

School Plan

BIGELOW HIGH SCHOOL
114 West Panther Drive, BIGELOW, AR 72016

Arkansas Comprehensive School Improvement Plan

2014-2015

The mission of Bigelow High School is to provide through a shared responsibility of faculty, staff, students, and community a safe environment which places importance on academic skills, character development, and life skills by incorporating a rigorous and relevant curriculum.

Grade Span: 7-12

Title I: Not Applicable

School Improvement: SI_1

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Priority 1: Literacy

Goal: All students in grades seven through eleven will reach or exceed proficiency or meet the growth model requirements on the 2014 - 2015 PARCC Literacy Assessment in responding to multiple choice responses in the area of Writing including Writing and Reading for the Combined, Caucasian, and Economically Disadvantaged. All students in grades seven through eleven will reach or exceed proficiency or meet the growth model requirements on the 2014 - 2015 PARCC Literacy Assessment in responding to Open Response in the area of Practical Passage including Writing and Reading for the Combined, Caucasian, and Economically Disadvantaged.

Priority 2: Mathematics

Goal: All seventh grade students will exhibit proficiency on the 2014 - 2015 PARCC Assessment in open responses for all strands for Combined and TAGG groups, with a focus on Algebra and Geometry strands. All eighth grade students will exhibit proficiency on the 2014 - 2015 PARCC Assessment in Open Responses with all strands for Combined and TAGG groups. All Students taking the PARCC Algebra I Exam for the 2014 - 2015 school year will exhibit proficiency in open responses with all strands for the Combined and TAGG groups. All Students taking the PARCC Geometry Exam for the 2014 - 2015 school year will exhibit proficiency in open responses with all strands for Combined and TAGG groups. All Students taking the PARCC Algebra II Exam for the 2014-15 school year will exhibit proficiency in open responses with all strands for Combined and TAGG groups.

Priority 3: Wellness

Goal: To improve overall wellness of the school community: through programs which address tobacco prevention, body mass index, character development, and health and safety

Priority 4: Parent Involvement

Goal: To increase parental involvement.

Priority 1:	To improve Literacy Skills and Strategies.
	1. Based on a comprehensive needs assessment that reflects an in-depth trend analysis of multiple data sources across multiple grade levels and content areas, we found that our area of need in our combined, low SES, and caucasian population to be writing multiple choice and reading open response passages. This conclusion has been obtained by studying CRT, NRT, and intermittent assessments.
Supporting Data:	2. Based on a comprehensive needs assessment that reflects an in-depth trend analysis of multiple data sources across multiple grade levels and content areas, we found that our area of need in our combined, low SES, and caucasian population to be in writing in content and style continues to be weak.
Goal	All students in grades seven through eleven will reach or exceed proficiency or meet the growth model requirements on the 2014 - 2015 PARCC Literacy Assessment in responding to multiple choice responses in the area of Writing including Writing and Reading for the Combined, Caucasian, and Economically Disadvantaged. All students in grades seven through eleven will reach or exceed proficiency or meet the growth model requirements on the 2014 - 2015 PARCC Literacy Assessment in responding to Open Response in the area of Practical Passage including Writing and Reading for the Combined, Caucasian, and Economically Disadvantaged.
Benchmark	Test data for 2013-2014: All students were 79.178% achieving exceeding the AMO for proficient/advanced. The growth of students exceeded the AMO for growth at 88.37% TAGG students were 69.33% achieving exceeding the AMO for proficient/advanced. The growth was 81.25%. Test Data for 2012-2013: All students were 79.43% achieving exceeding the AMO for proficient/advanced. The growth of students exceeded the AMO for growth at 87.36% TAGG students were 69.74% achieving exceeding the AMO for proficient/advanced. The growth was

81.25%. Graduation Rate for 2013-2014: Graduation Rate for 2012 - 2013: 90.38% of our graduating class graduated on time.

Intervention: Tutoring and remediation strategies will be offered to the general population, including, but not limited to economically disadvantaged and Caucasian sub-groups both during and after school. Bus transportation home will be provided.

Scientific Based Research: Jenkins, S. "How to Maintain School Reading Success: Five Recommendations From a Struggling Male Reader." Reading Teacher 63.2 (2009), pp. 159-162. Horwitz, A. "Supporting Successful Transitions to High School." Research Brief (2008). Marzano, R. 2001. Classroom Instruction that Works. McRel.

Actions	Person Responsible	Timeline	Resources	Source of Funds
(C) Formative assessments will be given at intervals throughout the year to evaluate student progress and growth. Data from these assessments will be used to help inform instruction and organize remediation efforts, as well as assisting in determining the comprehension and growth of the students throughout the year. Action Type: Collaboration Action Type: Program Evaluation	Bradley D. Gist	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers Performance Assessments Teachers 	ACTION BUDGET: \$
(B) Students not meeting the AMO, including TAGG students will be required to be remediated in the area in which the AMO was not met. The interventions used for remediation can include, but are not limited to, packets, peer tutoring, guided study, and technology based programs such as Study Island. Remediation can be before, during or after school, or Saturday morning. The progress of students will be monitored throughout the remediation process. (Target Test results, Class data, Benchmark and EOC results) Action Type: AIP/IRI Action Type: Technology Inclusion	Kelly Frantz, Kim Hinton, Christopher Noyes	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
(A) NSLA funds will be available to purchase materials (books, software, classroom magazines, etc.), supplies, (post-it notes, teacher's guides, folders, etc), and equipment, including technology (computers, response systems, etc) to be used across the curriculum as tools to improve instruction and student learning in coordination with other actions described in the ACSIP plan. NSLA 1140 Material Supplies Action Type: Alignment Action Type: Equity Action Type: Technology Inclusion	Bradley D. Gist	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers Teaching Aids 	NSLA (State-281) - Materials & Supplies: \$15500.00 ACTION BUDGET: \$15500
(E) Professional Development will be provided, as needed on NWEA MAPs testing. Teachers will be given time to disaggregate data from testing, informal assessments in class to collaborate on best practices and remediation strategies. Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion	Bradley D. Gist, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Outside Consultants 	ACTION BUDGET: \$
(D) Tutoring and/or enrichment will be provided throughout the year for point	Bradley D. Gist	Start: 07/01/2014	<ul style="list-style-type: none"> Performance Assessments 	NSLA (State-281) \$1200.00

<p>in time assistance for all students including those who were not proficient on the PARCC Assessment or End-of-Course Exams. TAGG students will be required to attend remediation. Students will be provided support in areas they are deficient. Study Island and or Plato courseware is a tool that will be utilized as well to provide enrichment in areas needed. Progress will be maintained by how students progress in the classes they are struggling and keeping Study Island/Plato reports. This will assist the students in our TAGG groups as well for remediation purposes. Tutoring will not exceed four days per week and the tutor will be paid at an hourly rate. NSLA 1511 Action Type: AIP/IRI Action Type: Equity</p>		<p>End: 06/30/2015</p>	<ul style="list-style-type: none"> • Teachers 	<p>- Employee Benefits: NSLA (State-281) \$4000.00 - Employee Salaries:</p> <hr/> <p>ACTION BUDGET: \$5200</p>
<p>(H) We will begin mixed Advisory Committees to develop a mentoring program between our upper classmen and the lower classmen including Special Education students. Teachers will model and mentor all students in their group, checking on their grades and progress throughout the year. Goals to address will be to increase our graduation rate and lower our discipline referrals. Effectiveness will be based on the increase (retention) of number of graduates (students) and the decrease of discipline referrals. Parents will be informed of their child's advisor and the advisor will be a point of contact for the parent to get information. Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Chad Wilson, Brian Taylor, Gina Windle, Bradley D. Gist</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>Total Budget:</p>				<p>\$20700</p>

Intervention: Implement/Continue to implement a self-selected reading programs such as Literacy Lab and Accelerated Reader that stresses content, practical, and literary reading across the curriculum.

Scientific Based Research: Faber, S. (2004). How to Teach Reading When You're Not A Reading Teacher. Incentive Publications: Nashville, TN. Luck, S. "Accelerated Reader: The Controversy Continues--A Literature Review of the Effectiveness of Accelerated Reader in Increasing Reading Achievement and Student Motivation." Illinois Reading Council Journal 38.2 (2010): 3-9. Handbook of Reading and Research, volume 4, Kamil, M. and Bir, E., 2011.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>(G) NSLA Funds will be available for literacy classrooms, including Special Education, 7th through 12th to maintain adequate classroom libraries in order for students to have ready access to self-selected reading material. NSLA 1140 Action Type: Alignment Action Type: Equity Action Type: Special Education</p>	<p>Bradley D. Gist</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Teachers 	<p>NSLA (State-281) \$1100.00 - Materials & Supplies:</p> <hr/> <p>ACTION BUDGET: \$1100</p>
<p>(I) Magazines, books and software will be purchased for the library to give students more options to self-select reading material of interest. Themes will be developed around the reading material purchased to stimulate interest for the students. Items that will make the library an enticing</p>	<p>Dena Meriweather</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Community Leaders • School Library • Teachers 	<p>NSLA (State-281) \$2564.00 - Purchased Services: NSLA (State-281) \$5000.00</p>

environment will be purchased. Software will be maintained to allow tracking of student reading and more efficient operations of the library. NSLA 2220 Material and Supplies Action Type: Alignment Action Type: Equity				- Materials & Supplies: <hr/> ACTION BUDGET: \$7564
Total Budget:				\$8664

Intervention: Implement/continue to implement technology in the classroom and via the Computer Lab to improve academic achievement in ELA classes.

Scientific Based Research: (Roblyer, M.D. "The Impact of Microcomputer-Based Instruction on Teaching and Learning: A Review of Recent Research". ERIC Digest: ED315063. Judson, E. (2010). Improving Technology Literacy: Does it open doors to traditional content? Educational Technology Research and Development. 58(3), p. 271-284.

Actions	Person Responsible	Timeline	Resources	Source of Funds
(J) Professional development will be provided regarding the use of software, including enrichment software or webbased programs such as Study Island, Plato and Accelerated Reader. Teachers will be able to use the software for enrichment and remediation to assist students with learning. Data gathered from Study Island and Accelerated Reader will be used in determining the progress of the students. NSLA 2230 Action Type: Professional Development Action Type: Technology Inclusion	Bradley D. Gist	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers Teachers 	NSLA (State-281) \$3320.00 - Purchased Services: <hr/> ACTION BUDGET: \$3320
(K) Funds will be available to purchase software and hardware (example: projectors, enrichment licenses to support learning, student response systems) to enhance and reinforce the lessons and materials taught by regular classroom and special education teachers. NSLA 2230 Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion	Bradley D. Gist	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers Teachers 	NSLA (State-281) \$9000.00 - Materials & Supplies: <hr/> ACTION BUDGET: \$9000
(L) Students, including the TAGG population, will use automated instructional software programs to supplement and reinforce classroom instruction. Teachers will monitor the results of the data provided to provide enrichment support for the students. Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	All literacy teachers, Bradley D. Gist, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers Teachers 	<hr/> ACTION BUDGET: \$
(M) The effectiveness of technology incorporated into learning will be evaluated using Study Island, Plato and the AR programs as well as the results of benchmark and EOC scores. Technology will be incorporated across all curriculum involving all students including TAGG groups. Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion	all teachers, Bradley D. Gist, Principal	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$

Total Budget:	\$12320
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Intervention: All students will be adequately prepared for PARCC Assessment, EOC testing , and ITBS testing.

Scientific Based Research: (2006). Raise test scores without selling your soul. Curriculum Review, 45(6), 14-15. Retrieved from Education Research Complete database. Preparing Students for Testing and Doing Better in School. Flipppo,k R. 2008, Carwin Press. English Language Arts Curriculum Framework - Arkansas Department of Education (Revised 2003).

Actions	Person Responsible	Timeline	Resources	Source of Funds
(Q) Teachers will implement the Literacy Common Core State Standards by creating units. Action Type: Alignment	Bradley D.Gist, Literacy teachers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
(P) Students will be given rewards for successful testing. Rewards are as follows: (1) for a score of proficient or advanced, students in grades 7 and 8 fun educational activity time and second semester exam exemptions in all classes they are passing if they meet the attendance requirements, and no suspensions: students in high school will receive fun educational activity time and second semester exemptions in all classes they are passing if they meet the attendance criteria, and no out-of-school suspensions; (2) for responses to all open response questions and pre-write for the writing section of the benchmark, students in grades 7 and 8 will receive a drink pass each day' and the 11th grade students who pre-write will receive an afternoon of guided activities: (3) for scores improving from below basic to basic in the 7th and 8th grade will receive a day of fun educational activities; students in grade 9 will receive educational activity time. Breakfast will be provided students on testing dates before school. Students will be allowed to provide input regarding what they have for breakfast. NSLA 2240 Action Type: Collaboration Action Type: Program Evaluation	all teachers, Lisa George	Start: 07/01/2014 End: 06/30/2015		NSLA (State-281) - Materials & Supplies: \$1000.00 ACTION BUDGET: \$1000
(O) PARCC enrichment will be available for all students during the day, and after school throughout the school year. Participation will be determined through disaggregation of various data sources, including but not limited to ACTAAP and Benchmark scores and formative assessment. All students struggling will be able to get extra help during lunch lab or after school. Results from these assessments and the EOC/Benchmark exams will be used to determine the effectiveness of the enrichment program. After school tutors will be paid hourly not to exceed four days per week. NSLA 1511 Action Type: AIP/IRI Action Type: Program Evaluation	literacy/math teachers, Bradley D. Gist	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	NSLA (State-281) - Purchased Services: \$1000.00 NSLA (State-281) - Materials & Supplies: \$500.00 NSLA (State-281) - Employee Benefits: \$600.00 NSLA (State-281) - Employee Salaries: \$2000.00

				ACTION BUDGET: \$4100
(R) Early interventions will be made to identify students struggling to provide individualized instruction to aide in the graduation rates of all students and the TAGG group. (Lunch Lab, after school tutoring, Study Island, etc.) Action Type: Collaboration Action Type: Professional Development	Bradley D. Gist, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	ACTION BUDGET: \$
(N) All teachers will utilize open response questions in their classes. Rubrics will be used to score the responses. Professional Development will be provided to assist in developing questions and using rubrics. Responses from the Benchmark exams and EOC exams, MAP Assessment, and classroom assessments will be used to determine the effectiveness of the students ability to use rubrics. Action Type: Collaboration Action Type: Professional Development	Bradley D. Gist, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	ACTION BUDGET: \$
Total Budget:				\$5100

Intervention: Programs and instruction will be evaluated as to effectiveness and areas in need of improvement. Resources will be made available for the improvement of identified areas of need.

Scientific Based Research: Jacobs, H. (2010). Curriculum 21: Essential Education for a changing world. ASCD Curriculum Mapping & Alignment: Marzano, R. (2003). What Works in Schools Translating Research Into Action. Alexandria, VA: ASCD. Research-Based Instructional Strategies: Marzano, R., Pickering, D., & Pollock, J. (2001). Classroom Instruction That Works. Alexandria, VA: ASCD.

Actions	Person Responsible	Timeline	Resources	Source of Funds
(S) Classroom Walk Through data will be collected and analyzed throughout the school year to drive curriculum, program, and instructional improvement efforts. Teacher evaluation will provide feedback for the teachers in monitoring best practices in the classroom. Teachers will be required to perform peer visits to share best practices. Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion	Bradley D. Gist	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
(T) Teachers will provide input on effective instruction and Professional Development. Action Type: Collaboration Action Type: Professional Development	Dewayne Wammack	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
(U) A teacher resource room will be maintained containing resources that will support instructional, program, and curriculum best practices. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion	Bradley D. Gist	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Public Library 	ACTION BUDGET: \$
(MMM) Students identified as a potential drop-out due to falling behind in credits may qualify for our Alternative Education Program. Students will be provided a different learning	Bradley D. Gist	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff 	ACTION BUDGET: \$

environment to make up failed courses in the core content. Students may also be able to work on credit recovery during this time as well. All students, including Special Education students, in need of this assistance will be evaluated based on the criteria of the ALE program. Action Type: Equity Action Type: Program Evaluation			<ul style="list-style-type: none"> Teachers 	
Total Budget:				\$0

Priority 2: To improve math skills and strategies.

Supporting Data: 1. Based on a comprehensive needs assessment that reflects an in-depth trend analysis of multiple data sources across multiple grade levels and content areas, we found that our area of need in our combined, low SES, and caucasian population to be open response questioning. This conclusion has been obtained by studying CRT, NRT, and intermittent assessments.

Goal All seventh grade students will exhibit proficiency on the 2014 - 2015 PARCC Assessment in open responses for all strands for Combined and TAGG groups, with a focus on Algebra and Geometry strands. All eighth grade students will exhibit proficiency on the 2014 - 2015 PARCC Assessment in Open Responses with all strands for Combined and TAGG groups. All Students taking the PARCC Algebra I Exam for the 2014 - 2015 school year will exhibit proficiency in open responses with all strands for the Combined and TAGG groups. All Students taking the PARCC Geometry Exam for the 2014 - 2015 school year will exhibit proficiency in open responses with all strands for Combined and TAGG groups. All Students taking the PARCC Algebra II Exam for the 2014-15 school year will exhibit proficiency in open responses with all strands for Combined and TAGG groups.

Benchmark Test data for 2013-14: All students were 76.96% achieving while our growth exceeded AMO for Growth at 72.09%. TAGG students were 68.32% achieving and the growth of 62.50% exceeded the AMO for growth Test data 2012 - 2013: All students were 70.94% achieving while our growth exceeded the AMO for Growth at 71.26%. TAGG students were 59.09% achieving and the growth was 62.50% exceeding the AMO for growth. We will continue to work to me or exceed the AMO for achieving and growth.

Intervention: Improve math instruction through the implementation of computer and calculator based technology, and program evaluation.				
Scientific Based Research: Schielack, J and Seely, C., Transitions from Elementary to Middle School Math. Teaching Children Mathematics, v16 n6 p.358-362 February 2010, retrieved from ERIC web portal.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
(X) Formative assessments will be used to direct math intervention strategies in grades 7 through 12. TAGG scores will be monitored closely for each individual student. Effectiveness will be based on student scores on these assessments, Study Island, Classroom assessments, and Benchmark/EOC scores. Action Type: Alignment Action Type: Technology Inclusion	Jennifer Campbell, Chad Wilson, Bobbie Olles	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers Performance Assessments Teachers 	ACTION BUDGET: \$
(Y) Classroom walkthrough data will be accumulated throughout the year and peer visits by teachers will assist in and drive program improvement efforts. Open discussions in department meetings and PLC meetings will provide quality input to improve the program. Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion	Dewayne Wammack	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
(W) In class graphing calculators will be available for student use. Students	Jennifer Campbell	Start: 07/01/2014	<ul style="list-style-type: none"> Teachers 	

who do not have a graphing calculator will be allowed to check a calculator out for homework assignments, if available. Action Type: Technology Inclusion		End: 06/30/2015	• Teaching Aids	ACTION BUDGET: \$
(V) Computer Lab time will be made available for assignments requiring a computer. Computer tutorials will also be made available for remediation on a strand or topic not understood.	Jennifer Campbell	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
(Z) Materials and Supplies for our classrooms will be purchased in order to enhance the collaboration with students in solving problems, working equations, utilizing critical thinking skills, etc. (calculators, Workbooks, Response systems, Technology items such as, handheld devices, computers, etc.) NSLA 1140 Action Type: Equity	Bradley D. Gist	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff	NSLA (State-281) - \$15500.00 Materials & Supplies: ACTION BUDGET: \$15500
Total Budget:				\$15500

Intervention: PARCC Preparation through curriculum alignment.

Scientific Based Research: "Texas Taas Scores Revisited", Lorence, J. Educational Quarterly, vol. 31, 2008. Arkansas Department of Education, "Aligning and articulating standards across the mathematics curriculum", Cook, Cathy J. et al. (Revised December 1, 2001).

Actions	Person Responsible	Timeline	Resources	Source of Funds
(CC) Teachers will be provided professional development to align the math curriculum vertically to the new Common Core Standards. Arch Ford Coop will be a resource utilized by teachers to develop CCSS units and lessons. This will ongoing as we transition to the new standards. Action Type: Alignment Action Type: Professional Development	Bradley D. Gist	Start: 07/01/2014 End: 06/30/2015	• District Staff • Teachers	ACTION BUDGET: \$
(BB) Student data will be examined from all available assessment tools (i.e. Formative Assessment, classroom assessment). This analysis will aid in the placement of students for remediation and intervention efforts. The data will also address the needs of the TAGG group and sub-population students. Action Type: AIP/IRI Action Type: Collaboration Action Type: Program Evaluation	Jennifer Campbell, Bobbie Olles, Chad Wilson	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Performance Assessments • Teachers • Title Teachers	ACTION BUDGET: \$
(AA)After testing rewards will be as follows: (1) for a score of Proficient or Advanced in the Middle School, each student will receive second semester exam exemptions if that student has a current grade in the class of at least a "C", meets the attendance criteria, and has not been suspended; Students in the High School will receive activity time and second semester exam exemptions if that student has a current grade in the class of at least a "C", meets the attendance criteria, and has not been suspended (2) for responses to all open response questions the Middle School will receive an afternoon of activities.	all teachers, Bradley D. Gist, Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	ACTION BUDGET: \$

Action Type: AIP/IRI Action Type: Collaboration				
(DD) The math department chairperson will serve as math facilitator and will facilitate and assist the writing of AIP's by the teachers for all students. The AIP's will target students who require remediation and intervention strategies due to not meeting the required AMO. NSLA 2294 Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Professional Development	Jennifer Campbell	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	NSLA (State-281) - \$150.00 Employee Benefits: NSLA (State-281) - \$500.00 Employee Salaries: <hr/> ACTION BUDGET: \$650
(EE) All students testing in any End of Course subject area, Alternative Portfolio and seventh through eleventh grade PARCC Assessment will be provided breakfast on one of the days of testing.	Bradley D. Gist	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff 	<hr/> ACTION BUDGET: \$
Total Budget:				\$650

Intervention: Increase ACTAAP and EOC scores for TAGG group and general population of students.

Scientific Based Research: Improving Basic Math Skills Using Technology, Hudson, S., Kadan, S., Lavin, K., and Vasquez, T. Online Submission: Masters of Arts Action Research Project, Saint Xavier University, 2010.

Actions	Person Responsible	Timeline	Resources	Source of Funds
(FF) In class graphing calculators, in appropriate courses, will be available for all student use. Students will be able to check out the calculator if needed to work outside the classroom. Use of calculators will aid students including TAGG group to understand and work problems more efficiently. Action Type: Equity Action Type: Technology Inclusion	Bradley D. Gist	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
(GG) Interventions will be developed on an individual basis based on students performance on class assignments/test, MAP scores, and Benchmark/EOC scores. Data will be reviewed in team meetings on all students including the TAGG group in order to meet the AMO on the PARCC Assessment and EOC exams. After school assistance and Lunch Lab will provide individual assistance to students throughout the year. Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	Jennifer Campbell, Math Chair, Bobbie Olles, Chad Wilson, Bradley D. Gist, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers Teachers 	<hr/> ACTION BUDGET: \$
(II) After school interventions will be made available throughout the year, with transportation provided, for those students who scored below the AMO on benchmarks and EOC exams, or those who need extra help on difficult topics. Students will be required to attend Remediation and lunch lab to assist in preparation for assessments. NSLA 1511 Action Type: Equity	Bradley D. Gist	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$

(JJ) MAP testing will be utilized to ensure that our TAGG group is performing where they should be for the Benchmarks and EOC tests. Action Type: Program Evaluation Action Type: Technology Inclusion	all teachers, Bradley D. Gist, Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
(KK) Improve graduation rates among all students, TAGG and the White sub-population by providing early intervention to assist struggling students in Math. (Lunch Lab, Tutoring, etc.) Action Type: AIP/IRI Action Type: Equity Action Type: Special Education	All Math Teachers; Bradley D. Gist	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Performance Assessments 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 3: Wellness

1. Body Mass Index (BMI): The results of the BMI Assessment for 2005-2006 for BHS which involved 278 students revealed that 46.7% of males were at risk for overweight or overweight and 43.8% of females were at risk for overweight or overweight. Overall the total at risk for overweight or were overweight were 45.2%. Body Mass Index (BMI): The results of the BMI Assessment for 2006-2007 for BHS which involved 226 students revealed that 44.1% of males were at risk for overweight or overweight and 46.5% of females were at risk for overweight or overweight. Overall the total at risk for overweight or were overweight were 45.2%.
2. School Health Index Evaluation (SHI): The results of the SHI Evaluation for the Bigelow High School for the school year 2007-2008 revealed the percentage score for each of the four modules evaluated. Scores for each of these areas included: Module 1: School Health and Safety Policies and Environment, 87.5%; Module 2: Health Education, 82%; Module 3: Physical Education and other Physical Activity Programs, 86%; and Module 4: Nutrition Services, 69%. The combined average score for the four modules was 81.1%. The results of the school for the area of Family and Community Involvement (Module 8) was 50%.

Supporting Data:

- Goal To improve overall wellness of the school community: through programs which address tobacco prevention, body mass index, character development, and health and safety
- Benchmark Annually, the students enrolled in the school will improve their BMI and nutritional food choices by a minimum of one percent (1%) as reflected by the data in the annual assessment.
- Benchmark 100 % of tobacco policy offenders receive intervention.

Intervention: Implement Wellness Program.				
Scientific Based Research: Joint Committee on National Health Education Standards, National Health Education Standards: Achieving Health Literacy. An Investment in the Future. Atlanta: American Cancer Society, 1995. Allensworth, D.D. and Kolbe, L.J. The Comprehensive School Health Program: Exploring an Expanded Concept, Journal School Health. 1987; 57 (10): 409-412. CDC. Guidelines for School and Community Program to Promote Lifelong Healthy Eating. MMWR, 1996. 45 (RR-9); 1-41. Mandell, R.J. Ed. The Strategic Plan for Nutrition Education: Promoting Healthy Eating for our Children. Washington, D.C.: US Department of Agriculture; Food and Nutrition Service, Nutrition and Technical Services Division, 1993. CDC. Guidelines for School and Community Program to Promote Lifelong Physical Activity. MMWR, 1997. 46 (RR-6); 1-36. U.S. Department of Health and Human Services. Physical Activity and Health: A Report of the Surgeon General. Atlanta; US Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, 1996. Fitzwater, L.L. Weinsier, R.L., Wooldridge, N.H. et al. Evaluation of Long-Term Weight Changes After a Multidisciplinary Weight Control Program. Journal of American Diet Association. 1991; 91:421-4.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
(PP) All students including Special Education will be provided a wellness program designed to improve and enhance the health and lifestyles of these persons. The components of the program will include implementing comprehensive programs in: 1) Health Education Curriculum; 2) Physical Activity Program; and 3) Family and Community Involvement. Strategies will include the use of research-based supplemental materials which are age appropriate, use of trained and	Bradley D. Gist, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Outside Consultants Teachers 	ACTION BUDGET: \$

<p>qualified resource persons, involvement of parents and family members, and the training of teachers and staff members to implement the program. The program will be a collaborative effort involving persons representing health nutrition physical education, citizens, and community organizations and agencies.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education Action Type: Wellness</p>				
<p>(RR) All students in each grade, including Special Education will be provided the opportunity for physical fitness activities for the development of lifelong health habits and promotion of healthy lifestyle.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Special Education Action Type: Wellness</p>	Bradley D. Gist, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
<p>(SS) Parents and community citizens will be involved in the Wellness program through: 1) serving as members of committees and as resource persons; 2) involved in developing and implementing policies; 3) serving as volunteers in school-sponsored/wellness activities; 4) working at home to implement wellness activities to include nutrition, physical activity, and health activities.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness</p>	Bradley D. Gist, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>(TT) Both process and outcome procedures will be used to evaluate the program. Process activities will be continuous and on-going during the year and will consist of walkthroughs by the principal and data gathered as a result of monitoring the activities. Outcome procedures will include the use of the BMI and SHI assessments. Students will be expected to achieve a minimum of a one percent (1%) improvement each year on the BMI and nutritional food choices.</p> <p>Action Type: Program Evaluation Action Type: Wellness</p>	Bradley D. Gist, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>(NN)The counselor will purchase materials, supplies, and and/or services to help students maintain and expand existing school drug education/prevention programs that address unwanted behaviors.</p> <p>Action Type: Equity Action Type: Wellness</p>	Gina Windle, Tawnia Hoelzeman	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>(MM) The counselor will attend the Arkansas Counseling Association Conference in Hot Springs, Arkansas to receive information to help be able to stay updated on counseling programs and counseling issues to effectively serve all students.</p> <p>Action Type: Professional Development</p>	Gina Windle, Tawnia Hoelzeman	Start: 07/01/2014 End: 06/30/2015		<hr/> <p>ACTION BUDGET: \$</p>
<p>(LL) Key health/wellness personnel will be provided training for health and wellness equipment usage and the development of</p>	Matt Chandler, Jim Brown	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Outside Consultants 	<hr/> <p>ACTION BUDGET: \$</p>

skills. Action Type: Professional Development			• Teachers	
Total Budget:				\$0

Priority 4:

Supporting Data:

Goal To increase parental involvement.

Benchmark A 10% increase in parental involvement will be obtained in during and after school involvement opportunities.

Intervention: Encourage and promote parent involvement.				
Scientific Based Research:				
Actions	Person Responsible	Timeline	Resources	Source of Funds
(AAA) Parents will have access to student information using the Home Access Center of eSchool. Teachers will keep grades and information updated on a regular basis. A weekly Newsletter form each teacher will be placed on our webpage for parents to keep up with what is going on in the classroom. Action Type: Parental Engagement Action Type: Technology Inclusion	All teachers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
(XX) The parent facilitator will establish a committee of teachers and parents to review and update the parent involvement plan and file a copy of the plan with the Department of Education.	Gina Windle	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
(ZZ) The parent facilitator and advisory committee will organize and present parenting activities which include: (1) seminars to inform parents of high school students about how to be involved in the process of course selection, career planning, and preparation of post-secondary: (2) surveys to determine the needs of parents in terms of activities that may be presented, and (3) a parent center that includes books, magazines, and other materials regarding responsible parenting.	Gina Windle	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
(UU) Staff development in parental involvement will be provided (2 hours). Action Type: Professional Development	Bradley D. Gist; Gina Windle, Tawnia Hoelzeman	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
(WW) Informational packets will be developed, printed and distributed to parents at the beginning of the school year. As a minimum, the packets will provide parents with a schedule of all events, how they may obtain information about the status and progress of their children, volunteer work, parenting activities, and how they may become involved in the education process of their children (Act 307 of 2007 (1)). Action Type: Parental Engagement	Gina Windle, Tawnia Hoelzeman	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
(VV) A minimum of four meetings with parents will be scheduled during the school year. The purpose of these meetings will be to expand and enhance the involvement of parents in the education of their children and to make them a full partner in the process. Meetings may include an open house, visits to the child's classroom, parenting activities,	Gina Windle, Tawnia Hoelzeman	Start: 07/01/2014 End: 06/30/2015		NSLA (State-281) - \$1000.00 Materials & Supplies:

and PTA/PTO activities. Funds will be used for materials and supplies that exceed state regulations NSLA 2170 Action Type: Collaboration Action Type: Parental Engagement				ACTION BUDGET: \$1000
(CCC) Volunteer resource books will be developed, printed and made available to all parents, the resource book will be developed by the parent facilitator working in collaboration with teachers and parents. Surveys of parents will be made to determine the interest level, type of work parents are interested in, and the time frame they wish to volunteer. The resource book will be the result of matching parent interests and time frames to the needs of the school (Act 307 of 2007 (3)). Action Type: Parental Engagement	Gina Windle, Tawnia Hoelzeman	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
(DDD) The process for parents to follow to resolve concerns will be placed in the Student/Handbook and distributed to all parents and made available in the school office, library, and counselor's office. Parents will be informed of this policy in meetings and encouraged to fully comply with the procedures. (Act 307 of 2007 (4)).	Bradley D. Gist	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
(BBB) Parents of students enrolled in the high school will be informed through two parent involvement opportunities as to how they can be involved in decisions effecting their children (Act 307 of 2007 (5)). Action Type: Parental Engagement	Bradley D. Gist	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
(EEE) A teacher at each school site will be selected to serve as a parent facilitator to organize and manage parent involvement activities at the school. This person will work closely with teachers, staff members and parents to provide the activities required under Act 603 as amended by Act 307 of 2007. The four major components of the program will include: (1) develop and implement a Parent Involvement Plan, (2) organize and conduct Parenting Sessions, (3) organize and implement a Parent Center at the school site, and (4) schedule and conduct Parent Meetings and Conferences during the year. The district will pay the parent facilitator a stipend for assuming duties as required by statute (Act 307 of 2007 (7)). Action Type: Collaboration Action Type: Parental Engagement	Bradley D. Gist; Gina Windle	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
(YY) A count of parent participation will be recorded at all open houses, parent teachers conferences, and other meeting in which parents are involved.	Bradley D. Gist; Gina Windle, Tawnia Hoelzeman	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
(GGG) Notification will be sent to parents to inform them of their rights to know the highly qualified teaching status of teachers and para-professionals. Action Type: HQT-Section 2141 Action Type: Parental Engagement	Bradley D. Gist	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$1000

- Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Amy Morris	Physical Sciences	Mathematics
Classroom Teacher	Amy Squires	Spanish	Wellness
Classroom Teacher	Barry Stane	Special Education	Wellness
Classroom Teacher	Bobbie Olles	Mathematics	Mathematics
Classroom Teacher	Brian Taylor	Agriculture	Mathematics
Classroom Teacher	Chad Wilson	Mathematics	Mathematics
Classroom Teacher	Christopher Noyes	English	Literacy
Classroom Teacher	Craig Neumeier	teacher/coach	Wellness
Classroom Teacher	Dena Meriweather	business	Literacy
Classroom Teacher	Gena Brand	Special Education	Literacy
Classroom Teacher	Heather Neumeier	Family and Consumer Science	Parent Involvement
Classroom Teacher	Holly Balducci	Business / Technology	Parental Involvement
Classroom Teacher	Jeff Starks	Coach	Wellness
Classroom Teacher	Jenna Warren	Life Sciences	Mathematics
Classroom Teacher	Jennifer Campbell	Mathematics	Mathematics
Classroom Teacher	Jessica White-Moore	Art	Literacy
Classroom Teacher	Jim Brown	Social Studies	Wellness
Classroom Teacher	Kelly Frantz	Special Education	Wellness
Classroom Teacher	Kim Hinton	English	Literacy
Classroom Teacher	Lisa George	Reading	Literacy
Classroom Teacher	Marcus Aynes	Science	Mathematics
Classroom Teacher	Matt Chandler	Teacher	Wellness
Classroom Teacher	Seth Seaton	Band	Parent Involvement
District-Level Professional	Donny Collins	Superintendent	District
Non-Classroom Professional Staff	Gina Windle	Counselor	Parent Involvement
Non-Classroom Professional Staff	Tawnia Hoelzeman	Counselor	Parent Involvement
Parent	Gina Russenberger	Parent	Parent Involvement
Principal	Bradley Gist	Principal	Science/Wellness/Literacy/Math/Parent Involvement/Title IV