

# School Plan

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## BISMARCK HIGH SCHOOL

### Arkansas Comprehensive School Improvement Plan

2014-2015

It is the mission of the Bismarck High School to provide our students with the opportunities and guidance necessary to: master and maintain the process of learning, become independent thinkers, develop self discipline, develop reasoning and problem-solving skills, and come more cognizant of and more involved in their environment. With learning identified as a lifelong process, these developed skills will help students succeed in their communities. Through this continuing educational process, students will become productive members of society.

Grade Span: 9-12    Title I: Not Applicable

School Improvement: A

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#### Priority 1: Literacy

**Goal:** Students will demonstrate improvement in the content and style areas of written communication skills. They will improve comprehension skills in the Literary/Prose and Content passages of the PARCC Literacy exam.

#### Priority 2: Mathematics

**Goal:** Students will demonstrate improvement in mathematical skills. Specifically they will improve in Triangles Open Response, measurements Open Response, Relationships between two and three dimension, and Coordinate Geometry and Transformation on the PARCC Geometry exam. On the PARCC Algebra I exam they will improve in Open Response Solving Equations & Inequalities and Language of Algebra and Linear Functions. Students with disabilities, Hispanic, and LEP students will be the focus during the Academic Resource Period to raise the scores of those sub populations.

#### Priority 3: Wellness

**Goal:** The Bismarck High School will provide support for students in making healthy lifestyle choices by implementing systems to aid in decreasing the average BMI on routine annual student screening and increasing collaboration between all segments of the school community in support of positive lifestyle choices.

Priority 1:                    To improve literacy skills

Supporting Data:	<ol style="list-style-type: none"> <li>1. Literacy- 11th grade exam: 2014_ Number tested and percent of students scoring Proficient/Advanced: Combined Population: 85 students were tested and 84.71% scored either Proficient or Advanced; Caucasians: 82 Students were tested and 85.37% scored either proficient or advanced; African American: 2 students were tested and 100% scored either Proficient or Advanced; Students with Disabilities: 7 were tested and 42.86% scored either Proficient or Advanced; Economically Disadvantaged:</li> </ol>
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45 students were tested and 82.22% scored either Proficient or Advanced. 2013 - Number tested and percent of students scoring Proficient/Advanced: Combined Population: 71 Students were tested and 83% scored either Proficient or Advanced; Caucasian: 67 were tested and 82% scored at either Proficient or Advanced; Hispanic: 3 students were tested and 100% scored either Proficient or Advanced; African American: N/A; Asian: 1 student was tested and 100% scored either Proficient or Advanced; Economically Disadvantaged: 35 were tested and 74% scored either Proficient or Advanced; Students with Disabilities: 3 students were tested and 0% scored either Proficient or Advanced. 2012 - # Tested and Percent of Students Scoring Proficient/Advanced: Combined Population: 74 were tested and 89% scored either Proficient or Advanced; African American: N/A; Hispanic: 3 students were tested and 100% scored Proficient or Advanced; Caucasian: 71 were tested and 89% scored Proficient or Advanced; Economically Disadvantaged: 45 were tested and 89% scored Proficient or Advanced; Students with Disabilities: 9 were tested and 33% scored Proficient or Advanced.

2. In 2012, on the IOWA Test taken by the ninth graders: Of the 92 tested, Vocabulary was the weakest identified area. In 2011, on the IOWA Test taken by the ninth graders: Of the 78 tested, Reading Comprehension was the weakest identified area. In 2010, on the Stanford test taken by the ninth graders: Of the 89 tested, Reading Comprehension and Language Expression were the weakest identified areas.
3. 1. ACT Report in English: In 2014, 58 students tested with a 20.5 average which was above the state average. In 2013, 64 students tested with a 21.5 average which was above the state average. In 2012, 54 students tested with a 20.4 average which was above the state average. 2. ACT Report in Reading: In 2014, 58 students were tested with a 21.9 average which was above the state average. In 2013, 64 students were tested with a 22.0 average which was above the state average. In 2012, 54 students were tested with a 20.5 average which was above the state average. 3. ACT Report in Science In 2014, 58 students were tested with a 20.8 average which was above the state average. In 2013, 64 students were tested with a 21.4 average which was above the state average. In 2012, 54 students were tested with a 20.5 average which was above the state average. 5. ACT Composite Report In 2014, 58 students were tested with a 20.9 average which was above the state average. In 2013, 64 students were tested with a 21.5 average which was above the state average. In 2012, 54 students were tested with a 20.7 average which was above the state average.
4. Graduation Rate: In 2013, 87.95% In 2012, 88.46% In 2011, 88.5% Attendance Rate: In 2013, 94.43% In 2012, 94.08% In 2011, 92.8% Drop Out Rate: in 2011, 2% In 2009, 4% In 2008, 2%

Goal Students will demonstrate improvement in the content and style areas of written communication skills. They will improve comprehension skills in the Literary/Prose and Content passages of the PARCC Literacy exam.

Benchmark At the end of the 2013-2014 school year 84.71% of the 11th grade taking the literacy exam were proficient or advanced. By the end of the 2014-2015 school year our goal is to meet or exceed the AMO of 77.18%.

Intervention: Implement State Initiated Balanced Literacy Program to Improve Student Achievement.				
Scientific Based Research: (RESEARCH: (1) The College Writer. VanderMey, Meyer, VanRys, Kemper, Sebranek. Houghton Mifflin Co., New York. 2004. (2) Teaching Writing-Balancing Process and Product. Tompkins, Gail. MacMillan Publishing Co. New York. 1994. (3) Writing Reminders--Tools, Tips, and Techniques. Burke, Jim. Heinemann, Portsmouth, NH. 2003.				
Actions	Person Responsible	Timeline	Resources	Source of Funds

<p>All teachers, including those in Special Education, have decided to implement the following educational strategies to improve on the Literary/Prose and Content Passages of the PARCC Literacy Exam: 1) writing across the curriculum 2) NWEA/results 3) scoring rubric 4) journal writing 5) small group instruction 6) higher order questioning 7) writing prompts 8) collaborative learning 9) tutorial programs 10) word walls 11) multimedia instruction 12) reading across the curriculum 13) computer assisted learning 14) technology-based learning, including, but not limited to Smart Boards, document cameras, and increased band width, 15) specific instruction on the elements of style in writing and focusing on Content and Style, 16) laptops to focus on word processing to assist with online testing, and 17) LDC modules. All instructional strategies have been aligned to the Common Core State Standards and district curriculum. These strategies will also be utilized to decrease the achievement gap between the subpopulations.</p> <p>Action Type: Alignment</p>	Classroom Teachers	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
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Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion				
All content area teachers (except those teaching math), including those in special education, will be trained in using the LDC model through: 1) Dawson Educational Co-op 2) SREB 3) in-state conferences 4) accomplished teachers working with other professionals within the school to enhance the use of multiple teaching strategies to promote student engagement and comprehension, and 5) technology training Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion	Larry Newsom, Principal	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:   \$
The effectiveness of this intervention shall be determined by formative assessments including-classroom walk-throughs, teacher evaluations, lesson plans and teacher made tests and summative assessments that include TESS, the PARCC exam and the ACT. The school leadership team reviewed and analyzed the evaluation instruments and the following was	Larry Newsom, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET:   \$

<p>indicated; The CWT showed that teachers were teaching to the standards and that the overall instructional environment was effective. Lesson plans and CCSS unit plans were submitted and approved. Teacher made tests were effective in evaluating students' progress. Summative assessment scores showed improvement.</p> <p>Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide</p>				
<p>NSLA funds will be budgeted to send faculty and staff members to professional development opportunities as they arise, such as core curricula conferences; AAEA conferences; Response-to-Intervention training; Parental Involvement conference; High Schools That Work; E-school training; Kagan, and Literacy Design Collaborative and local cooperative workshops. These trainings may be local, state, or national trainings, or provided on-site by an outside consultant. Registrations, travel, and substitute pay will be paid with the professional development funds. Monies will also be used to provide necessary workshop materials and</p>	<p>Larry Newsom, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

supplies. Action Type: Professional Development				
All teachers, including those in special education, will give short answer questions for a bell ringer to help accelerate students in the areas of weakness in reading mechanics and/or open response of the Literacy end of course exam. Teachers will incorporate Word Walls in each classroom to enhance comprehension of testing vocabulary on the Literacy end of course exam. Action Type: Alignment	Larry Newsom, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
NSLA funds will be used to purchase a classroom set of laptop computers and a transport cart which will be used for instructional enhancement in all curriculum areas. These computers will be used for instruction, remediation and testing. 30 laptops @ 525.00 = \$15,750.00. Audio/Visual technology will be incorporated into all classrooms and curriculum areas to enhance student comprehension and to address a variety of learning styles. Action Type: Technology Inclusion	Larry Newsom, Principal	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) \$6889.71 - Materials & Supplies: <hr/> ACTION BUDGET: \$6889.71
NSLA funds will be used to purchase technology and other instructional	Larry Newsom, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Computers</li> <li>Outside</li> </ul>	<hr/> ACTION BUDGET: \$

materials to enhance and improve instruction. The technology includes, but is not limited to: mini I-Pads, computers, flip cameras, student hand-held response devices, e-readers, and Microsoft Office with Word and Publisher for the computers in the library and classrooms. Action Type: Alignment Action Type: Technology Inclusion			Consultants	
NSLA funds will be used to purchase the support of NWEA which will be utilized to improve student achievement. Through the NWEA process data will be better desegregated in order to better assist remediation decisions. The NWEA provides curriculum alignment, interim assessments, research, consulting, and technology services to help teachers, administrators, and policy makers more effectively meet the needs of all students. This will be conducted in order to increase student performance on literacy, math, and science CRT; to align content, instruction, and assessment; and, for horizontal alignment cohesiveness. This will also be a tool to promote standards based classroom instruction. The data from NWEA testing will be desegregated	Ellen Coleman, Curriculum Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr/> <b>ACTION BUDGET:</b> \$

throughout the year and used as a vehicle to state testing success as well as student achievement success. Action Type: Collaboration Action Type: Professional Development				
NSLA funds will be used to purchase supplemental instructional materials and supplies necessary to ensure that all students have access to the items needed to achieve proficiency in Literacy. Those instructional materials may include but are not limited to teaching materials specifically related to content and style. Items purchased, such as Post It Posters and both electronic and printed novels, will be directly related to the goals of the program and will be aligned with the CCSS. Action Type: Alignment	Larry Newsom, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET:   \$



NSLA funds will be used to employ an half-time .50 FTE instructional paraprofessional to assist low performing and at-risk students in literacy. These targeted students require extra assistance to become successful in passing the PARCC exam and other assessments. Assistance is also required to help ensure that the students graduate. Ellen Draper Action Type: Equity	Larry Newsom, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Computers</li> <li>Performance Assessments</li> </ul>	NSLA (State-281) - Employee \$7034.09 Salaries: NSLA (State-281) - Employee \$2402.00 Benefits: <hr/> ACTION BUDGET: \$9436.09
NSLA funds will be used to support the purchase of NWEA which will be utilized to improve student achievement. A .43 FTE person will be employed to support the system through preparation of all materials. This person will prepare all interim assessments and technology services to help teachers and administrators effectively meet the needs of all students. This person will proof all tests to make sure they are problem free and ready for students. Name: Latavia Tart Action Type: Alignment Action Type: Technology Inclusion	Ellen Coleman	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Computers</li> <li>Performance Assessments</li> </ul>	NSLA (State-281) - Employee \$1417.57 Benefits: NSLA (State-281) - Employee \$6547.67 Salaries: <hr/> ACTION BUDGET: \$7965.24
In keeping with approved activities, NSLA Funds will be used to employ a .56 FTE highly qualified teacher, Donna Hays, to provide services 4 days per week to non English speaking students throughout	Lana Hughes	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	NSLA (State-281) - \$4547.27 Employee Benefits: NSLA (State-281) - \$21003.53 Employee Salaries:

the school year. These services will increase achievement of non English speaking students in the content areas of reading and math. Monies will be used to pay for salary, benefits, materials, supplies, and professional development. These funds will be used to hire a .10 Spanish language interpreter to assist parents and students with the communication barrier. The district does not receive any Title III money. Action Type: Equity				<hr/> ACTION BUDGET: \$25550.8
NSLA funds will be used to send Literacy teachers to the the High Schools That Work Conference in July 2015. These funds will be used to pay for conference fees. Action Type: Professional Development	Larry Newsom, Principal	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$
NSLA funds will be used for transportation costs for an ACT camp with COTO for one Saturday per month and one week during the summer for 11 students in grade 9 through 12 Action Type: Equity	Larry Newsom	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Performance Assessments</li> </ul>	<hr/> ACTION BUDGET: \$
State professional development funds will be budgeted to send faculty and staff members to professional development opportunities as they arise, such as core curricula conferences; AAEA conferences; Response-to-	Larry Newsom	Start: 07/01/2014 End: 06/30/2015		<hr/> PD (State-223) - Purchased Services: \$12300.00 PD (State-223) - Materials & Supplies: \$558.25 <hr/> ACTION BUDGET: \$12858.25

Intervention training; Parental Involvement conference; High Schools That Work; e-school training; Kagan, and Literacy Design Collaborative and local cooperative workshops. These trainings may be local, state, or national trainings, or provided on-site by an outside consultant. Registrations, travel, and substitute pay will be paid with the professional development funds. Monies will also be used to provide necessary workshop materials and supplies. Action Type: Collaboration Action Type: Professional Development				
Professional Development funds will pay for expenditures for memberships in professional organizations or payments to a paying agent for services rendered. Action Type: Professional Development	Larry Newsom	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Outside Consultants</li> </ul>	<hr/> ACTION BUDGET: \$
Total Budget:				\$62700.09
Intervention: Curriculum Alignment Mapping.				
Scientific Based Research: (RESEARCH: (1) What Smart Students know: maximum Grades/Optimum Learning/Minimum Time. Robinson, Adam. Three Rivers Press. 1993. (2) Test Taking Strategies & Study Skills for the Utterly Confused. Rozakis, Laurie. McGraw Hill. 2002. (3) Test-Taking Strategies (Study Smart Series). Kesselman-Turkel, Judi; Peterson, Franklynn. University of Wisconsin Press. 2004.)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
All teachers, including Special Education teachers, will be provided training related to aligning and mapping the high	Larry Newsom, Principal	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: \$

<p>school curriculum with State Standards, lesson plans, courses, and instructional literacy strategies both vertically and horizontally utilizing:</p> <p>1) Dawson Education Co-op  2) in-state conferences  3) all teachers will work within collaborative groups within the school to enhance the use of multiple teaching strategies to promote individual development and social cooperation  4) technology training  5) the Curriculum Coordinator</p> <p>Action Type: Professional Development  Action Type: Technology Inclusion</p>				
<p>The effectiveness of this intervention shall be reviewed by the 7-12 Literacy/English staff to determine the weaknesses in literacy and will use formative assessments including - Classroom Walk Through, lesson plans, curriculum documents, and summative assessments including teacher made tests, ACT and PARCC exams. The school leadership team met, reviewed, and analyzed the assessments and assessment data and the following were indicated: The Classroom Walk Throughs showed that teachers were teaching to the CCCS; lesson Plans were submitted and approved; and summative assessment scores showed improvement.</p> <p>Action Type: Alignment  Action Type: Collaboration  Action Type: Program Evaluation</p>	Larry Newsom, Principal	<p>Start: 07/01/2014  End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>District Staff</li> <li>School Library</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>The PLAN, PARCC exams and the PARCC Literacy exam test results will be used to evaluate the appropriateness of the</p>	Larry Newsom, Principal	<p>Start: 07/01/2014  End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>curriculum maps.</p> <p>Students who score below 75% in the English classroom for the previous semester and are considered at risk will be required to attend tutoring during the Academic Resource period in grades nine, ten and eleven. Adjustments will be made to the curriculum, instruction, and time allotments based on evaluation of student achievement.</p> <p>Action Type: Collaboration</p> <p>Action Type: Professional Development</p> <p>Action Type: Program Evaluation</p> <p>Action Type: Title I Schoolwide</p>				
Total Budget:				\$0

Intervention: Implement an Academic Improvement Plan.

Scientific Based Research: (National Research Council (1999). "How People Learn: Brain, Mind, Experiences, and School." Edited by John Bransford, AnnI. Brown, and Rodney Cocking. Washington, D.C.; National Academy Press.) "The Improvement of Students Writing" by Lana Danielson."

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>An Academic Improvement Plan (AIP) for each high school student scoring below proficient on End of Course exams and the Literacy exam will be developed by teachers and parents. Special Education students will be remediated through their IEPs. Instructional support services provided may include tutorial classes, learning labs, and additional time provided. Parents will review the AIP and sign indicating that they will participate in the remediation per state law. The AIP remediation requirements and retention</p>	<p>Larry Newsom, 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>

consequences for failure to participate information is included in each student's handbook as a way to notify parents. Teachers will also meet with parents to discuss AIPs. Action Type: AIP/IRI Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation				
All ninth, tenth, eleventh, and twelfth grade students who score below proficient on the Benchmark/Literacy Exams will be required to attend tutoring during the Academic Resource period and will be assessed periodically to show progress. Action Type: AIP/IRI Action Type: Parental Engagement Action Type: Program Evaluation	Larry Newsom	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>	<hr/> ACTION BUDGET: \$
Curriculum and instruction for remediation will be determined according to the students' AIPs. Every teacher with a student's AIP will regularly assess the achievement of the student in that class towards mastery of the items noted on the AIP. Adjustments will be made to the remediation plan as needed. Action Type: AIP/IRI Action Type: Collaboration Action Type: Program Evaluation	Larry Newsom, Principal	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>	<hr/> ACTION BUDGET: \$
State Professional development funds will be used to provide teachers with	Larry Newsom, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> </ul>	<hr/> ACTION BUDGET: \$

scientifically based instructional strategies. Kagan professional development, High Schools That Work, the Dawson Cooperative, and other professional development will be utilized to help with the implementation of these strategies. Action Type: AIP/IRI Action Type: Professional Development Action Type: Technology Inclusion			<ul style="list-style-type: none"> <li>Teachers</li> </ul>	
The effectiveness of this intervention will be evaluated through formative assessments: CWT, lesson plans, and summative assessments: the PLAN, SAT 10, PARCC exams. The school leadership team reviewed and analyzed the evaluation instruments and the following were indicated: Classroom walk throughs showed teachers teaching to the CCCS and the instructional environment was effective. Lesson plans were submitted and approved. Summative assessment scores showed improvement.	Larry Newsom, Principal	Start: 07/01/2014 End: 06/30/2015		<hr/> <b>ACTION BUDGET:</b> \$
ALE funds will be used to pay a 0.75 FTE ALE Coordinator, Susan Medlock, to provide additional support for at risk students in the core subjects. A certified and highly-qualified teacher, Susan Medlock, in core areas will assist students in ALE in the effort to prepare them academically to return	Larry Newsom	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Computers</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ALE (State-275) -        \$26866.93 Employee Salaries: ALE (State-275) -        \$7423.07 Employee Benefits: <hr/> <b>ACTION BUDGET:</b> \$34290

to the regular classroom if appropriate or to complete their credit in ALE. OdysseyWare web-based program is a data-based decision-making tools that helps identify students who are in need of intervention to ensure their academic success. Assessment tools and the learning loop incorporated into the curriculum support students in need of intervention for academic or behavioral reasons. Monies will be used for salaries, benefits, materials and supplies to support the ALE program. Capital outlay includes OdysseyWare web-based program subscription and online training. Success will be measured through monitoring and reviewing the graduation rate percentage of students graduating high school and/or returning to the classroom. Action Type: Equity				
Total Budget:				\$34290

Intervention: Parental Involvement.

Scientific Based Research: (NCPIE: National Coalitions for Parent Involvement in Education; "Building School Communities-Strategies for Leaders", B>J> Meadows and Marilyn Saltzman, NSESP) <http://www.ncpie.org>

Actions	Person Responsible	Timeline	Resources	Source of Funds
Parent-Teacher Conferences will be scheduled twice a year, at the end of the first and mid-third nine-weeks grading periods. Teachers will be available from 2:30 until 7:30 PM to fit parents' work	Larry Newsom, 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>	<hr/> <b>ACTION BUDGET:</b> \$



schedules. The high school counselor will also be available to parents to discuss career and academic concerns with parents. Action Type: Parental Engagement				
Administrators, teachers, and parents will develop a parental involvement plan addressing the diverse needs of the students and their parents to increase the school's ability to provide for the educational success of their children. The Parent Involvement Plan is posted on the school's website. Action Type: Collaboration Action Type: Parental Engagement	Jane Wilson, Parent Cord.	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
A facilitator for the school will continue to be funded to coordinate all parental involvement activities. Action Type: Parental Engagement	Susan Stewart, Superintendent	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Central Office</li> </ul>	<hr/> ACTION BUDGET: \$
Update volunteer resource book. Action Type: Parental Engagement	Ellen Coleman, Curriculum Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Central Office</li> </ul>	<hr/> ACTION BUDGET: \$
Handouts will be given out during Parent Teacher Conferences to parents regarding motivating their child and how to improve their child's attendance. Parents will be given brochures on clubs that their child could join. Action Type: Parental Engagement	Jane Wilson, Parent Cord.	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	<hr/> ACTION BUDGET: \$
The parent coordinator will collect data and surveys for program evaluation. Effectiveness of those interventions will be measured by parent data surveys. teacher	Jane Wilson, Parent Cord.	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$

observation, parent attendance at meetings, etc. Action Type: Collaboration Action Type: Parental Engagement				
The parent coordinator will select for purchase materials necessary to train and assist parents in helping improve reading skills. Helpful links will be posted on the high school website for parents to use in helping their children with literacy and mathematic skills. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Technology Inclusion	Jane Wilson, Parent Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
The principal and all certified staff will attend Parental Involvement training in accordance with state law and the Arkansas Department of Education regulations. Action Type: Parental Engagement	Ellen Coleman, Curriculum Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• Outside Consultants</li> </ul>	<hr/> ACTION BUDGET: \$
Student handbook will contain statements attesting to the district's commitment to parental involvement. Handbook will also contain process for resolving parental concerns. Action Type: Parental Engagement	Larry Newsom Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	<hr/> ACTION BUDGET: \$
The counselor provides classroom guidance activities and individual counseling to assist students in reaching short and long term educational and career objectives. The counselor reviews grades, test scores, and teacher recommendations and	Jane Wilson, Counselor	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• District Staff</li> </ul>	<hr/> ACTION BUDGET: \$

shares this information with students, parents, and the principal to assist them in making course choices and to make referrals for special service programs if needed. Action Type: Collaboration Action Type: Parental Engagement				
Throughout the school year, institutions of higher education will be provided access to students and parents through their representatives. These representatives will visit Bismarck High School periodically to meet and discuss various career options offered at their campus. The high school counselor will facilitate these meetings by notifying students and parents and assisting them with the process of admission, selection of majors, financial help, etc. when needed. Action Type: Parental Engagement	Jane Wilson, Counselor	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	<hr/> ACTION BUDGET: \$
Students and parents will be given information concerning the College of the Ouachitas' annual College Fair held in Malvern. This information will be disseminated through the efforts of the high school counselor. Action Type: Parental Engagement	Jane Wilson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	<hr/> ACTION BUDGET: \$
The counselor will assist students and their families with college selections and financial aid by providing a financial aid workshop for juniors and seniors. This workshop will	Jane Wilson, Counselor	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	<hr/> ACTION BUDGET: \$

provide crucial information for students and parents to aid in post secondary selection, complete scholarship applications and financial aid applications. Area financial aid officers will be invited to provide additional help to students and parents. Action Type: Parental Engagement				
The high school web site,e-mail, School Reach, and text reminders will be utilized to increase parental awareness. Action Type: Technology Inclusion	Larry Newsom and Susan Stewart	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$
All parents, including those of special education students and parents of sub-populations, will receive "Family Kits" that include: a brochure outlining the Parental Involvement Plan and including useful parenting websites, a parent survey, a student handbook containing the school calendar and expectations for staff, parents, and students. Statements of where/when other announcements can be found. Action Type: Parental Engagement Action Type: Special Education	Jane Wilson, Parent Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
The high school will conduct a CAPS (Career Action Planning for Students)parent meeting each year to inform parents of their child's opportunities regarding academics. Items to be discussed include course	Larry Newsom, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$

offerings, career pathways, scholarships, and scheduling. Action Type: Collaboration Action Type: Parental Engagement				
The effectiveness of this intervention shall be determined by teacher contact logs, parent sign-in sheets, AIP's and formal and informal parent surveys. AIP's and surveys were developed, presented to, and signed by the parents. Action Type: Parental Engagement	Larry Newsom, Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
A committee of parents will collaborate with the senior sponsors and other school personnel to provide a senior breakfast followed by an awards ceremony to recognize student accomplishments. Action Type: Parental Engagement	Jane Wilson, Counselor	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
A staff member or volunteer will be available during CAPS (Career Action Planning for Students) meetings to assist parents whose primary language is Spanish. Action Type: Parental Engagement	Jane Wilson, Counselor	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Adult English as a Second Language classes will be held on the Bismarck Elementary campus. The class will be promoted through handouts distributed at parent teacher conferences and by posting flyers on the high school campus. Action Type: Equity Action Type: Parental Engagement	Donna Hays, ESL Facilitator	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$

Total Budget:	\$0
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Priority 2: Improve Mathematics Skills

Supporting  
Data:

1. EOC-Algebra I Exam 2014: # tests and percent of students scoring proficient: Combines: 49 students were tested and 86% scored either proficient or advanced; Caucasians: 48 students were tested and 86% scored proficient or advanced; Hispanic: 1 student was tested and 100% scored either proficient or advanced; African-American: N/A; American-Indian: N/A; Students with Disabilities: N/A; Economically Disadvantaged: 32 students were tested and 85% scored either proficient or advanced. 2013: # tests and Percent of Students Scoring Proficient: Combined: 55 students were tested and 89% scored either proficient or advanced; Caucasian: 51 students were tested and 88% scored either proficient or advanced; Hispanic: 3 students were tested and 100% scored either proficient or advanced; African-American: N/A; American Indian: 1 was tested and 100% scored either proficient or advanced; Students with Disabilities: 3 students were tested and 88% scored either proficient or advanced; Economically Disadvantaged: 35 students were tested and scored either proficient or advanced. EOC-Algebra I Exam 2012: # Tested and Percent of Students Scoring Proficient or Advanced: Combined: 60 students were tested and 78% scored either Proficient or Advanced; Caucasian: 55 were tested and 78% scored either Proficient or Advanced; Hispanic: 5 were tested and 80% scored either Proficient or Advanced; African American: N/A; Students with Disabilities: 2 students were tested and 50% scored either Proficient or Advanced; Economically Disadvantaged: 45 students were tested and 77% scored either Proficient or Advanced.
2. EOC-Geometry Exam 2014: # Tested and Percent Scoring Proficient or Advanced: 13 students were tested and 62% tested either proficient or advanced; Caucasian: 12 students were tested and 58% scored either proficient or advanced; Hispanic: N/A; American Indian: 1 student was tested and 100% scored either proficient or advanced; Students with Disabilities: 2 students were tested and 0% scored either proficient or advanced; Economically Disadvantaged: 10 students were tested and 50% scored either proficient or advanced. 2013: # Tested and Percent Scoring Proficient or Advanced: Combined Population: 78 students were tested and 77% scored either proficient or advanced; Caucasian: 71 students were tested and 78% scored either Proficient or Advanced; Hispanic: 6 students were tested and 67% scored either proficient or advanced; African American: N/A; Asian: 1 student was tested and 100% scored either proficient or advanced; Students with Disabilities: 2 were tested and 100% scored either proficient or advanced; Economically Disadvantaged: 46 were tested and 74% scored either proficient or advanced. EOC-Geometry Exam 2012 - # Tested and Percent Scoring Proficient or Advanced: Combined Population: 84 students were tested and 90% scored either Proficient or Advanced; Caucasian: 82 students were tested and 90% scored either proficient or advanced; Hispanic: 1 student was tested and 100% scored either Proficient or Advanced; African American: N/A; Students with Disabilities: 2 students were tested and 100% scored either Proficient or Advanced; Economically Disadvantaged: 41 students were tested and 85% scored either Proficient or Advanced.
3. In 2012, on the IOWA test taken by the ninth graders: Of the 92 students tested, Computation was the weakest area. In 2011, on the Iowa Tests of Educational Development taken by the ninth graders: Of the 78 students tested, Computation was the weakest area. In 2010, on the Stanford test taken by the ninth graders: Of the 89 tested, Computation was the weakest area.
4. 1. ACT Report in Math: In 2014, 58 students were tested with an average of 20.3 which was above the state average In 2013, 64 students were tested with an average of 20.8 which was above the state average. In 2012, 54 students were tested with an average of 20.2 which was above

the state average. 2. ACT Composite Report In 2013, 64 students were tested with an average of 21.5 which was above the state average. In 2012, 54 students were tested with an average of 20.7 which was above the state average. In 2011, 54 students were tested with an average of 20.1 which was above the state average.

5. Graduation Rate: In 2012, 88.5% In 2011, 88.5% In 2010, 85.5%  
Attendance Rate: In 2012, 94.08% In 2011, 92.8% In 2010, 91.3% Drop  
Out Rate: In 2011, 2% In 2010, 4% In 2009, 2%

Goal	Students will demonstrate improvement in mathematical skills. Specifically they will improve in Triangles Open Response, measurements Open Response, Relationships between two and three dimension, and Coordinate Geometry and Transformation on the PARCC Geometry exam. On the PARCC Algebra I exam they will improve in Open Response Solving Equations & Inequalities and Language of Algebra and Linear Functions. Students with disabilities, Hispanic, and LEP students will be the focus during the Academic Resource Period to raise the scores of those sub populations.
Benchmark	At the end of the 2013-2014 school year 86% of the students taking the End of Course Algebra were proficient or advanced. In Geometry 62% students were proficient or advanced. Annually a 3% growth will be shown. At the end of the 2013-2014 school year the AMO for growth in math was 90.70% for all students; however, the students scored 87.66%. The subpopulation AMO was 86.28%; however, the subpopulation scored 77.78%. By the end of the 2013-2014 school year, the goal is to meet the AMO growth of 91.73%.

Intervention: Implement State Initiated Balanced Mathematics Program to Improve Student Achievement.				
Scientific Based Research: (RESEARCH: Briars, D. J., & Resnick, L. B. (2000). Standards, assessment-and what else? The essential elements of standards-based school improvement [CSE Technical Report 528]. Los Angeles: Center for the Study of Evaluation, UCLA. <a href="http://www.cse.ucla.edu/CRESST/Reports/TECH528.pdf">http://www.cse.ucla.edu/CRESST/Reports/TECH528.pdf</a> )(1) The Case for Constructivist Classrooms. Brooks, Jacqueline Grennon; Brooks, Martin G. ASCD, Alexandria, VA. 1993. (2) Making Connections. Caine, Renata Nummela; Cain, Geoffrey. Addison Wesley, Menlo Park, CA. 1994. (3) Future Basics: Developing Numerical Power. Charles, Randall; Lobato, Joanne. National Council of Teachers of Mathematics, Ruston, VA. 1998.)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
All mathematics teachers, including those in special education, will be trained in the basic concepts and strategies of math utilizing 1) Dawson Educational Co-op 2) in-state conferences 3) accomplished teachers working with other professionals within the school to enhance the use of multiple teaching strategies to promote individual development and social cooperation 4) technology training 5) Mathematics Design	Larry Newsom, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Outside Consultants</li> </ul>	ACTION BUDGET: \$

Collaborative 6) High Schools That Work for the Algebra I teacher, and 7) AP Calculus training. Action Type: Professional Development				
All mathematics teachers, including those in Special Education, have researched and decided to implement the following educational strategies to improve on the PARCC Algebra I, Algebra II and Geometry Exams: 1) NWEA/results 2) open response questions 3) scoring rubric 4) math manipulatives 5) small group instruction 6) demonstrations 7) thematic approach 8) peer tutoring 9) tutorial programs 10) hands-on learning 11) multimedia instruction 12) higher order questioning 13) computer assisted learning. All instructional strategies have been aligned to the Common Core State Standards and district curriculum. These strategies will also be utilized to decrease the achievement gap between the subpopulations. Action Type: Collaboration Action Type: Technology Inclusion	Larry Newsom, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
The effectiveness of this intervention shall be determined by formative assessments including - Classroom walk throughs, unit plans, teacher made test and observations and	Larry Newsom, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	<hr/> ACTION BUDGET: \$



<p>summative assessments - ACT test, PARCC Exams and SAT 10 test. The school leadership team reviewed and analyzed the evaluation instruments and the following were indicated: CWT's showed that teachers were teaching to the standards and the instructional environment was effective. Lesson plans were submitted and approved. The summative assessment scores showed improvement. Action Type: Program Evaluation</p>				
<p>NSLA funds will be used to purchase technology to enhance and improve instruction in math and scienc. Items included, but not limited to: increased bandwidth, I Pads, TI Smart views, Elmos, Interwrite Pads, and Apple TV. Action Type: Alignment Action Type: Technology Inclusion</p>	<p>Larry Newsom</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>NSLA (State-281) - \$7583.33 Purchased Services:</p> <hr/> <p>ACTION BUDGET: \$7583.33</p>
<p>State professional development funds will be budgeted to send faculty and staff members to professional development opportunities as they arise, such as core curricula conferences; MDC training; High Schools That Work conference; Response-to-Intervention training; Kagan professional development; and local cooperative workshops that focus</p>	<p>Larry Newsom, Principal</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>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>on the Common Core Standards. These trainings may be local, state, or national trainings, or provided onsite by an outside consultant.</p> <p>Registrations, travel, and substitute pay will be paid with the professional development funds. Monies will also be used to provide necessary workshop materials and supplies.</p> <p>Action Type: Professional Development</p>				
<p>Audio/Visual technology will be incorporated into all mathematics classrooms and curriculum to enhance student comprehension by addressing a variety of learning styles.</p> <p>Action Type: Technology Inclusion</p>	Larry Newsom, Principal	<p>Start: 07/01/2014</p> <p>End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>Computers</li> <li>District Staff</li> <li>Outside Consultants</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>NSLA funds will be used to fund science materials and supplies for labs and projects. These materials will be utilized in classroom instruction that is aligned to the Common Core State Standards.</p> <p>Action Type: Alignment</p>	Larry Newsom, Principal	<p>Start: 07/01/2014</p> <p>End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>NSLA funding will be used to purchase the support of NWEA which will be utilized to improve student achievement. Through the NWEA process staff will be able to desegregate data to better assist remediation decisions. NWEA provides curriculum alignment, interim assessments, research, consulting,</p>	Lana Hughes, Curriculum Coordinator	<p>Start: 07/01/2014</p> <p>End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

and technology services to assist teachers, and administrators to more effectively meet the needs of each student. The data from NWEA will be used throughout the year as a vehicle to state testing and student achievement. These funds will be used to purchase materials and supplies needed such as copy paper and scan sheets. Action Type: Alignment Action Type: Collaboration				
NSLA funds will be used to employ a half-time instructional paraprofessional to assist low performing and at risk students in math. These targeted students require extra assistance to become successful in passing the PARCC and other assessments. Assistance is also required to help ensure that the students graduate.	Larry Newsom, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Computers</li> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$7583.33

Intervention: Curriculum Alignment Mapping.				
Scientific Based Research: "Encouraging Math Talk in the Classroom" by Linda B Cooke, Dawson Coop, ADE requirement, Heidi Hays. Carroll, W. M. (2001). Students in a Standards-based mathematics curriculum: Performance on the 1999 Illinois State Achievement Test. Illinois Mathematics Teacher, 52(1), 3-7.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Comprehensive curriculum maps and MDC Modules will be used for each course taught. Action Type: Alignment	Larry Newsom, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The PARCC exam results will be used to evaluate the appropriateness of the curriculum maps. Disaggregate achievement according to valid sub-	Larry Newsom, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$

populations. Make adjustments to the curriculum, instruction, and time allotments based on evaluation of student achievement. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation				
All mathematics teachers, including those in Special Education will be provided training related to aligning and mapping the high school curriculum with State Standards, lesson plans, courses, and instructional mathematical strategies both vertically and horizontally utilizing: 1) Dawson education co-op 2) in-state conferences 3) accomplished teachers working with other professionals within the school to enhance the use of multiple teaching strategies to promote individual development and social cooperation, and 4) technology training. Action Type: Collaboration Action Type: Professional Development	Larry Newsom, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Central Office</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	<hr/> <hr/> ACTION BUDGET: \$
A vertically aligned TI-83+/84+ curriculum will be implemented in all math courses. Action Type: Alignment	Larry Newsom, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	<hr/> <hr/> ACTION BUDGET: \$
The effectiveness of this intervention shall be determined by formative assessments including - Classroom walk throughs, lesson plans, teacher made test and observations, and summative assessments - ACT test, PARCC and SAT 10. The school leadership team reviewed and analyzed the evaluation instruments and the following were indicated: CWT's showed that teachers were teaching to the standards and the	Larry Newsom	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	<hr/> <hr/> ACTION BUDGET: \$

instructional environment was effective; unit plans and CCSS unit plans were submitted and approved; and summative assessment scores showed improvement. Action Type: Program Evaluation				
Algebra 1A and 1B, Geometry 1A and 1B, and enrichment classes will be included to the schedule to help those students that are struggling in the areas of Geometry, Algebra I, and the 8th grade PARCC. Also, the Academic Resource period will be utilized to improve those test scores. Action Type: Alignment Action Type: Collaboration Action Type: Technology Inclusion	Larry Newsom, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teaching Aids</li> </ul>	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Implement an Academic Improvement Plan.				
Scientific Based Research: "It's not just about numbers anymore" by Holly Hooand "Making Mathematics Assessment Fair for Students At-Risk" by James Telese. Schoenfeld, A. H. (2002). Making mathematics work for all children: Issues of standards, testing, and equity. Educational Researcher, 31 (1), pp. 13-25.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Students scoring below proficient on the Algebra I and Geometry end of course exams will be required to attend tutoring during the Academic Resource period. Those students will be assessed periodically to show progress. Action Type: AIP/IRI	Larry Newsom, 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>	<hr/> ACTION BUDGET: \$
Curriculum and instruction in the remediation classes will be determined according to the students' AIPs. Every teacher with an AIP on a student will regularly assess the achievement of the student in that class towards mastery of the items noted on the AIP. Adjustments will be made to the remediation plan as	Larry Newsom, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$

needed. Action Type: AIP/IRI Action Type: Program Evaluation				
State Professional development funds will be used to provide teachers with scientifically based academic instruction strategies. Teachers will receive instructional strategy training by attending Kagan workshops, High Schools That Work, Dawson Cooperative workshops, and any other professional development deemed necessary. Action Type: AIP/IRI	Larry Newsom, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
An Academic Improvement Plan (AIP) for each high school student scoring below proficient on the PARCC exam and 8th grade Benchmark, will be developed by teachers and parents. Special Education students will be remediated through their IEPs. Instructional support services provided may include tutorial classes, learning labs, and additional time provided. Parents will review the AIP and sign indicating that they will participate in the remediation per state law. The AIP remediation requirements and retention consequences for failure to participate in the remediation per state law. Teachers will also meet with parents to discuss AIPs. Action Type: AIP/IRI Action Type: Parental Engagement	Larry Newsom, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
The effectiveness of this intervention shall be determined by formative assessments including - Classroom walk throughs, teacher made test and observations; summative assessments - ACT test.	Larry Newsom	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$

End of Course Exams and SAT 10 exam. The school leadership team reviewed and analyzed the evaluation instruments and the following were indicated: CWT's showed that teachers were teaching to the standards and the instructional environment was effective. Summative assessment scores showed improvement. Action Type: Program Evaluation				
Total Budget:				\$0

- Priority 3: To improve the overall health and wellness of students and staff at Bismarck High School.
1. Body Mass Index Data for the 2013-2014 school year: of the 300 student population and 33 in a grade for which BMI is required, 33 were assessed. Of the students assessed, the following represents the percentage of students overweight and obese: males - 18.2% were overweight and 30.3% were obese; females - 20% were overweight and 20% were obese. Body Mass Index Data for the 2012-2013 school year: of the 300 student population and 82 in a grade for which BMI is required, 82 were assessed. Of the students assessed the following represents the percentage of students overweight and obese: males - 69.6% were overweight and 17.4% were obese; females - 58.3% were overweight and 13.9% were obese. Body Mass Index Data for the 2010-2011 school year: of the 300 student population and 61 in a grade for which BMI is required, 61 were assessed. Of the students assessed the following represents the percentage of students overweight and obese: males - 19.2% were overweight and 19.2% were obese. For females the percentage of students overweight was 14.3% and 31.4% were obese.
  2. The following data was found in the Arkansas Prevention Needs Assessment: In the Average Age of First Marijuana: The age of first use of marijuana showed a drop 13.9 in 2011-12 to 13.7 in 2012-13 and a drop to 13 in 2013-2014. In the Average Age of First Cigarettes: The age of first use of cigarettes dropped from 13.1 in 2011-12 to 12.6 in 2012-13 and rose to age 14 in 2013-2014. In the Average Age of First Alcohol: The age decreased from 13.8 in 2011-12 and dropped to 13.6 in 2012-13. The age in 2013 was 15.5. In the Average of First School Suspension: The age of first school suspension increased from 13.0 in 2011-12 to 13.4 in 2012-2013. In 2013-2014 8 students were suspended 1-5 times. In the Average of First Been Arrested: The age of first being arrested increased from 14.5 in 2011-12 14.8 in 2012-2013 and increased to 16 in 2013-2014. In the Average Age of First Carried a Gun: The average of first carrying a gun decreased from 14.4 in 2011-12 to 13.2 in 2012-13 and decreased to age 10 in 2013-2014. In the Average Age of First Attacked to Harm: The age of first attacked to harm decreased from 13.6 in 2011-12 to 13.1 in 2012-13 and decreased to age 10 in 2013-2014. In the Average Age of First Belonged to a Gang: The age of first belonging to a gang decreased from 13.1 in 2011-12 to 12.6 in 2012-13 and increased to 17 in 2013-2014.
  3. Free and Reduced Price Meal Eligibility for the 2014-2015 school year: 59% of the students qualified for free or reduced meal prices. Free and Reduced Price Meal Eligibility for the 2013-2014 school year: 57% of the students qualified for free or reduced meal prices. Free and Reduced Price Meal Eligibility for the 2012-2013 school year: 57.5% qualified for free or
- Supporting Data:

reduced meal prices.

Goal	The Bismarck High School will provide support for students in making healthy lifestyle choices by implementing systems to aid in decreasing the average BMI on routine annual student screening and increasing collaboration between all segments of the school community in support of positive lifestyle choices.
Benchmark	By the 2014-2015 school year, there will be a decrease in the average body mass index for students by 1/2% as evaluated by the annual Body Mass Index Screening.

Intervention: Bismarck High School will implement practices to provide opportunities for students to practice healthy behaviors at school and encourage them to make healthy food and physical activity choices resulting in increased academic performance.

Scientific Based Research: Guidelines for School Health Programs to Promote Lifelong Healthy Eating (June 14, 1996/Vol. 45. no R-9); Guidelines for School Health Programs to Promote Lifelong Physical Activity (March 7, 1997/ vol. 46/ o. RR-6)

Actions	Person Responsible	Timeline	Resources	Source of Funds
Support will be given to school staff exhibiting qualities of positive role models for healthy eating and physical activity. Action Type: Collaboration Action Type: Wellness	Kim Willis, Nurse	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: \$
Parents will be involved in physical activity and nutrition education through homework, national school lunch program menus, parent-teacher organization meetings. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Ellen Coleman, Curriculum Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Community Leaders</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
A health promotion and physical activity curriculum will be implemented to support healthy lifestyle choices and critical thinking skills for high school students. Curriculum will be aligned with the Arkansas Frameworks. Action Type: Alignment Action Type: Collaboration Action Type: Wellness	Ellen Coleman, Curriculum Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$



<p>The health program will be evaluated for effectiveness by conducting pre and post assessments of the school health index module results and surveys given to students and teachers. Results of the evaluation will be shared with the high school staff and modifications will be addressed per survey results.</p> <p>Action Type: Program Evaluation Action Type: Wellness</p>	Kim Willis, Nurse	<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>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Parents will have the opportunity to be actively involved with their children by becoming part of the athletic booster club. Parents may also use the walking trail that is accessible on school grounds to model good health choices by walking.</p> <p>Action Type: Parental Engagement Action Type: Wellness</p>	Larry Newsom, Principal	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• Outside Consultants</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>The effectiveness of this intervention shall be determined by formative assessments including - observation, Health, Physical Education, assessments; and summative assessments including -BMI index, local Health and Physical Education assessments, and School Health Index Module. The school Wellness Committee reviewed and analyzed the evaluation instruments and the following were indicated: The cafeteria meets state guidelines for</p>	Larry Newsom	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>nutritional value of meals. Only non-caloric drinks are offered on campus. BMI is done annually and a report is sent to parents. Physical Education is offered for an entire year. All state-mandated health screenings are implemented and required reports are on file. Extra curricular activities are also offered to help students maintain a healthy BMI.</p> <p>Action Type: Program Evaluation</p>				
<p>NSLA will fund 1.0 FTE Nurse for the Bismarck School District to be housed at the high school. Responsibilities will be conducting risk assessments on students and report the results to parents. The nurse will serve as a resource to the district School Nutrition and Physical Activity Advisory Committee. They will work closely with staff, parents and the school counselors to address the needs of at risk students. This nursing position is over and above the state standards.</p> <p>Action Type: Collaboration Action Type: Wellness</p>	<p>Susan Stewart</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	<p>NSLA (State-281) - \$33620.64 Employee Salaries: NSLA (State-281) - \$7278.87 Employee Benefits:</p> <hr/> <p>ACTION BUDGET: \$40899.51</p>
<p>A Wellness Committee will be formed at the high school. It will include teachers, parents, students, administrators, and food service personnel. The committee will meet and submit recommendations to</p>	<p>Ellen Coleman, Curriculum Coordinator</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<hr/> <p>ACTION BUDGET: \$</p>

the District Wellness Committee regarding, especially, physical activity and nutrition. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness				
Total Budget:				\$40899.51

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Adam Fitzgerald	American History/Civics	Literacy
Classroom Teacher	Adrianna Rios	English 9 & 12, Journalism	Literacy
Classroom Teacher	Beth Belew	English 9, 10, & 12	Literacy
Classroom Teacher	Chris Oestreich	EAST Lab/Coach	Wellness
Classroom Teacher	Cindy Bulbulka	Media Specialist	Literacy/Parent Involvement
Classroom Teacher	Durenda Hardage	Geometry & Advanced Topics in Math	Chair - Mathematics
Classroom Teacher	Dustin Corley	Drivers' Ed./Physical Education/Coach	Wellness
Classroom Teacher	Janet Toland	Special Education Math	Math
Classroom Teacher	Jeff McBride	Health & Coach	Wellness
Classroom Teacher	Jeremy Smith	Biology & Physics	Math
Classroom Teacher	JoBeth Compton	Distance Learning Facilitator	Technology
Classroom Teacher	John Krangle	Agriculture	Math
Classroom Teacher	Karen Turner	Oral Comm./Spanish	Literacy
Classroom Teacher	Leah Beckwith	Upper Level Science	Math
Classroom Teacher	Lewis Jolly	Coach/World History	Literacy
Classroom Teacher	Lisa Chote	English 11/ AP Literature/ AP Language	Chair-Literacy
Classroom Teacher	Melissa Kopkau	Alg. I & II/AP Calculus	Mathematics
Classroom Teacher	Mike Copeland	Band Director	Technology
Classroom Teacher	Pam Skoog	Family and Consumer Science Teacher	Wellness
Classroom Teacher	Patti Gaither	Business Teacher	Parent Involvement
Classroom Teacher	Peggy Filipek	CBI	Math
Classroom Teacher	Shane Taylor	Physical Science/Coach	Wellness
Classroom Teacher	Shelly Wheeler	Art	Math
Classroom Teacher	Vaughan Clary	Alg. I/Alg. II	Math
Classroom Teacher	Vicki Smead	Special Education Literacy	Literacy
District-Level Professional	Ed Poe	Technology Coordinator	Technology
District-Level Professional	Jane Wilson	H.S. Counselor	Parent Involvement Coordinator
District-Level Professional	Susie Medlock	ALE Director	Chair
Non-Classroom Professional Staff	Leslie Urban	CBI Aide	Parent Involvement
Parent	Diana Boothe	Parent	Parent Involvement
Principal	Larry Newsom	H.S. Principal	Administrator

