

School Plan

OARK ELEMENTARY SCHOOL
370 Highway 215, Oark, AR 72852

Arkansas Comprehensive School Improvement Plan

2014-2015

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

Grade Span: K-6 Title I: Title I Schoolwide

School Improvement: MS

Table of Contents

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 and in responding to open-response items.

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 stategies, current best practices in the field of education and relationship between student behavior and educational achievement.

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 was 86.76 and growth 88.89. Oark Elementary again did not meet AMO goals. TAGG AMO for performance was 74.36, growth was 77.78. 2015 targets for TAGG performance is 88.23, growth target for TAGG is 90.13.

Intervention: Oark Elementary School staff will implement best educational practices to improve student performance in reading comprehension and writing skills wit a focus on answering open ended questions.

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 pacing guides to follow the Common Core Standards to meet the needs that are identified as areas of weaknesses on informal and formal assessments of the students, including TLI module assessments, Augmented Benchmarks, ITBS, and classroom assessments. Weekly, teachers will meet to discuss alignment, teaching strategies, and plans for improving student performance. Annually, teachers across the District will meet to review, assess and modify pacing	David Westenhover	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Performance Assessments • Teachers • Title Teachers 	ACTION BUDGET: \$

<p>guides and curriculum to best align with the Common Core Standards. The current pacing guides were designed by The Learning Institute who also provide additional curriculum resources. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation</p>				
<p>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</p>	<p>Jeff Cantrell</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Annual review of curriculum maps, review of Benchmark data and ITBS to ensure taught areas. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>David Westenhov</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • 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</p>	<p>David Westenhov</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>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 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,</p>				
---	--	--	--	--

<p>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 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>Employment of 1.0 FTE highly qualified instructional assistant, Donna Jarmen, 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</p>	<p>David Westenhover</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Performance Assessments 	<p>Title I - Employee Salaries: \$19652.00 Title I - Employee Benefits: \$4913.00</p> <hr/> <p>ACTION BUDGET: \$24565</p>
<p>Utilize the counselor to provide drug awareness program to elementary students through the use of classroom discussions, videos, materials and character</p>	<p>David Westenhover</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

education materials. Action Type: Collaboration Action Type: Title I Schoolwide				
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 remediate at risk students. Action Type: Alignment Action Type: Program Evaluation	David Westenhover	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$
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	David Westenhover	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	Title I - Materials & \$1499.40 Supplies: <hr/> ACTION BUDGET: \$1499.4
Providing student remediation assistance. Students that meet the AIP/IRI designation through NORMES will receive an academic improvement plan. The classroom teacher will review the noted deficiencies and develop a plan for remediation of those items. The student plan may include use of software in the computer lab, internet based tutoring, supervised use of allowed instructional assistants, and one on one teacher instruction. Action Type: AIP/IRI	David Westenhover	Start: 07/01/2014 End: 06/30/2015	<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, 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	David Westenhover	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$

<p>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 module. The combine population augmented Benchmark scores will be used to test program effectiveness from year</p>				
---	--	--	--	--

<p>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>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</p>	David Westenhover	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers • Teachers 	<p>Title I - Purchased Services: \$862.00</p> <hr/> <p>ACTION BUDGET: \$862</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>	David Westenhover	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers • Performance Assessments 	<p>Title I - Materials & Supplies: \$1000.00</p> <hr/> <p>ACTION BUDGET: \$1000</p>
<p>Setting aside funds for library automation license renewal. This purchase is supplemental to the</p>	David Westenhover	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • School Library 	<p>Title I - Purchased Services: \$1000.00</p> <hr/>

program already implemented with state or local funds. Action Type: Technology Inclusion				ACTION BUDGET: \$1000
Teachers attend meetings relating to the implementation of the Common Core State Standards during the summer and school year. Action Type: Professional Development	David Westenhover	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Teachers will re-address any SLE that did not score at the specified 75% level on the The Learning Institute module test. Action Type: Alignment	David Westenhover	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	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	David Westenhover	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	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	David Westenhover	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$

<p>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>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</p>	<p>David Westenhover</p>	<p>Start: 07/01/2014 End: 06/30/2015</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. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation</p>	<p>David Westenhover</p>	<p>Start: 07/01/2014 End: 06/30/2015</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.</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</p>	David Westenhover	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$
--	----------------------	--	--	---------------------------

<p>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>				
<p>Setting aside funds for Enchanted Learning License renewal. This purchase is supplemental to programs already implemented with state or local funds.</p> <p>Action Type: Technology Inclusion</p>	David Westenhover	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Teaching Aids 	<p>Title I - Purchased Services: \$100.00</p> <hr/> <p>ACTION BUDGET: \$100</p>
<p>Teachers will print Student Accountability Reports and distribute them to parents during parent teacher conferences.</p>	David Westenhover	<p>Start: 07/01/2014 End: 06/30/2015</p>		<hr/> <p>ACTION BUDGET: \$</p>
<p>Teachers will align curriculum and select SLEs for specific modules.</p>	David Westenhover	<p>Start: 07/01/2014 End: 06/30/2015</p>		<hr/> <p>ACTION BUDGET: \$</p>
<p>Teachers will administer interim assessments on specific dates.</p>	David Westenhover	<p>Start: 07/01/2014 End: 06/30/2015</p>		<hr/> <p>ACTION BUDGET: \$</p>
<p>Teachers will meet enter REFLECTIONS into their Alignment Note Section of their pacing guides noting areas of strength and areas of weakness. They will also note where there appears to minimal or no instructional alignment.</p>	David Westenhover	<p>Start: 07/01/2014 End: 06/30/2015</p>		<hr/> <p>ACTION BUDGET: \$</p>
<p>Teachers will design lessons to meet the</p>	David Westenhover	<p>Start: 07/01/2014</p>		<hr/> <p>ACTION BUDGET: \$</p>

areas of student weakness as demonstrated by their interim assessment scores that will be demonstrated through their lesson plans.		End: 06/30/2015		
Modules are reassessed annually to determine any changes that need to be made and meet in teams to discuss vertical alignment.	David Westenhov	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
KINDERGARTEN TRANSITION: Incoming Kindergartens and their parents will be invited to attend 4 kindergarten transition days. These days will focus on skills needed for successful transition into the kindergarten curriculum. Incoming Kindergartens will be invited to eat lunch with current Kindergarteners and participate in the remainder of the school day's activities. During this time parents will be introduced to the CCSS kindergarten curriculum and provided with learning packets to assist their child over the summer months to prepare for kindergarten.	David Westenhov	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
INSTRUCTION BY HIGHLY QUALIFIED TEACHERS: All certified personnel and paraprofessionals in the school will be highly qualified when they are hired or will become highly qualified through an Alternative Licensure Plan in the required time period.	David Westenhov	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
PROFESSIONAL DEVELOPMENT: The district will provide all teachers and administrators with no less than 60 hours of professional development including 6 hours of technology and 2 hours of parental involvement (3 hours parental involvement for	David Westenhov	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$

<p>administrators). Teachers responsible for teaching Arkansas History will receive 2 hours of professional development for that area. In addition to the teacher requirements, administrators will annually receive professional development in data analysis, instructional leadership, and fiscal management.</p>				
<p>STRATEGIES TO ATTRACT HIGHLY QUALIFIED TEACHERS: The district will advertise vacant positions in local and state newspapers, online websites, and offer a competitive salary. When necessary, School representatives will attend job fairs throughout the state to search for highly qualified teachers. Prior to hiring faculty and staff, a determination will be made as to whether they meet highly qualified status, and, if not, they must be highly qualified before employment, or be working on their alternative method of achieving highly qualified status.</p>	<p>David Westenhover</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<hr/> <p>ACTION BUDGET: \$</p>
<p>PARENT INVOLVEMENT: A variety of strategies are used to involve our parents in their child's education. Opportunities are provided for parents to attend parent engagement nights, parent teacher conferences, and "meet the teacher night." Our school works with our PTA and Parent Center to create a welcoming environment for parental involvement. Parents also serve on our ACSIP committee and help shape our parental involvement plan. We have a Parent Center that is welcoming and offers a variety of</p>	<p>David Westenhover</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<hr/> <p>ACTION BUDGET: \$</p>

<p>materials for our parents to check out and use at home. TRANSITION: Conferences are held in the spring to transition students into kindergarten. Parents are provided with a kindergarten readiness checklist at the time of registration. Current students are introduced to their next year's assigned teacher before the summer break.</p>				
<p>INVOLVE TEACHERS IN DECISION MAKING: Teachers participate in the decision making process through membership on the ACSIP committees. All teachers will influence the Title I program by having input concerning changes in the ACSIP plan. We survey all faculty to assess the validity of each Professional Development that is provided. Those results are used to make decisions about what PD is offered, going forward.</p>	<p>David Westenhov</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<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 bi-monthly progress monitoring. Intervention plans are implemented by Title I</p>	<p>David Westenhov</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<hr/> <p>ACTION BUDGET: \$</p>

Para-Pros and Licensed teachers, on a daily basis.				
COORDINATE AND INTEGRATE STATE AND FEDERAL PROGRAMS: We coordinate and integrate our programs by using various funding sources to support a seamless curriculum in our school. Whenever possible we combine federal and state resources in order to provide supplemental services for our students. NSLA and Title One Funds are used to help provide coordinate our Literacy and Math Curriculum as well as provide for mentoring activities.	Jeff Cantrell	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$
Setting aside funds for the purchase of The Learning Institute interim assessment testing service. The Learning Institute also provides literacy, math and science curriculum support. This purchase is supplemental to programs already implemented with state and local funds. Action Type: Alignment Action Type: Program Evaluation	Melissa Parks	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Outside Consultants • Performance Assessments 	NSLA (State-281) - Purchased Services: \$4333.00 <hr/> ACTION BUDGET: \$4333
Setting aside funds for the purchase of the Successmaker software program. This program will provide supplemental instruction in Literacy and Math to struggling students. Program evaluation is determined by successmaker student tests, tli tests, and benchmark data. The successmaker program is supplemental to programs currently provided with state and local funds. Action Type: Title I Schoolwide	David Westenhover	Start: 07/01/2014 End: 06/30/2015		Title I - Purchased Services: \$2627.00 Title I - Materials & Supplies: \$400.00 <hr/> ACTION BUDGET: \$3027
Setting aside funds to purchase 25 Computers @ \$990 to address the	Jeff Cantrell	Start: 07/01/2014		NSLA (State-281) - \$20500.00

<p>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</p>		<p>End: 06/30/2015</p>		<p>Purchased Services:</p> <hr/> <p>ACTION BUDGET: \$20500</p>
<p>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</p>	<p>Jeff Cantrell</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>Title VI State - Purchased Services: \$1020.00</p> <hr/> <p>ACTION BUDGET: \$1020</p>
<p>Hire .80 FTE highly qualified teacher, Pam Linker, to provide supplemental instruction in the 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. Action Type: Title I Schoolwide</p>	<p>David Westenhover</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>NSLA (State-281) - Employee Benefits: \$8550.00</p> <p>NSLA (State-281) - Employee Salaries: \$34200.00</p> <hr/> <p>ACTION BUDGET: \$42750</p>
<p>Setting aside money for the purpose of acquiring connectivity linkages, resources and services (including the acquisition</p>	<p>Margie Rutledge</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>Title II-D - Capital Outlay: \$3350.00</p> <hr/>

<p>of hardware, equipment and software) for use by students and teachers for use in the classroom or school library in order to improve student academic achievement. An additional 50megs of broadband will be purchased to supplement the current connectivity. Also, this includes the running of additional fiber line, monthly service charges, equipment to manage broadband speed, and data filtering equipment. Erate is funding 90% of the cost of this project. Title 2D money is being allocated for the remaining portion. This will allow our students and teachers equitable access to broadband services and assist in improving student achievement and close the achievement gap.</p>				<p>ACTION BUDGET: \$3350</p>
<p>Setting aside money to provide an after school tutoring program, including student transportation. Certified teachers will be paid at a rate of \$25 per hour. Travel is reimbursed to the district at the state approved transportation rate of \$3.84 per mile.</p>	<p>David Westenhover</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>NSLA (State-281) - Materials & Supplies: \$420.00 NSLA (State-281) - Employee Benefits: \$500.00 NSLA (State-281) - Employee Salaries: \$2000.00 NSLA (State-281) - Purchased Services: \$2500.00</p> <hr/> <p>ACTION BUDGET: \$5420</p>
<p>Total Budget:</p>				<p>\$109426.4</p>

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 and in responding to open-response items.

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 was 86.76 and TAGG Growth was 80.55. Oark Elementary did not meet standards in either growth or performance. TAGG Performance was 74.36 and TAGG growth was 62.96. 2015 target for Performance is 88.23. 2015 target for growth is 82.71.

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 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	David Westenhover	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$

<p>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 the various teacher/administrator minimum hour specifications: After initial 60 hours, administrators are required to have 4 hours annually. Professional development and classroom support 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.</p>				
---	--	--	--	--

Action Type: Professional Development				
<p>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.</p> <p>Action Type: AIP/IRI</p>	David Westenhover	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<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.</p>	David Westenhover	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

Summative evaluations for the purpose of determining the effectiveness of an Intervention will be the NRT (ITBS) 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, especially in a comparative sense,...which need revision...and which need to be abandoned. Action Type: Program Evaluation				
The 2013-2014 Mathematics program evaluation was determined by comparing results to the 2014 AMO. We also used classroom walk throughs, target tests, progress reports, successmaker, teacher observations and AIP/IRI data sheets. Students appear to have progressed toward expected changes in knowledge, attitudes and behavior for the K-6 grade range. Action Type: Program Evaluation	David Westenhovner	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$
Teachers attend meetings relating to implementation of CCSS and effective teaching strategies during the summer and the regular school year. Action Type: Professional Development	David Westenhovner	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
Teachers will re-address any SLE that did not score at the specified 75% level. Action Type: Collaboration	David Westenhovner	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
Teachers observe each other's classroom to gain knowledge on how	David Westenhovner	Start: 07/01/2014	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$

specific instruction is given in the areas of math, reading language arts, and science. Action Type: Collaboration		End: 06/30/2015		
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: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teaching Aids 	Title I - Materials & \$1500.00 Supplies: <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	David Westenhov	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff 	NSLA (State-281) - \$3704.00 Employee Benefits: NSLA (State-281) - \$14814.50 Employee Salaries: <hr/> ACTION BUDGET: \$18518.5
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	David Westenhov	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teaching Aids 	Title VI State - Materials & \$750.00 Supplies: <hr/> ACTION BUDGET: \$750
Teachers meet weekly to discuss student work, individual and group student progress, differentiation and use of instructional strategies.	David Westenhov	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$
Upon completion of each module assessment, teachers will enter reflection notes indicating areas of strength and weakness. Teachers will also, use this information to guide future instruction.	David Westenhov	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$
Teachers will implement CGI strategies into their instruction and will attend the fall professional development workshops.	David Westenhov	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$

Setting aside funds for students to participate in OUR Coop Math Carnival.	David Westenhover	Start: 07/01/2014 End: 06/30/2015		Title I - Purchased Services: \$700.00 <hr/> ACTION BUDGET: \$700
Teachers will fully implement the CCSS into their instruction with a focus on working on open-response questions. Action Type: Alignment Action Type: Collaboration	David Westenhover	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff 	ACTION BUDGET: \$
Total Budget:				\$21468.5

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
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	David Westenhover	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
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	David Westenhover	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	Title I - Materials & Supplies: \$200.00 <hr/> ACTION BUDGET: \$200

Night, Parent/Math Night and Veterans Day Programs. Action Type: Collaboration Action Type: Parental Engagement				
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	David Westenhovner	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
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	David Westenhovner	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
PARENT SEMINARS: The school will sponsor seminars to inform parents of graduating 6th grade students about how to be involved in the decisions affecting course selection going into high school, and for high school students and parents, again course selection, career planning, and preparation for postsecondary opportunities. Action Type: Collaboration Action Type: Parental Engagement	David Westenhovner	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	Title I - Materials & Supplies: \$200.00 <hr/> ACTION BUDGET: \$200
PARENT TEACHER ORGANIZATIONS: The school will enable the formation of a Parent Teacher Association or organization that will foster parental and community involvement within the school.	David Westenhovner	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$

Action Type: Parental Engagement				
PARENT FACILITATOR The Principal will designate a parent facilitator to: Help organize meaningful training for staff and parents: Promote a welcoming atmosphere to foster parental involvement in the school: and Undertake efforts to ensure that parental participation is recognized as an asset to the school. Action Type: Parental Engagement	David Westenhover	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff 	<hr/> ACTION BUDGET: \$
PARENT TEACHER CONFERENCES: To encourage communication with parents, the school will schedule no fewer than two (2) parent-teacher conferences per school year. One each semester, approximately one month prior to the nine week grading period. Action Type: Parental Engagement	David Westenhover	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
PARENT INSTRUCTION: 1. The school will provide instruction to a parent on how to incorporate developmentally appropriate learning activities in the home environment. Methods that may be employed are; Use of role play and demonstration by trained volunteers; The use of and access to Department of Education website tools for parents; assistance with nutritional meal planning and preparation; and other strategies or curricula developed or acquired by the district for at-home parental instruction approved by the Department of Education. Action Type: Collaboration Action Type: Parental Engagement	David Westenhover	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
PARENT INSTRUCTION, ENGAGEMENT: 2. Engage in other activities determined by the school to help a parent assist in his or her child's learning.	David Westenhover	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff 	<hr/> ACTION BUDGET: \$

Action Type: Parental Engagement				
PROFESSIONAL DEVELOPMENT: Teachers will receive a minimum of two hours and administrators will receive a minimum of three hours of professional development training to enhance understanding of effective parent involvement strategies and the importance of setting expectations and creating a climate conducive to parental participation. Action Type: Parental Engagement Action Type: Professional Development	David Westenhover	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> 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	David Westenhover	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Title Teachers 	Title I - Materials & Supplies: \$200.00 <hr/> ACTION BUDGET: \$200
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	David Westenhover	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
PARENT CENTER: A parent center will be accessible to all parents. Parenting	David Westenhover	Start: 07/01/2014	<ul style="list-style-type: none"> Administrative Staff 	Title I - Materials \$200.00

<p>books, magazines and other informative material regarding responsible parenting will be available for parents. Materials and supplies will be purchased to support parental involvement. This activity is supplemental to the program or activity already implemented with state or local funds. Action Type: Parental Engagement</p>		<p>End: 06/30/2015</p>	<ul style="list-style-type: none"> • Teachers 	<p>& Supplies:</p> <hr/> <p>ACTION BUDGET: \$200</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>	<p>David Westenhover</p>	<p>Start: 07/01/2014 End: 06/30/2015</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, Parent Nights, Parent/Teacher Conferences, and other parent involvement ideas. Action Type: Parental Engagement</p>	<p>David Westenhover</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>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</p>	<p>David Westenhover</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>Title I - Materials & Supplies: \$200.00</p> <hr/> <p>ACTION BUDGET: \$200</p>

PARENTAL INVOLVEMENT POLICY: The school will develop a written school parental involvement policy that describes how the school will carry out the Title 1 parental involvement requirement. Administrators, teachers and parents will review the parental involvement plan addressing the diverse needs of students and their parents to increase the school's ability to provide for the educational success of their children. The plan will be updated annually. Action Type: Parental Engagement	David Westenhover	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
PROGRAM EVALUATION:	David Westenhover	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$
Total Budget:				\$1000

- 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
- Oark Elementary Body Mass Index data presented indicates the percentage of
 - students who may be at risk of poor academic performance.
 - 2009-10 No data was available for this school during this school year.
 -
 - Body Mass Classifications 2008-09:
 - No data was available for 2008-09
 -
 - Body Mass Index Data SY 2007-08 of the 84 student population, 56 students were
 - assessed. Of the students assessed, the following represents the percent of
 - students at risk of overweight and overweight:
 - Elementary: Males-48.0%, Females-38.7%;
 -
 - Body Mass Index Data SY 2006-07: of the 97 student population, 92 students
 - were assessed. Of the students assessed, the following represents the percent
 - of students at risk of overweight and overweight:
 - Elementary: Males-50.0%, Females-37.0%;
 -
 - 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%
- Supporting Data:

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 2014-15 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	David Westenhover	Start: 07/01/2014 End: 06/30/2015	<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 Policy Statement has been submitted to ADE, Child Nutrition Unit, per the required submission date of	David Westenhover	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$

May 15, 2006. Action Type: Equity Action Type: Program Evaluation Action Type: Title I Schoolwide Action Type: Wellness				
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	David Westenhover	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • 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	David Westenhover	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	<hr/> ACTION BUDGET: \$
PROGRAM EVALUATION:	David Westenhover, Angela Kitchen	Start: 07/01/2014 End: 06/30/2015		<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	David Westenhover	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Teaching Aids 	<hr/> ACTION BUDGET: \$
Oark Elementary School will ensure access to mental	David Westenhover	Start: 07/01/2014	<ul style="list-style-type: none"> • Administrative Staff 	<hr/>

<p>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>		<p>End: 06/30/2015</p>	<ul style="list-style-type: none"> • Teachers 	<p>ACTION BUDGET: \$</p>
<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 Engagement Action Type: Title I Schoolwide Action Type: Wellness</p>	<p>David Westenhov</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<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>David Westenhov</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	<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</p>	<p>David Westenhov</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>

Action Type: Parental Engagement Action Type: Title I Schoolwide Action Type: Wellness				
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	David Westenhover	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
Oark Elementary School will participate in the district wide School Health Index, submitted by September 30, 2012.	David Westenhover	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$
PROGRAM EVALUATION:	David Westenhover, Angela Kitchen	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$
Total Budget:				\$0

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

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

Actions	Person Responsible	Timeline	Resources	Source of Funds
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	David Westenhover	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff 	NSLA (State-281) - \$4954.00 Employee Benefits: NSLA (State-281) - \$19815.00 Employee Salaries: <hr/> ACTION BUDGET: \$24769
PROGRAM EVALUATION:	David Westenhover, Angela Kitchen	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$

Total Budget:	\$24769
---------------	---------

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.

- Supporting Data:
1. DuFour, R.(1998). Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement. Alexandria, VA: Association for Supervision and Curriculum Development.
 2. 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 eSchool 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	David Westenhover	Start: 07/01/2014 End: 06/30/2015	• 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	David Westenhover	Start: 07/01/2014 End: 06/30/2015	• Teachers	ACTION BUDGET: \$
Teachers meet weekly to discuss student achievement, current trends in educational practices and sound instructional strategies.	David Westenhover	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
PROGRAM EVALUATION:	David Westenhover	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Angela Kitchen	Nurse/Parent	Wellness
Classroom Teacher	Bill Ward	Teacher/Coach	Wellness
Classroom Teacher	Danessa Stewart	3-6 Lang. arts	Literacy
Classroom Teacher	Randee Mizaur	Special Education Teacher	Literacy
Classroom Teacher	Regena Mason	3-6 Math	Math
Classroom Teacher	Sandra Allen	Kindergarten	Literacy

Classroom Teacher	Shelli Stewart	Literacy/Math Teacher	Math
Classroom Teacher	Tonia Hurley	2nd grade	Math
Community Representative	Kay Davis	Community Member	Literacy
Community Representative	Lola Turner	PTO President	Literacy
District-Level Professional	Lela Gilbert	Cafeteria Manager	Wellness
Non-Classroom Professional Staff	Anne Moore	Counselor	Math
Non-Classroom Professional Staff	Pam Linker	GT	Lit/Math
Non-Classroom Professional Staff	Tresa Yarbrough	Librarian	Literacy
Parent	Janet Scroggins	3-6 Sci/Soc Studies	Math
Principal	David Westenhover	Elementary Principal	Literacy and Math