



2013-2014 ARCHIVE

Action Report

OARK ELEMENTARY SCHOOL
370 Highway 215, Oark, AR 72852

Action Report

For: ADE Scholastic Audit, AIP/IRI, Alignment, Collaboration, Equity, HQT-Section 2141, Iterim Measurable Objective (IMO), Parental Engagement, Priority Improvement Plan (PIP), Professional Development, Program Evaluation, School Improvement, SIF 1003(a) 10-11, SIF 1003(a) 11-12, SIF 1003(a) 12-13, SIF 1003(a) 13-14, SIF 1003(a) ARRA, SIF 1003(g) 08-09, SIF 1003(g) 10-11, Special Education, Targeted Improvement Plan (TIP), Technology Inclusion, Title I Schoolwide, Title I Target Assistance, Wellness.

Generated on August 9, 2014

Action Type: ADE Scholastic Audit

There is no data for the Action type "ADE Scholastic Audit".

Action Type: AIP/IRI

Priority 1: To Improve Literacy Skills

Goal: All students will improve their reading comprehension and writing skills across the curriculum.

Priority 2: Improve Mathematics Skills

Goal: All students will show an improvement in math problem solving skills.

Action Type: Alignment

Priority 1: To Improve Literacy Skills

Goal: All students will improve their reading comprehension and writing skills across the curriculum.

Priority 2: Improve Mathematics Skills

Goal: All students will show an improvement in math problem solving skills.

Priority 3: Wellness

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

Action Type: Collaboration

Priority 1: To Improve Literacy Skills

Goal: All students will improve their reading comprehension and writing skills across the curriculum.

Priority 2: Improve Mathematics Skills

Goal: All students will show an improvement in math problem solving skills.

Priority 3: Wellness

Goal: Oark Elementary will provide support for students in making healthy lifestyle choices by implementing systems to aid in decreasing the average BMI on routine annual student screening and

increasing collaboration between all segments of the school community as identified by the Coordinated Health components.

Action Type: Equity

Priority 1: To Improve Literacy Skills

Goal: All students will improve their reading comprehension and writing skills across the curriculum.

Priority 3: Wellness

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

Action Type: HQT-Section 2141

There is no data for the Action type "HQT-Section 2141".

Action Type: Iterim Measurable Objective (IMO)

There is no data for the Action type "Iterim Measurable Objective (IMO)".

Action Type: Parental Engagement

Priority 1: To Improve Literacy Skills

Goal: All students will improve their reading comprehension and writing skills across the curriculum.

Priority 2: Improve Mathematics Skills

Goal: All students will show an improvement in math problem solving skills.

Priority 3: Wellness

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

Action Type: Priority Improvement Plan (PIP)

There is no data for the Action type "Priority Improvement Plan (PIP)".

Action Type: Professional Development

Priority 1: To Improve Literacy Skills

Goal: All students will improve their reading comprehension and writing skills across the curriculum.

Priority 2: Improve Mathematics Skills

Goal: All students will show an improvement in math problem solving skills.

Priority 3: Wellness

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

Priority 4: Leadership

Goal: All teachers will increase their knowledge of effective teaching strategies, current best practices in the field of education and relationship between student behavior and educational achievement.

Action Type: Program Evaluation

Priority 1: To Improve Literacy Skills

Goal: All students will improve their reading comprehension and writing skills across the curriculum.

Priority 2: Improve Mathematics Skills

Goal: All students will show an improvement in math problem solving skills.

Priority 3: Wellness

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

Action Type: School Improvement

There is no data for the Action type "School Improvement".

Action Type: SIF 1003(a) 10-11

There is no data for the Action type "SIF 1003(a) 10-11".

Action Type: SIF 1003(a) 11-12

There is no data for the Action type "SIF 1003(a) 11-12".

Action Type: SIF 1003(a) 12-13

There is no data for the Action type "SIF 1003(a) 12-13".

Action Type: SIF 1003(a) 13-14

There is no data for the Action type "SIF 1003(a) 13-14".

Action Type: SIF 1003(a) ARRA

There is no data for the Action type "SIF 1003(a) ARRA".

Action Type: SIF 1003(g) 08-09

There is no data for the Action type "SIF 1003(g) 08-09".

Action Type: SIF 1003(g) 10-11

There is no data for the Action type "SIF 1003(g) 10-11".

Action Type: Special Education

There is no data for the Action type "Special Education".

Action Type: Targeted Improvement Plan (TIP)

There is no data for the Action type "Targeted Improvement Plan (TIP)".

Action Type: Technology Inclusion

Priority 1: To Improve Literacy Skills

Goal: All students will improve their reading comprehension and writing skills across the curriculum.

Action Type: Title I Schoolwide

Priority 1: To Improve Literacy Skills

Goal: All students will improve their reading comprehension and writing skills across the curriculum.

Priority 2: Improve Mathematics Skills

Goal: All students will show an improvement in math problem solving skills.

Priority 3: Wellness

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

Action Type: Title I Target Assistance

Priority 1: To Improve Literacy Skills

Goal: All students will improve their reading comprehension and writing skills across the curriculum.

Action Type: Wellness

Priority 3: Wellness

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

Action Type: ADE Scholastic Audit

There is no data for the Action type "ADE Scholastic Audit".

Action Type: AIP/IRI

Priority 1:

NEEDS ASSESSMENT SUMMARY: We formed ACSIP Leadership Teams and analyzed the test scores from the each grade level Augmented Benchmark, and NRT Exams. We examined the results for both the combined population and each subpopulation. In addition, we studied our attendance and disciplinary data over the past three years. We aggregated and disaggregated this data for the purpose of determining student learning and behavioral needs. We looked at the trends in order to better shape instruction and align it with the curriculum frameworks, in literacy and math. We examined our routines, customs, norms and expectations in order to dig deeper for the root cause why our students are not achieving to their full potential. Our Supporting Data Statements show the differences in achievement, among our various populations. We are modifying our curriculum, instruction, assessment and Professional Development practices to better meet the needs of all our populations. **SCHOOLWIDE REFORM STRATEGIES:** Our school faculty is divided into Grade Level Teams. We meet regularly to examine classroom performance data and set short-term goals for improvement. It is during these meetings that we develop a common purpose and are able to focus on those areas where our students struggle. We commonly use interval testing to measure student performance. Through our

comprehensive academic programs. We continually align our curriculum and assessments with the Arkansas Frameworks. The school provides uninterrupted instruction time to meet diverse student needs. Intervention and remediation is included in this time period. The strategies we incorporate are based on scientifically based research.

To Improve Literacy 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 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 determine the culture of Oark Elementary School so we could better understand how our students are performing. 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 within the Literacy Priority is OPEN RESPONSE. We will select appropriate interventions/actions and coordinate state and federal funds to address these areas.
2. Baseline Data: Performance TAGG: 82.35% non-TAGG: 85.37% 2012 AMO Goal: TAGG: 83.82% non-TAGG: 86.59% 2012 AMO: TAGG: 80% non-TAGG: 83.33 2013 AMO Goal: TAGG: 85.29% non-TAGG: 87.81%
3. In 2011, the attendance rate was 95.4% In 2012, the attendance rate was 94.65%
4. <

Goal

All students will improve their reading comprehension and writing skills across the curriculum.

Benchmark

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 Elementary was classified as an Achieving School because of Baseline percentages in both proficiency and growth. The TAGG Baseline Proficiency was 82.35% and the TAGG Baseline Growth was 85.19%. Oark Elementary was identified as an Achieving School for the 2012 school year because we reached Growth 87.50 (the goal was 86.42)but did not reach Proficiency 83.33 (the goal was 83.82). In 2013 Oark Elementary was classified as a Needs Improvement school in Literacy because we did not achieve TAGG AMO in either performance (AMO 73.53 and target 85.29) or growth (AMO 86.36 and target 87.66). The 2014 AMO target in performance is 86.76 and growth 88.89.

| Intervention: The staff at Oark Elementary School will implement the strategies from Total Instructional Alignment. | | | | |
|--|--------------------|--------------------------------------|--|--------------------------------|
| Scientific Based Research: Carter, Lisa.(2007. Total Instructional Alignment: From Standards to Student Success. Bloomington, IN: The Solution Tree Lezotte, L., & McKee, K. (2002). Assembly required: A continuous school improvement system. Okemos, MI: Effective Schools Products, Ltd. Lezotte, L., & McKee, K. (2006). Stepping up: Leading the charge to improve our schools. Okemos, MI: Effective Schools Products, Ltd. | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| 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. | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> • Administrative Staff • Teachers | <hr/> ACTION BUDGET: \$ |

| | | | | |
|--|--|--|--|-----|
| The student plan may include use of software in the computer lab, internet based tutoring, supervised use of allowed instructional assistants, and one on one teacher instruction. Action Type: AIP/IRI | | | | |
| Total Budget: | | | | \$0 |

Priority 2: NEEDS ASSESSMENT SUMMARY: We formed ACSIP Leadership Teams in Math to study the math program at Oark Elementary 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 results. We conducted data analysis to determine our area(s) of weakness. We also looked 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 student's mathematics problem solving skills and ability to respond to open-response items.

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 years findings. We used this data to examine the culture of Oark Elementary School so we could better understand the academic performance of our students. 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, in all grade levels, within the Math Priority is measurement, linear functions and especially OPEN RESPONSE. We will select appropriate interventions/actions and coordinate state and federal funds to address these areas.
2. Baseline Data: Performance TAGG: 82.35% non-TAGG: 85.37% 2012 AMO Goals: TAGG: 83.82% non-TAGG: 86.59% 2012 AMO: TAGG: 77.14% non-TAGG: 78.57% 2013 AMO Goal: TAGG: 85.29% non-TAGG: 87.81%
3. Baseline Data: Growth TAGG: 74.07% non-TAGG: 78.13% 2012 AMO Goal: TAGG: 76.23% non-TAGG: 79.95% 2012 AMO: TAGG: 54.17% non-TAGG: 55.17%
4. 2011 Attendance Rate: 95.40% 2012 Attendance Rate: 94.65%

Supporting Data:

Goal All students will show an improvement in math problem solving skills.
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 Elementary did not meet standards in either Proficiency or Growth and was classified as a Needs Improvement School for the 2012 school year. The TAGG Baseline Proficient is 82.35 and TAGG Baseline Growth is 74.07. Oark Elementary students scored Proficient 77.14% (the goal was 83.83%) and Growth 54.17% (the goal was 76.23%). Oark Elementary did not meet standards in either performance or growth for the 2013 school year and was again listed as a needs improvement school. TAGG Performance was 76.47 (the target was 85.29) and TAGG Growth was 59.09 (the target was 78.39). The 2014 TAGG Performance target is 86.76 and TAGG Growth is 80.55.

Benchmark

| Intervention: The staff at Oark Elementary School will continue to implement the strategies from Total Instructional Alignment. | | | | |
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| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| Providing student remediation assistance. Students that meet the AIP/IRI designation through TLI 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 | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> Administrative Staff Teachers | <hr/> ACTION BUDGET: \$ |
| Total Budget: | | | | \$0 |

Action Type: Alignment

Priority 1: NEEDS ASSESSMENT SUMMARY: We formed ACSIP Leadership Teams and analyzed the test scores from the each grade level Augmented Benchmark, and NRT Exams. We examined the results for both the combined population and each subpopulation. In addition, we studied our attendance and disciplinary data over the past three years. We aggregated and disaggregated this data for the purpose of determining student learning and behavioral needs. We looked at the trends in order to better shape instruction and align it with the curriculum frameworks, in literacy and math. We examined our routines, customs, norms and expectations in order to dig deeper for the root cause why our students are not achieving to their full potential. Our Supporting Data Statements show the differences in achievement, among our various populations. We are modifying our curriculum, instruction, assessment and Professional Development practices to better meet the needs of all our populations.

SCHOOLWIDE REFORM STRATEGIES: Our school faculty is divided into Grade Level Teams. We meet regularly to examine classroom performance data and set short-term goals for improvement. It is during these meetings that we develop a common purpose and are able to focus on those areas where our students struggle. We commonly use interval testing to measure student performance. Through our comprehensive academic programs. We continually align our curriculum and assessments with the Arkansas Frameworks. The school provides uninterrupted instruction time to meet diverse student needs. Intervention and remediation is included in this time period. The strategies we incorporate are based on scientifically based research.

To Improve Literacy 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 and students with disabilities. The non-TAGG are all other students. We carefully studied these groups and compared themn to the last three year findings. We

used this data to determine the culture of Oark Elementary School so we could better understand how our students are performing. 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 within the Literacy Priority is OPEN RESPONSE. We will select appropriate interventions/actions and coordinate state and federal funds to address these areas.

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Goal All students will improve their reading comprehension and writing skills across the curriculum.

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| Actions | Person Responsible | Timeline | Resources | Source of Funds |
|--|--------------------|--------------------------------------|--|-------------------------|
| Staff will meet to discuss alignment and mapping to the state 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 at what grade level each of the frameworks is being introduced, taught, and | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Performance Assessments • Teachers • Title Teachers | <hr/> ACTION BUDGET: \$ |

| | | | | |
|--|----------------|--------------------------------------|---|---|
| reinforced. Teaching adjustments will be made based on the in-depth review. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation | | | | |
| Setting aside funds for .10 FTE highly qualified GT teacher to provide accelerated learning opportunities for children where more is expected. Action Type: Alignment Action Type: Collaboration Action Type: Equity | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> • Performance Assessments • Teachers | <hr/> ACTION BUDGET: \$ |
| Annual review of curriculum maps, review of Benchmark data and Stanford 10 to ensure taught areas. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers | <hr/> ACTION BUDGET: \$ |
| Students assigned to Kindergarten and First grade, a combined classroom will be reduced by hiring a 1.00 FTE highly qualified first grade teacher, so that class size can be reduced from 17 to 9 and the remaining students can be placed in a first grade class of their own without having a combined K-1 classroom. 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: Alignment Action Type: Equity | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> • Administrative Staff • Teachers | Title II-A - Employee \$39440.00 Salaries: Title II-A - Employee \$9860.00 Benefits: <hr/> ACTION BUDGET: \$49300 |
| Administering all parts of the Dibels test to kindergarten students at mid year and at end of | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> • Administrative Staff | <hr/> ACTION BUDGET: \$ |

| | | | | |
|---|----------------|--|---|--------------------------------|
| <p>year, and all first grade students three times during the school year to identify and tutor at risk students.</p> <p>Action Type: Alignment Action Type: Program Evaluation</p> | | | <ul style="list-style-type: none"> Teachers | |
| <p>Teachers will re-address any SLE that did not score at the specified 75% level on the The Learning Institute module test.</p> <p>Action Type: Alignment</p> | Dr Geary Brown | <p>Start: 07/01/2013 End: 06/30/2014</p> | <ul style="list-style-type: none"> Teachers | <hr/> <p>ACTION BUDGET: \$</p> |
| <p>POINT IN TIME REMEDIATION: When considering students at risk we look beyond NRT and CRT scores and include the QUALLS, DIBELS, DRA, and DSA which give us a complete assessment to determine intervention needs. Based on these needs, intervention plans are written on an individual basis to continually monitor student achievement and progress. The intervention (AIP and IRI) plans include scientifically based strategies for students who have difficulty mastering standards. The plans are adjusted based on progress monitoring. Intervention plans are implemented by Title I Para-Pros and Licensed teachers, on a daily basis</p> <p>Action Type: Alignment Action Type: Equity Action Type: Title I Target Assistance</p> | Dr Geary Brown | <p>Start: 07/01/2013 End: 06/30/2014</p> | <ul style="list-style-type: none"> District Staff Performance Assessments Teachers | <hr/> <p>ACTION BUDGET: \$</p> |
| <p>Staff members will attend training provided by The Learning Institute relating to interim assessments and effective teaching strategies.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation</p> | Dr Geary Brown | <p>Start: 07/01/2013 End: 06/30/2014</p> | <ul style="list-style-type: none"> Administrative Staff District Staff Teachers | <hr/> <p>ACTION BUDGET: \$</p> |

| | | | | |
|--|---------------|--------------------------------------|--|--|
| 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: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> • Outside Consultants • Performance Assessments | NSLA (State-281) - Materials & Supplies: \$334.00 NSLA (State-281) - Purchased Services: \$4334.00 <hr/> ACTION BUDGET: \$4668 |
| Total Budget: | | | | \$53968 |

Priority 2: NEEDS ASSESSMENT SUMMARY: We formed ACSIP Leadership Teams in Math to study the math program at Oark Elementary 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 results. We conducted data analysis to determine our area(s) of weakness. We also looked 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 student's mathematics problem solving skills and ability to respond to open-response items.

- 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 years findings. We used this data to examine the culture of Oark Elementary School so we could better understand the academic performance of our students. 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, in all grade levels, within the Math Priority is measurement, linear functions and especially OPEN RESPONSE. We will select appropriate interventions/actions and coordinate state and federal funds to address these areas.
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 4. 2011 Attendance Rate: 95.40% 2012 Attendance Rate: 94.65%

Goal All students will show an improvement in math problem solving skills.

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 Elementary did not meet standards in either Proficiency or Growth and was classified as a Needs Improvement School for the 2012 school year. The TAGG Baseline Proficient is 82.35

and TAGG Baseline Growth is 74.07. Oark Elementary students scored Proficient 77.14% (the goal was 83.83%) and Growth 54.17% (the goal was 76.23%. Oark Elementary did not meet standards in either performance or growth for the 2013 school year and was again listed as a needs improvement school. TAGG Performance was 76.47 (the target was 85.29) and TAGG Growth was 59.09 (the target was 78.39). The 2014 TAGG Performance target is 86.76 and TAGG Growth is 80.55.

| Intervention: The staff at Oark Elementary School will continue to implement the strategies from Total Instructional Alignment. | | | | |
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| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| Purchase classroom science materials and supplies for the support of math instruction for 6 teachers @ \$125 each. This is supplemental to the required \$500 per class. Action Type: Alignment | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> Teaching Aids | Title VI State - Materials & Supplies: \$750.00 <hr/> ACTION BUDGET: \$750 |
| Total Budget: | | | | \$750 |

- Priority 3: It is the policy of Oark Elementary to comply with state and federal regulations relating to nutrition and physical activity. 04-27-06
1. Oark Elementary Body Mass Index data presented indicates the percentage of
 2. students who may be at risk of poor academic performance.
 3. 2009-10 No data was available for this school during this school year.
 - 4.
 5. Body Mass Classifications 2008-09:
 6. No data was available for 2008-09
 - 7.
 8. Body Mass Index Data SY 2007-08 of the 84 student population, 56 students were
 9. assessed. Of the students assessed, the following represents the percent of
 10. students at risk of overweight and overweight:
 11. Elementary: Males-48.0%, Females-38.7%;
 - 12.
 13. Body Mass Index Data SY 2006-07: of the 97 student population, 92 students
 14. were assessed. Of the students assessed, the following represents the percent
 15. of students at risk of overweight and overweight:
 16. Elementary: Males-50.0%, Females-37.0%;
 - 17.
 18. 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 78% Health Education - Module 2 – REQUIRED 83% Physical Education and Other Physical Activity Programs – Module 3 - REQUIRED 85% 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 72%

19. Free and Reduced Eligibility 2009-10 Elementary: 19% Paid, 18% Reduced, and 63% Free. Free and Reduced Eligibility 2008-09 Elementary: 22% Paid, 25% Reduced, and 53% Free. Free and Reduced Price Meal Eligibility SY 2007-08: Elementary - 22.6% paid, 22.6% reduced, 54.8% free; Free and Reduced Price Meal Eligibility SY 2006-07: Elementary - 28.7% paid, 17.0% reduced; 54.3% Free;
20. Johnson County Unemployment Rate: 2006 – 5.0%;

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

| 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 http://www.nal.usda.gov/fnic/pubs_and_db.html . 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 |
| Oark Elementary School will provide support to ensure successful implementation of the Wellness Policies, and promote health and physical activity curriculum and student health. Action Type: Alignment Action Type: Title I Schoolwide Action Type: Wellness | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> • Administrative Staff • Teachers | ACTION BUDGET: \$ |
| Total Budget: | | | | \$0 |
| Intervention: Oark Elementary 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 reources 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 |
| Oark Elementary School supports making physical activity widely available through physical education classes and physical activity and makes healthy food choices widely available by | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> • Administrative Staff • Teachers | ACTION BUDGET: \$ |

| | | | | |
|--|--|--|--|-----|
| providing healthy snacks of fruits and vegetables each afternoon. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Title I Schoolwide Action Type: Wellness | | | | |
| Total Budget: | | | | \$0 |

Action Type: Collaboration

Priority 1: NEEDS ASSESSMENT SUMMARY: We formed ACSIP Leadership Teams and analyzed the test scores from the each grade level Augmented Benchmark, and NRT Exams. We examined the results for both the combined population and each subpopulation. In addition, we studied our attendance and disciplinary data over the past three years. We aggregated and disaggregated this data for the purpose of determining student learning and behavioral needs. We looked at the trends in order to better shape instruction and align it with the curriculum frameworks, in literacy and math. We examined our routines, customs, norms and expectations in order to dig deeper for the root cause why our students are not achieving to their full potential. Our Supporting Data Statements show the differences in achievement, among our various populations. We are modifying our curriculum, instruction, assessment and Professional Development practices to better meet the needs of all our populations. SCHOOLWIDE REFORM STRATEGIES: Our school faculty is divided into Grade Level Teams. We meet regularly to examine classroom performance data and set short-term goals for improvement. It is during these meetings that we develop a common purpose and are able to focus on those areas where our students struggle. We commonly use interval testing to measure student performance. Through our comprehensive academic programs. We continually align our curriculum and assessments with the Arkansas Frameworks. The school provides uninterrupted instruction time to meet diverse student needs. Intervention and remediation is included in this time period. The strategies we incorporate are based on scientifically based research.

To Improve Literacy 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 and students with disabilities. The non-TAGG are all other students. We carefully studied these groups and compared themn to the last three year findings. We used this data to determine the culture of Oark Elementary School so we could better understand how our students are performing. From our reseach 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 within the Literacy Priority is OPEN RESPONSE. We will select appropriate interventions/actions and coordinate state and federal funds to address these areas.
 2. Baseline Data: Performance TAGG: 82.35% non-TAGG: 85.37% 2012 AMO Goal: TAGG: 83.82% non-TAGG: 86.59% 2012 AMO: TAGG: 80% non-TAGG: 83.33 2013 AMO Goal: TAGG: 85.29% non-TAGG: 87.81%
 3. In 2011, the attendance rate was 95.4% In 2012, the attendance rate was 94.65%
 4. <

Goal All students will improve their reading comprehension and writing skills across the curriculum.

Benchmark 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 Elementary was classified as an Achieving School because of Baseline percentages in both proficiency and growth. The TAGG Baseline Proficiency was 82.35% and the TAGG Baseline Growth was 85.19%. Oark Elementary was identified as an Achieving School for the 2012 school year because we reached Growth 87.50 (the goal was 86.42) but did not reach Proficiency 83.33 (the goal was 83.82). In 2013 Oark Elementary was classified as a Needs Improvement school in Literacy because we did not achieve TAGG AMO in either performance (AMO 73.53 and target 85.29) or growth (AMO 86.36 and target 87.66). The 2014 AMO target in performance is 86.76 and growth 88.89.

Intervention: The staff at Oark Elementary School will implement the strategies from Total Instructional Alignment.

Scientific Based Research: Carter, Lisa. (2007). Total Instructional Alignment: From Standards to Student Success. Bloomington, IN: The Solution Tree
 Lezotte, L., & McKee, K. (2002). Assembly required: A continuous school improvement system. Okemos, MI: Effective Schools Products, Ltd.
 Lezotte, L., & McKee, K. (2006). Stepping up: Leading the charge to improve our schools. Okemos, MI: Effective Schools Products, Ltd.

| Actions | Person Responsible | Timeline | Resources | Source of Funds |
|--|--------------------|--------------------------------------|--|-------------------------|
| Staff will meet to discuss alignment and mapping to the state 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 at what grade level each of the frameworks is being introduced, taught, and reinforced. Teaching adjustments will be made based on the in-depth review. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Performance Assessments • Teachers • Title Teachers | <hr/> ACTION BUDGET: \$ |
| Setting aside funds for literacy lab classroom books. 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 | Jeff Cantrell | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> • Administrative Staff | <hr/> ACTION BUDGET: \$ |

| | | | | |
|--|----------------|--|---|-------------------------|
| Evaluation Action Type: Title I Schoolwide | | | | |
| Setting aside funds for .10 FTE highly qualified GT teacher to provide accelerated learning opportunities for children where more is expected. Action Type: Alignment Action Type: Collaboration Action Type: Equity | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> • Performance Assessments • Teachers | <hr/> ACTION BUDGET: \$ |
| Annual review of curriculum maps, review of Benchmark data and Stanford 10 to ensure taught areas. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers | <hr/> ACTION BUDGET: \$ |
| Utilize the counselor to provide drug awareness program to elementary students through the use of classroom discussions, videos, materials and character education materials. Action Type: Collaboration Action Type: Title I Schoolwide | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> • Administrative Staff • Teachers | <hr/> ACTION BUDGET: \$ |
| The high school teacher will assign a language arts assignment to the 6th grade class during the last quarter of school. The 6th grade teacher will work with the HS teacher to ensure that time is allowed for students to complete the assignment. This assignment will provide a base of transition from elementary writing requirements to high school writing requirements. Action Type: Collaboration | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> • Teachers | <hr/> ACTION BUDGET: \$ |
| We formed ACSIP Leadership Teams and analyzed the test scores from the 3-6 grade Augmented Benchmark, and NRT Exams. We examined the results for both the combined population and EACH subpopulation. In addition, we studied our attendance and disciplinary data over the past three years. We aggregated and disaggregated this data for the purpose of determining student learning and behavioral needs. We looked at the trends in order to better shape instruction and align it with the | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> • District Staff • Teachers | <hr/> ACTION BUDGET: \$ |

| | | | | |
|---|-----------------------|---|--|--------------------------------|
| <p>curriculum frameworks, in literacy. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide</p> | | | | |
| <p>Staff members will attend training provided by The Learning Institute relating to interim assessments and effective teaching strategies. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation</p> | <p>Dr Geary Brown</p> | <p>Start: 07/01/2013 End: 06/30/2014</p> | <ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers | <hr/> <p>ACTION BUDGET: \$</p> |
| <p>NEEDS ASSESSMENT: We formed ACSIP Leadership Teams and analyzed the test scores from the each grade level Augmented Benchmark, and NRT Exams. We examined the results for both the combined population and EACH subpopulation. In addition, we studied our attendance and disciplinary data over the past three years. We aggregated and disaggregated this data for the purpose of determining student learning and behavioral needs. We looked at the trends in order to better shape instruction and align it with the curriculum frameworks, in literacy and math. We examined our routines, customs, norms and expectations in order to dig deeper for the root cause why our students are not achieving to their full potential. Our Supporting Data Statements show the differences in achievement, among our various populations. We are modifying our curriculum, instruction, assessment and Professional Development practices to better meet the needs of all our populations. SCHOOLWIDE REFORM STRATEGIES: Our school faculty is divided into Grade</p> | <p>Dr Geary Brown</p> | <p>Start: 07/01/2013 End: 06/30/2014</p> | <ul style="list-style-type: none"> • Administrative Staff • Teachers | <hr/> <p>ACTION BUDGET: \$</p> |

| | | | | |
|---|--|--|--|-----|
| <p>Level Teams. We meet regularly to examine classroom performance data and set short-term goals for improvement. It is during these meetings that we develop a common purpose and are able to focus on those areas where our students struggle. We commonly use interval testing to measure student performance. Through our comprehensive academic programs. We continually align our curriculum and assessments with the Arkansas Frameworks. The school provides uninterrupted instruction time to meet diverse student needs. Intervention and remediation is included in this time period. The strategies we incorporate are based on scientifically based research.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation</p> | | | | |
| Total Budget: | | | | \$0 |

Priority 2: NEEDS ASSESSMENT SUMMARY: We formed ACSIP Leadership Teams in Math to study the math program at Oark Elementary 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 results. We conducted data analysis to determine our area(s) of weakness. We also looked 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 student's mathematics problem solving skills and ability to respond to open-response items.

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 years findings. We used this data to examine the culture of Oark Elementary School so we could better understand the academic performance of our students. 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, in all grade levels, within the Math Priority is measurement, linear functions and especially OPEN RESPONSE. We will select appropriate interventions/actions and coordinate state and federal funds to address these areas.

2. Baseline Data: Performance TAGG: 82.35% non-TAGG: 85.37% 2012 AMO Goals: TAGG: 83.82% non-TAGG: 86.59% 2012 AMO: TAGG: 77.14% non-TAGG: 78.57% 2013 AMO Goal: TAGG: 85.29% non-TAGG: 87.81%
3. Baseline Data: Growth TAGG: 74.07% non-TAGG: 78.13% 2012 AMO Goal: TAGG: 76.23% non-TAGG: 79.95% 2012 AMO: TAGG: 54.17% non-TAGG: 55.17%
4. 2011 Attendance Rate: 95.40% 2012 Attendance Rate: 94.65%

Goal All students will show an improvement in math problem solving skills.

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 Elementary did not meet standards in either Proficiency or Growth and was classified as a Needs Improvement School for the 2012 school year. The TAGG Baseline Proficient is 82.35 and TAGG Baseline Growth is 74.07. Oark Elementary students scored Proficient 77.14% (the goal was 83.83%) and Growth 54.17% (the goal was 76.23%). Oark Elementary did not meet standards in either performance or growth for the 2013 school year and was again listed as a needs improvement school. TAGG Performance was 76.47 (the target was 85.29) and TAGG Growth was 59.09 (the target was 78.39). The 2014 TAGG Performance target is 86.76 and TAGG Growth is 80.55.

Benchmark

| Intervention: The staff at Oark Elementary School will continue to implement the strategies from Total Instructional Alignment. | | | | |
|--|--------------------|--|--|-------------------------|
| Scientific Based Research: Carter, Lisa.(2007. Total Instructional Alignment: From Standards to Student Success. Bloomington, IN: The Solution Tree Lezotte, L., & McKee, K. (2002). Assembly required: A continuous school improvement system. Okemos, MI: Effective Schools Products, Ltd. Lezotte, L., & McKee, K. (2006). Stepping up: Leading the charge to improve our schools. Okemos, MI: Effective Schools Products, Ltd. | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| Teachers will re-address any SLE that did not score at the specified 75% level. Action Type: Collaboration | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> • Teachers | <hr/> ACTION BUDGET: \$ |
| Teachers observe each other's classroom to gain knowledge on how specific instruction is given in the areas of math, reading language arts, and science. Action Type: Collaboration | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> • Teachers | <hr/> ACTION BUDGET: \$ |
| Total Budget: | | | | \$0 |
| Intervention: Parent Involvement | | | | |
| 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. | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| 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 | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> • Administrative Staff • Teachers | <hr/> ACTION BUDGET: \$ |

| | | | | |
|--|----------------|--------------------------------------|--|--------------------------------|
| <p>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>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: Collaboration Action Type: Parental Engagement</p> | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> • Administrative Staff • Teachers | <hr/> <p>ACTION BUDGET: \$</p> |
| <p>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</p> | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> • Administrative Staff • Teachers | <hr/> <p>ACTION BUDGET: \$</p> |
| <p>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</p> | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> • Administrative Staff • Teachers | <hr/> <p>ACTION BUDGET: \$</p> |

| | | | | |
|---|----------------|--|--|--------------------------------|
| 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: Collaboration Action Type: Parental Engagement | | | | |
| SCHOOL-PARENT COMPACT: 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 | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> • Administrative Staff • Teachers | <hr/> ACTION BUDGET: \$ |
| Total Budget: | | | | \$0 |

- Priority 3: It is the policy of Oark Elementary to comply with state and federal regulations relating to nutrition and physical activity. 04-27-06
1. Oark Elementary Body Mass Index data presented indicates the percentage of
 2. students who may be at risk of poor academic performance.
 3. 2009-10 No data was available for this school during this school year.
 - 4.
 5. Body Mass Classifications 2008-09:
 6. No data was available for 2008-09
 - 7.
 8. Body Mass Index Data SY 2007-08 of the 84 student population, 56 students were
 9. assessed. Of the students assessed, the following represents the percent of
 10. students at risk of overweight and overweight:
 11. Elementary: Males-48.0%, Females-38.7%;
- Supporting Data:

- 12.
13. Body Mass Index Data SY 2006-07: of the 97 student population, 92 students
14. were assessed. Of the students assessed, the following represents the percent
15. of students at risk of overweight and overweight:
16. Elementary: Males-50.0%, Females-37.0%;
- 17.
18. 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 78% Health Education - Module 2 – REQUIRED 83% Physical Education and Other Physical Activity Programs – Module 3 - REQUIRED 85% Nutrition Services - Module 4 - REQUIRED 83% 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 72%
19. Free and Reduced Eligibility 2009-10 Elementary: 19% Paid, 18% Reduced, and 63% Free. Free and Reduced Eligibility 2008-09 Elementary: 22% Paid, 25% Reduced, and 53% Free. Free and Reduced Price Meal Eligibility SY 2007-08: Elementary - 22.6% paid, 22.6% reduced, 54.8% free; Free and Reduced Price Meal Eligibility SY 2006-07: Elementary - 28.7% paid, 17.0% reduced; 54.3% Free;
20. Johnson County Unemployment Rate: 2006 – 5.0%;

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

| 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 http://www.nal.usda.gov/fnic/pubs_and_db.html . 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 Wellness Committee as part of the ACSIP Committee will frequently monitor goals and will evaluate the effectiveness of interventions by reviewing data results and other assesments related to wellness. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide Action Type: Wellness | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Outside Consultants • Teachers | <hr/> ACTION BUDGET: \$ |

| | | | | |
|---|----------------|--|---|-------------------------|
| Oark Elementary School will involve parents in physical activity and nutrition education through homework, parent/teacher involvement programs, and professional development activities. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Title I Schoolwide Action Type: Wellness | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers | <hr/> ACTION BUDGET: \$ |
| Total Budget: | | | | \$0 |

Intervention: Oark Elementary 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 |
|---|--------------------|--|---|-------------------------|
| Oark Elementary School will ensure that Wellness Committee will evaluate the effectiveness of the Health Program by conducting Pre-and Post- assessment of the School Health Index Module. Action Type: Collaboration Action Type: Title I Schoolwide Action Type: Wellness | Dr. Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> • Administrative Staff • Teachers • Teaching Aids | <hr/> ACTION BUDGET: \$ |
| Oark Elementary 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 | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> • Administrative Staff • Teachers | <hr/> ACTION BUDGET: \$ |
| Oark Elementary School will support providing marketing education that encourages students to make healthy food | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> • Administrative Staff • Teachers | <hr/> ACTION BUDGET: \$ |

| | | | | |
|---|----------------|--------------------------------------|---|-------------------------|
| 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 | | | | |
| Oark Elementary School encourages school staff to exhibit qualities of positive role models for positive role models for healthy eating and physical activity through policy development and staff driven programs. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Title I Schoolwide Action Type: Wellness | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers | <hr/> ACTION BUDGET: \$ |
| Oark Elementary School will ensure that the Wellness Committee will assist in the evaluation of the various methods used to distribute and collect free and reduced price meal applications as well as the student collection procedures to support the Child Nutrition Director in making appropriate changes that improve access to the program by all students. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide Action Type: Wellness | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> • Administrative Staff • Teachers | <hr/> ACTION BUDGET: \$ |
| Oark Elementary School supports making physical activity widely available through physical education classes and physical activity and makes healthy food choices widely available by providing healthy snacks of fruits and vegetables each afternoon. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Title I Schoolwide Action Type: Wellness | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> • Administrative Staff • Teachers | <hr/> ACTION BUDGET: \$ |

| | |
|---------------|-----|
| Total Budget: | \$0 |
|---------------|-----|

Action Type: Equity

NEEDS ASSESSMENT SUMMARY: We formed ACSIP Leadership Teams and analyzed the test scores from the each grade level Augmented Benchmark, and NRT Exams. We examined the results for both the combined population and each subpopulation. In addition, we studied our attendance and disciplinary data over the past three years. We aggregated and disaggregated this data for the purpose of determining student learning and behavioral needs. We looked at the trends in order to better shape instruction and align it with the curriculum frameworks, in literacy and math. We examined our routines, customs, norms and expectations in order to dig deeper for the root cause why our students are not achieving to their full potential. Our Supporting Data Statements show the differences in achievement, among our various populations. We are modifying our curriculum, instruction, assessment and Professional Development practices to better meet the needs of all our populations.

SCHOOLWIDE REFORM STRATEGIES: Our school faculty is divided into Grade Level Teams. We meet regularly to examine classroom performance data and set short-term goals for improvement. It is during these meetings that we develop a common purpose and are able to focus on those areas where our students struggle. We commonly use interval testing to measure student performance. Through our comprehensive academic programs. We continually align our curriculum and assessments with the Arkansas Frameworks. The school provides uninterrupted instruction time to meet diverse student needs. Intervention and remediation is included in this time period. The strategies we incorporate are based on scientifically based research.

Priority 1:

To Improve Literacy Skills

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 themn to the last three year findings. We used this data to determine the culture of Oark Elementary School so we could better understand how our students are performing. From our reseach 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 within the Literacy Priority is OPEN RESPONSE. We will select appropriate interventions/actions and coordinate state and federal funds to address these areas.
2. Baseline Data: Performance TAGG: 82.35% non-TAGG: 85.37% 2012 AMO Goal: TAGG: 83.82% non-TAGG: 86.59% 2012 AMO: TAGG: 80% non-TAGG: 83.33 2013 AMO Goal: TAGG: 85.29% non-TAGG: 87.81%
3. In 2011, the attendance rate was 95.4% In 2012, the attendance rate was 94.65%
4. <

Supporting Data:

Goal All students will improve their reading comprehension and writing skills across the curriculum.

Benchmark

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 Elementary was classified as an Achieving School because of Baseline percentages in both proficiency and growth. The TAGG Baseline Proficiency was 82.35% and the TAGG Baseline Growth was 85.19%. Oark Elementary was identified as an Aciieving School for the 2012 school year because we reached Growth 87.50 (the goal was 86.42)but did not reach Proficiency 83.33 (the goal was 83.82). In 2013 Oark Elementary was classified as a Needs Improvement school in Literacy because we did not achieve TAGG AMO in either performance (AMO 73.53 and target 85.29) or

growth (AMO 86.36 and target 87.66). The 2014 AMO target in performance is 86.76 and growth 88.89.

| Intervention: The staff at Oak Elementary School will implement the strategies from Total Instructional Alignment. | | | | |
|--|--------------------|--------------------------------------|---|---|
| Scientific Based Research: Carter, Lisa.(2007. Total Instructional Alignment: From Standards to Student Success. Bloomington, IN: The Solution Tree Lezotte, L., & McKee, K. (2002). Assembly required: A continuous school improvement system. Okemos, MI: Effective Schools Products, Ltd. Lezotte, L., & McKee, K. (2006). Stepping up: Leading the charge to improve our schools. Okemos, MI: Effective Schools Products, Ltd. | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| Setting aside funds for .10 FTE highly qualified GT teacher to provide accelerated learning opportunities for children where more is expected. Action Type: Alignment Action Type: Collaboration Action Type: Equity | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> Performance Assessments Teachers | <hr/> ACTION BUDGET: \$ |
| Students assigned to Kindergarten and First grade, a combined classroom will be reduced by hiring a 1.00 FTE highly qualified first grade teacher, so that class size can be reduced from 17 to 9 and the remaining students can be placed in a first grade class of their own without having a combined K-1 classroom. 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: Alignment Action Type: Equity | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> Administrative Staff Teachers | Title II-A - Employee Salaries: \$39440.00 Title II-A - Employee Benefits: \$9860.00 <hr/> ACTION BUDGET: \$49300 |
| Purchase literacy classroom materials and Supplies. These purchases are supplemental to the program already implemented with state or local funds. Action Type: Equity Action Type: Title I Schoolwide | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> Teachers Teaching Aids | Title I - Materials & Supplies: \$1500.16 <hr/> ACTION BUDGET: \$1500.16 |
| We formed ACSIP Leadership Teams and analyzed the test scores | Dr Geary Brown | Start: 07/01/2013 | <ul style="list-style-type: none"> District Staff | <hr/> ACTION BUDGET: \$ |

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| <p>from the 3-6 grade Augmented Benchmark, and NRT Exams. We examined the results for both the combined population and EACH subpopulation. In addition, we studied our attendance and disciplinary data over the past three years. We aggregated and disaggregated this data for the purpose of determining student learning and behavioral needs. We looked at the trends in order to better shape instruction and align it with the curriculum frameworks, in literacy.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide</p> | | <p>End: 06/30/2014</p> | <ul style="list-style-type: none"> • Teachers | |
| <p>POINT IN TIME REMEDIATION: When considering students at risk we look beyond NRT and CRT scores and include the QUALLS, DIBELS, DRA, and DSA which give us a complete assessment to determine intervention needs. Based on these needs, intervention plans are written on an individual basis to continually monitor student achievement and progress. The intervention (AIP and IRI) plans include scientifically based strategies for students who have difficulty mastering standards. The plans are adjusted based on progress monitoring. Intervention plans are implemented by Title I Para-Pros and Licensed teachers, on a daily basis</p> <p>Action Type: Alignment Action Type: Equity</p> | <p>Dr Geary Brown</p> | <p>Start: 07/01/2013 End: 06/30/2014</p> | <ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers | <hr/> <p>ACTION BUDGET: \$</p> |

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|--|----------------|--------------------------------------|--|--------------------------------|
| Action Type: Title I Target Assistance | | | | |
| <p>NEEDS ASSESSMENT: We formed ACSIP Leadership Teams and analyzed the test scores from the each grade level Augmented Benchmark, and NRT Exams. We examined the results for both the combined population and EACH subpopulation. In addition, we studied our attendance and disciplinary data over the past three years. We aggregated and disaggregated this data for the purpose of determining student learning and behavioral needs. We looked at the trends in order to better shape instruction and align it with the curriculum frameworks, in literacy and math. We examined our routines, customs, norms and expectations in order to dig deeper for the root cause why our students are not achieving to their full potential. Our Supporting Data Statements show the differences in achievement, among our various populations. We are modifying our curriculum, instruction, assessment and Professional Development practices to better meet the needs of all our populations. SCHOOLWIDE REFORM STRATEGIES: Our school faculty is divided into Grade Level Teams. We meet regularly to examine classroom performance data and set short-term goals for improvement. It is during these meetings that we develop a common purpose and are able to focus on those areas where our students struggle. We commonly use interval testing to</p> | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> • Administrative Staff • Teachers | <hr/> <p>ACTION BUDGET: \$</p> |

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| <p>measure student performance. Through our comprehensive academic programs. We continually align our curriculum and assessments with the Arkansas Frameworks. The school provides uninterrupted instruction time to meet diverse student needs. Intervention and remediation is included in this time period. The strategies we incorporate are based on scientifically based research.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation</p> | | | | |
| Total Budget: | | | | \$50800.16 |

- Priority 3: It is the policy of Oark Elementary to comply with state and federal regulations relating to nutrition and physical activity. 04-27-06
1. Oark Elementary Body Mass Index data presented indicates the percentage of
 2. students who may be at risk of poor academic performance.
 3. 2009-10 No data was available for this school during this school year.
 - 4.
 5. Body Mass Classifications 2008-09:
 6. No data was available for 2008-09
 - 7.
 8. Body Mass Index Data SY 2007-08 of the 84 student population, 56 students were
 9. assessed. Of the students assessed, the following represents the percent of
 10. students at risk of overweight and overweight:
 11. Elementary: Males-48.0%, Females-38.7%;
 - 12.
 13. Body Mass Index Data SY 2006-07: of the 97 student population, 92 students
 14. were assessed. Of the students assessed, the following represents the percent
 15. of students at risk of overweight and overweight:
 16. Elementary: Males-50.0%, Females-37.0%;
 - 17.
 18. 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 78% Health Education - Module 2 – REQUIRED 83% Physical Education and Other Physical Activity Programs –
- Supporting Data:

Module 3 - REQUIRED 85% Nutrition Services - Module 4 - REQUIRED 83% 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 72%

- 19. Free and Reduced Eligibility 2009-10 Elementary: 19% Paid, 18% Reduced, and 63% Free. Free and Reduced Eligibility 2008-09 Elementary: 22% Paid, 25% Reduced, and 53% Free. Free and Reduced Price Meal Eligibility SY 2007-08: Elementary - 22.6% paid, 22.6% reduced, 54.8% free; Free and Reduced Price Meal Eligibility SY 2006-07: Elementary - 28.7% paid, 17.0% reduced; 54.3% Free;
- 20. Johnson County Unemployment Rate: 2006 – 5.0%;

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

| 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 http://www.nal.usda.gov/fnic/pubs_and_db.html . 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 Wellness Committee as part of the ACSIP Committee will frequently monitor goals and will evaluate the effectiveness of interventions by reviewing data results and other assesments related to wellness. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide Action Type: Wellness | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Outside Consultants • Teachers | <hr/> ACTION BUDGET: \$ |
| 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 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 | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers | <hr/> ACTION BUDGET: \$ |

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|--|--|--|--|-----|
| Policy Statement has been submitted to ADE, Child Nutrition Unit, per the required submission date of May 15, 2006. Action Type: Equity Action Type: Program Evaluation Action Type: Title I Schoolwide Action Type: Wellness | | | | |
| Total Budget: | | | | \$0 |

Intervention: Oark Elementary 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 |
|---|--------------------|--|--|-------------------|
| Oark Elementary School will ensure that the Wellness Committee will assist in the evaluation of the various methods used to distribute and collect free and reduced price meal applications as well as the student collection procedures to support the Child Nutrition Director in making appropriate changes that improve access to the program by all students. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide Action Type: Wellness | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> Administrative Staff Teachers | ACTION BUDGET: \$ |
| Total Budget: | | | | \$0 |

Action Type: HQT-Section 2141

There is no data for the Action type "HQT-Section 2141".

Action Type: Iterim Measurable Objective (IMO)

There is no data for the Action type "Iterim Measurable Objective (IMO)".

Action Type: Parental Engagement

Priority 1: NEEDS ASSESSMENT SUMMARY: We formed ACSIP Leadership Teams and analyzed the test scores from the each grade level Augmented Benchmark, and NRT Exams. We examined the results for both the combined population and each subpopulation. In addition, we studied our attendance and disciplinary data over the past three years. We aggregated and disaggregated this data for the purpose of determining student learning and behavioral needs. We looked at the trends in order to better shape instruction and align it with the curriculum frameworks, in literacy and math. We

examined our routines, customs, norms and expectations in order to dig deeper for the root cause why our students are not achieving to their full potential. Our Supporting Data Statements show the differences in achievement, among our various populations. We are modifying our curriculum, instruction, assessment and Professional Development practices to better meet the needs of all our populations. SCHOOLWIDE REFORM STRATEGIES: Our school faculty is divided into Grade Level Teams. We meet regularly to examine classroom performance data and set short-term goals for improvement. It is during these meetings that we develop a common purpose and are able to focus on those areas where our students struggle. We commonly use interval testing to measure student performance. Through our comprehensive academic programs. We continually align our curriculum and assessments with the Arkansas Frameworks. The school provides uninterrupted instruction time to meet diverse student needs. Intervention and remediation is included in this time period. The strategies we incorporate are based on scientifically based research.

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3. In 2011, the attendance rate was 95.4% In 2012, the attendance rate was 94.65%
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All students will improve their reading comprehension and writing skills across the curriculum.

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| Actions | Person Responsible | Timeline | Resources | Source of Funds |
|---|--------------------|--|--|-------------------------|
| <p>We formed ACSIP Leadership Teams and analyzed the test scores from the 3-6 grade Augmented Benchmark, and NRT Exams. We examined the results for both the combined population and EACH subpopulation. In addition, we studied our attendance and disciplinary data over the past three years. We aggregated and disaggregated this data for the purpose of determining student learning and behavioral needs. We looked at the trends in order to better shape instruction and align it with the curriculum frameworks, in literacy.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide</p> | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> • District Staff • Teachers | <hr/> ACTION BUDGET: \$ |
| <p>NEEDS ASSESSMENT: We formed ACSIP Leadership Teams and analyzed the test scores from the each grade level Augmented Benchmark, and NRT Exams. We examined the results for both the combined population and EACH subpopulation. In addition, we studied our attendance and disciplinary data over the past three years. We aggregated and disaggregated this data for the purpose of determining student learning and behavioral needs. We looked at the trends in order to better shape instruction and align it with the curriculum frameworks, in literacy and math. We examined our routines, customs, norms and expectations in order to dig deeper for the root cause why our students are not achieving to their full potential. Our Supporting Data Statements show the differences in achievement, among our various populations. We are</p> | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> • Administrative Staff • Teachers | <hr/> ACTION BUDGET: \$ |

| | | | | |
|--|--|--|--|-----|
| <p>modifying our curriculum, instruction, assessment and Professional Development practices to better meet the needs of all our populations. SCHOOLWIDE REFORM STRATEGIES: Our school faculty is divided into Grade Level Teams. We meet regularly to examine classroom performance data and set short-term goals for improvement. It is during these meetings that we develop a common purpose and are able to focus on those areas where our students struggle. We commonly use interval testing to measure student performance. Through our comprehensive academic programs. We continually align our curriculum and assessments with the Arkansas Frameworks. The school provides uninterrupted instruction time to meet diverse student needs. Intervention and remediation is included in this time period. The strategies we incorporate are based on scientifically based research.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation</p> | | | | |
| Total Budget: | | | | \$0 |

Priority 2: NEEDS ASSESSMENT SUMMARY: We formed ACSIP Leadership Teams in Math to study the math program at Oark Elementary 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 results. We conducted data analysis to determine our area(s) of weakness. We also looked 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 student's mathematics problem solving skills and ability to respond to open-response items.

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 years findings. We used this data to examine the culture of Oark Elementary

School so we could better understand the academic performance of our students. 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, in all grade levels, within the Math Priority is measurement, linear functions and especially OPEN RESPONSE. We will select appropriate interventions/actions and coordinate state and federal funds to address these areas.

2. Baseline Data: Performance TAGG: 82.35% non-TAGG: 85.37% 2012 AMO Goals: TAGG: 83.82% non-TAGG: 86.59% 2012 AMO: TAGG: 77.14% non-TAGG: 78.57% 2013 AMO Goal: TAGG: 85.29% non-TAGG: 87.81%
3. Baseline Data: Growth TAGG: 74.07% non-TAGG: 78.13% 2012 AMO Goal: TAGG: 76.23% non-TAGG: 79.95% 2012 AMO: TAGG: 54.17% non-TAGG: 55.17%
4. 2011 Attendance Rate: 95.40% 2012 Attendance Rate: 94.65%

Goal All students will show an improvement in math problem solving skills.

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 Elementary did not meet standards in either Proficiency or Growth and was classified as a Needs Improvement School for the 2012 school year. The TAGG Baseline Proficient is 82.35 and TAGG Baseline Growth is 74.07. Oark Elementary students scored Proficient 77.14% (the goal was 83.83%) and Growth 54.17% (the goal was 76.23%). Oark Elementary did not meet standards in either performance or growth for the 2013 school year and was again listed as a needs improvement school. TAGG Performance was 76.47 (the target was 85.29) and TAGG Growth was 59.09 (the target was 78.39). The 2014 TAGG Performance target is 86.76 and TAGG Growth is 80.55.

| Intervention: Parent Involvement | | | | |
|--|--------------------|--|--|-------------------------|
| 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. | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| 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 | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> • Administrative Staff • Teachers | <hr/> ACTION BUDGET: \$ |

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| <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: Collaboration Action Type: Parental Engagement</p> | <p>Dr Geary Brown</p> | <p>Start: 07/01/2013 End: 06/30/2014</p> | <ul style="list-style-type: none"> • Administrative Staff • Teachers | <hr/> <p>ACTION BUDGET: \$</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>Dr Geary Brown</p> | <p>Start: 07/01/2013 End: 06/30/2014</p> | <ul style="list-style-type: none"> • Administrative Staff • Teachers | <hr/> <p>ACTION BUDGET: \$</p> |
| <p>RESOLUTION PROCESS: Each student is given a Student Handbook which will include the schools process for resolving 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</p> | <p>Dr Geary Brown</p> | <p>Start: 07/01/2013 End: 06/30/2014</p> | <ul style="list-style-type: none"> • Administrative Staff • Teachers | <hr/> <p>ACTION BUDGET: \$</p> |
| <p>PARENT SEMINARS: The school will sponsor seminars to inform parents of graduating 6th grade</p> | <p>Dr Geary Brown</p> | <p>Start: 07/01/2013 End: 06/30/2014</p> | <ul style="list-style-type: none"> • Administrative Staff • Teachers | <hr/> <p>ACTION BUDGET: \$</p> |

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| <p>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.</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p> | | | | |
| <p>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.</p> <p>Action Type: Parental Engagement</p> | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> • Administrative Staff • Teachers | <hr/> <p>ACTION BUDGET: \$</p> |
| <p>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.</p> <p>Action Type: Parental Engagement</p> | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> • Administrative Staff | <hr/> <p>ACTION BUDGET: \$</p> |
| <p>PARENT TEACHER CONFERENCES: To encourage communication with parents, the school will schedule no fewer that two (2) parent-teacher conferences per school year. One each semester, approximately one month prior to the nine week grading period.</p> <p>Action Type: Parental Engagement</p> | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> • Administrative Staff • Teachers | <hr/> <p>ACTION BUDGET: \$</p> |
| <p>PARENT INSTRUCTION: 1. The school will provide instruction to a parent on how to incorporate developmentally appropriate learning activities in the home</p> | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> • Administrative Staff • Teachers | <hr/> <p>ACTION BUDGET: \$</p> |

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| 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: Collaboration Action Type: Parental Engagement | | | | |
| 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 | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> Administrative Staff | <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 | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> Teachers | <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 | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> Title Teachers | <hr/> ACTION BUDGET: \$ |
| SCHOOL-PARENT COMPACT: Our school has developed and distributes annually, to all students, at | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> Administrative Staff | <hr/> ACTION BUDGET: \$ |

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|---|----------------|--|--|---|
| <p>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> | | | <ul style="list-style-type: none"> • Teachers | |
| <p>PARENT CENTER: 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> | Dr Geary Brown | <p>Start: 07/01/2013 End: 06/30/2014</p> | <ul style="list-style-type: none"> • Administrative Staff • Teachers | <p>Title I - Materials & Supplies: \$1000.00</p> <hr/> <p>ACTION BUDGET: \$1000</p> |
| <p>FORMATIVE EVALUATION: 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> | Dr Geary Brown | <p>Start: 07/01/2013 End: 06/30/2014</p> | <ul style="list-style-type: none"> • Administrative Staff • Teachers | <hr/> <p>ACTION BUDGET: \$</p> |
| <p>SUMMATIVE EVALUATION: A summative evaluation will be compiled using student and parent survey results', Input will be sought concerning Open House,</p> | Dr Geary Brown | <p>Start: 07/01/2013 End: 06/30/2014</p> | <ul style="list-style-type: none"> • Administrative Staff • Teachers | <hr/> <p>ACTION BUDGET: \$</p> |

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| Parent Nights, Parent/Teacher 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 | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> • Administrative Staff • Teachers | <hr/> ACTION BUDGET: \$ |
| 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 | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> • Administrative Staff • Teachers | <hr/> ACTION BUDGET: \$ |
| Setting aside funds for a web hosting license for online parental review of student grades. This will allow parents and teachers to work together to review | Jeff Cantrell | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> • Teachers | NSLA (State-281) - Purchased Services: \$2700.00 <hr/> |

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|---|--|--|--|-----------------------|
| student grades on a weekly basis and identify individual student deficiencies. This purchase is supplemental to the program already implemented with state or local funds. Action Type: Parental Engagement Action Type: Title I Schoolwide | | | | ACTION BUDGET: \$2700 |
| Total Budget: | | | | \$3700 |

- Priority 3: It is the policy of Oark Elementary to comply with state and federal regulations relating to nutrition and physical activity. 04-27-06
1. Oark Elementary Body Mass Index data presented indicates the percentage of
 2. students who may be at risk of poor academic performance.
 3. 2009-10 No data was available for this school during this school year.
 - 4.
 5. Body Mass Classifications 2008-09:
 6. No data was available for 2008-09
 - 7.
 8. Body Mass Index Data SY 2007-08 of the 84 student population, 56 students were
 9. assessed. Of the students assessed, the following represents the percent of
 10. students at risk of overweight and overweight:
 11. Elementary: Males-48.0%, Females-38.7%;
 - 12.
 13. Body Mass Index Data SY 2006-07: of the 97 student population, 92 students
 14. were assessed. Of the students assessed, the following represents the percent
 15. of students at risk of overweight and overweight:
 16. Elementary: Males-50.0%, Females-37.0%;
 - 17.
 18. 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 78% Health Education - Module 2 - REQUIRED 83% Physical Education and Other Physical Activity Programs - Module 3 - REQUIRED 85% Nutrition Services - Module 4 - REQUIRED 83% 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 72%
 19. Free and Reduced Eligibility 2009-10 Elementary: 19% Paid, 18% Reduced, and 63% Free. Free and Reduced Eligibility 2008-09 Elementary: 22% Paid, 25% Reduced, and 53% Free. Free and Reduced Price Meal Eligibility SY 2007-08: Elementary - 22.6% paid, 22.6% reduced, 54.8% free; Free and Reduced Price Meal Eligibility SY 2006-07: Elementary - 28.7% paid, 17.0% reduced; 54.3% Free;
 20. Johnson County Unemployment Rate: 2006 - 5.0%;
- Supporting Data:

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

| 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 http://www.nal.usda.gov/fnic/pubs_and_db.html . 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 Wellness Committee as part of the ACSIP Committee will frequently monitor goals and will evaluate the effectiveness of interventions by reviewing data results and other assesments related to wellness. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide Action Type: Wellness | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> Administrative Staff Community Leaders Outside Consultants Teachers | <hr/> ACTION BUDGET: \$ |
| Oark Elementary School will involve parents in physical activity and nutrition education through homework, parent/teacher involvement programs, and professional development activities. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Title I Schoolwide Action Type: Wellness | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> Administrative Staff Community Leaders Teachers | <hr/> ACTION BUDGET: \$ |
| Total Budget: | | | | \$0 |

| Intervention: Oark Elementary 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 reources 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 |
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| <p>Oark Elementary School will support providing marketing education that encourages studnets 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</p> | <p>Dr Geary Brown</p> | <p>Start: 07/01/2013 End: 06/30/2014</p> | <ul style="list-style-type: none"> • Administrative Staff • Teachers | <hr/> <p>ACTION BUDGET: \$</p> |
| <p>Oark Elementary School encourages school staff to exhibit qualities of positive role models for positive role models for healthy eating and physical activity through policy development and staff driven programs. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Title I Schoolwide Action Type: Wellness</p> | <p>Dr Geary Brown</p> | <p>Start: 07/01/2013 End: 06/30/2014</p> | <ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers | <hr/> <p>ACTION BUDGET: \$</p> |
| <p>Oark Elementary School will ensure that the Wellness Committee will assist in the evaluation of the various methods used to distribute and collect free and reduced price meal applications as well as the student collection procedures to support the Child Nutrition Director in making appropriate changes that improve access to the program by all students. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide Action Type: Wellness</p> | <p>Dr Geary Brown</p> | <p>Start: 07/01/2013 End: 06/30/2014</p> | <ul style="list-style-type: none"> • Administrative Staff • Teachers | <hr/> <p>ACTION BUDGET: \$</p> |
| <p>Oark Elementary School supports making physical activity widely available through physical education classes and physical activity and makes healthy food choices widely available by providing healthy snacks of fruits and vegetables each afternoon. Action Type: Alignment Action Type: Collaboration Action Type: Parental</p> | <p>Dr Geary Brown</p> | <p>Start: 07/01/2013 End: 06/30/2014</p> | <ul style="list-style-type: none"> • Administrative Staff • Teachers | <hr/> <p>ACTION BUDGET: \$</p> |

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| Engagement Action Type: Professional Development Action Type: Title I Schoolwide Action Type: Wellness | | | | |
| Total Budget: | | | | \$0 |

Action Type: Priority Improvement Plan (PIP)

There is no data for the Action type "Priority Improvement Plan (PIP)".

Action Type: Professional Development

Priority 1: NEEDS ASSESSMENT SUMMARY: We formed ACSIP Leadership Teams and analyzed the test scores from the each grade level Augmented Benchmark, and NRT Exams. We examined the results for both the combined population and each subpopulation. In addition, we studied our attendance and disciplinary data over the past three years. We aggregated and disaggregated this data for the purpose of determining student learning and behavioral needs. We looked at the trends in order to better shape instruction and align it with the curriculum frameworks, in literacy and math. We examined our routines, customs, norms and expectations in order to dig deeper for the root cause why our students are not achieving to their full potential. Our Supporting Data Statements show the differences in achievement, among our various populations. We are modifying our curriculum, instruction, assessment and Professional Development practices to better meet the needs of all our populations. SCHOOLWIDE REFORM STRATEGIES: Our school faculty is divided into Grade Level Teams. We meet regularly to examine classroom performance data and set short-term goals for improvement. It is during these meetings that we develop a common purpose and are able to focus on those areas where our students struggle. We commonly use interval testing to measure student performance. Through our comprehensive academic programs. We continually align our curriculum and assessments with the Arkansas Frameworks. The school provides uninterrupted instruction time to meet diverse student needs. Intervention and remediation is included in this time period. The strategies we incorporate are based on scientifically based research.

To Improve Literacy 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 and students with disabilities. The non-TAGG are all other students. We carefully studied these groups and compared themn to the last three year findings. We used this data to determine the culture of Oark Elementary School so we could better understand how our students are performing. From our reseach 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 within the Literacy Priority is OPEN RESPONSE. We will select appropriate interventions/actions and coordinate state and federal funds to address these areas.
 2. Baseline Data: Performance TAGG: 82.35% non-TAGG: 85.37% 2012 AMO Goal: TAGG: 83.82% non-TAGG: 86.59% 2012 AMO: TAGG: 80% non-TAGG: 83.33 2013 AMO Goal: TAGG: 85.29% non-TAGG: 87.81%
 3. In 2011, the attendance rate was 95.4% In 2012, the attendance rate was 94.65%
 4. <

Goal All students will improve their reading comprehension and writing skills across the curriculum.

Benchmark 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 Elementary was classified as an Achieving School because of Baseline percentages in both proficiency and growth. The TAGG Baseline Proficiency was 82.35% and the TAGG Baseline Growth was 85.19%. Oark Elementary was identified as an Achieving School for the 2012 school year because we reached Growth 87.50 (the goal was 86.42) but did not reach Proficiency 83.33 (the goal was 83.82). In 2013 Oark Elementary was classified as a Needs Improvement school in Literacy because we did not achieve TAGG AMO in either performance (AMO 73.53 and target 85.29) or growth (AMO 86.36 and target 87.66). The 2014 AMO target in performance is 86.76 and growth 88.89.

Intervention: The staff at Oark Elementary School will implement the strategies from Total Instructional Alignment.

Scientific Based Research: Carter, Lisa.(2007. Total Instructional Alignment: From Standards to Student Success. Bloomington, IN: The Solution Tree Lezotte, L., & McKee, K. (2002). Assembly required: A continuous school improvement system. Okemos, MI: Effective Schools Products, Ltd. Lezotte, L., & McKee, K. (2006). Stepping up: Leading the charge to improve our schools. Okemos, MI: Effective Schools Products, Ltd.

| Actions | Person Responsible | Timeline | Resources | Source of Funds |
|--|--------------------|--|--|--------------------------------|
| <p>Staff will meet to discuss alignment and mapping to the state 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 at 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: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation</p> | Dr Geary Brown | <p>Start: 07/01/2013 End: 06/30/2014</p> | <ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Performance Assessments • Teachers • Title Teachers | <hr/> <p>ACTION BUDGET: \$</p> |
| <p>Setting aside state and federal professional development funds for appropriate administrators and instructional staff to participate in professional learning communities, attend conferences, workshops, in-services, and other professional development activities to improve instruction and student learning. Provides for consultant fees, conference fees, travel, room and board, as well as materials and</p> | Dr Geary Brown | <p>Start: 07/01/2013 End: 06/30/2014</p> | <ul style="list-style-type: none"> • Administrative Staff • Teachers | <hr/> <p>ACTION BUDGET: \$</p> |

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; Total Instructional Alignment, Rubrics, Everyday Math, PBS Teacherline, Heinman, AETN IDEAS, Project Learning Tree, Accelerated Reader, Accelerated Math, Reading Academy, Success Maker, Nova Net, Mentoring, 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. State funds may also be used for bus driver training. Funds may also be used to pay substitutes used for

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| <p>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.</p> <p>Action Type: Professional Development</p> | | | | |
| <p>Teachers attend meetings relating to the implementation of the Common Core State Standards during the summer and school year.</p> <p>Action Type: Professional Development</p> | Dr Geary Brown | <p>Start: 07/01/2013 End: 06/30/2014</p> | <ul style="list-style-type: none"> Teachers | <hr/> <p>ACTION BUDGET: \$</p> |
| <p>We formed ACSIP Leadership Teams and analyzed the test scores from the 3-6 grade Augmented Benchmark, and NRT Exams. We examined the results for both the combined population and EACH subpopulation. In addition, we studied our attendance and disciplinary data over the past three years. We aggregated and disaggregated this data for the purpose of determining student learning and behavioral needs. We looked at the trends in order to better shape instruction and align it with the curriculum frameworks, in literacy.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide</p> | Dr Geary Brown | <p>Start: 07/01/2013 End: 06/30/2014</p> | <ul style="list-style-type: none"> District Staff Teachers | <hr/> <p>ACTION BUDGET: \$</p> |
| <p>Staff members will attend training provided by The Learning Institute relating to interim assessments and effective teaching strategies.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation</p> | Dr Geary Brown | <p>Start: 07/01/2013 End: 06/30/2014</p> | <ul style="list-style-type: none"> Administrative Staff District Staff Teachers | <hr/> <p>ACTION BUDGET: \$</p> |

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|--|-----------------------|--|--|--------------------------------|
| <p>NEEDS ASSESSMENT: We formed ACSIP Leadership Teams and analyzed the test scores from the each grade level Augmented Benchmark, and NRT Exams. We examined the results for both the combined population and EACH subpopulation. In addition, we studied our attendance and disciplinary data over the past three years. We aggregated and disaggregated this data for the purpose of determining student learning and behavioral needs. We looked at the trends in order to better shape instruction and align it with the curriculum frameworks, in literacy and math. We examined our routines, customs, norms and expectations in order to dig deeper for the root cause why our students are not achieving to their full potential. Our Supporting Data Statements show the differences in achievement, among our various populations. We are modifying our curriculum, instruction, assessment and Professional Development practices to better meet the needs of all our populations.</p> <p>SCHOOLWIDE REFORM STRATEGIES: Our school faculty is divided into Grade Level Teams. We meet regularly to examine classroom performance data and set short-term goals for improvement. It is during these meetings that we develop a common purpose and are able to focus on those areas where our students struggle. We commonly use interval testing to measure student performance. Through our comprehensive academic programs. We continually align our curriculum and assessments with the Arkansas Frameworks. The school provides uninterrupted instruction time to meet diverse student needs. Intervention and remediation is included in this time period. The strategies we incorporate are based on</p> | <p>Dr Geary Brown</p> | <p>Start: 07/01/2013 End: 06/30/2014</p> | <ul style="list-style-type: none"> • Administrative Staff • Teachers | <hr/> <p>ACTION BUDGET: \$</p> |
|--|-----------------------|--|--|--------------------------------|

| | | | | |
|--|--|--|--|-----|
| scientifically based research. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation | | | | |
| Total Budget: | | | | \$0 |

Priority 2: NEEDS ASSESSMENT SUMMARY: We formed ACSIP Leadership Teams in Math to study the math program at Oark Elementary 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 results. We conducted data analysis to determine our area(s) of weakness. We also looked 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 student's mathematics problem solving skills and ability to respond to open-response items.

- 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 years findings. We used this data to examine the culture of Oark Elementary School so we could better understand the academic performance of our students. 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, in all grade levels, within the Math Priority is measurement, linear functions and especially OPEN RESPONSE. We will select appropriate interventions/actions and coordinate state and federal funds to address these areas.
 2. Baseline Data: Performance TAGG: 82.35% non-TAGG: 85.37% 2012 AMO Goals: TAGG: 83.82% non-TAGG: 86.59% 2012 AMO: TAGG: 77.14% non-TAGG: 78.57% 2013 AMO Goal: TAGG: 85.29% non-TAGG: 87.81%
 3. Baseline Data: Growth TAGG: 74.07% non-TAGG: 78.13% 2012 AMO Goal: TAGG: 76.23% non-TAGG: 79.95% 2012 AMO: TAGG: 54.17% non-TAGG: 55.17%
 4. 2011 Attendance Rate: 95.40% 2012 Attendance Rate: 94.65%

Goal All students will show an improvement in math problem solving skills.
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 Elementary did not meet standards in either Proficiency or Growth and was classified as a Needs Improvement School for the 2012 school year. The TAGG Baseline Proficient is 82.35 and TAGG Baseline Growth is 74.07. Oark Elementary students scored Proficient 77.14% (the goal was 83.83%) and Growth 54.17% (the goal was 76.23%). Oark Elementary did not meet standards in either performance or growth for the 2013 school year and was again listed as a needs improvement school. TAGG Performance was 76.47 (the target was 85.29) and TAGG Growth was 59.09 (the target was 78.39). The 2014 TAGG Performance target is 86.76 and TAGG Growth is 80.55.

Intervention: The staff at Oark Elementary School will continue to implement the strategies from Total Instructional Alignment.

Scientific Based Research: Carter, Lisa.(2007). Total Instructional Alignment: From Standards to Student Success. Bloomington, IN: The Solution Tree
 Lezotte, L., & McKee, K. (2002). Assembly required: A continuous school improvement system. Okemos, MI: Effective Schools Products, Ltd.
 Lezotte, L., & McKee, K. (2006). Stepping up: Leading the charge to improve our schools. Okemos, MI: Effective Schools Products, Ltd.

| Actions | Person Responsible | Timeline | Resources | Source of Funds |
|---|-----------------------|--|--|--------------------------------|
| <p>Setting aside state and federal professional development funds for appropriate administrators and instructional staff to participate in professional learning communities, attend conferences, workshops, in-services, and other professional development activities to improve instruction and student learning. Provides for consultant fees, conference fees, travel, 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 an initial 60 hours of professional development, to include, data disaggregation,</p> | <p>Dr Geary Brown</p> | <p>Start: 07/01/2013 End: 06/30/2014</p> | <ul style="list-style-type: none"> • Administrative Staff • Teachers | <hr/> <p>ACTION BUDGET: \$</p> |

| | | | | |
|---|-----------------------|--|--|---------------------------------------|
| <p>instructional leadership, and fiscal management. After initial 60 hours, administrators are required to have 4 hours annually. Professional development may include, but not limited to; Total Instructional Alignment, Rubrics, CGI math, PBS Teacherline, Heinman, AETN IDEAS, Project Learning Tree, Accelerated Reader, Accelerated Math, Reading Academy, Success Maker, Nova Net, Mentoring, 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 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>Teachers attend meetings relating to implementation of CCSS and effective teaching strategies during the summer and the regular school year. Action Type: Professional Development</p> | <p>Dr Geary Brown</p> | <p>Start: 07/01/2013 End: 06/30/2014</p> | <ul style="list-style-type: none"> Teachers | <p>_____</p> <p>ACTION BUDGET: \$</p> |
| <p>Total Budget:</p> | | | | <p>\$0</p> |

Intervention: Parent Involvement

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.

| Actions | Person Responsible | Timeline | Resources | Source of Funds |
|---|-----------------------|--|--|---------------------------------------|
| <p>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</p> | <p>Dr Geary Brown</p> | <p>Start: 07/01/2013 End: 06/30/2014</p> | <ul style="list-style-type: none"> Teachers | <p>_____</p> <p>ACTION BUDGET: \$</p> |

| | | | | |
|---|--|--|--|-----|
| the importance of setting expectations and creating a climate conducive to parental participation. Action Type: Parental Engagement Action Type: Professional Development | | | | |
| Total Budget: | | | | \$0 |

- Priority 3: It is the policy of Oark Elementary to comply with state and federal regulations relating to nutrition and physical activity. 04-27-06
1. Oark Elementary Body Mass Index data presented indicates the percentage of
 2. students who may be at risk of poor academic performance.
 3. 2009-10 No data was available for this school during this school year.
 - 4.
 5. Body Mass Classifications 2008-09:
 6. No data was available for 2008-09
 - 7.
 8. Body Mass Index Data SY 2007-08 of the 84 student population, 56 students were
 9. assessed. Of the students assessed, the following represents the percent of
 10. students at risk of overweight and overweight:
 11. Elementary: Males-48.0%, Females-38.7%;
 - 12.
 13. Body Mass Index Data SY 2006-07: of the 97 student population, 92 students
 14. were assessed. Of the students assessed, the following represents the percent
 15. of students at risk of overweight and overweight:
 16. Elementary: Males-50.0%, Females-37.0%;
 - 17.
 18. 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 78% Health Education - Module 2 – REQUIRED 83% Physical Education and Other Physical Activity Programs – Module 3 - REQUIRED 85% Nutrition Services - Module 4 - REQUIRED 83% 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 72%
 19. Free and Reduced Eligibility 2009-10 Elementary: 19% Paid, 18% Reduced, and 63% Free. Free and Reduced Eligibility 2008-09 Elementary: 22% Paid, 25% Reduced, and 53% Free. Free and Reduced Price Meal Eligibility SY 2007-08: Elementary - 22.6% paid, 22.6% reduced, 54.8% free; Free and Reduced Price Meal Eligibility SY 2006-07: Elementary - 28.7% paid, 17.0% reduced; 54.3% Free;
 20. Johnson County Unemployment Rate: 2006 – 5.0%;
- Supporting Data:
- Goal: Oark Elementary will provide support for students in making healthy lifestyle choices by implementing systems to aid in decreasing the average BMI on routine annual student screening and increasing collaboration between all segments of the school community as identified by the Coordinated 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 Corrdinated School Health.

| Intervention: Oark Elementary 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 reources 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 |
| Oark Elementary School supports making physical activity widely available through physical education classes and physical activity and makes healthy food choices widely available by providing healthy snacks of fruits and vegetables each afternoon. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Title I Schoolwide Action Type: Wellness | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> Administrative Staff Teachers | <hr/> ACTION BUDGET: \$ |
| Total Budget: | | | | \$0 |

Priority 4: Oark Elementary School believes that in order to meet the demanding changes in education, to develop as a school and sustain growth, we must function and perform as a strong professional learning communities.

- DuFour, R.(1998). Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement. ALEXandria, VA: Association for Supervision and Curriculum Development.
- Schmoker, M. (1996). Results: The Key to Continuous School Improvement. Alexandria, VA: Association for Supervision and Curriculum Development

Goal All teachers will increase their knowledge of effective teaching strategies, current best practices in the field of education and relationship between student behavior and educational achievement.

Benchmark Higher implementation of effective teaching strategies as demonstrated through: Observation of Administrator during classroom walk throughs

Benchmark Increased documentation of effective teaching strategies in lesson plans by using Grade Quick software.

Benchmark Decrease in discipline referrals during classtime.

| Intervention: Oark Elementary School Staff will implement the strategies from Total Instructional Alignment and various educational researcher. | | | | |
|---|--------------------|----------|-----------|-----------------|
| Scientific Based Research: Carter, Lisa.(2007). Total Instructional Alignment:From Standards to Student Success. Bloomington, IN: The Solution Tree | | | | |
| 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 | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | • Teachers | ACTION BUDGET: \$ |
| Teachers will discuss current practices and student work during the meetings to problem - solve in areas of weakness. Action Type: Professional Development | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | • Teachers | ACTION BUDGET: \$ |
| Total Budget: | | | | \$0 |

Action Type: Program Evaluation

Priority 1: NEEDS ASSESSMENT SUMMARY: We formed ACSIP Leadership Teams and analyzed the test scores from the each grade level Augmented Benchmark, and NRT Exams. We examined the results for both the combined population and each subpopulation. In addition, we studied our attendance and disciplinary data over the past three years. We aggregated and disaggregated this data for the purpose of determining student learning and behavioral needs. We looked at the trends in order to better shape instruction and align it with the curriculum frameworks, in literacy and math. We examined our routines, customs, norms and expectations in order to dig deeper for the root cause why our students are not achieving to their full potential. Our Supporting Data Statements show the differences in achievement, among our various populations. We are modifying our curriculum, instruction, assessment and Professional Development practices to better meet the needs of all our populations.

SCHOOLWIDE REFORM STRATEGIES: Our school faculty is divided into Grade Level Teams. We meet regularly to examine classroom performance data and set short-term goals for improvement. It is during these meetings that we develop a common purpose and are able to focus on those areas where our students struggle. We commonly use interval testing to measure student performance. Through our comprehensive academic programs. We continually align our curriculum and assessments with the Arkansas Frameworks. The school provides uninterrupted instruction time to meet diverse student needs. Intervention and remediation is included in this time period. The strategies we incorporate are based on scientifically based research.

To Improve Literacy 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 and students with disabilities. The non-TAGG are all other students. We carefully studied these groups and compared themn to the last three year findings. We used this data to determine the culture of Oark Elementary School so we could better understand how our students are performing. From our reseach 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 within the Literacy Priority is OPEN RESPONSE. We will select appropriate interventions/actions and coordinate state and federal funds to address these areas.
 2. Baseline Data: Performance TAGG: 82.35% non-TAGG: 85.37% 2012 AMO Goal: TAGG: 83.82% non-TAGG: 86.59% 2012 AMO: TAGG: 80% non-TAGG: 83.33 2013 AMO Goal: TAGG: 85.29% non-TAGG: 87.81%
 3. In 2011, the attendance rate was 95.4% In 2012, the attendance rate was 94.65%
 4. <

Goal All students will improve their reading comprehension and writing skills across the curriculum.

Benchmark 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 Elementary was classified as an Achieving School because of Baseline percentages in both proficiency and growth. The TAGG Baseline Proficiency was 82.35% and the TAGG Baseline Growth was 85.19%. Oark Elementary was identified as an Achieving School for the 2012 school year because we reached Growth 87.50 (the goal was 86.42) but did not reach Proficiency 83.33 (the goal was 83.82). In 2013 Oark Elementary was classified as a Needs Improvement school in Literacy because we did not achieve TAGG AMO in either performance (AMO 73.53 and target 85.29) or growth (AMO 86.36 and target 87.66). The 2014 AMO target in performance is 86.76 and growth 88.89.

Intervention: The staff at Oark Elementary School will implement the strategies from Total Instructional Alignment.

Scientific Based Research: Carter, Lisa. (2007). Total Instructional Alignment: From Standards to Student Success. Bloomington, IN: The Solution Tree
 Lezotte, L., & McKee, K. (2002). Assembly required: A continuous school improvement system. Okemos, MI: Effective Schools Products, Ltd.
 Lezotte, L., & McKee, K. (2006). Stepping up: Leading the charge to improve our schools. Okemos, MI: Effective Schools Products, Ltd.

| Actions | Person Responsible | Timeline | Resources | Source of Funds |
|---|--------------------|--------------------------------------|--|-------------------------|
| <p>Staff will meet to discuss alignment and mapping to the state 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 at 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: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation</p> | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Performance Assessments • Teachers • Title Teachers | <hr/> ACTION BUDGET: \$ |
| <p>Setting aside funds for literacy lab classroom books. This purchase is supplemental to the program already implemented with state or</p> | Jeff Cantrell | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> • Administrative Staff | <hr/> ACTION BUDGET: \$ |

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|---|----------------|--------------------------------------|---|---|
| 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 | | | | |
| Annual review of curriculum maps, review of Benchmark data and Stanford 10 to ensure taught areas. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers | <hr/> ACTION BUDGET: \$ |
| Employment of .25 FTE highly qualified instructional assistant, Misty Cummings, to supplement instruction in grades K-6. 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: Program Evaluation Action Type: Title I Schoolwide | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> Performance Assessments | Title I - Employee \$4033.00 Salaries: Title I - Employee \$1009.00 Benefits: <hr/> ACTION BUDGET: \$5042 |
| Administering all parts of the Dibels test to kindergarten students at mid year and at end of year, and all first grade students three times during the school year to identify and tutor at risk students. Action Type: Alignment Action Type: Program Evaluation | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> Administrative Staff Teachers | <hr/> ACTION BUDGET: \$ |
| PROGRAM EVALUTION: Formative evaluation of an intervention may include, but not be limited to: classroom walkthroughs, | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> Administrative Staff Teachers | <hr/> ACTION BUDGET: \$ |

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|--|--|--|--|--|--|
| <p>Teacher observation of interactive lessons, skill checklists, periodic teacher made (or standardized) tests, computer lab quizzes, mock benchmark exams, term or research papers, Blooms Higher Level Exams, The Learning Institute Assessment Modules, projects or independent study, performance based skill assessments in a lab type setting. The assessments will be aligned with the goals and objectives of the intervention and relate back to the SLE's of the literacy /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 (SAT-10) and the CRT (Benchmark) exams. AYP, as determined by NCLB/ADE, will be met by meeting the expected benchmark target for the grade level range in a building (K-6), or Safe Harbor, or by meeting the "Growth" targets. 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>PROGRAM EVALUATION: The effectiveness of the Literacy Program will be measured periodically with an assessment at the end of each Learning Institute</p> | | | | | |
|--|--|--|--|--|--|

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| <p>module. The combine population augmented Benchmark scores will be used to test program effectiveness from year to year, and will be used to impact the decisions we make that affect our future instructional program. Other forms of evaluation may include, but not be limited to: classroom walk throughs, teacher observation of interactive lessons, skill checklists, periodic teacher made (or standardized) tests, computer lab quizzes, mock benchmark exams, term or research papers, Blooms Higher Level Exams, projects of independent study, and performance based skill assessments in a lab type setting. Action Type: Program Evaluation</p> | | | | |
| <p>Purchase Accelerated Reader supplies and materials. Such as but not limited to library books. 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: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide</p> | <p>Dr Geary Brown</p> | <p>Start: 07/01/2013 End: 06/30/2014</p> | <ul style="list-style-type: none"> • Computers • Performance Assessments | <p>Title I - Materials & \$1000.00 Supplies:</p> <hr/> <p>ACTION BUDGET: \$1000</p> |
| <p>We formed ACSIP Leadership Teams and analyzed the test scores from the 3-6 grade Augmented Benchmark, and NRT Exams. We examined the results for both the combined population and EACH subpopulation. In addition, we studied our attendance and disciplinary data over</p> | <p>Dr Geary Brown</p> | <p>Start: 07/01/2013 End: 06/30/2014</p> | <ul style="list-style-type: none"> • District Staff • Teachers | <hr/> <p>ACTION BUDGET: \$</p> |

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|---|----------------|--------------------------------------|--|--------------------------------|
| <p>the past three years. We aggregated and disaggregated this data for the purpose of determining student learning and behavioral needs. We looked at the trends in order to better shape instruction and align it with the curriculum frameworks, in literacy. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide</p> | | | | |
| <p>Staff members will attend training provided by The Learning Institute relating to interim assessments and effective teaching strategies. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation</p> | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers | <hr/> <p>ACTION BUDGET: \$</p> |
| <p>NEEDS ASSESSMENT: We formed ACSIP Leadership Teams and analyzed the test scores from the each grade level Augmented Benchmark, and NRT Exams. We examined the results for both the combined population and EACH subpopulation. In addition, we studied our attendance and disciplinary data over the past three years. We aggregated and disaggregated this data for the purpose of determining student learning and behavioral needs. We looked at the trends in order to better shape instruction and align it with the curriculum frameworks, in literacy and math. We examined our routines, customs, norms and expectations in order to dig deeper for the root</p> | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> • Administrative Staff • Teachers | <hr/> <p>ACTION BUDGET: \$</p> |

| | | | | |
|--|----------------------|---|--|--|
| <p>cause why our students are not achieving to their full potential. Our Supporting Data Statements show the differences in achievement, among our various populations. We are modifying our curriculum, instruction, assessment and Professional Development practices to better meet the needs of all our populations. SCHOOLWIDE REFORM STRATEGIES: Our school faculty is divided into Grade Level Teams. We meet regularly to examine classroom performance data and set short-term goals for improvement. It is during these meetings that we develop a common purpose and are able to focus on those areas where our students struggle. We commonly use interval testing to measure student performance. Through our comprehensive academic programs. We continually align our curriculum and assessments with the Arkansas Frameworks. The school provides uninterrupted instruction time to meet diverse student needs. Intervention and remediation is included in this time period. The strategies we incorporate are based on scientifically based research. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation</p> | | | | |
| <p>Setting aside funds for the purchase of The Learning Institute interim assessment testing service, scantron license</p> | <p>Melissa Parks</p> | <p>Start: 07/01/2013 End: 06/30/2014</p> | <ul style="list-style-type: none"> • Outside Consultants • Performance Assessments | <p>NSLA (State-281) - Materials & Supplies: \$334.00</p> |

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| 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 | | | | NSLA (State-281) - Purchased Services: \$4334.00 |
| | | | | ACTION BUDGET: \$4668 |
| Total Budget: | | | | \$10710 |

Priority 2: NEEDS ASSESSMENT SUMMARY: We formed ACSIP Leadership Teams in Math to study the math program at Oark Elementary 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 results. We conducted data analysis to determine our area(s) of weakness. We also looked 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 student's mathematics problem solving skills and ability to respond to open-response items.

- 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 years findings. We used this data to examine the culture of Oark Elementary School so we could better understand the academic performance of our students. 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, in all grade levels, within the Math Priority is measurement, linear functions and especially OPEN RESPONSE. We will select appropriate interventions/actions and coordinate state and federal funds to address these areas.
 2. Baseline Data: Performance TAGG: 82.35% non-TAGG: 85.37% 2012 AMO Goals: TAGG: 83.82% non-TAGG: 86.59% 2012 AMO: TAGG: 77.14% non-TAGG: 78.57% 2013 AMO Goal: TAGG: 85.29% non-TAGG: 87.81%
 3. Baseline Data: Growth TAGG: 74.07% non-TAGG: 78.13% 2012 AMO Goal: TAGG: 76.23% non-TAGG: 79.95% 2012 AMO: TAGG: 54.17% non-TAGG: 55.17%
 4. 2011 Attendance Rate: 95.40% 2012 Attendance Rate: 94.65%

Goal All students will show an improvement in math problem solving skills.

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 Elementary did not meet standards in either Proficiency or Growth and was classified as a Needs Improvement School for the 2012 school year. The TAGG Baseline Proficient is 82.35 and TAGG Baseline Growth is 74.07. Oark Elementary students scored Proficient 77.14% (the goal was 83.83%) and Growth 54.17% (the goal was 76.23%). Oark Elementary did not meet standards in either performance or growth for the 2013 school year and was again listed as a needs improvement school. TAGG Performance was 76.47 (the target was 85.29) and TAGG Growth was 59.09 (the

target was 78.39). The 2014 TAGG Performance target is 86.76 and TAGG Growth is 80.55.

| Intervention: The staff at Oark Elementary School will continue to implement the strategies from Total Instructional Alignment. | | | | |
|--|--------------------|--------------------------------------|--|--------------------------------|
| Scientific Based Research: Carter, Lisa. (2007). Total Instructional Alignment: From Standards to Student Success. Bloomington, IN: The Solution Tree Lezotte, L., & McKee, K. (2002). Assembly required: A continuous school improvement system. Okemos, MI: Effective Schools Products, Ltd. Lezotte, L., & McKee, K. (2006). Stepping up: Leading the charge to improve our schools. Okemos, MI: Effective Schools Products, Ltd. | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| <p>PROGRAM EVALUATION: Formative evaluation of an intervention may include, but not be limited to: classroom walkthroughs, Teacher observation of interactive lessons, skill checklists, periodic teacher made (or standardized) tests, computer lab quizzes, mock benchmark exams, term or research papers, Blooms Higher Level Exams, Periodic Targeted Assessments, projects or independent study, performance based skill assessments in a lab type setting. The assessments will be aligned with the goals and objectives of the intervention and relate back to the SLE's of the math frameworks and standards and the Common Core State 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 (Benchmark) exams. AMO, as determined by ADE, will be met by meeting the expected benchmark target for the grade level range in a building (K-6), Each school year, the local school's ACSIP Leadership Team will use summative evaluations to make a determination as to which Interventions are effective,</p> | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> • Administrative Staff • Teachers | <hr/> <p>ACTION BUDGET: \$</p> |

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|--|----------------|--------------------------------------|---|-------------------|
| especially in a comparative sense,...which need revision...and which need to be abandoned. Action Type: Program Evaluation | | | | |
| The 2012-2013 Mathematics program evaluation was determined by meeting the 2013 AMO. We also used classroom walk throughs, target tests, progress reports, successmaker, teacher observations and AIP/IRI data sheets. Students appear to have met expected changes in knowledge, attitudes and behavior for the K-6 grade range. Action Type: Program Evaluation | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers | ACTION BUDGET: \$ |
| Total Budget: | | | | \$0 |

- Priority 3: It is the policy of Oak Elementary to comply with state and federal regulations relating to nutrition and physical activity. 04-27-06
1. Oak Elementary Body Mass Index data presented indicates the percentage of
 2. students who may be at risk of poor academic performance.
 3. 2009-10 No data was available for this school during this school year.
 - 4.
 5. Body Mass Classifications 2008-09:
 6. No data was available for 2008-09
 - 7.
 8. Body Mass Index Data SY 2007-08 of the 84 student population, 56 students were
 9. assessed. Of the students assessed, the following represents the percent of
 10. students at risk of overweight and overweight:
 11. Elementary: Males-48.0%, Females-38.7%;
 - 12.
 13. Body Mass Index Data SY 2006-07: of the 97 student population, 92 students
 14. were assessed. Of the students assessed, the following represents the percent
 15. of students at risk of overweight and overweight:
 16. Elementary: Males-50.0%, Females-37.0%;
 - 17.
 18. 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 78% Health Education - Module 2 – REQUIRED 83% Physical Education and Other Physical Activity Programs – Module 3 - REQUIRED 85% Nutrition Services - Module 4 - REQUIRED 83% School Health Services – Module 5 - OPTIONAL School Counseling, Psychological, and Social Service – Module 6 - OPTIONAL Health Promotion
- Supporting Data:

for Staff – Module 7 - OPTIONAL Family and Community Involvement –
Module 8 - REQUIRED 72%

19. Free and Reduced Eligibility 2009-10 Elementary: 19% Paid, 18% Reduced, and 63% Free. Free and Reduced Eligibility 2008-09 Elementary: 22% Paid, 25% Reduced, and 53% Free. Free and Reduced Price Meal Eligibility SY 2007-08: Elementary - 22.6% paid, 22.6% reduced, 54.8% free; Free and Reduced Price Meal Eligibility SY 2006-07: Elementary - 28.7% paid, 17.0% reduced; 54.3% Free;
20. Johnson County Unemployment Rate: 2006 – 5.0%;

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

| 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 http://www.nal.usda.gov/fnic/pubs_and_db.html . 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 |
| 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 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 date of May 15, 2006. Action Type: Equity Action Type: Program Evaluation Action Type: Title I Schoolwide Action Type: Wellness | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers | <hr/> ACTION BUDGET: \$ |
| Oark Elementary School will involve parents in physical activity and nutrition education through homework, parent/teacher involvement programs, and professional development activities. | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers | <hr/> ACTION BUDGET: \$ |

| | | | | |
|---|--|--|--|-----|
| Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Title I Schoolwide Action Type: Wellness | | | | |
| Total Budget: | | | | \$0 |

Intervention: Oark Elementary 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 |
|--|--------------------|--|---|-------------------------|
| Oark Elementary School encourages school staff to exhibit qualities of positive role models for positive role models for healthy eating and physical activity through policy development and staff driven programs. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Title I Schoolwide Action Type: Wellness | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers | <hr/> ACTION BUDGET: \$ |
| Total Budget: | | | | \$0 |

Action Type: School Improvement

There is no data for the Action type "School Improvement".

Action Type: SIF 1003(a) 10-11

There is no data for the Action type "SIF 1003(a) 10-11".

Action Type: SIF 1003(a) 11-12

There is no data for the Action type "SIF 1003(a) 11-12".

Action Type: SIF 1003(a) 12-13

There is no data for the Action type "SIF 1003(a) 12-13".

Action Type: SIF 1003(a) 13-14

There is no data for the Action type "SIF 1003(a) 13-14".

Action Type: SIF 1003(a) ARRA

There is no data for the Action type "SIF 1003(a) ARRA".

Action Type: SIF 1003(g) 08-09

There is no data for the Action type "SIF 1003(g) 08-09".

Action Type: SIF 1003(g) 10-11

There is no data for the Action type "SIF 1003(g) 10-11".

Action Type: Special Education

There is no data for the Action type "Special Education".

Action Type: Targeted Improvement Plan (TIP)

There is no data for the Action type "Targeted Improvement Plan (TIP)".

Action Type: Technology Inclusion

Priority 1:

NEEDS ASSESSMENT SUMMARY: We formed ACSIP Leadership Teams and analyzed the test scores from the each grade level Augmented Benchmark, and NRT Exams. We examined the results for both the combined population and each subpopulation. In addition, we studied our attendance and disciplinary data over the past three years. We aggregated and disaggregated this data for the purpose of determining student learning and behavioral needs. We looked at the trends in order to better shape instruction and align it with the curriculum frameworks, in literacy and math. We examined our routines, customs, norms and expectations in order to dig deeper for the root cause why our students are not achieving to their full potential. Our Supporting Data Statements show the differences in achievement, among our various populations. We are modifying our curriculum, instruction, assessment and Professional Development practices to better meet the needs of all our populations.

SCHOOLWIDE REFORM STRATEGIES: Our school faculty is divided into Grade Level Teams. We meet regularly to examine classroom performance data and set short-term goals for improvement. It is during these meetings that we develop a common purpose and are able to focus on those areas where our students struggle. We commonly use interval testing to measure student performance. Through our comprehensive academic programs. We continually align our curriculum and assessments with the Arkansas Frameworks. The school provides uninterrupted instruction time to meet diverse student needs. Intervention and remediation is included in this time period. The strategies we incorporate are based on scientifically based research.

To Improve Literacy 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 and students with disabilities. The non-TAGG are all other students. We carefully studied these groups and compared themn to the last three year findings. We used this data to determine the culture of Oark Elementary School so we could better understand how our students are performing. From our reseach 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 within the Literacy Priority is OPEN RESPONSE. We will select appropriate interventions/actions and coordinate state and federal funds to address these areas.
2. Baseline Data: Performance TAGG: 82.35% non-TAGG: 85.37% 2012 AMO Goal: TAGG: 83.82% non-TAGG: 86.59% 2012 AMO: TAGG: 80% non-TAGG: 83.33 2013 AMO Goal: TAGG: 85.29% non-TAGG: 87.81%
3. In 2011, the attendance rate was 95.4% In 2012, the attendance rate was 94.65%
4. <

Goal All students will improve their reading comprehension and writing skills across the curriculum.

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 Elementary was classified as an Achieving School because of Baseline percentages in both proficiency and growth. The TAGG Baseline Proficiency was 82.35% and the TAGG Baseline Growth was 85.19%. Oark Elementary was identified as an Achieving School for the 2012 school year because we reached Growth 87.50 (the goal was 86.42)but did not reach Proficiency 83.33 (the goal was 83.82). In 2013 Oark Elementary was classified as a Needs Improvement school in Literacy because we did not achieve TAGG AMO in either performance (AMO 73.53 and target 85.29) or growth (AMO 86.36 and target 87.66). The 2014 AMO target in performance is 86.76 and growth 88.89.

Intervention: The staff at Oark Elementary School will implement the strategies from Total Instructional Alignment.

Scientific Based Research: Carter, Lisa.(2007. Total Instructional Alignment: From Standards to Student Success. Bloomington, IN: The Solution Tree Lezotte, L., & McKee, K. (2002). Assembly required: A continuous school improvement system. Okemos, MI: Effective Schools Products, Ltd. Lezotte, L., & McKee, K. (2006). Stepping up: Leading the charge to improve our schools. Okemos, MI: Effective Schools Products, Ltd.

| Actions | Person Responsible | Timeline | Resources | Source of Funds |
|--|--------------------|--|--|--|
| Provide funds for Renaissance Place web based Accelerated Reader/Star Reading License. This purchase is supplemental to the program already implemented with state or local funds. Action Type: Technology Inclusion Action Type: Title I Schoolwide | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> • Computers • Teachers | Title I - Purchased Services: \$862.00 <hr/> ACTION BUDGET: \$862 |
| Purchase Accelerated Reader supplies and materials. Such as but not limited to library books. 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: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> • Computers • Performance Assessments | Title I - Materials & Supplies: \$1000.00 <hr/> ACTION BUDGET: \$1000 |

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|---|----------------|--|--|---|
| Setting aside funds for library automation license renewal. This purchase is supplemental to the program already implemented with state or local funds. Action Type: Technology Inclusion | Jeff Cantrell | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> School Library | Title I - Purchased Services: \$800.00 <hr/> ACTION BUDGET: \$800 |
| Setting aside funds for Enchanted Learning License renewal. This purchase is supplemental to programs already implemented with state or local funds. Action Type: Technology Inclusion | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> Teaching Aids | Title I - Purchased Services: \$100.00 <hr/> ACTION BUDGET: \$100 |
| Setting aside funds to purchase 25 Computers @ \$990 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 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 | Jeff Cantrell | Start: 07/01/2013 End: 06/30/2014 | | Title I - Capital Outlay: \$15000.00 NSLA (State-281) - Capital Outlay: \$10400.00 <hr/> ACTION BUDGET: \$25400 |
| 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: 07/01/2013 End: 06/30/2014 | | Title VI State - Purchased Services: \$1020.00 <hr/> ACTION BUDGET: \$1020 |
| Total Budget: | | | | \$29182 |

Action Type: Title I Schoolwide

NEEDS ASSESSMENT SUMMARY: We formed ACSIP Leadership Teams and analyzed the test scores from the each grade level Augmented Benchmark, and NRT Exams. We examined the results for both the combined population and each subpopulation. In addition, we studied our attendance and disciplinary data over the past three years. We aggregated and disaggregated this data for the purpose of determining student learning and behavioral needs. We looked at the trends in order to better shape instruction and align it with the curriculum frameworks, in literacy and math. We examined our routines, customs, norms and expectations in order to dig deeper for the root cause why our students are not achieving to their full potential. Our Supporting Data Statements show the differences in achievement, among our various populations. We are modifying our curriculum, instruction, assessment and Professional Development practices to better meet the needs of all our populations.

SCHOOLWIDE REFORM STRATEGIES: Our school faculty is divided into Grade Level Teams. We meet regularly to examine classroom performance data and set short-term goals for improvement. It is during these meetings that we develop a common purpose and are able to focus on those areas where our students struggle. We commonly use interval testing to measure student performance. Through our comprehensive academic programs. We continually align our curriculum and assessments with the Arkansas Frameworks. The school provides uninterrupted instruction time to meet diverse student needs. Intervention and remediation is included in this time period. The strategies we incorporate are based on scientifically based research.

Priority 1:

To Improve Literacy 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 and students with disabilities. The non-TAGG are all other students. We carefully studied these groups and compared themn to the last three year findings. We used this data to determine the culture of Oark Elementary School so we could better understand how our students are performing. From our reseach 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 within the Literacy Priority is OPEN RESPONSE. We will select appropriate interventions/actions and coordinate state and federal funds to address these areas.
2. Baseline Data: Performance TAGG: 82.35% non-TAGG: 85.37% 2012 AMO Goal: TAGG: 83.82% non-TAGG: 86.59% 2012 AMO: TAGG: 80% non-TAGG: 83.33 2013 AMO Goal: TAGG: 85.29% non-TAGG: 87.81%
3. In 2011, the attendance rate was 95.4% In 2012, the attendance rate was 94.65%
4. <

Goal

All students will improve their reading comprehension and writing skills across the curriculum.

Benchmark

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 Elementary was classified as an Achieving School because of Baseline percentages in both proficiency and growth. The TAGG Baseline Proficiency was 82.35% and the TAGG Baseline Growth was 85.19%. Oark Elementary was identified as an Aciieving School for the 2012 school year because we reached Growth 87.50 (the goal was 86.42)but did not reach Proficiency 83.33 (the goal was 83.82). In 2013 Oark Elementary was classified as a Needs Improvement school in Literacy because we did not achieve TAGG AMO in either performance (AMO 73.53 and target 85.29) or growth (AMO 86.36 and target 87.66). The 2014 AMO target in performance is 86.76 and growth 88.89.

Intervention: The staff at Oark Elementary School will implement the strategies from Total Instructional Alignment.

Scientific Based Research: Carter, Lisa.(2007. Total Instructional Alignment: From Standards to Student Success. Bloomington, IN: The Solution Tree Lezotte, L., & McKee, K. (2002). Assembly required: A continuous school improvement system. Okemos, MI: Effective Schools Products, Ltd. Lezotte, L., & McKee, K. (2006). Stepping up: Leading the charge to improve our schools. Okemos, MI: Effective Schools Products, Ltd.

| Actions | Person Responsible | Timeline | Resources | Source of Funds |
|---|--------------------|--|---|---|
| Setting aside funds for literacy lab classroom books. 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 | Jeff Cantrell | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> Administrative Staff | <hr/> ACTION BUDGET: \$ |
| Annual review of curriculum maps, review of Benchmark data and Stanford 10 to ensure taught areas. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers | <hr/> ACTION BUDGET: \$ |
| Employment of .25 FTE highly qualified instructional assistant, Misty Cummings, to supplement instruction in grades K-6. 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: Program Evaluation Action Type: Title I Schoolwide | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> Performance Assessments | Title I - Employee Salaries: \$4033.00 Title I - Employee Benefits: \$1009.00 <hr/> ACTION BUDGET: \$5042 |
| Utilize the counselor to provide drug awareness program to elementary students through the use | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> Administrative Staff | <hr/> ACTION BUDGET: \$ |

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|---|----------------|--------------------------------------|--|---|
| of classroom discussions, videos, materials and character education materials. Action Type: Collaboration Action Type: Title I Schoolwide | | | <ul style="list-style-type: none"> Teachers | |
| Purchase literacy classroom materials and Supplies. These purchases are supplemental to the program already implemented with state or local funds. Action Type: Equity Action Type: Title I Schoolwide | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> Teachers Teaching Aids | Title I - Materials & Supplies: \$1500.16 <hr/> ACTION BUDGET: \$1500.16 |
| Provide funds for Renaissance Place web based Accelerated Reader/Star Reading License. This purchase is supplemental to the program already implemented with state or local funds. Action Type: Technology Inclusion Action Type: Title I Schoolwide | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> Computers Teachers | Title I - Purchased Services: \$862.00 <hr/> ACTION BUDGET: \$862 |
| Purchase Accelerated Reader supplies and materials. Such as but not limited to library books. 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: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> Computers Performance Assessments | Title I - Materials & Supplies: \$1000.00 <hr/> ACTION BUDGET: \$1000 |
| We formed ACSIP Leadership Teams and analyzed the test scores from the 3-6 grade Augmented Benchmark, and NRT Exams. We examined the results for both the combined population and EACH | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> District Staff Teachers | <hr/> <hr/> ACTION BUDGET: \$ |

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|--|------------------------|---|--|--|
| <p>subpopulation. In addition, we studied our attendance and disciplinary data over the past three years. We aggregated and disaggregated this data for the purpose of determining student learning and behavioral needs. We looked at the trends in order to better shape instruction and align it with the curriculum frameworks, in literacy.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide</p> | | | | |
| <p>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.</p> <p>Action Type: Title I Schoolwide</p> | <p>Dr Geary Brown</p> | <p>Start: 07/01/2013 End: 06/30/2014</p> | | <p>Title I - Materials & Supplies: \$400.00 Title I - Purchased Services: \$3000.00</p> <hr/> <p>ACTION BUDGET: \$3400</p> |
| <p>Hire .80 FTE highly qualified teacher, Taira Trusty, to provide supplemental instruction in th areas of math and literacy to grades K-6. This employment is supplemental to the program already implemented with state or local funds. Evaluation is determined by Star Reports, Success Maker, formative assessments, lesson plans, and classroom walk throughs.</p> | <p>Dr. Geary Brown</p> | <p>Start: 07/01/2013 End: 06/30/2014</p> | | <p>NSLA (State-281) - Employee Benefits: \$7166.00 NSLA (State-281) - Employee Salaries: \$28664.00</p> <hr/> <p>ACTION BUDGET: \$35830</p> |

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|---------------------------------|--|--|--|------------|
| Action Type: Title I Schoolwide | | | | |
| Total Budget: | | | | \$47634.16 |

NEEDS ASSESSMENT SUMMARY: We formed ACSIP Leadership Teams in Math to study the math program at Oark Elementary 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 results. We conducted data analysis to determine our area(s) of weakness. We also looked 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 student's mathematics problem solving skills and ability to respond to open-response items.

Priority 2:

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 years findings. We used this data to examine the culture of Oark Elementary School so we could better understand the academic performance of our students. 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, in all grade levels, within the Math Priority is measurement, linear functions and especially OPEN RESPONSE. We will select appropriate interventions/actions and coordinate state and federal funds to address these areas.
2. Baseline Data: Performance TAGG: 82.35% non-TAGG: 85.37% 2012 AMO Goals: TAGG: 83.82% non-TAGG: 86.59% 2012 AMO: TAGG: 77.14% non-TAGG: 78.57% 2013 AMO Goal: TAGG: 85.29% non-TAGG: 87.81%
3. Baseline Data: Growth TAGG: 74.07% non-TAGG: 78.13% 2012 AMO Goal: TAGG: 76.23% non-TAGG: 79.95% 2012 AMO: TAGG: 54.17% non-TAGG: 55.17%
4. 2011 Attendance Rate: 95.40% 2012 Attendance Rate: 94.65%

Goal

All students will show an improvement in math problem solving skills.

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 Elementary did not meet standards in either Proficiency or Growth and was classified as a Needs Improvement School for the 2012 school year. The TAGG Baseline Proficient is 82.35 and TAGG Baseline Growth is 74.07. Oark Elementary students scored Proficient 77.14% (the goal was 83.83%) and Growth 54.17% (the goal was 76.23%). Oark Elementary did not meet standards in either performance or growth for the 2013 school year and was again listed as a needs improvement school. TAGG Performance was 76.47 (the target was 85.29) and TAGG Growth was 59.09 (the target was 78.39). The 2014 TAGG Performance target is 86.76 and TAGG Growth is 80.55.

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| Intervention: The staff at Oark Elementary School will continue to implement the strategies from Total Instructional Alignment. |
| Scientific Based Research: Carter, Lisa.(2007. Total Instructional Alignment: From Standards to Student Success. Bloomington, IN: The Solution Tree Lezotte, L., & McKee, K. (2002). Assembly required: A continuous school improvement system. Okemos, MI: Effective Schools Products, Ltd. |

Lezotte, L., & McKee, K. (2006). Stepping up: Leading the charge to improve our schools. Okemos, MI: Effective Schools Products, Ltd.

| Actions | Person Responsible | Timeline | Resources | Source of Funds |
|---|--------------------|--------------------------------------|--|---|
| Setting aside funds to purchase math classroom supplies. The purchase of these supplies is supplemental to programs already provided with state and local funds. Action Type: Title I Schoolwide | Kerry Saylor | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> Teaching Aids | Title I - Materials & Supplies: \$1500.00 <hr/> ACTION BUDGET: \$1500 |
| Providing funds for a .25 Highly Qualified elementary Counselor. These funds are supplemental to programs already implemented with state and local funds. Action Type: Title I Schoolwide | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> Administrative Staff | NSLA (State-281) - Employee Salaries: \$14614.50 NSLA (State-281) - Employee Benefits: \$3654.00 <hr/> ACTION BUDGET: \$18268.5 |
| Total Budget: | | | | \$19768.5 |

Intervention: Parent Involvement

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.

| Actions | Person Responsible | Timeline | Resources | Source of Funds |
|---|--------------------|--------------------------------------|--|---|
| Setting aside funds for a web hosting license for online parental review of student grades. This will allow parents and teachers to work together to review student grades on a weekly basis and identify individual student deficiencies. This purchase is supplemental to the program already implemented with state or local funds. Action Type: Parental Engagement Action Type: Title I Schoolwide | Jeff Cantrell | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> Teachers | NSLA (State-281) - Purchased Services: \$2700.00 <hr/> ACTION BUDGET: \$2700 |
| Total Budget: | | | | \$2700 |

Priority 3: It is the policy of Oark Elementary to comply with state and federal regulations relating to nutrition and physical activity. 04-27-06

Supporting Data: 1. Oark Elementary Body Mass Index data presented indicates the percentage of

2. students who may be at risk of poor academic performance.
3. 2009-10 No data was available for this school during this school year.
- 4.
5. Body Mass Classifications 2008-09:
6. No data was available for 2008-09
- 7.
8. Body Mass Index Data SY 2007-08 of the 84 student population, 56 students were
9. assessed. Of the students assessed, the following represents the percent of
10. students at risk of overweight and overweight:
11. Elementary: Males-48.0%, Females-38.7%;
- 12.
13. Body Mass Index Data SY 2006-07: of the 97 student population, 92 students
14. were assessed. Of the students assessed, the following represents the percent
15. of students at risk of overweight and overweight:
16. Elementary: Males-50.0%, Females-37.0%;
- 17.
18. 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 78% Health Education - Module 2 – REQUIRED 83% Physical Education and Other Physical Activity Programs – Module 3 - REQUIRED 85% Nutrition Services - Module 4 - REQUIRED 83% 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 72%
19. Free and Reduced Eligibility 2009-10 Elementary: 19% Paid, 18% Reduced, and 63% Free. Free and Reduced Eligibility 2008-09 Elementary: 22% Paid, 25% Reduced, and 53% Free. Free and Reduced Price Meal Eligibility SY 2007-08: Elementary - 22.6% paid, 22.6% reduced, 54.8% free; Free and Reduced Price Meal Eligibility SY 2006-07: Elementary - 28.7% paid, 17.0% reduced; 54.3% Free;
20. Johnson County Unemployment Rate: 2006 – 5.0%;

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

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|---|--------------------|----------|-----------|-----------------|
| 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 http://www.nal.usda.gov/fnic/pubs_and_db.html . 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 |

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|---|-----------------------|---|--|--------------------------------|
| <p>The Wellness 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.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide Action Type: Wellness</p> | <p>Dr Geary Brown</p> | <p>Start: 07/01/2013 End: 06/30/2014</p> | <ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Outside Consultants • Teachers | <hr/> <p>ACTION BUDGET: \$</p> |
| <p>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 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 date of May 15, 2006.</p> <p>Action Type: Equity Action Type: Program Evaluation Action Type: Title I Schoolwide Action Type: Wellness</p> | <p>Dr Geary Brown</p> | <p>Start: 07/01/2013 End: 06/30/2014</p> | <ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers | <hr/> <p>ACTION BUDGET: \$</p> |
| <p>Oark Elementary School will provide support to ensure successful implementation of the Wellness Policies, and promote health and physical activity curriculum and student health.</p> <p>Action Type: Alignment Action Type: Title I Schoolwide Action Type: Wellness</p> | <p>Dr Geary Brown</p> | <p>Start: 07/01/2013 End: 06/30/2014</p> | <ul style="list-style-type: none"> • Administrative Staff • Teachers | <hr/> <p>ACTION BUDGET: \$</p> |
| <p>Oark Elementary School will involve parents in physical activity and nutrition education through homework, parent/teacher involvement programs, and professional development activities.</p> <p>Action Type: Collaboration Action Type: Parental</p> | <p>Dr Geary Brown</p> | <p>Start: 07/01/2013 End: 06/30/2014</p> | <ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers | <hr/> <p>ACTION BUDGET: \$</p> |

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| Engagement Action Type: Program Evaluation Action Type: Title I Schoolwide Action Type: Wellness | | | | |
| Total Budget: | | | | \$0 |

Intervention: Oark Elementary 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 |
|---|--------------------|--|---|-------------------------|
| Oark Elementary School will ensure that Wellness Committee will evaluate the effectiveness of the Health Program by conducting Pre-and Post- assessment of the School Health Index Module. Action Type: Collaboration Action Type: Title I Schoolwide Action Type: Wellness | Dr. Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> • Administrative Staff • Teachers • Teaching Aids | <hr/> ACTION BUDGET: \$ |
| Oark Elementary 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 | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> • Administrative Staff • Teachers | <hr/> ACTION BUDGET: \$ |
| Oark Elementary 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 | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> • Administrative Staff • Teachers | <hr/> ACTION BUDGET: \$ |

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|--|-----------------------|---|---|--------------------------------|
| <p>Oark Elementary School encourages school staff to exhibit qualities of positive role models for positive role models for healthy eating and physical activity through policy development and staff driven programs. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Title I Schoolwide Action Type: Wellness</p> | <p>Dr Geary Brown</p> | <p>Start: 07/01/2013 End: 06/30/2014</p> | <ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers | <hr/> <p>ACTION BUDGET: \$</p> |
| <p>Oark Elementary School will ensure that the Wellness Committee will assist in the evaluation of the various methods used to distribute and collect free and reduced price meal applications as well as the student collection procedures to support the Child Nutrition Director in making appropriate changes that improve access to the program by all students. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide Action Type: Wellness</p> | <p>Dr Geary Brown</p> | <p>Start: 07/01/2013 End: 06/30/2014</p> | <ul style="list-style-type: none"> • Administrative Staff • Teachers | <hr/> <p>ACTION BUDGET: \$</p> |
| <p>Oark Elementary School supports making physical activity widely available through physical education classes and physical activity and makes healthy food choices widely available by providing healthy snacks of fruits and vegetables each afternoon. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Title I Schoolwide Action Type: Wellness</p> | <p>Dr Geary Brown</p> | <p>Start: 07/01/2013 End: 06/30/2014</p> | <ul style="list-style-type: none"> • Administrative Staff • Teachers | <hr/> <p>ACTION BUDGET: \$</p> |
| <p>Total Budget:</p> | | | | <p>\$0</p> |

Intervention: The School nurse; A vital member of the education team.

Scientific Based Research: The School Nurse: Norman Rita; CIJSEP, 1977, education Horizons.

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| Actions | Person Responsible | Timeline | Resources | Source of Funds |
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|--|----------------|--------------------------------------|--|---|
| Employ a fulltime 1.0 FTE registered nurse (Angela Kitchens) to be paid from NSLA funds .5 Elementary and .5 High School. This is supplemental to the required 1.0 FTE district requirement. The school nurse will complete required screening, ensure up to date immunizations, as well as educate students on healthy lifestyle choices. Action Type: Title I Schoolwide Action Type: Wellness | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> Administrative Staff | NSLA (State-281) - Employee Benefits: \$4896.00 NSLA (State-281) - Employee Salaries: \$19583.00 <hr/> ACTION BUDGET: \$24479 |
| Total Budget: | | | | \$24479 |

Action Type: Title I Target Assistance

Priority 1: NEEDS ASSESSMENT SUMMARY: We formed ACSIP Leadership Teams and analyzed the test scores from the each grade level Augmented Benchmark, and NRT Exams. We examined the results for both the combined population and each subpopulation. In addition, we studied our attendance and disciplinary data over the past three years. We aggregated and disaggregated this data for the purpose of determining student learning and behavioral needs. We looked at the trends in order to better shape instruction and align it with the curriculum frameworks, in literacy and math. We examined our routines, customs, norms and expectations in order to dig deeper for the root cause why our students are not achieving to their full potential. Our Supporting Data Statements show the differences in achievement, among our various populations. We are modifying our curriculum, instruction, assessment and Professional Development practices to better meet the needs of all our populations. SCHOOLWIDE REFORM STRATEGIES: Our school faculty is divided into Grade Level Teams. We meet regularly to examine classroom performance data and set short-term goals for improvement. It is during these meetings that we develop a common purpose and are able to focus on those areas where our students struggle. We commonly use interval testing to measure student performance. Through our comprehensive academic programs. We continually align our curriculum and assessments with the Arkansas Frameworks. The school provides uninterrupted instruction time to meet diverse student needs. Intervention and remediation is included in this time period. The strategies we incorporate are based on scientifically based research.

To Improve Literacy 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 and students with disabilities. The non-TAGG are all other students. We carefully studied these groups and compared themn to the last three year findings. We used this data to determine the culture of Oark Elementary School so we could better understand how our students are performing. From our reseach 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 within the Literacy Priority is OPEN RESPONSE. We will select appropriate interventions/actions and coordinate state and federal funds to address these areas.
2. Baseline Data: Performance TAGG: 82.35% non-TAGG: 85.37% 2012 AMO Goal: TAGG: 83.82% non-TAGG: 86.59% 2012 AMO: TAGG: 80% non-TAGG: 83.33 2013 AMO Goal: TAGG: 85.29% non-TAGG: 87.81%

- 3. In 2011, the attendance rate was 95.4% In 2012, the attendance rate was 94.65%
- 4. <

Goal All students will improve their reading comprehension and writing skills across the curriculum.

Benchmark 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 Elementary was classified as an Achieving School because of Baseline percentages in both proficiency and growth. The TAGG Baseline Proficiency was 82.35% and the TAGG Baseline Growth was 85.19%. Oark Elementary was identified as an Achieving School for the 2012 school year because we reached Growth 87.50 (the goal was 86.42)but did not reach Proficiency 83.33 (the goal was 83.82). In 2013 Oark Elementary was classified as a Needs Improvement school in Literacy because we did not achieve TAGG AMO in either performance (AMO 73.53 and target 85.29) or growth (AMO 86.36 and target 87.66). The 2014 AMO target in performance is 86.76 and growth 88.89.

| Intervention: The staff at Oark Elementary School will implement the strategies from Total Instructional Alignment. | | | | |
|---|--------------------|--|---|--------------------------------|
| Scientific Based Research: Carter, Lisa.(2007. Total Instructional Alignment: From Standards to Student Success. Bloomington, IN: The Solution Tree Lezotte, L., & McKee, K. (2002). Assembly required: A continuous school improvement system. Okemos, MI: Effective Schools Products, Ltd. Lezotte, L., & McKee, K. (2006). Stepping up: Leading the charge to improve our schools. Okemos, MI: Effective Schools Products, Ltd. | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| POINT IN TIME REMEDIATION: When considering students at risk we look beyond NRT and CRT scores and include the QUALLS, DIBELS, DRA, and DSA which give us a complete assessment to determine intervention needs. Based on these needs, intervention plans are written on an individual basis to continually monitor student achievement and progress. The intervention (AIP and IRI) plans include scientifically based strategies for students who have difficulty mastering standards. The plans are adjusted based on progress monitoring. Intervention plans are implemented by Title I Para-Pros and Licensed teachers, on a daily basis Action Type: Alignment Action Type: Equity Action Type: Title I Target Assistance | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers | <hr/> ACTION BUDGET: \$ |
| Total Budget: | | | | \$0 |

Action Type: Wellness

- Priority 3: It is the policy of Oark Elementary to comply with state and federal regulations relating to nutrition and physical activity. 04-27-06
1. Oark Elementary Body Mass Index data presented indicates the percentage of
 2. students who may be at risk of poor academic performance.
 3. 2009-10 No data was available for this school during this school year.
 - 4.
 5. Body Mass Classifications 2008-09:
 6. No data was available for 2008-09
 - 7.
 8. Body Mass Index Data SY 2007-08 of the 84 student population, 56 students were
 9. assessed. Of the students assessed, the following represents the percent of
 10. students at risk of overweight and overweight:
 11. Elementary: Males-48.0%, Females-38.7%;
 - 12.
 13. Body Mass Index Data SY 2006-07: of the 97 student population, 92 students
 14. were assessed. Of the students assessed, the following represents the percent
 15. of students at risk of overweight and overweight:
 16. Elementary: Males-50.0%, Females-37.0%;
 - 17.
 18. 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 78% Health Education - Module 2 - REQUIRED 83% Physical Education and Other Physical Activity Programs - Module 3 - REQUIRED 85% Nutrition Services - Module 4 - REQUIRED 83% 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 72%
 19. Free and Reduced Eligibility 2009-10 Elementary: 19% Paid, 18% Reduced, and 63% Free. Free and Reduced Eligibility 2008-09 Elementary: 22% Paid, 25% Reduced, and 53% Free. Free and Reduced Price Meal Eligibility SY 2007-08: Elementary - 22.6% paid, 22.6% reduced, 54.8% free; Free and Reduced Price Meal Eligibility SY 2006-07: Elementary - 28.7% paid, 17.0% reduced; 54.3% Free;
 20. Johnson County Unemployment Rate: 2006 - 5.0%;

Supporting Data:

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

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| 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 http://www.nal.usda.gov/fnic/pubs_and_db.html . 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 |
|---|--------------------|--------------------------------------|--|-------------------------|
| <p>The Wellness 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.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide Action Type: Wellness</p> | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Outside Consultants • Teachers | <hr/> ACTION BUDGET: \$ |
| <p>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 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 date of May 15, 2006.</p> <p>Action Type: Equity Action Type: Program Evaluation Action Type: Title I Schoolwide Action Type: Wellness</p> | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers | <hr/> ACTION BUDGET: \$ |
| <p>Oark Elementary School will provide support to ensure successful implementation of the Wellness Policies, and promote health and physical activity curriculum and student health.</p> <p>Action Type: Alignment Action Type: Title I Schoolwide Action Type: Wellness</p> | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> • Administrative Staff • Teachers | <hr/> ACTION BUDGET: \$ |
| <p>Oark Elementary School will involve parents in physical activity and nutrition education through homework, parent/teacher involvement</p> | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> • Administrative Staff • Community Leaders | <hr/> ACTION BUDGET: \$ |

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|--|--|--|--|-----|
| <p>programs, and professional development activities. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Title I Schoolwide Action Type: Wellness</p> | | | <ul style="list-style-type: none"> Teachers | |
| Total Budget: | | | | \$0 |

Intervention: Oark Elementary 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 Elementary School will ensure that Wellness Committee will evaluate the effectiveness of the Health Program by conducting Pre-and Post- assessment of the School Health Index Module. Action Type: Collaboration Action Type: Title I Schoolwide Action Type: Wellness</p> | Dr. Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> Administrative Staff Teachers Teaching Aids | <hr/> ACTION BUDGET: \$ |
| <p>Oark Elementary 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</p> | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> Administrative Staff Teachers | <hr/> ACTION BUDGET: \$ |
| <p>Oark Elementary 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</p> | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> Administrative Staff Teachers | <hr/> ACTION BUDGET: \$ |

| | | | | |
|---|----------------|--|---|-------------------------|
| Engagement Action Type: Title I Schoolwide Action Type: Wellness | | | | |
| Oark Elementary School encourages school staff to exhibit qualities of positive role models for positive role models for healthy eating and physical activity through policy development and staff driven programs. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Title I Schoolwide Action Type: Wellness | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers | <hr/> ACTION BUDGET: \$ |
| Oark Elementary School will ensure that the Wellness Committee will assist in the evaluation of the various methods used to distribute and collect free and reduced price meal applications as well as the student collection procedures to support the Child Nutrition Director in making appropriate changes that improve access to the program by all students. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide Action Type: Wellness | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> Administrative Staff Teachers | <hr/> ACTION BUDGET: \$ |
| Oark Elementary School supports making physical activity widely available through physical education classes and physical activity and makes healthy food choices widely available by providing healthy snacks of fruits and vegetables each afternoon. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Title I Schoolwide Action Type: Wellness | Dr Geary Brown | Start: 07/01/2013 End: 06/30/2014 | <ul style="list-style-type: none"> Administrative Staff Teachers | <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, education Horizons. | | | | |

| Actions | Person Responsible | Timeline | Resources | Source of Funds |
|--|-----------------------|--|--|--|
| <p>Employ a fulltime 1.0 FTE registered nurse (Angela Kitchens) to be paid from NSLA funds .5 Elementary and .5 High School. This is supplemental to the required 1.0 FTE district requirement. The school nurse will complete required screening, ensure up to date immunizations, as well as educate students on healthy lifestyle choices.</p> <p>Action Type: Title I Schoolwide Action Type: Wellness</p> | <p>Dr Geary Brown</p> | <p>Start: 07/01/2013 End: 06/30/2014</p> | <ul style="list-style-type: none"> Administrative Staff | <p>NSLA (State-281) - Employee Benefits: \$4896.00</p> <p>NSLA (State-281) - Employee Salaries: \$19583.00</p> <hr/> <p>ACTION BUDGET: \$24479</p> |
| <p>Total Budget:</p> | | | | <p>\$24479</p> |