

## School Plan

**DIERKS SCHOOL DISTRICT**  
**PO Box 124**

### Arkansas Comprehensive School Improvement Plan

**2014-2015**

The mission of the Dierks School District is to provide each child an adequate, equitable education by providing superior instruction, example, and encouragement.

Grade Span:

Title I: Not Applicable

School Improvement:

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**Priority 1: Administrative Support**

**Goal:** 100% of the students in Dierks School District will score proficient or higher on the 3rd - 8th grade PARCC assessments and the End-of-Level PARCC assessments in Algebra, Geometry, and Literacy.

**Priority 2: Improve School Environment**

**Goal:** 100% of the students in Dierks Schools will be safe and drug free. The number of ESchool recorded incidents of violence, drug use, and/or alcohol use will be zero.

**Priority 3: Wellness Model**

**Goal:** The District 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 4: Special Education: Identification**

**Goal:** To reduce the number of students being referred to Special Education; especially those in minority ethnic groups.

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**Goal:** To increase the number of English Language Learners who are scoring proficient or higher on all literacy and math achievement assessments.

**Priority 6: Evaluation**

**Goal:** To evaluate the overall district improvement plan in order to assure our students of the best help in improving their math/literacy scores.

Priority 1: To provide extended use of State and Federal funds to improve Mathematics and Literacy achievement in the Dierks School District. Janet

Supporting  
Data:

1. DeQueen-Mena Educational Cooperative has been contracted to provide professional development for the District. Workshops have been scheduled to include math, literacy and parent involvement. Outside consultants such as Educators Consulting Services, ERJ Associates and various constituents of the AAEA will also be made available. Teachers will have the opportunity to attend The Writing Academy, AP Summer Institute, or attend a Quest Education workshop designed to improve Benchmark scores. Title funds are used to purchase the services of these consultants and the travel expenditures of the educator.
2. In 2011, 83% of the third through sixth grade students scored proficient or advanced on the Criterion Referenced portion of the Benchmark Exam. The Annual Measurable Objective was 82.82%. In 2012, 80.3% of the third through sixth grade students scored proficient or advanced on the Criterion Referenced portion of the Benchmark Exam. The Annual Measurable Objective for this year was 84.25%. In 2013, 81.88% of the third through sixth grade students scored proficient or advanced on the Criterion Referenced portion of the Benchmark Exam. The Annual Measurable Objective was 85.68%. In 2012 and 2013 Jo Ann Walters Elementary was named an Achieving School in Mathematics using the new system of evaluation in Arkansas. In 2012 and 2013 Jo Ann Walters Elementary was named an Achieving School in Mathematics using the new system of evaluation in Arkansas. In 2011, 73% of the Algebra I students were Proficient or Advanced; 68% of the Geometry students were Proficient or Advanced; 74% of the 7th grade Mathematics students were Proficient or Advanced; and 52% of the 8th grade Mathematics students were Proficient or Advanced. In 2012, a new system of accountability went into place with the Federal ESEA Waiver for Arkansas. With this new system of accountability, test scores are compared with 2011 being the baseline. Annual Measurable Objectives must be met each year to reach the status of Achieving School. In 2012, Dierks High School was named an Achieving School in Mathematics using the new system of evaluation as meeting its Annual Measurable

Objectives. Also the Achievement Gap between the TAGG and non-TAGG groups in Mathematics was 1.62%. The AMO was determined using the baseline 2011 test scores and Achievement Gap. In 2013, Dierks High School was named an Achieving School in Mathematics using the new system of evaluation as meeting its Annual Measurable Objectives. Also, the Achievement Gap between the TAGG and non-TAGG groups in Mathematics was 2.73%. The AMO was determined using the baseline 2011 test scores and Achievement Gap. In 2011, the average score in mathematics on the ACT was 18.7.

3. In 2011, the Annual Measurable Objective for Jo Ann Walters Elementary was 79.75%. 79.5% of our students scored proficient or advanced on the literacy portion of the Criterion Referenced portion of the Benchmark Exam. In 2012, the Annual Measurable Objective for Jo Ann Walters Elementary was 81.44% and 86.54% of our students scored proficient or advanced on the literacy portion of the Criterion Referenced portion of the Benchmark Exam. The annual Measurable Objective for 2013 was 83.13 on the literacy portion of the Criterion Referenced portion of the Benchmark Exam. Jo Ann Walters Elementary had 81.25 score proficient or advanced on this test. In 2012 and 2013 Jo Ann Walters Elementary was named an Achieving School based on the new system of evaluation in the state of Arkansas. In 2011, 47% of the 11th grade students were Proficient or Advanced on the EOC Literacy Exam; 86% of the 7th grade Literacy students were Proficient or Advanced; and 69% of the 8th grade Literacy students were Proficient or Advanced. In 2012, a new system of accountability went into place with the Federal ESEA Waiver for Arkansas. With this new system of accountability, test scores are compared with 2011 being the baseline. Annual Measurable Objectives must be met each year to reach the status of Achieving School. In 2012, Dierks High School was named an Achieving School in Literacy using the new system of evaluation as meeting its Annual Measurable Objectives. Also the Achievement Gap between the TAGG and non-TAGG groups in Literacy was 5.04%. The AMO was determined using the baseline 2011 test scores and Achievement Gap. In 2013, Dierks High School was named an Achieving School in Literacy using the new system of evaluation as meeting its Annual Measurable Objectives. Also, the Achievement Gap between the TAGG and non-TAGG groups in Literacy was 7.57%. The AMO was determined using the baseline 2011 test scores and Achievement Gap. In 2011, the average ACT score in English was 19.0.
4. The District conducted a needs assessment for district-wide improvement needs by disaggregating testing data; conducting a variety of surveys including professional development needs, Title I staff and parent satisfaction and needs, and career and college readiness of graduating seniors; and gathering suggestions from all stakeholders concerning the remediation of enrichment of all students especially those who are not meeting the proficiency level. The results of this assessment include: root causes - lack of motivation as evidenced by inconsistency in homework completion and poor attendance of students who are targeted. The weaknesses of the sub-population of caucasian students are reading content passage, writing context domain, and writing sentence formation domain.

**Goal** 100% of the students in Dierks School District will score proficient or higher on the 3rd - 8th grade PARCC assessments and the End-of-Level PARCC assessments in Algebra, Geometry, and Literacy.

**Benchmark** Annually, the number of students scoring proficient on the 3rd - 8th grade PARCC assessment and the End-of-Level PARCC assessment in Algebra, Geometry, and Literacy will meet or exceed the percentages necessary to meet Adequate Measurable Objectives as defined by the ESEA Waiver and State performance mandates.

Intervention: Administrative Support: Implement/continue to implement a program to provide sufficient administrative support and other services to successfully implement, manage, and evaluate the Title I and other federal Title and State programs, enhancing achievement in Mathematics and Literacy for all students.				
Scientific Based Research: RESEARCH: (Garner, Barbara, "Focus on Basics 2000-2001." ERIC Digest: ED451397, 2001) (Harris, Julia: "Professional Development for Math and Science." ERIC Digest: ED413183, 1997) (McKenzie, Barbara; Turbill, Jan: "Professional Development, Classroom Practice and Student Outcomes: Exploring the Connections in Early Literacy Development." ERIC Digest: ED447453, 1999) (Solomon, Gwen; Solomon, Stan: "Technology and Professional Development--10 Tips to Make It Better." ERIC Journal: EJ515028, 1995) (Svec, Michael: "Understanding National Standards: An Evaluation of a Professional Development Program for Mathematics Teachers." ERIC Digest: ED406152, 1997)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Title I (.49 FTE) and Title VI (.16 FTE) federal funds provide the salary and benefits for Federal Programs District Coordinator Janet Bobo. The federal programs coordinator monitors all Title budgets and integrates those budgets within the	Janet Bobo, Program Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> </ul>	Title VI Federal - Employee Salaries: \$5394.05 Title VI Federal - \$1464.51

<p>ACSIP of the district and the schools. The coordinator works closely with district and building administrators to implement, manage and evaluate the programs served by federal funds. These programs are Mathematics and Literacy for all students. Title I funds provide the federal programs coordinator office supplies such as ink, folders and printer paper to maintain copies of the ACSIP and federal budgets. These copies are made available for staff meetings and parent involvement activities. They are extremely useful in the evaluation process of the ACSIP. The federal programs coordinator submits the ACSIP and works with the Arkansas Department of Education regarding the plan and any federal budget issues. Mrs. Bobo will be attending workshops for federal coordinators to assist in monitoring federal budgets and the ACSIP. Purchased services money has been incorporated into the budget for that specific purpose. Evaluation of these programs will be conducted annually by tracking the graduation rates and test score improvement of students served by Title I and Title VI as well as conducting student, parent and teacher surveys that are complete with opportunities to make suggestions. These results will be made known to the public at the annual meeting to the public in October. Action Type: Collaboration Action Type: Program Evaluation</p>				<p>Employee Benefits: Title I - Employee \$16302.30 Salaries: Title I - Employee \$4426.15 Benefits: <hr/>ACTION BUDGET: \$27587.01</p>
<p>Federal Title funds will provide professional development to staff members through the DeQueen/Mena Educational Cooperative and outside consultants. District administrators attend AAEA conferences to enhance their instructional abilities and thus improve the potential for student achievement. Professional development will include technology and parent involvement as well as the staff member's certification area. ERJ Associates provide technical training in Orchard and SEAS software. VI-B Pass through funds provide an LEA Supervisor for support staff to be trained in these areas. Title funds will be used to purchase the services of the consultant and pay the travel expenses of the educator. Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Title I Schoolwide</p>	<p>Holly Cothren</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> </ul>	<p>ACTION BUDGET: \$</p>
				<p>\$5000.00</p>

<p>Title I funds may be made available to provide assistance for any homeless students in the district. Action Type: Equity</p>	<p>Holly Cothren, Homeless Liaison</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Title Teachers</li> </ul>	<p>Title I - Materials &amp; Supplies:  ACTION BUDGET: \$5000</p>
<p>The district may use NSLA funds to provide literacy coaches, full time counselors and teacher aides as the district is in compliance with and does meet the eligibility provision of this rule. The district employs highly qualified classroom teachers in grades Kindergarten through twelfth grade (K-12). Staff members are provided various sources of professional development opportunities to stay abreast of current trends and share them with their students. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education</p>	<p>Holly Cothren</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$32587.01</p>

Intervention: Implement the Expanded use of State or Federal Funds to enhance achievement in Mathematics or Literacy.

Scientific Based Research: RESEARCH: (Garner, Barbara, "Focus on Basics 2000-2001." ERIC Digest: ED451397, 2001) (Harris, Julia: "Professional Development for Math and Science." ERIC Digest: ED413183, 1997) (McKenzie, Barbara; Turbill, Jan: "Professional Development, Classroom Practice and Student Outcomes: Exploring the Connections in Early Literacy Development." ERIC Digest: ED447453, 1999) (Solomon, Gwen; Solomon, Stan: "Technology and Professional Development--10 Tips to Make It Better." ERIC Journal: EJ515028, 1995) (Svec, Michael: "Understanding National Standards: An Evaluation of a Professional Development Program for Mathematics Teachers." ERIC Digest: ED406152, 1997)

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Professional development opportunities will be available in individual, school-wide and district-wide settings to ensure that all students demonstrate proficiency in the state academic standards. The district will be provide on-site meetings for staff members, placing a strong emphasis on literacy. Title I and Professional Development funds will be used to provide the staff luncheons, any professional literature related to the workshops, and any fees presenters may charge for the workshop. Opportunities are scheduled for the classroom teacher to learn to recognize those students who are on the cusp of failing to reach their potential. Teachers will be encouraged to attend professional development knowing certified substitutes will be provided for their classroom as they attend these learning activities. Professional development funds shall be used to provide those substitutes. The</p>	<p>Holly Cothren</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>• Teachers</li> </ul>	<p>Title I - Purchased \$18930.00 Services: Title I - Materials &amp; Supplies: \$2018.28 PD (State-223) - \$800.00 Other Objects: PD (State-223) - Purchased \$13349.90 Services: PD (State-223) - Materials \$1260.00 &amp; Supplies:  ACTION BUDGET: \$36358.18</p>

<p>success of these initiatives will be better test scores. Program evaluation will be conducted annually in the form of a professional development satisfaction rating and needs assessment by staff members.                  Action Type: Equity                  Action Type: Professional Development                  Action Type: Program Evaluation</p>				
<p>Currently there are no private schools within the Dierks School District. Should any become available in the future, the administration shall be notified of the federal funds that are available to enhance student achievement.                  Action Type: AIP/IRI                  Action Type: Collaboration                  Action Type: Parental Engagement</p>	Holly Cothren	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$36358.18

Intervention: Implement/continue to implement a program to provide meaningful professional development activities for district staff in order to enhance achievement in Mathematics and Literacy for all students.

Scientific Based Research: RESEARCH: (Garner, Barbara, "Focus on Basics 2000-2001." ERIC Digest: ED451397, 2001) (Harris, Julia: "Professional Development for Math and Science." ERIC Digest: ED413183, 1997) (McKenzie, Barbara; Turbill, Jan: "Professional Development, Classroom Practice and Student Outcomes: Exploring the Connections in Early Literacy Development." ERIC Digest: ED447453, 1999) (Solomon, Gwen; Solomon, Stan: "Technology and Professional Development--10 Tips to Make It Better." ERIC Journal: EJ515028, 1995) (Svec, Michael: "Understanding National Standards: An Evaluation of a Professional Development Program for Mathematics Teachers." ERIC Digest: ED406152, 1997)

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Title I funds and Professional Development funds will be used in both the elementary school and the high school to provide meaningful professional development activities to staff members to improve instructional skills. The district will provide each member of the staff an opportunity to develop his/her teaching skills. It is the intent of the district to provide the students of the Dierks District with highly qualified teachers. The following are some of the activities planned: 1) Curriculum Mapping and Alignment; 2) Parental Involvement; 3) Expanding the Mathematics Curriculum; 4) Technology. The administration seeks appropriate, challenging opportunities for the advancement of all staff in the area of professional growth. Title I funds shall be utilized to provide extra opportunities for professional growth with an emphasis upon school improvement efforts.                  Action Type: Collaboration                  Action Type: Parental Engagement                  Action Type: Professional Development                  Action Type: Program Evaluation                  Action Type: Title I Schoolwide</p>	Holly Cothren	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
<p>The District shall review and update the parental engagement plan, including the School-Parent-Compact, annually in accordance with Act 603 of 2003. The District is actively involved in providing joint collaboration with parents, community stakeholders, and teachers through conducting planning meetings</p>	Gary Bobo, Madonna Hill	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Outside Consultants</li> <li>School Library</li> </ul>	ACTION BUDGET: \$

<p>concerning handbook/policy making, Title I programming, parental involvement, ACSIP planning and reviewing, and evaluating the effectiveness of all district programs by conducting surveys, needs assessments and conversations. The district provides: assistance to parents to help monitor students' academic achievement/ materials and training to help parents work to improve academic achievement; education for teachers, principals, and staff in the importance of effective communication; coordination of the programs and activities;ensurance of proper communication to parents in a language they can understand; and other reasonable support for parents through channels such as ESchool, Gabbart Webhosting, CAPS conferencing, Parent-Teacher conferencing, communication with parents of students who are not proficient, IEP conferencing and communication according to the IDEA and section 504, newsletters, and assignment sheets and folders requiring signatures. Teachers shall receive 2 hours, and administrators shall receive 3 hours of parental involvement professional development as required by state law. Volunteers shall be appropriately trained in skills necessary. The Parent Center at each campus will continue to be supplemented. Parent/Teacher conferences are scheduled for October 21 and March 19. These conferences are scheduled from 4:00 to 7:00 p.m. to better accommodate working parents. School counselors are utilizing family kits, parenting magazines, Parents Make a Difference evenings and other resources to gain parent involvement. The counselor is an integral member of the student/parent education team. Their goal is to get 100% of the parents/guardians involved in the students school activities.</p> <p>Action Type: Parental Engagement Action Type: Program Evaluation</p>				
<p>Total Budget:</p>				<p>\$0</p>

Priority 2: Improve the school environment so that staff, students, parents and community members will collectively help to maintain a safe and drug free school environment.

- Supporting Data:
1. APSCN data regarding violence incidents: School Year 10 showed no incidences of violence; SY 09 showed 0.4 incidences of violence; SY 08 showed 0.4 incidences of violence and 0.1 weapons incidences;
  2. APSCN data regarding drug incidents: There were no drug incidences from SY 05-10.
  3. APSCN data regarding alcohol incidents: There were no alcohol incidences from SY 05-09.
  4. Data from Local Sources (i.e. Police Department, Health Department etc.) N/A

Goal 100% of the students in Dierks Schools will be safe and drug free. The number of ESchool recorded incidents of violence, drug use, and/or alcohol use will be zero.

Benchmark Annually, the number of APSCN recorded incidents of violence, drug used and/or alcohol use will decrease by 20%.

<p>Intervention: Implement/Continue to implement effective safe and drug free school [SDFS] strategies to eliminate incidents of violence, drug use, and/or alcohol use as identified on annual ESchool report.</p>				
<p>Scientific Based Research: RESEARCH: Renee Moilanen "Just say no again: The old failures of new and improved anti-drug education." Reason. pp 16. (2004) and Cohen &amp; Cohen "The Parents' Complete Guide to Young People and Drugs, London: Vermillion (1998).</p>				
<p>Actions</p>	<p>Person Responsible</p>	<p>Timeline</p>	<p>Resources</p>	

				Source of Funds
<p>A number of materials are available to parents and students and include: Life Steps with Michael Pritchard, Teens in Crisis, Teen Files Flipped, and Doing The Right Thing. Educating our youth on the dangers of alcohol and drugs through video, guest speakers and/or materials is a serious responsibility. Each year we anticipate zero incidences of drug or alcohol use in our district due to the community effort of "prevention by education". District staff receive training from local health and law enforcement agencies on being alert to signs of abuse/use of prescription or illicit drugs.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation</p>	Gary Bobo	<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>• District Staff</li> <li>• Outside Consultants</li> </ul>	ACTION BUDGET: \$
<p>The District will strive to provide the necessary professional development activities for school staff. Potential speakers include: Teen Challenge of Arkansas, Gary Miller from AHEC, Keith Warzecher from DEA, Cheryl Lindley from DMEC, and Donna Webb from Howard County Health Department.</p> <p>Action Type: Professional Development</p>	Gary Bobo	<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>• District Staff</li> <li>• Outside Consultants</li> </ul>	ACTION BUDGET: \$
<p>Parent involvement activities are being planned in the pursuit of a safe and drug free school. Activities include: Who's Raising the Family Series, How to Tell When Kids are in Trouble, Parents Guide to Sex, Drugs, and Flunking Out, and Positive Action materials. Parent involvement workshops are required for all teachers. It is important to develop an amicable relationship with the student's parent/guardian in order to clearly communicate his/her needs.</p> <p>Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation</p>	Gary Bobo, Madonna Hill	<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>• District Staff</li> <li>• Outside Consultants</li> </ul>	ACTION BUDGET: \$
<p>The District provides a separate educational setting for students that have not been successful, for reasons other than discipline. Placement of students is done with the goal of transitioning the student back into the regular school setting, the resource room, or with older students that are a risk to drop out of school be placed to work towards earning the GED.</p> <p>Action Type: Alignment Action Type: Parental Engagement</p>	Holly Cothren	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
<p>The District will be working with the City of Dierks and with the Howard County Sheriff's office to implement a school resource officer position, to be visible on the two school campuses as schedules permit. This position is yet to be hired.</p>	Holly Cothren, Superintendent, Brian White, Dierks City Police Chief, Butch Morris, Howard County Sheriff	<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>	ACTION BUDGET: \$

Action Type: Equity Action Type: Program Evaluation				
The school district has implemented a random drug testing policy for students in grades 7-12 who are participating in extracurricular activities as a deterrent to drug use and abuse among the students. Action Type: Wellness	Holly Cothren	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Outside Consultants</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Priority 3: Promote Wellness Through Nutrition and Physical Activity

Supporting Data:

- In 2007-08, 66 males were assessed. 59.1% were reported healthy or underweight, 40.9% were reported as at risk for overweight or overweight. Of the 57 females assessed, 70.2% were reported as healthy or underweight, 29.8% were reported as at risk for overweight or overweight. In 2006-07, 181 males were assessed. 55.2% were reported healthy or underweight, 44.8% were reported as at risk for overweight or overweight. Of the 153 females assessed, 64.7% were reported as healthy or underweight, 35.3% were reported as at risk for overweight or overweight. In 2005-06, 218 males were assessed. 60.1% were reported healthy or underweight, 13.3% at risk, and 26.6% were overweight. Of the 187 females assessed, 63.1% were reported healthy or underweight, 25.7% were at risk, and 11.2% were reported overweight. BMI classifications for 2004-05 showed of the 212 males reported, 52.8% were assessed healthy or underweight, 16.5% were at risk and 30.7% were overweight. Of the 188 females reported, 59.6% were assessed as healthy or underweight, 25.0% were at risk, and 15.4% were overweight
- Within the Wellness Policy, filed with the ADE, Child Nutrition Unit, the District affirms compliance in nutrition education and physical activity. Nutrition guidelines promote student health and reducing childhood obesity. The guidelines for reimbursable school meals are followed. Portion sizes, fat grams, fruits and/or vegetable offerings are closely monitored. Each cafeteria is managed by a director in the process of becoming or being certified by the Child Nutrition Unit of the ADE. The Food Service Director works closely with each cafeteria manager/director. The Wellness Committee is made up of parents, students, school board members, school nurse, teachers and members of the community.
- The Dierks Board of Education has established a policy incorporated into their personnel policy and procedure manual. The Board directed the District to promote grade appropriate nutrition education as part of a broad based integrated health education program that is aligned with the Arkansas Physical Education and Health Education Framework. The Board accepts the Arkansas Nutrition Standards for reimbursable meals and ala' carte foods served in the cafeteria as they are more restrictive than the USDA nutrition standards. USDA standards will mean reduced fat content of foods offered to students and an increase in the consumption of fruits and vegetables.

Goal

The District 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 continuing to provide a school environment that encourages students and their parents to incorporate healthy eating habits as well as participation in extracurricular programs that support physical activity, the District will be challenging the community as a whole to live a healthy lifestyle. The results of this lifestyle will be reflected in the classroom and the community.

Intervention: Administrative Support for Wellness				
Scientific Based Research: Journal of the American Dietetic Association, 103(7): 887-93. 2003.NAL Call Number: 389.8 Am34 Position of the American Dietetic Association: Child and adolescent food and nutrition programs. J. Stang, C. T. Bayerl Food and Nutrition Information Center's web site at <a href="http://www.nal.usda.gov/fnic/pubs/db.html">http://www.nal.usda.gov/fnic/pubs/db.html</a>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
In accordance to Act 1220 of 2003, "An act to create a child health advisory committee; to coordinate statewide efforts to combat child obesity and related illness; to improve the health of the next generation of Arkansans; and for other purposes," the Dierks School	Holly Cothren	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Outside Consultants</li> </ul>	ACTION BUDGET: \$

<p>District has developed District wellness policies in collaboration with the district Nutrition and Physical Activity Committee. Policies have been approved by the district school board. The board will evaluate the program periodically to see if there are additional needs to be addressed. BMI reports will be monitored. Policies include the five (5) federal requirements: Goals for nutrition education, physical activity and other school-based activities, nutrition guidelines, guidelines for reimbursable school meals, a plan for measuring implementation of the local wellness policy, and community involvement. The policy statement has been submitted to ADE, Child Nutrition Unit, per the required submission deadline of May 15, 2006. This also is in accordance to Act 1220 of 2003 §6-17-19 Section E.3 where the law "requires that goals and objectives for nutrition and physical activity be incorporated into the annual school planning and reporting process." The District makes every effort to identify those students who qualify for free or reduced priced meals. Reporting these students must be done by October 15.                  Action Type: Collaboration                  Action Type: Professional Development                  Action Type: Program Evaluation                  Action Type: Wellness</p>				
<p>The Dierks School District will: (1) provide support to the schools to ensure successful implementation of the Wellness Policies as presented in the District's policy book such as grade appropriate health education courses; (2) provide resources and professional development to District and School staff to improve the overall school nutrition environment such as the Child Nutrition certification programs for the Food Service Director and Cafeteria Managers and Workforce Education courses which are taught within the Family and Consumer Science, such as Nutrition and Wellnes and/or Foods and Nutrition; and (3) will promote participation in the health and physical activity curriculum. Public schools must establish strategies to achieve thirty (30) minutes of physical activity each day in K-12. A child who eats balanced meals and participates in daily physical activity will be better prepared for the learning experience. That will be relected in the student's school day and on his/her testing assessment.                  Action Type: Professional Development                  Action Type: Program Evaluation                  Action Type: Wellness</p>	<p>Holly Cothren, Superintendent, Brian White, Dierks City Police Chief, Bryan McJunkins , Howard County Sheriff</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>• Outside Consultants</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>The Dierks District will ensure that the Wellness Committee observe and assist in the evaluation of the various methods used to distribute and collect free and reduced price meal applications. These</p>	<p>Holly Cothren, Jody Cowart, Karla Byrne</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> </ul>	<p>ACTION BUDGET: \$</p>

<p>applications are given to parents when children are enrolled in school. Students who qualified in prior years and have not turned in an application, their parents are contacted as a reminder of the due date. The Committee also observes the student collection procedures to support the Child Nutrition Director in making appropriate changes that improve access to the program by all students. In evaluating the collection process, the Director is pursuing a scanning program.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Wellness</p>			<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• District Staff</li> </ul>	
Total Budget:				\$0

Priority 4: To reduce the number of students referred for Special Education Services.

- Supporting Data:
1. In 2008, 12.7% of the district population received Special Education services and of that 3% were of Hispanic origin. During the 2009 school year, 11% of the district received these services and 7% were Hispanic. The 2010 school year saw 12.04% of the district population in Special Education and of that 11% were Hispanic
  2. In 2008, the district population numbered 532 and 5% were Hispanic. The 2009 school year saw an enrollment of 552 and 5% were Hispanic. The population of 2010 was 538 and the Hispanic student population was 6% of that total.
  3. The 2010 kindergarten class had three Hispanic students enter that were already identified as needing Special Education Services from the pre-school program. Prior to that year we had no Hispanic students transitioning in.
  4. In 2009 the number of Hispanic Special Education students was 10.5% of total Hispanic population. In 2009, 14.8% of the Hispanic student population was placed in Special Education. In 2010, 21.2% of the Hispanic student population received Special Education Services.

Goal To reduce the number of students being referred to Special Education; especially those in minority ethnic groups.

Benchmark The number of minority students receiving Special Education services is to be reduced so that it is equal to or less than the district enrollment ratio of general population receiving these services.

Intervention: Response to Intervention instruction for general education and special education teachers.				
Scientific Based Research: McCook, John E. (2006). "The RTI Guide: Developing and Implementing a Model in Your Schools." LRP Publications, Horsham, Pennsylvania.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Special Education teachers as well as general education teachers will participate in the ASPA Conference "English Language Learning: Linking programs and services through RTI and assessment." Focus of conference is on the disproportionate representation of ELLs in special education, second language acquisition and assessment, response to intervention for ELLs regarding related difficulties, and distinguishing second language differences from language and reading disabilities.</p> <p>Action Type: Equity Action Type: Professional Development Action Type: Special Education</p>	<p>DMEC-LEA Special Ed. Supervisor, Holly Cothren, Superintendent</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>ACTION BUDGET: \$</p>
<p>In support of the literacy priority and English Language Learners, professional development for the general education</p>	<p>DMEC-LEA Special Ed. Supervisor,</p>	<p>Start: 07/01/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	<p>\$</p>

staff addressing the RTI process will be conducted. This professional development may include bringing in outside speakers and purchase of DVDs. Action Type: Equity Action Type: Professional Development Action Type: Special Education	Holly Cothren, Superintendent	End: 06/30/2015		ACTION BUDGET:
Purchase software that addresses multilingual issues and/or students with disabilities who are behind in reading or math. Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	DMEC-LEA Special Ed.Supervisor, Holly Cothren, Superintendent	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$0

Priority 5: The District will provide support for English Language Learners in the form of tutoring to aid them in increasing their literacy and math skills.

Supporting Data:

Goal To increase the number of English Language Learners who are scoring proficient or higher on all literacy and math achievement assessments.

Benchmark Prepare ELL students to meet or exceed adequate yearly progress in literacy and math.

Intervention: Continue to implement a program to provide tutoring to the English language learner, enhancing achievement in mathematics and literacy.				
Scientific Based Research: Downey, Carolyn: 50 Ways to Close the Achievement Gap (Corwin Press: Thousand Oaks, CA, 2009.) Marzano, Robert: Classroom Instruction That Works (Pearson Education: Upper Saddle Creek, New Jersey, 2005.)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
ELL funds are being used to employ a certified teacher to provide services 1 period a day for those students whose primary language is not English. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Leta Rivera	Start: 07/01/2014 End: 06/30/2015	• Teaching Aids	ACTION BUDGET: \$
Total Budget:				\$0

Priority 6: The ASCIP Steering Committee will meet annually to evaluate the overall school improvement plan.

Supporting Data:

- The results from the three most recent 3rd Grade Benchmark Exams indicate growth in both math and literacy. In math, our 3rd graders scored proficient and advanced at the following rates: 74% in 2009 and 84% in 2010. Our literacy scores for proficient and advanced were as follows: 56% in 2009 and 70% in 2010. The results from the three most recent 5th Grade Benchmark Exams also indicate growth in both areas. In math, our 5th graders scored 76% in 2008, 85% in 2009, and 92% in 2010. Our literacy scores for proficient and advanced were as follows: 67% in 2008, 85% in 2009, and 90% in 2010. The results from the most recent 6th Grade Benchmark Exams also indicate growth in both areas. In math, our 6th graders scored proficient and advanced at the following rates: 85% in 2008, 92% in 2009 and 94% in 2010. Our literacy scores for proficient and advanced were as follows: 74% in 2009 and 87% in 2010. In 2007, Dierks High School made Adequate Yearly Progress in all areas. In 2008, Dierks High School made Adequate Yearly Progress in some areas but was placed on Alert Status in Literacy. In 2009, Dierks High School was named an Achieving School and made Adequate Yearly Progress in all areas. In 2010, Dierks High School was placed on Alert status again in literacy.
- Our attendance rate has been above the 90th percentile for each of the past four school years (2006-2007, 2007-2008, 2008-2009, and 2009-2010) Enrollment Data: At Dierks High School in 2007-08 enrollment was 234; in 2008-09 enrollment was 231; and in 2009-2010, enrollment was 229. The current enrollment for the 2010-11 school year is 255. The interventions being implemented at Dierks High School are to raise test scores.
- Graduation Rate: The Graduation Rate for Dierks High School in the 2007-08 school year was 97% and in the 2008-09 school year, it was 97%. For 2009-2010, the graduation rate was 97%.

**Goal** To evaluate the overall district improvement plan in order to assure our students of the best help in improving their math/literacy scores.

The number of students scoring proficient or above on the 8th grade PARCC Assessment in Literature and Math and the PARCC assessments in Literature, Algebra and Geometry will meet or

**Benchmark** exceed the percentage necessary to meet Adequate Yearly Progress. The Dierks High School will strive to meet adequate measurable objectives as defined by the Arkansas Department of Education and the ESEA Waiver.

Intervention: Improvement Plan Evaluation (Ahearn, Charles "Planning for School Improvement. A Report on a Comprehensive Planning Process."				
Scientific Based Research: ERIC Digest: ED452597, 1998)("Focus on School Improvement: A Planning Guide." ERIC Digest: ED406719, 1995)("A Template for an Integrated School Improvement Plan." ERIC Digest: ED444261, 1999) Downey, Carolyn J., Betty E. Steffy, William K. Poston, Jr., & Fenwick W. English. "50 Ways to Close the Achievement Gap." Corwin Press, 2009.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The Steering Committee will meet annually to evaluate the school improvement plan according to new test scores, recommendations and/or suggestions for improvement. All applicable data will be evaluated. Professional Development will be provided based upon the data acquired. CAPS will be implemented school wide and evaluation criteria will be based upon the parental involvement on the CAPS Day. Action Type: Collaboration Action Type: Professional Development	Holly Cothren, Jody Cowart, Karla Byrne	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The district will assure that parents are provided notification about the school's school improvement year 1 status 14 days prior to the start date of the school year. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation	Holly Cothren, Jody Cowart, Karla Byrne	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The district shall provide for strategic staffing materials, supplies and technological equipment needed over the next year to address the requirements of the school identified needs improvement in math and literacy Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	Holly Cothren, Jody Cowart, Karla Byrne	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
The district will provide professional development in the areas of data analysis and its effective use in instructional planning as well as curricular reviews and training in creating effective interim tests particularly in literacy and math. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	Holly Cothren, Jody Cowart, Karla Byrne	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
<b>Total Budget:</b>				<b>\$0</b>

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Shawn Kirkpatrick	Classroom Teacher	Federal Programs Advisory Committee
Classroom Teacher	Steve Martin	Classroom Teacher	Advisory Committee Federal Programs Advisory Committee
District-Level Professional	Holly Cothren	High School Principal	Steering Committee

District-Level Professional	Janet Bobo	Federal Programs Coordinator	Federal Programs Advisory Committee
District-Level Professional	Jody Cowart	Principal	Federal Programs Advisory Committee
District-Level Professional	Karia Byrne	Elementary Principal	Federal Programs Advisory Committee
Parent	Malinda Noel	Member	Advisory Committee
Parent	Michala Young	Member	Advisory Committee