



Source of Funds Report

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

Source of Funds

For: NSLA (State-281) - Capital Outlay, NSLA (State-281) - Employee Benefits, NSLA (State-281) - Employee Salaries, NSLA (State-281) - Materials & Supplies, NSLA (State-281) - Other Objects, NSLA (State-281) - Purchased Services.

Total Amount Reported: \$45747

Generated on September 17, 2014

Source of Funds: NSLA (State-281) - Capital Outlay -- \$0

There is no data for the Source of Funds type "NSLA (State-281) - Capital Outlay".

Source of Funds: NSLA (State-281) - Employee Benefits -- \$9934

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.

Source of Funds: NSLA (State-281) - Employee Salaries -- \$30263

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.

Source of Funds: NSLA (State-281) - Materials & Supplies -- \$4250

Priority 1: Literacy

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

Source of Funds: NSLA (State-281) - Other Objects -- \$0

There is no data for the Source of Funds type "NSLA (State-281) - Other Objects".

Source of Funds: NSLA (State-281) - Purchased Services -- \$1300

Priority 1: Literacy

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

Source of Funds: NSLA (State-281) - Capital Outlay -- \$0

There is no data for the Source of Funds "NSLA (State-281) - Capital Outlay".

Source of Funds: NSLA (State-281) - Employee Benefits -- \$9934

Priority 1: Literacy

Supporting Data:

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 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 2013state 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 Students will show improvement in writing skills across the curriculum with emphasis in Content passage open responses.

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.

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
By means of NSLA funds, a qualified Instructional Assistant Scotty Branscum(1.00	Junior Barham, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers • District Staff 	NSLA (State-281) \$7,381.00 - Employee

FTE) will be provided for the high school campus. Action Type: Alignment Action Type: Technology Inclusion				Benefits:
				ACTION BUDGET: \$7,381.00
Total Budget:				\$7,381.00

Priority 2: Mathematics

- Supporting Data:
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%.

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

Benchmark: 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.

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
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"> Administrative Staff Computers Teachers 	NSLA (State-281) - Employee Benefits: \$440.00 <hr/> ACTION BUDGET: \$440.00
Total Budget:				\$440.00

Priority 3: Wellness

- Supporting Data:
- 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.
 - 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%.
 - 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
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: \$2,113.00 <hr/> ACTION BUDGET: \$2,113.00
Total Budget:				\$2,113.00

Source of Funds: NSLA (State-281) - Employee Salaries -- \$30263

Priority 1: Literacy

- Supporting Data:
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 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: Students will show improvement in writing skills across the curriculum with emphasis in Content passage open responses.

Benchmark: 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.

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
By means of NSLA funds, a qualified Instructional Assistant Scotty Branscum(1.00 FTE) will be provided for the high school	Junior Barham, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers District Staff 	NSLA (State-281) - Employee Salaries: \$21,975.00

campus. Action Type: Alignment Action Type: Technology Inclusion				ACTION BUDGET: \$21,975.00
Total Budget:				\$21,975.00

Priority 2: Mathematics

- Supporting Data:
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%.

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

Benchmark: 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.

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
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"> Administrative Staff Computers Teachers 	NSLA (State-281) - \$1,560.00 Employee Salaries: <hr/> ACTION BUDGET: \$1,560.00
Total Budget:				\$1,560.00

Priority 3: Wellness

Supporting Data:

- 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.
- 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%.
- 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
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) - \$6,728.00 Employee Salaries: <hr/> ACTION BUDGET: \$6,728.00
Total Budget:				\$6,728.00

Source of Funds: NSLA (State-281) - Materials & Supplies -- \$4250

Priority 1: Literacy

- Supporting Data:
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 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 2013state 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: Students will show improvement in writing skills across the curriculum with emphasis in Content passage open responses.

Benchmark: 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.

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
NSLA Funds will be available for materials and supplies as needed to target literacy. These materials and supplies will	Junior Barham	Start: 06/30/2014 End: 07/01/2015	<ul style="list-style-type: none"> • Computers • District Staff • Teachers 	NSLA (State-281) - Materials \$4,250.00

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. Action Type: Technology Inclusion				& Supplies: <hr/> ACTION BUDGET: \$4,250.00
Total Budget:				\$4,250.00

Source of Funds: NSLA (State-281) - Other Objects -- \$0
There is no data for the Source of Funds "NSLA (State-281) - Other Objects".

Source of Funds: NSLA (State-281) - Purchased Services -- \$1300

Priority 1: Literacy

- Supporting Data:
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 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 2013state 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: Students will show improvement in writing skills across the curriculum with emphasis in Content passage open responses.

Benchmark: 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.

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
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"> • Computers • District Staff • Outside Consultants 	NSLA (State-281) - Purchased Services: \$1,300.00 <hr/> ACTION BUDGET: \$1,300.00
Total Budget:				\$1,300.00