



# School Plan

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**RURAL SPECIAL HIGH SCHOOL**  
**13237 HWY 263, FOX, AR 72051**

## Arkansas Comprehensive School Improvement Plan

### 2014-2015

The mission of Rural Special High School is to create a safe and positive atmosphere in which to foster an appreciation of the responsibilities of a democratic citizenship. To that end, the school will provide instruction which will allow students to develop skills that are essential in becoming a successful and contributing member of our society.

Grade Span: 7-12

Title I: Title I Schoolwide

School Improvement: MS

### Table of Contents

**Priority 1:** Literacy

**Goal:** Students will show improvement in writing skills across the curriculum with emphasis in Content passage open responses.

**Priority 2:** Mathematics

**Goal:** Students will improve in Math skills, especially in the area of open response questions in Algebra, Measurement, and Data Analysis and Probability.

**Priority 3:** Wellness

**Goal:** To reduce the number of students that are overweight or are at risk of being overweight.

Priority 1:

To improve literacy skills

1. A comprehensive review of results for the literacy portions of the Arkansas Augmented Benchmark Exams, ITBS exams, EOC exams, and other data sources for the 2012, 2013, and 2014 school years for Rural Special High School, grades 7-12, was conducted. Data analysis reveals that the lowest average strand scores for the combined population on multiple choice items on the AABE is in the strand of Writing in which 60.33% of possible points were earned. On open response items on the AABE, the lowest average strand areas for the combined population were in the Reading Practical Passage strand (4.77 out of 8 possible points or 59.58% of possible points were earned), the Writing Content Domain (5.62 out of 8 possible points or 70.21% of possible points were earned), and the Writing Style Domain (5.67 out of 8 possible points or 70.83% of possible points were earned). The lowest average strand scores for the combined population on multiple choice items on the 11th Grade Literacy EOC are in the strands of Reading Content Passage in which 73.00% of possible points were earned and Reading Practical Passage in which 73.00% of possible points were earned. On open response items on the 11th Grade Literacy EOC, the lowest average strand

Supporting Data:

areas for the combined population were in the Reading Practical Passage strand (8.87 out of 16 possible points or 55.42% of possible points were earned), the Writing Content Domain (12.33 out of 16 possible points or 77.08% of possible points were earned), and the Writing Style Domain (12.43 out of 16 possible points or 77.71% of possible points were earned).

2. According to the 2013 state report card for Rural Special High School, students who took the ACT exam had an average score of 21.40 in English and 20.00 in Reading.
3. According to the 2014 ESEA Accountability Report for Rural Special High School, the graduation rate was 100%.

Goal	<p>Students will show improvement in writing skills across the curriculum with emphasis in Content passage open responses.</p> <p>Rural Special High School students will meet trend data as measured by the appropriate State designated CRT examinations. In 2010-11, 91.67% of all students tested scored at or above proficiency. The goal for the 2011-12 school year was for at least 92.36% of all students to score at or above proficiency. The goal for the 2012-13 school year was for at least 93.06% of all students to score at or above proficiency. The goal for the 2013-14 school year was for at least 93.75% of all students to score at or above proficiency. The goal for the 2014-15 school year is for at least 94.45% of all students to score at or above proficiency. In 2010-11, 86.96% of the Targeted Achievement Gap Group students tested scored at or above proficiency. The goal for the 2011-12 school year was for at least 88.05% of students in the TAG Group to score at or above proficiency. The goal for the 2012-13 school year is for at least 89.13% of students in the TAG Group to score at or above proficiency. The goal for the 2013-14 school year was for at least 90.22% of students in the TAG Group to score at or above proficiency. The goal for the 2014-15 school year is for at least 91.31% of students in the TAG Group to score at or above proficiency.</p>
Benchmark	

Intervention: Align language arts curriculum to CCSS.				
Scientific Based Research: "Mapping the Big Picture: Integrating Curriculum and Assessment K-12", Heidi Hayes Jacobs, Association for Supervision and Curriculum Development, 1997.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Curriculum and student achievement will be reviewed annually to update curriculum and to revise the school improvement plan. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Title I Schoolwide	Junior Barham, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	ACTION BUDGET: \$
In all curriculum areas, teachers will use open response questions on a regular basis, and will include open	Junior Barham, Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$

response items on assessments, using them for 40 percent of the grade. Action Type: Alignment Action Type: Equity Action Type: Special Education				
All teachers, including Resource teachers, will continue aligning their curriculum with the CCSS. Teacher committees will meet to assure that curriculum is aligned with the frameworks.	Junior Barham, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> <hr/> ACTION BUDGET: \$
The district will engage a Curriculum Coordinator to work with Rural Special High School and the other 6 schools within the district to oversee curriculum alignment and professional development activities. Action Type: Professional Development	Rowdy Ross, Superintendent	Start: 07/01/2014 End: 06/30/2015		<hr/> <hr/> ACTION BUDGET: \$
Professional Development funds will be available for activities that may occur during the year. These funds are for opportunities that arise after submission of this plan. These funds will be used to increase student achievement in literacy and math. Action Type: Professional Development	Junior Barham	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	PD (State-223) - Purchased Services: \$1000.00 <hr/> ACTION BUDGET: \$1000
An Atrium Library support contract will be purchased for the library. Action Type: Parental Engagement Action Type: Technology Inclusion	Junior Barham	Start: 07/01/2014 End: 06/30/2015		Title I - Purchased Services: \$495.00 <hr/> ACTION BUDGET: \$495
3. THE SCHOOL WILL RECRUIT AND	Junior Barham	Start: 07/01/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	<hr/> <hr/> ACTION BUDGET: \$

EMPLOY HIGHLY QUALIFIED STAFF. EACH TEACHER WILL FILL OUT THE APPROPRIATE FORM TO ENSURE THAT THEY ARE HIGHLY QUALIFIED. Action Type: Professional Development Action Type: Title I Schoolwide		End: 06/30/2015	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	
6. PARENTS WILL BE ON PARENT INVOLVEMENT COMMITTEES. MATERIALS WILL BE AVAILABLE AT OPEN-HOUSE ACTIVITIES. Action Type: Parental Engagement Action Type: Title I Schoolwide	Junior Barham	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
9. STUDENT ACHIEVEMENT WILL BE REVIEWED ANNUALLY AND USED TO DEVELOP AIP'S, UPDATE CURRICULUM, AND REVISE THE SCHOOL IMPROVEMENT PLAN. Action Type: AIP/IRI Action Type: Title I Schoolwide	Junior Barham	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
5. THE SCHOOL WILL USE AAEA AND TEACHERS-TEACHERS.COM TO RECRUIT HIGHLY QUALIFIED TEACHERS. Action Type: Professional Development Action Type: Title I Schoolwide	Junior Barham	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	ACTION BUDGET: \$
7. TRANSITION ACTIVITIES WILL BE PROVIDED FOR STUDENTS COMING FROM ELEMENTARY SCHOOL INTO THE SEVENTH GRADE. Action Type: Title I Schoolwide	Junior Barham	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$
1. A NEEDS	Junior Barham	Start:	<ul style="list-style-type: none"> <li>• Administrative</li> </ul>	

<p>ASSESSMENT IS CONDUCTED EACH TEAR BASED UPON TEACHER REVIEW OF TEST SCORES. COMMITTEES WILL ANALYZE BOTH MATH AND LITERACY. Action Type: Professional Development</p>		<p>07/01/2014 End: 06/30/2015</p>	<p>Staff</p> <ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>10. FEDERAL, STATE, AND LOCAL FUNDS WILL BE USED TO COORDINATE SERVICES, IMPROVE INSTRUCTION, AND INCREASE STUDENT ACHIEVEMENT.ALL FUNDS WILL BE USED TO IMPROVE STUDENT ACHIEVEMENT. Action Type: Alignment Action Type: Professional Development Action Type: Title I Schoolwide</p>	<p>Junior Barham</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>8. TEACHERS WILL BE INVOLVED IN THE SELECTION OF ACADEMIC ASSESSMENTS AND THE ANALYSIS OF DATA TO IMPROVE STUDENT ACHIEVEMENT. Action Type: Alignment Action Type: Title I Schoolwide</p>	<p>Junior Barham</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>2. STRATEGIES WILL BE DEVELOPED BY THE SCHOOL TO REFORM THE ACADEMIC PROGRAM. TEACHER COMMITTEES WILL BE FORMED TO DEVELOP THESE STRATEGIES. STRATEGIES WILL BE BASED UPON THE NEEDS ASSESSMENT AND SCORES. THE PRINCIPAL WILL LEAD THE REFORM.</p>	<p>Junior Barham</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>

Action Type: Professional Development Action Type: Title I Schoolwide				
4.PROFESSIONAL DEVELOPMENT WILL BE BASED ON A SURVEY CONDUCTED BY THE NOTHCENTRAL CO-OP. ACTIVITIES WILL BE EVALUATED. Action Type: Professional Development Action Type: Title I Schoolwide	Junior Barham	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Orchard Software will be purchased to install in a computer lab. All students will use the software. Action Type: Equity Action Type: Technology Inclusion Action Type: Title I Schoolwide	Junior Barham	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Outside Consultants</li> </ul>	NSLA (State-281) - \$1300.00 Purchased Services: <hr/> ACTION BUDGET: \$1300
Title I Funds will be available for materials and supplies as needed to target literacy. These materials and supplies will include but not limited to, supplemental computer programs, Chrome Books, computer labs, switches, computer carts, software, supplemental instructional supplies, supplemental testing materials, science instructional manipulatives, technology manipulatives, monthly literature for students, diagnostic materials and enrichment materials.	Junior Barham	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	Title I - Materials & Supplies: \$1000.00 <hr/> ACTION BUDGET: \$1000
Title I will provide assistance in reading, math, and language for all students. Title I funds	Junior Barham	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Title Teachers</li> </ul>	Title I - Employee Benefits: \$3545.00 Title I - \$12737.00

will provide a teacher Cindy Osburn(.30 FTE).Funds will be budgeted for materials and supplies which support increased achievement in language arts and math. Action Type: Equity Action Type: Title I Schoolwide				Employee Salaries: <hr/> ACTION BUDGET: \$16282
A peer review for the Rural Special High School ACSIP Plan will be conducted by two district administrators. Action Type: Program Evaluation	Junior Barham	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	<hr/> ACTION BUDGET: \$
Passkey will be purchased to assist Rural Special High School with remediation, ACT preparatory, EOC preparatory, open response and across the curriculum student mastery. Action Type: AIP/IRI	Junior Barham, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
NSLA Funds will be available for materials and supplies as needed to target literacy. These materials and supplies will include but not limited to, supplemental computer programs, 10 Chrome Books \$4000.00, computer labs, switches, computer carts, software, supplemental instructional supplies, supplemental testing materials, science instructional manipulatives, technology manipulatives, monthly literature for students, diagnostic materials and enrichment materials.	Junior Barham	Start: 06/30/2014 End: 07/01/2015	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	NSLA (State-281) - \$4250.00 Materials & Supplies: <hr/> ACTION BUDGET: \$4250

Action Type: Technology Inclusion				
Total Budget:				\$24327

Intervention: Writing across the curriculum.				
Scientific Based Research: Citations: Writing Prompts and Rubrics; Chapman, C. (1996), Authentic Writing Assessment, pp 1-3 of reprint, Practical Assessment, Research, and Evaluation, 2(7).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide concurrent credit classes through cooperation with Ozarka College to provide more curriculum opportunity to students in upper grades. Action Type: Collaboration	Junior Barham, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
A Distance Learning Lab will provide Advanced Placement course offerings enhanced by the purchase of four new desktop computers. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion	Junior Barham, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>District Staff</li> <li>Outside Consultants</li> </ul>	ACTION BUDGET: \$
Students in grades 10-12 will be allowed to participate in the College Preparatory Enrichment Program. These courses, offered through the summer at Mtn. View School, provide training and practice to improve scores on the ACT examination. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Junior Barham, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
All teachers, including GT and Resource, will incorporate Step up to Writing processes into their curriculum. Action Type: Alignment Action Type: Equity Action Type: Special Education	Junior Barham, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> <li>Teaching Aids</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
Teachers will continue	Junior	Start:	<ul style="list-style-type: none"> <li>Administrative</li> </ul>	



to be trained in developing and using scoring rubrics. Action Type: Alignment Action Type: Equity Action Type: Professional Development Action Type: Special Education	Barham, Principal	07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Staff</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
Parents will be shown a writing prompt and rubric at Parent conferences. They will be informed that this type of activity is a graded part of the curriculum. Action Type: Equity Action Type: Parental Engagement Action Type: Special Education	Junior Barham, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
Students in grades 7-8 will be allowed to work in the IMPAC lab to improve their language and writing skills. Students in these grades will be enrolled in courses to improve their keyboarding and word processing skills and will receive training on using technology to assist with class work across the curriculum. Action Type: Technology Inclusion	Junior Barham, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>District Staff</li> <li>Teachers</li> <li>Teaching Aids</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
By means of NSLA funds, a qualified Instructional Assistant Scotty Branscum(1.00 FTE) will be provided for the high school campus. Action Type: Alignment Action Type: Technology Inclusion	Junior Barham, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Computers</li> <li>District Staff</li> </ul>	NSLA (State-281) - \$21975.00 Employee Salaries: NSLA (State-281) - \$7381.00 Employee Benefits: <hr/> ACTION BUDGET: \$29356
Computers and software will be purchased to enhance the current computer learning lab. The older computers will be replaced. This will	Junior Barham/ Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>District Staff</li> </ul>	ACTION BUDGET: \$

allow students to work faster, and will create more opportunities for students. Action Type: Equity Action Type: Technology Inclusion			<ul style="list-style-type: none"> <li>Teachers</li> </ul>	
Funds will be provided to purchase Desktop Computers, I-pads with software to upgrade student classroom computers. This will allow increased use of technology. Action Type: Technology Inclusion	Junior Barham	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
4.PROFESSIONAL DEVELOPMENT WILL BE BASED ON A SURVEY CONDUCTED BY THE NOTHCENTRAL CO-OP. ACTIVITIES WILL BE EVALUATED. Action Type: Professional Development Action Type: Title I Schoolwide	Junior Barham	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Outside Consultants</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
The school will provide E-School system to communicate with parent and students. The system will be password protected. Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion	Junior Barham	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Computers</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Writing across the curriculum will be used in all discipline areas to improve open response questions in Literacy. Action Type: Program Evaluation	Junior Barham	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$29356
Intervention: The school will provide adequate funds and staff to assure that ACT 307 components are met.				
Scientific Based Research: Peterson, David. "Parental Involvement in the Educational Process", pp 1-4 of reprint, ERIC Digest Series Number EA 43 (1989)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Informational packets	Junior	Start:	<ul style="list-style-type: none"> <li>Administrative</li> </ul>	

will be available for parents at the school. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Barham/Principal	07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Staff</li> <li>Community Leaders</li> </ul>	ACTION BUDGET: \$
Parent involvement meetings will be held during the school year. Action Type: Collaboration Action Type: Parental Engagement	Junior Barham/Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
A volunteer resource book will be available at the school. Action Type: Collaboration Action Type: Parental Engagement	Junior Barham/Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The process for resolving parental concerns will be in the student handbook. Action Type: Collaboration Action Type: Parental Engagement	Junior Barham/Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Seminars to inform parents about how to be involved in decisions will be conducted. Action Type: Collaboration Action Type: Parental Engagement	Junior Barham/Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The school has an active PTO. Action Type: Collaboration Action Type: Parental Engagement	Junior Barham	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
A parent facilitator is on the school staff. Action Type: Collaboration Action Type: Parental Engagement	Junior Barham/Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Two parent/teacher conferences will be held during the school year. Action Type: AIP/IRI	Junior Barham/Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> </ul>	ACTION BUDGET: \$

Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement			<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	
The school will provide instruction to parents on how to incorporate developmentally appropriate learning activities in the home environment. Action Type: Parental Engagement	Junior Barham	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
The school will engage in other activities to help parents assist in their child's learning. Action Type: Parental Engagement	Junior Barham	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
School/parent compacts will be provided to school parents. Action Type: Parental Engagement	Junior Barham	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
The school has good attendance at Open House and Parent/Teacher Conferences. The school has an active PTO Organization. Action Type: Parental Engagement Action Type: Program Evaluation	Junior Barham	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>District Staff</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Students in the Targeted Achievement Gap Group will demonstrate an improvement in Math and Literacy skills through open response and multiple choice applications.

Scientific Based Research: Scientific Based Research: Tomlinson, Carol Ann. "How to Differentiate Instruction in Mixed-Ability Classrooms". Association for Curriculum Development, 2nd Edition, 2001. Van De Walle, John A. "Elementary and Middle School Mathematics: Teaching Developmentally." Person Education, Inc., 6th Edition, 2007. Scientific Research: Tutoring Programs, CPRD Institute of Government Affairs, University of Illinois, January 2009.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will continue to utilize the computer lab where they will have access to a variety of programs to use as additional assessment tools to enhance student math and literacy skills.	Junior Barham, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
NSLA funds will be provided	Junior	Start:	<ul style="list-style-type: none"> <li>Administrative</li> </ul>	

<p>funding for 3 teachers for after school tutoring, 3 days a week for 26 weeks. Tutors will be paid \$30.00/hour. All students will be eligible to participate in this program. Students who need tutoring will be identified by the counselor, principals, and teachers.</p>	<p>Barham, Principal</p>	<p>07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Staff</li> <li>• Computers</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Participation in the instruction within the classroom enriches the learning environment and promotes a continuity of instruction which results in higher student achievement. In recognition of the need for students to regularly attend school, Rural Special High School offers a variety of incentives for students to encourage student attendance. Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Junior Barham, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>

Priority 2: To improve Math skills.

1. A comprehensive review of results for the math portions of the Arkansas Augmented Benchmark Exams, ITBS exams, EOC Exams and other data sources for the 2012, 2013, and 2014 school years for Rural Special High School, grades 7-12, was conducted. Data analysis reveals that the lowest average strand scores for the combined population on multiple choice items on the AABE are in the strand of Algebra in which an average of 53.17% of possible points was earned. On open response items on the AABE the lowest average strand scores are in the strand of Measurement in which the average score received was 2.70 out of eight points possible or 33.75% of possible points were earned. The lowest average strand scores for the combined population on multiple choice items on the Algebra I EOC are in the strand of Language of Algebra in which an average of 67.00% of possible points was earned. On open response items on the Algebra I EOC the lowest average strand scores are in the strands of Non-Linear Function in which the average score received was 2.30 out of eight points possible or 28.75% of possible points were earned. The lowest average strand scores for the combined population on multiple choice items on the Geometry EOC are in the strand of Coordinate Geometry and Transformations in which an average of 69.33% of possible points was earned. On open response items on the Geometry EOC the lowest average strand scores are in the strands of Triangles in which the average score received was 1.37 out of eight points possible or 17.08% of possible points were earned.
2. According to the 2013 Annual School Report Card, Rural Special High School students who took the ACT exam had average scores of 18.40 in Mathematics.
3. According to the 2014 ESEA Accountability Report for Rural Special High School, the graduation rate was 100%.

Supporting Data:

Goal Students will improve in Math skills, especially in the area of open response questions

in Algebra, Measurement, and Data Analysis and Probability.

Rural Special High School students will meet trend data as measured by the appropriate State designated CRT examinations. In 2010-11, 69.09% of all students tested scored at or above proficiency. The goal for the 2011-12 school year was for at least 71.67% of all students to score at or above proficiency. The goal for the 2012-13 school year was for at least 74.24% of all students to score at or above proficiency. The goal for the 2013-14 school year was for at least 76.82% of all students to score at or above proficiency. The goal for the 2014-15 school year is for at least 79.39% of all students to score at or above proficiency. In 2010-11, 54.55% of the Targeted Achievement Gap Group students tested scored at or above proficiency. The goal for the 2011-12 school year was for at least 58.34% of students in the TAG Group to score at or above proficiency. The goal for the 2012-13 school year was for at least 62.13% of students in the TAG Group to score at or above proficiency. The goal for the 2013-14 school year was for at least 65.91% of students in the TAG Group to score at or above proficiency. The goal for the 2014-15 school year is for at least 69.70% of students in the TAG Group to score at or above proficiency.

Benchmark

Intervention: Align math curriculum to the Arkansas Frameworks.				
Scientific Based Research: "Mapping the Big Picture: Integrating Curriculum and Assessment K-12", Heidi Hayes Jacobs, Association for Supervision and Curriculum Development, 1997, <a href="http://www.ascd.org/readingroom/books/jacobs97book.html">http://www.ascd.org/readingroom/books/jacobs97book.html</a>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Curriculum and student achievement will be reviewed annually to update curriculum and revise the school improvement plan. Action Type: Alignment Action Type: Equity Action Type: Program Evaluation	Junior Barham, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
Math curriculum alignment will be continued by all teachers. Action Type: Alignment Action Type: Equity Action Type: Special Education	Junior Barham/ Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
Funds will be available for materials and supplies which support improved curriculum alignment/achievement in mathematics. (calculators, manipulatives, etc...) Action Type: Alignment	Rowdy Ross, Superintendent	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Central Office</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Laptops with software will be purchases to replace older ones. The principal will determine the placement of the laptops. Action Type:	Junior Barham Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>District Staff</li> </ul>	ACTION BUDGET: \$

Technology Inclusion				
Teacher committees will meet on a regular basis to assess and compare the curriculum to assure alignment. Alignment will be across grade levels to assure student success. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Junior Barham	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Title I Funds will be available for materials and supplies as needed to target math. These materials and supplies will include but not limited to, supplemental computer programs, computer labs, computer carts, software, supplemental instructional supplies, supplemental testing materials, math manipulatives, science instructional manipulatives, technology manipulatives, monthly literature for students, diagnostic materials and enrichment materials. Action Type: Technology Inclusion Action Type: Title I Schoolwide	Junior Barham	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> </ul>	Title I - Materials & Supplies: \$1000.00 <hr/> ACTION BUDGET: \$1000
Total Budget:				\$1000

Intervention: Open response questioning and grading with rubrics.

Scientific Based Research: Citations: Writing Prompts and Rubrics; Chapman, C. (1996), Authentic Writing Assessment, pp 1-3 of reprint, Practical Assessment, Research, and Evaluation, 2(7).

Actions	Person Responsible	Timeline	Resources	Source of Funds
Parents will be shown examples of math open response questions at parent conferences. They will be informed that these type questions are a	Junior Barham, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	<hr/> ACTION BUDGET: \$

graded part of the math curriculum. Action Type: Equity Action Type: Parental Engagement Action Type: Special Education			<ul style="list-style-type: none"> <li>Title Teachers</li> </ul>	
The math teacher will use open response items on math assessments using them for 40 percent of the grade. Action Type: Alignment Action Type: Equity Action Type: Parental Engagement Action Type: Special Education	Junior Barham, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
Concurrent credit college classes through cooperation with Ozarka College may be offered to provide curriculum opportunities to students in upper grade levels. Action Type: Collaboration Action Type: Technology Inclusion	Junior Barham, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>Outside Consultants</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Students in grades 10-12 will be allowed to enroll in the College Preparatory Enrichment Program. These classes are offered through the summer at Mountain View School. Students will be given instruction and assistance in improving scores on the ACT examination. Action Type: Collaboration	Junior Barham, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Calculators will be purchased and students enrolled in math and business classes will, while in those classes, be trained in the proper use of calculators. Students in more advanced classes will be instructed in the use of graphing calculators.	Junior Barham, Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Students in grades 7-8 will be allowed to use the IMPAC lab to improve their math skills. Action Type: Alignment Action Type: Equity Action Type: Special	Junior Barham, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>District Staff</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$



Education Action Type: Technology Inclusion			<ul style="list-style-type: none"> <li>Title Teachers</li> </ul>	
To provide more course offerings, the Distance Learning Lab will be used. Advanced Placement Courses are made available through the Distance Learning Center. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion	Junior Barham, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
The math teacher will collect examples of each student's work on a regular basis so progress can be monitored. Results of Benchmark Exams, EOC exams, and SAT 9 and Iowa exams, will be reviewed annually. Parents will receive results of their child's state test results. Action Type: Equity Action Type: Program Evaluation Action Type: Special Education	Junior Barham, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
State Professional Development (PD) funds will be budgeted for the High School Principal to secure additional professional development. Action Type: Professional Development	Rowdy Ross, Superintendent	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Outside Consultants</li> </ul>	<hr/> ACTION BUDGET: \$
Funds will be provided to purchase I-Pads, overhead projectors, promethean board, lap-top computers and software to enhance student learning and promote technology inclusion. Action Type: Technology Inclusion	Junior Barham	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	<hr/> ACTION BUDGET: \$
Student scores on the Arkansas Benchmark indicate that open-response questions and grading with rubrics is increasing student achievement in math.	Junior Barham	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	<hr/> ACTION BUDGET: \$

Action Type: Program Evaluation				
Total Budget:				\$0

Intervention: Students in the Targeted Achievement Gap Group will demonstrate an improvement in Math and Literacy skills through open response and multiple choice applications.

Scientific Based Research: Scientific Based Research: Tomlinson, Carol Ann. "How to Differentiate Instruction in Mixed-Ability Classrooms". Association for Curriculum Development, 2nd Edition, 2001. Van De Walle, John A. "Elementary and Middle School Mathematics: Teaching Developmentally." Person Education, Inc., 6th Edition, 2007. Scientific Research: Tutoring Programs, CPRD Institute of Government Affairs, University of Illinois, January 2009.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will continue to utilize the computer lab where they will have access to a variety of programs to use as additional assessment tools to enhance student math and literacy skills.	Junior Barham, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
NSLA funds will be provided for after school tutoring. All students will be eligible to participate in this program. Students who need tutoring will be identified by the counselor, principals, and teachers. Tutors will be paid \$30.00/hour. Action Type: AIP/IRI	Junior Barham, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>Teachers</li> </ul>	NSLA (State-281) - \$1560.00 Employee Salaries: NSLA (State-281) - \$440.00 Employee Benefits: <hr/> ACTION BUDGET: \$2000
Participation in the instruction within the classroom enriches the learning environment and promotes a continuity of instruction which results in higher student achievement. In recognition of the need for students to regularly attend school, Rural Special High School offers a variety of incentives for students to encourage student attendance. Action Type: Parental Engagement	Junior Barham, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$2000

Priority 3: To improve the wellness of all students.

Supporting Data: 1. In 2003-2004 34% of male students were overweight or at risk of being overweight. In 2004-2005 35.6% of male students were overweight or at risk

of being overweight. In 2005-2006 33.3% of male students were overweight or at risk of being overweight. In 2003-2004 37.5% of female students were overweight or at risk of being overweight. In 2004-2005 38.6% of female students were overweight or at risk of being overweight. In 2005-2006 38.7% of female students were overweight or at risk of being overweight. Due to government recommendations on reporting sensitive health information, BMI categories were combined because of small numbers of children in individual categories.

2. Free and Reduced price meal eligibility for 2005-2006 was paid-44%, free-50%, reduced-8%. Free and Reduced price meal eligibility for the 2006-2007 schoolyear was paid-42.2%, free-41.1%, reduced-16.7%.
3. The 2005-2006 School Health Index showed the lowest areas were Family and Community Involvement,Module-8, and Nutrition Services,Module-4.

Goal To reduce the number of students that are overweight or are at risk of being overweight.

Benchmark To reduce the 2008-2009 BMI results by 2%.

Intervention: Rural Special High School will encourage students to adopt a healthier lifestyle.				
Scientific Based Research: WWW.achi.net/Arkansas Center for Health Improvement. http://schoolmatters.typepads.com/my_weblog/health_and_wellness/index.html Arkansas School Health Index				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Promote healthy food and beverage choices. Action Type: Wellness	Junior Barham	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Promote the Parent Involvement Center to assist parents. Action Type: Wellness	Junior Barham	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Provide opportunities for students to be involved in physical activity programs. Action Type: Wellness	Junior Barham	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
ACT1220 guidelines will be followed. Action Type: Wellness	Junior Barham	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Outside Consultants</li> </ul>	ACTION BUDGET: \$

			<ul style="list-style-type: none"> <li>Teachers</li> </ul>	
Provide opportunities for students to be involved in physical activity programs. Action Type: Wellness	Junior Barham	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Provide staff development concerning asthma. Action Type: Wellness	Jackie Hicks School Nurse	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Outside Consultants</li> </ul>	ACTION BUDGET: \$
The school along with the Stone County Health Unit will provide flu shots for students and staff. Action Type: Parental Engagement Action Type: Wellness	Jackie Hicks, School Nurse	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>District Staff</li> <li>Outside Consultants</li> </ul>	ACTION BUDGET: \$
NSLA funds will be used to employ a school nurse, Camille Ross at the Rural Special High School campus(0.25 FTE). A full time nurse(1.00 FTE) is employed at district expense at Mtn. View High School and Middle School. Action Type: Wellness	Junior Barham, Principal	Start: 07/01/2014 End: 07/01/2014		NSLA (State-281) - Employee Benefits: \$2113.00 NSLA (State-281) - Employee Salaries: \$6728.00 <hr/> ACTION BUDGET: \$8841
Total Budget:				\$8841

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Edward Beck	Science Teacher	Literacy
Classroom Teacher	Joan Thomson	H. S. Home Ec. Teacher	Literacy
Classroom Teacher	Junior Ray Barham	Agri Teacher	H. S. Math
Classroom Teacher	Martha Stanley	Music Teacher	Math
Classroom Teacher	Mike Morrow	Math Teacher	Math
Classroom Teacher	Roger Hipp	Social Studies Teacher	Math
Classroom Teacher	Shelley Branscum	English/Art	Literacy
Classroom Teacher	Valerie Ganus	H. S. English Teacher	Literacy
Community Representative		Community Representative	H. S. Literacy
Community Representative	Brady Rider	Student	Literacy

District-Level Professional	Debra Kocher	Counselor	Math
District-Level Professional	Dennis Sublett	Asst. Superintendent	Math/Literacy
District-Level Professional	Dewyn Avey	Library Media Specialist	Literacy
District-Level Professional	Kenny Perry	Curriculum	Math/Literacy
Parent	Sam Liville		Math
Principal	Junior Ray Barham	H. S. Principal	H. S. Literacy

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