement Action Type: Professional Development		End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	
Class cohorts will be identified (9,10,11,12) and a spreadsheet developed. The spreadsheet will include each cohort member, status, and pertinent graduation data. Class meetings will be held throughout the year to discuss student course of study and progress toward graduation. At the 4th Quarter Progress Report, a special graduation progress report summary sheet will signed by the parent, ensuring communication between school/home on the status of each student toward graduation.	Anne Moore	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET:       \$
PROGRAM EVALUATION:	David Westenhover	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET:       \$
Total Budget:				\$0

Priority 5: NEEDS ASSESSMENT SUMMARY: Oark High School has been identified as a NEEDS IMPROVEMENT FOCUS SCHOOL. One assignment is developing a Targeted Improvement Plan (TIP) by the end of the first semester of the 2012 school year. We have empowered a school improvement committee which will work concurrently with the ACSIP Leadership Team. We have reserved a Scholastic Audit during October and will use finding to finish the TIP.

Supporting Data:

Goal All teachers will increase their knowledge of effective teaching strategies, deliver rigorous curricula align the curriculum to high stakes testing, research current best practice in education and time-on-task strategies to help each student reach high performance standards expectations.

- Benchmark Research, development and implementation of effective teaching strategies as demonstrated by improved lesson plan documentaion by using Grade Quick software.
- Benchmark Decrease in discipline referrals during classtime.
- Benchmark Documentation of teacher/learner interaction at Bloom's Application & Analysis Cognitive Domains.

Intervention: Oark Secondary Staff will demonstrate effective use of instructional techniques that lead students to apply and analyze assignments.				
Scientific Based Research: A taxonomy for learning, teaching, assessing: A revision of Bloom's Taxonomy of Education. L.W. Anderson, Longman, 2001.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Staff will continue to read professional articles related to current best instructional practices and student achievement Action Type: Professional Development	David Westenhov	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Teachers will discuss current practices and student work during professional development meetings to problem solve in areas of weakness. Action Type: Professional Development	David Westenhov	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Teachers meet weekly to discuss student acheivement, current trends in educational practices and sound instructional strategies. Action Type: Professional Development	David Westenhov	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
PROGRAM EVALUATION:	David Westenhov	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$
Setting aside funds to compensate teachers for working outside of their contracted time. The purpose of this time will be to: -Alignment of Oark Core Curriculum to the Arkansas Common Core Standards and Arkansas Frameworks. -Alignment of the Oark Core Curriculum to the TLI Pacing Guides and Maps. - Creating IC Maps which align and set timelines for the Oark Core Curriculum. -Developing and Implementing the TIP. - Serving as the Leadership Team. -Writing a documentation response for each Standard and Indicators to provide	David Westenhov	Start: 07/01/2014 End: 06/30/2015		Title I - Employee Salaries: \$3650.45 Title I - Employee Benefits: \$1216.82 <hr/> ACTION BUDGET: \$4867.27

leadership to the school in the improvement of school systems.				
Setting aside funds to purchase computers to utilized in a high school learning lab. Following the advice of scholastic audit and the turn around model the staff and students will benefit from an increase in technology. We will purchase 25 computers at \$1395.34 each. These purchases are supplementary to those provided by state and local funds.	David Westenhover	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$
Setting aside funds for continued supplementary professional development for the leadership team and high school staff. The specific conferences and activities will be determined through evaluation of teacher growth in leadership meetings and discussion with school improvement officials. Activities will target areas of low growth in reference to the scholastic audit.	David Westenhover	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$
The Oark High School will incorporate more technology into the education of our students by giving teachers to interact academically through the use of digital tools such as Blackboard to provide instant feedback, both during school hours and at times when school is not in session. Action Type: Equity Action Type: SIF 1003(a) 10-11 Action Type: Technology Inclusion	David Westenhover	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• Computers</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	Title I 1003(a) - Purchased Services: \$6108.19 <hr/> ACTION BUDGET: \$6108.19
Setting aside funds for the purchase of the Successmaker software program. This program will provide supplemental instruction in Literacy and Math to struggling students. Program evaluation is determined by successmaker student tests, tli tests, and	David Westenhover	Start: 07/01/2014 End: 06/30/2015		Title I 1003(a) - Purchased Services: \$5697.88 <hr/> ACTION BUDGET: \$5697.88

benchmark data. The successmaker program is supplemental to programs currently provided with state and local funds.				
Total Budget:				\$16673.34

Goal Understand and apply Data Driven Instruction  
 Benchmark Implementation of 5 essential elements of effective data-driven education into each classroom.

Intervention: Teachers will recognize and be able to plan and incorporate the 5 essential elements of data-driven instruction i				
Scientific Based Research: Transforming Teaching & Learning through Data-Driven Decision Making, Ellen Mandinach & Sharnell Jackson, Corwin Press, 2012.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
teachers will be trained in identifying and incorporating *good baseline date, *measurable instructional goals, *using frequent formative assessment, *extending our professional learning communities, and *using focused instructional interventions. Action Type: Professional Development	David Westenhov	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
PROGRAM EVALUATION:	David Westenhov	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Teachers will learn how to effectivally collect and analyze summative data				
Scientific Based Research: Evaluating Programs to Increase Student Achievement, Martin H. Jason, Corwin Press, 2008.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Monthly professional development meetings will be conducted after school. Teachers will be instructed in pulling summative data from district data management and analysis systems. Action Type: Professional Development	David Westenhov	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
PROGRAM EVALUATION:	David Westenhov	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Teachers will learn how to effectivally collect and analyze formative data				
Scientific Based Research: Formative Assessment: Making it Happen in the Classroom, H. Margaret Heritage, Corwin Press, 2010.				
Actions	Person Responsible	Timeline	Resources	Source of Funds

Monthly professional development meetings will be conducted after school. Teachers will be instructed in pulling formative data from district data management and analysis systems. Action Type: Professional Development	David Westenhover	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
PROGRAM EVALUATION:	David Westenhover	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$
Setting aside funds for professional development provided by The Learning Institute to support this goal. Included in the training will be alignment of the Oark curriculum to the TLI Interim Assessments, better align our instruction to the TLI process, using data to drive instruction, and understanding root cause and strand analysis techniques to strengthen instruction. The cost of \$600 for substitute teachers will be included to cover classes during the workshop time.	David Westenhover	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Teachers will be able to incorporate alignment and goal setting strategies into their classroom.

Scientific Based Research: Designing and Teaching Learning Goals and Objectives (The Classroom Strategies Series), Robert J. Marzano, Marzano Research Labatory, 2009

Actions	Person Responsible	Timeline	Resources	Source of Funds
Monthly professional development meetings will be conducted after school. Teachers will be instructed in alignment and goal setting strategies. Action Type: Professional Development	David Westenhover	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
PROGRAM EVALUATION:	David Westenhover	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Priority 6:

Oark High School has entered year 2 as a NEEDS IMPROVEMENT FOCUS SCHOOL. One assignment is developing a Targeted Improvement Plan (TIP) by the end of the first semester of the 2014school year. We have empowered a FOCUS leadership team and 3 subcommittees to explore results from previous scholastic audit and address deficiencies.

Supporting Data:

- Arkansas ESEA Accountability Reports and TLI Module and Student Snapshot data.
- Scholastic Audit and Indistar Data

Goal Student performance and achievement will improve, allowing Oark High School to meet the requirements of ESEA Flexibility as outlined in the Arkansas ESEA Flexibility Plan and exit School Improvement Focus status by the 2015-2016 school year

Benchmark Oark High School will meet or exceed the AMO benchmarks for the designated years. TLI Module tests given throughout the school year will be used to guide instruction through the examination of data from each module. This practice, along with ongoing formative classroom assessments will result in a 5% increase in ACTAAP scores. TLI Student Snapshot will reflect student proficiency (green or yellow) at the end of each module cycle.

Intervention: Formative data will be collected and disseminated by the Leadership Team to ensure student performance and achievement.				
Scientific Based Research:				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The TLI Module tests will aide in the monitoring of school, class, and individual student growth.	Melissa Parks	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
The Leadership Team will analyze TLI data for student performance and make instructional decisions that promote quick intervention for students not achieving at expected levels.	Focus team	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Teachers and the Principal will identify at risk students and contact parents via call or letter informing them of their child's potentially failing grades.	All licensed staff	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$0

Goal Ensure teachers and principal are effective

Benchmark Oark High School will meet or exceed the benchmarks for AMO by the designated years.

Intervention: Oark High School will implement a systematic process for using data to monitor student achievement progress Intervention: Oark High School will develop team structures to support instructional practices and teacher effectiveness for students contributing to the achievement gap.				
Scientific Based Research:				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will regularly follow each students' answer to a question with "why?", "how do you know?", or "explain your reasoning." (HOT questions)	Classroom teachers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Teachers will increase the amount of clear, focused feedback on performance provided to students.	Classroom teachers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Principal will conduct focus walks to record the number of high level questions used per 20 minute period to set baseline data. The number of HOTS will be measured monthly and compared to the baseline data of each teacher.	David Westenhov	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
The classroom environment will shift from teacher-centered to student-centered. The Leadership Team will identify, attend, and implement professional learning opportunities that emphasize student-centered learning.	Teachers, principal, counselor	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$

Total Budget:	\$0
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Goal Oark High School will provide a safe and disciplined learning environment  
 Benchmark Oark High School will meet or exceed the benchmarks for AMO by the designated years.

Intervention: Provide added technology for the student success.				
Scientific Based Research:				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Improve the infrastructure of the Oark technology system by installing fiber optics.	Margie Rutledge	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Establish an additional computer lab to provide for learning opportunities and research. A recommendation of 20 units is the current goal.	Margie Rutledge	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Provide teachers with up to date programs to help implement more differentiated and project based instruction.	Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Give opportunity for more professional development to help implement new technology into the classroom.	Melissa Parks	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$0

Goal Oark High School will provide a safe and disciplined learning environment  
 Benchmark Oark High School will meet or exceed the benchmarks for AMO by the designated years.

Intervention: The "Academic Performance" subcommittee will take recommendations from the Scholastic Audit (Standards 1, 2, 3) and convert them to positive actions statements.				
Scientific Based Research:				
Actions	Person Responsible	Timeline	Resources	Source of Funds
An improvement plan (including documentation and professional growth activities) will then be developed and implemented to effectively meet these recommendations.	Academic Performance Subcommittee	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$0

Goal Oark High School will address Scholastic Audit findings related to Learning Environment Standards.  
 Benchmark Oark High School will meet or exceed the benchmarks for AMO by the designated years.

Intervention: Improve the quality and effectiveness of Professional Development				
Scientific Based Research:				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Conduct a student learning inventory to determine learning styles in order to adapt teaching strategies to meet student needs.	Teachers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$

ACTAAP data will be disaggregated to expose growth opportunities that will be used to adjust teaching strategies.	All certified staff	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Administration will review classroom observation data and teacher evaluations to make PD suggestions.	David Westenhover	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Teachers will complete a standardized survey to assess professional development needs.	Teachers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Teachers will complete individual professional growth plans.	Teachers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Leadership Committee will serve as professional development committee. The team will review and edit PD planning within the ACSIP actions annually.	Leadership Committee	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$0

- Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Carly Allen	Student	Math/Lit
Classroom Teacher	Barbara Sampley	Art Teacher	Literacy
Classroom Teacher	Bill Ward	Math Teacher	Math
Classroom Teacher	Diana Gregory	Social Studies	Literacy
Classroom Teacher	Donita Howard	Business Teacher	math
Classroom Teacher	Dr Bill Morelan	English	Literacy
Classroom Teacher	Joe Hurley	Business	Math
Classroom Teacher	Patrick Trusty	Teacher/Coach	Wellness
Classroom Teacher	Rachel Hagar	Music	Math
Classroom Teacher	Randee Mizaur	Resource Teacher	Math
Classroom Teacher	Saundra Sanders	EAST Facilitator/Science	Literacy
Classroom Teacher	Tina South	Science Teacher	Math
Community Representative	Kay Davis	Community	Title I, IIA, IID, IV, V, VI
Non-Classroom Professional Staff	Angela Kitchen	School Nurse	Wellness
Non-Classroom Professional Staff	Anne Moore	Counselor	Title I, IIA, IID, IV, V, VI
Non-Classroom Professional Staff	Lela Gilbert	Lunchroom Manager	Wellness
Non-Classroom Professional Staff	Tresa Yarbrough	Media Specialist	Title I, IIA, IID, IV, V, VI
Parent	Lisa Alderson	DLC Facilitator	Literacy
Parent	Lola Turner	PTO	Title I, IIA, IID, IV, V, VI
Principal	David Westenhover	Principal	Title I, IIA, IID, IV, V, VI